

Course Name: Annual Firearms Use and Safety Training for Unarmed Detention Staff (4-hours)
[STC Certification #83-29969](#)

Course Summary: This course is designed to provide basic firearms training for unarmed Detentions staff, covering safety, storage, transportation, and use.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Discuss and identify laws related to the use of firearms.
- 2) Identify essential policy and procedure requirements related to the use of firearms.
- 3) List the five rules of firearms safety.
- 4) Describe the appropriate storage of a firearm.
- 5) Identify the appropriate methods for transportation of a firearm.
- 6) Demonstrate a basic level of competence in the use of a firearm by successfully completing a basic course of fire as administered by course facilitators, to the satisfaction of the instructor.

Time	Content	Format
30 minutes	I. Introduction A. Instructor introduction B. Course objectives	<ul style="list-style-type: none"> • introduction • lecture
30 minutes	II. Laws III. Policies and procedures IV. Liability issues	<ul style="list-style-type: none"> • lecture
1 hour	V. Firearms Awareness A. Firearms B. Nomenclature C. Ammunition	<ul style="list-style-type: none"> • lecture • demonstration
1 hour	VI. Firearms Proficiency A. Basic Firearms Use B. Practice C. Evaluation	<ul style="list-style-type: none"> • lecture • demonstration • practice • evaluation

Course Name: **Bloodborne Pathogens (4-hours)**

STC Certification #83-65697

Course Summary: This course is being presented in compliance with Cal-OSHA Bloodborne Pathogens standards.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain OSHA regulations and Hepatitis B vaccination program.
- 2) Explain disease transmission and identify symptomology of Hepatitis B & C, and HIV and AIDS.
- 3) Explain exposure preventative measures and identify personal protective equipment items.
- 4) Explain Kern County Sheriff's Office's exposure control plan and identify employee and employer responsibilities in the event of an exposure.
- 5) Pass Multiple Choice exam with a score of 70 percent or better.

Time	Content	Format
30 minutes	I. Introduction A. Course Objectives B. OSHA Regulations	<ul style="list-style-type: none">• introduction• lecture
90 minutes	II. Medical Issues A. Disease transmission B. Serious Bloodborne Pathogens C. O.P.I.M. D. Hepatitis B E. Hepatitis B Vaccination Program F. Hepatitis C G. HIV and AIDS	<ul style="list-style-type: none">• lecture
1 hour	III. Prevention of Exposure A. OSHA standard B. Legal issues C. Personal protective equipment	<ul style="list-style-type: none">• lecture• demonstration
1 hour	IV. Exposure Control Plan A. Engineering controls B. Work practice controls C. Accidental exposures D. Employee responsibilities E. Employer responsibilities	<ul style="list-style-type: none">• lecture• discussion• test

Course Name: Carotid/Altercation Patterns (8-hours)

STC Certification #08253441

Course Summary: This course will provide students with knowledge of the carotid restraint, including how the control hold works, how to apply it, risk factors and department policy. The course will also cover chancery holds, leg sweep takedowns, hair pull takedowns, surrender handcuffing, unconscious cuffing, techniques to disarm a suspect holding a gun and defense against choking, knife attacks and punches.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Ability to state justifications for the use of the carotid restraint.
- 2) Ability to state why the carotid control hold should not be applied to a suspect who is standing.
- 3) Ability to state the dangers even when the carotid control hold is applied correctly.
- 4) Demonstrate the ability to correctly apply the carotid (carotid restraint, chancery hold, leg sweep takedown, hair pull takedown, surrender handcuffing, unconscious cuffing, and eight steps taken after the carotid control hold has been applied to the satisfaction of the instructor.
- 5) Ability to state the dangers of an improperly applied control hold.
- 6) Ability to state the justifications of when a peace officer may use reasonable force Penal Code 835(a).
- 7) Ability to state the evaluation factors for the use of force / Graham Factors / 3-prong test.

Time	Content	Format
1 hour	I. Introduction to the Carotid Control Hold A. Ability to state justifications for the use of the carotid restraint. B. Ability to state why the carotid control hold should not be applied to a suspect who is standing. C. Ability to state the dangers even when the carotid control hold is applied correctly. D. The ability to state the dangers of an improperly applied control hold. E. Ability to state the justifications of when a peace office may use reasonable force Penal Code 835a. F. Ability to state the evaluation factors for the use of force, Graham Factors, and 3-prong test.	<ul style="list-style-type: none">• introduction• lecture• discussion• audio/video
3 hours	II. Warm up III. Carotid Control Hold IV. Chancery Hold V. Leg Sweep Takedown VI. Hair Pull Takedown	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise• practice

		<ul style="list-style-type: none"> • evaluation
2 hours	<p>VII. Warm up</p> <p>VIII. Unconscious Handcuffing</p> <p>IX. 8-Steps Surrender Handcuffing</p>	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise • practice • evaluation
2 hours	<p>X. Physical and Written Test</p> <p>A. Demonstrate the ability to correctly perform the carotid control hold, chancery control hold, unconscious and surrender search and handcuffing techniques, the eight steps taken after the carotid control hold has been applied, perform a leg sweep takedown and hair pull takedown to the satisfaction of the instructor.</p> <p>B. Ability to state justifications for the use of the carotid restraint.</p> <p>C. Ability to state why the carotid control hold should not be applied to a suspect who is standing.</p> <p>D. Ability to state the dangers even when the carotid control hold is applied correctly.</p> <p>E. The ability to state the dangers of an improperly applied control hold.</p> <p>F. Ability to state the justifications of when a peace officer may use reasonable force Penal Code 835a.</p> <p>G. Ability to state the evaluation factors for the use of force, Graham Factors, and 3-prong test.</p>	<ul style="list-style-type: none"> • evaluation

Course Name: Cell Extraction (4-hours)

STC Certification #83-51737

Course Summary: This class is designed to educate and prepare detentions staff on inmate cell extractions, brief them when a Sheriff's Emergency Response Team call-out would be necessary, standardize training on cell extractions, enhance team professionalism, and to reduce injuries and liability.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain and identify the advantages of Modern Cell Extraction Techniques.
- 2) Explain and identify situations when a cell extraction is necessary.
- 3) Explain the ACID Process.
- 4) Explain and identify the role of cell extraction team members.
- 5) Identify munitions used in cell extractions.
- 6) Identify cell extraction hazards.
- 7) Identify extraction clean-up procedures.
- 8) Identify cell extraction key considerations, including when it is necessary to initiate a SERT callout.

Time	Content	Format
1 hour	<p>I. Key Cell Extraction Considerations-A.C.I.D.</p> <ul style="list-style-type: none">A. Assess the situationB. Contain the incidentC. Isolate the individualD. Diffuse the incident <p>II. When is a Cell Extraction needed?</p> <ul style="list-style-type: none">A. 1. CourtB. 2. Danger to self/othersC. 3. Destruction of propertyD. 4. Ordered movement	<ul style="list-style-type: none">• introduction• lecture• discussion
1 hour	<p>III. Advantages of Modern Cell Extraction Techniques</p> <ul style="list-style-type: none">A. Three-Person Extraction MethodB. Seven-Person Cell Extraction Method	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise
1 hour	<p>IV. The Role of Cell Extraction Team Members/Practical Application</p> <ul style="list-style-type: none">A. Team Leader/SupervisorB. Shield OfficerC. Baton OfficerD. Hands and Leg Restraint OfficersE. Back Up OfficerF. Weapons Officer	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise

1 hour	V. Examples of Safety Equipment A. Extraction shield B. Protective vest C. Helmet with face D. Gas mask E. Protective gloves F. Groin protection G. Elbow and knee pads with shin guards H. Handcuffs, leg shackles, and/or flex cuffs I. OC spray J. Baton of your Department's choice K. Eye protection	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise
---------------	---	---

Course Name: Cell Extraction Refresher (2-hours)

STC Certification #09690800

Course Summary: The purpose of the Cell Extraction Refresher course is to enhance the skills of Detention Deputies while performing cell extractions. The class shall be able to justify factors that may arise during the course of a cell extraction when communication between the subject and officers has failed. The course includes debrief and preparation for report writing.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Define cell extraction.
- 2) Identify the circumstances under which a cell extraction is necessary.
- 3) Demonstrate primary functions of a cell extraction.

Time	Content	Format
1000-1015	I. Introduction A. Instructor introduction B. Class objectives	<ul style="list-style-type: none">• lecture• audio/video
1015-1030	II. Cell Extraction A. Definition and description B. The necessity for cell extractions C. Resources needed for a cell extraction	<ul style="list-style-type: none">• lecture• discussion
1030-1035	III. Inmate Compliance A. Prior to forced compliance, again ask the inmate to comply, explain the consequences of failing to comply, lawfully order the inmate to comply, ask the inmate if there is anything within reason that you can do to make them comply. B. If the inmate does not leave the cell voluntarily, proceed with authorization and cell extraction procedures.	<ul style="list-style-type: none">• lecture• discussion
1035-1050	IV. Tactical Principles and Positions A. Tactical Principles: Assess, Contain, Isolate, and Diffuse. B. Team Positions: Shield, Baton/Taser, Control Personnel, Munitions (Taser/Pepperball), Back-up, and Team Leader.	<ul style="list-style-type: none">• lecture• discussion• audio/video
1050-1100	V. After Action Requirements A. Medical evaluation B. Decontamination C. Check equipment and return D. Documentation E. Debrief <ol style="list-style-type: none">1. Role of team members2. Clear understanding of roles3. Review communication/equipment problems4. Discuss improvements	<ul style="list-style-type: none">• lecture• discussion

1100-1200	VI. Practical Application Exercise A. Assign positions B. Create scenario C. Walk-through extraction D. 50% Speed extraction E. Debrief incident F. Prepare notes for documentation	<ul style="list-style-type: none">• lecture• discussion• practice

Course Name: **Chemical Agents (8-hours)**

STC Certification #83-6903

Course Summary: This course will consist of eight (8) hours of training on the physical effects, delivery, and decontamination of chemical agents and the proper use of a gas mask. Subject content includes: inspecting, fitting, clearing, and cleaning the mask; considerations in the deployment of chemical agents, first aid and decontamination procedures; characteristics of OC; application and precautions for the use of OC; and tactical considerations in the use of OC in a practical application exercise, each student will be exposed briefly to chemical agents.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the ability to correctly don a gas mask.
- 2) Identify the characteristics of OC, including the symptoms of OC exposure.
- 3) Identify methods of deploying chemical agents.
- 4) Describe First Aid and decontamination procedures.
- 5) Explain the appropriate applications and precautions related to the use of OC spray.

Time	Content	Format
30 minutes	I. Gas Mask Techniques	<ul style="list-style-type: none">• introduction• lecture• demonstration• exercise
1 hour	II. Identifying Chemical Agents	<ul style="list-style-type: none">• lecture• discussion
1 hour	III. Methods of Deploying Chemical Agents, Tactics	<ul style="list-style-type: none">• lecture• demonstration
1 hour	IV. First Aid/Decontamination Procedures	<ul style="list-style-type: none">• lecture• demonstration
30 minutes	V. Characteristics of Oleoresin Capsicum (OC)	<ul style="list-style-type: none">• lecture
30 minutes	VI. Application of Oleoresin Capsicum	<ul style="list-style-type: none">• lecture• demonstration

30 minutes	VII. Precautions Regarding the Use of OC Spray	<ul style="list-style-type: none"> • lecture • demonstration
30 minutes	VIII. First Aid for persons exposed to Oleoresin Capsicum	<ul style="list-style-type: none"> • lecture • demonstration
30 minutes	IX. Written Test	<ul style="list-style-type: none"> • test
1 hour	X. Demonstration of Deployment	<ul style="list-style-type: none"> • lecture • demonstration
1 hour	XI. Exposure of Students to Chemical Agents	<ul style="list-style-type: none"> • demonstration • exercise

Course Name: CJIS Inmate Management System – Basic (4-hours)

STC Certification #83-66125

Course Summary: This course provides agency specific basic training in CJIS (Criminal Justice Information System) and IMS (Inmate Management System) computer operation. Topics covered include: Security, Sign-Off/Sign-On, Basic Functions, Standard Program Keys, edit tables, Booking Process, Inmate Property & Clothing, Classification Screens, Assessing and finding inmate records, Inmate record screen, Transportation and Court calendars, Inmate count. Participants will use actual computers and utilize a training CJIS session while the instructor facilitates and instructs the class.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Describe CJIS and explain its use in Law Enforcement.
- 2) Explain security issues involving CJIS, including "right to know vs. need to know".
- 3) Demonstrate the ability to sign-on and sign-off of CJIS, to the satisfaction of the instructor.
- 4) Identify the basic functions of CJIS, including booking, classification, inmate property, inmate records, inmate count, and transportation and court calendars.

Time	Content	Format
1 hour	I. Introduction A. Instructor introduction B. Course overview C. Security D. CJIS sign-on/sign-off and password E. CJIS basic functions F. Efficient key usage	<ul style="list-style-type: none"> • introduction • lecture • demonstration • practice
1 hour	II. Standard Program A. Function keys B. Moving around the Menu C. Functional positions, ORG-LOC, and security D. System messages	<ul style="list-style-type: none"> • lecture • demonstration • practice
1 hour	III. Edit Tables A. IMS and LE-ETDSP IV. Overview of Booking Process A. Personal property and clothing B. Classification screens	<ul style="list-style-type: none"> • lecture • demonstration • practice
1 hour	V. Assessing and Finding Inmate Records VI. Reading Inmate Record Screen VII. Display and Maintain Transportation Appearance Calendars VIII. Inmate Count IX. Miscellaneous CJIS Screens	<ul style="list-style-type: none"> • lecture • demonstration • practice

Course Name: Crisis Intervention Training (CIT) for Detentions (8-hours)

STC Certification #09407905

Course Summary: This collaborative course between law enforcement and mental/behavioral health professionals will teach the following: (1) community and professional standards relative to dealing with mental illness and potential safety and liability issues they pose in correctional settings; (2) the basic indicators of mental illnesses such as: Schizophrenia, Bipolar Disorder, Depression, and Personality Disorders as well as apply intervention strategies; (3) the basic indicators for individuals suffering from more than one disorder (e.g. Mental Illness and Substance Abuse), as well as apply intervention strategies; (4) the basic indicators of Developmental Disabilities such as: Mental Retardation (Intellectual Disability), and Autism as well as apply intervention strategies; (5) the basic indicators of Traumatic Brain Injury as well as apply intervention strategies; (6) demonstrate communication skills; (7) discuss critical incident/stress management and how to prevent burnout/PTSD in an effort to keep staff alert, aware, and equipped to their jobs.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Be better prepared to recognize signs and symptoms of various mental illnesses, developmental disabilities, and traumatic brain injuries.
- 2) Be better prepared to effectively communicate with those suffering from mental illness, developmental disabilities, and brain injuries.
- 3) Be better prepared to apply intervention strategies that may de-escalate crisis situations with those suffering from mental illnesses, developmental disabilities, and brain injuries.
- 4) Have increased awareness to critical incident/stress management, and how to manage stress effectively and prevent burnout/PTSD.

Time	Content	Format
15 minutes	<p>I. Introduction to CIT</p> <p>A. Classroom orientation and rules</p> <ol style="list-style-type: none">1. Where the restrooms are located. Cell phones turned off. Expectations for level of classroom participation.2. Instructor introductions and introduction to the CIT model and it's implementation to the jail setting. <p>B. Student introductions.</p> <ol style="list-style-type: none">1. Who has a family member or close friend affected by a mental illness? What was the diagnosis? What are the symptoms? Any run-ins with law enforcement?2. What training have you received on mental illness?3. What training have you received on critical incident/stress management?	<ul style="list-style-type: none">• introduction• lecture

	<ol style="list-style-type: none"> 4. Discussion of realistic safety concerns of AES (Administrative Evaluation Stabilization) Center. 5. Discussion of how to effectively manage stress. 	
15 minutes	<p>II. Handouts Orientation and Course Objectives</p> <p>A. Handouts Orientation</p> <ol style="list-style-type: none"> 1. List of psychotropic medications designated for disorders 2. Non-violent crisis intervention communication tips. 3. Critical incident/stress management. 4. Stress management handouts. <p>B. Course Objectives</p> <ol style="list-style-type: none"> 1. Decrease stress, confusion, complaints. 2. Decrease liability problems. 3. Improve communication skills. 4. Improve de-escalation skills. 5. Increase understanding, judgment, competence, and safety. 6. Increase ability to identify and assess and respond effectively and appropriately. 7. Increase awareness to critical incident/stress management. 	<ul style="list-style-type: none"> • lecture
30 minutes	<p>III. Community and Professional Standards</p> <p>A. Why this training is important.</p> <ol style="list-style-type: none"> 1. Critical incident/stress management. 2. Closure of state hospitals: jails are the largest mental health housing facilities. 3. News articles of lawsuits and officer involved shootings. <p>B. Community and Professional Standards.</p> <ol style="list-style-type: none"> 1. Americans with Disabilities Act: equal service and protection, reasonable accommodations, ensure safety and civil rights, you need to be aware of the behavioral manifestations of a disability. <p>C. Video: California Commission on Peace Officers Standards and Training - Police Response to People with Mental Illness or Developmental Disability "The Memphis Model".</p> <ol style="list-style-type: none"> 1. Family member's perspective on concerns for their mentally ill loved one. 2. Discussion of how AES will change the jail environment. 3. Discussion of problem-solving challenges. 	<ul style="list-style-type: none"> • lecture
15 minutes	<p>IV. Group Assignments</p> <p>A. Group Assignments</p> <ol style="list-style-type: none"> 1. Split the class into small groups for the various disorders/disabilities: Depression, Bipolar Disorder, Schizophrenia, Dual Diagnosis, Personality Disorders, Mental Retardation (Intellectual Disability), Autism Spectrum/Asperger's, and Traumatic Brain Injury. <p>B. Class will research the following and prepare to present on it later:</p>	<ul style="list-style-type: none"> • exercise

	<ol style="list-style-type: none"> 1. What are the observable and non-observable symptoms? 2. What causes it or how does one develop it? What are the risk factors in getting it? 3. How prevalent is it? 4. Are there specific treatment techniques or medications to treat it? 5. What are the best methods of interaction/communication? 	
30 minutes	V. Definition of Mental Illness and Medications <ol style="list-style-type: none"> A. Mental Illness Diagnosis B. Major Mental Illness C. De-mystifying mental illness D. Situations that appear like mental illness: someone under extreme stress, under the influence of drugs/alcohol, medications that impair mental functions, and/or other medical conditions E. Psychotropic medications F. Services 	<ul style="list-style-type: none"> • lecture
30 minutes	VI. Depression <ol style="list-style-type: none"> A. Activity for assigned Group B. Symptoms of depression C. Effective responses D. Medications E. Video: Abnormal Psychology/Depression 	<ul style="list-style-type: none"> • lecture • discussion • audio/video
15 minutes	VII. Suicide Prevention in Correctional Settings <ol style="list-style-type: none"> A. Indicators of suicidal thinking <ol style="list-style-type: none"> 1. Statements 2. Behaviors 3. Situational risk factors 4. Effective responses to suicidal statements in jail B. Effective responses <ol style="list-style-type: none"> 1. Using active listening 2. Maintaining safety 3. Assessment of behavior for possible malingering/alternative gain 	<ul style="list-style-type: none"> • lecture
30 minutes	VIII. Bipolar Disorder <ol style="list-style-type: none"> A. Activity for assigned group. B. Symptoms of bipolar disorder C. Effective responses D. Medications <p>Video: Bipolar D/O (individual in a manic state)</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
15 minutes	IX. Hallucination vs. Delusion <ol style="list-style-type: none"> A. Defining a Hallucination: false perceptions through the senses (visual, auditory, tactile, smelling, tasting) 	<ul style="list-style-type: none"> • lecture • exercise

	<p>B. Defining a Delusion: paranoia; grandiose</p> <p>C. Activity: placing experienced hallucinations in order of most occurred</p>	
45 minutes	<p>X. Schizophrenia</p> <p>A. Activity for assigned group</p> <p>B. Symptoms of schizophrenia: psychosis (detached from reality), delusions, paranoia, hallucinations, voices, command hallucinations (that order the person to do something)</p> <p>C. Effective responses</p> <p>D. Medications</p> <p>E. Video: Abnormal Psychology by Wadsworth Media - Interview with Etta</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
30 minutes	<p>XI. Dual Diagnosis</p> <p>A. Activity for assigned group</p> <p>B. Definition of Dual Diagnosis (mental illness paired with substance abuse)</p> <p>C. Danger</p> <p>D. Self-Medicare</p> <p>E. What came first?</p> <ol style="list-style-type: none"> 1. Oftentimes substance abuse comes before a formal mental health diagnosis 2. Substance abuse can speed up or trigger a mental illness <p>F. Video: Substance abuse/addiction</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
15 minutes	<p>XII. Dopamine</p> <p>A. Activity (placing various drugs in order of highest amount of dopamine released in the brain, as it relates to addiction)</p>	<ul style="list-style-type: none"> • exercise
30 minutes	<p>XIII. Personality Disorders</p> <p>A. Activity for assigned group</p> <p>B. Definition of a personality</p> <p>C. Definition of a personality disorder</p> <p>D. Personality Disorders</p> <ol style="list-style-type: none"> 1. Anti-social 2. Borderline 3. Others <p>E. Treatment</p> <p>F. Video: Fatal Attraction (Scene where Alexandra cuts herself)</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
15 minutes	<p>XIV. Developmental Disabilities</p> <p>A. California Definition of a Developmental Disability</p> <ol style="list-style-type: none"> 1. Significantly impacts social, education, and work aspects of life 2. Permanent (no good days) 3. Must occur before age 18 	<ul style="list-style-type: none"> • lecture

	<p>4. For many of the disabilities there is a connection to intelligence level</p> <p>B. Includes mental retardation, autism and Asperger's, cerebral palsy, and epilepsy.</p> <p>C. Treatment</p>	
30 minutes	<p>XV. Mental retardation (intellectual disability)</p> <p>A. Activity for assigned group</p> <p>B. Symptoms of mental retardation (intellectual disability)</p> <ol style="list-style-type: none"> 1. Intelligence (IQ of 70 or below; difficulty understanding questions) 2. Mild to severe range <ol style="list-style-type: none"> a. A person with mild retardation is most likely to be encountered by law enforcement but least likely to be recognized b. A person with mild retardation is not likely to admit they have a disability 3. Acquiescence to authority figures <ol style="list-style-type: none"> a. Giving affirmative (yes) answers to questions where the truth is contradictory b. Can easily be led into giving the wrong answer <p>C. Effective Responses</p> <p>D. Video: Intellectual disabilities "Collaborative, Multidisciplinary First Response"</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
30 minutes	<p>XVI. Autism Spectrum and Asperger's</p> <p>A. Activity for assigned group</p> <p>B. Symptoms of autism spectrum and Asperger's</p> <ol style="list-style-type: none"> 1. Intelligence: Low to High IQ; Social intelligence deficits (missing social cues, lack of eye contact, echoing words heard, monotone or flat voice, difficulty with abstract statements/thinking, and small network of friends) 2. Self-stimulation behaviors: rocking or hand flapping 3. Sensitivity: extremely sensitive to environmental stimuli that most people do not react to do not notice (white noise, touch) <p>C. Effective Responses</p> <p>D. Video: Victims of Disabilities; Collaborative, Multidisciplinary First Response by the US DOJ, Office for Victims of Crime (2011) "Interview with Danny"</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video
30 minutes	<p>XVII. Traumatic Brain Injury</p> <p>A. Activity for assigned group</p> <p>B. Symptoms of traumatic brain injury</p> <p>C. Effective responses</p> <p>D. Video: Faces of Brain Injury</p>	<ul style="list-style-type: none"> • lecture • exercise • audio/video

<p>45 minutes</p>	<p>XVIII. Non-Violent Crisis Intervention</p> <p>A. Stages of a Crisis</p> <ol style="list-style-type: none"> 1. Pre-cursor factors 2. Trigger 3. Escalation 4. Crisis 5. De-escalation 6. Post-crisis 7. Graph of a Crisis Cycle 8. Law Enforcement simulation of stress-response cycle (flight or fight) <p>B. Personal safety awareness</p> <ol style="list-style-type: none"> 1. Positioning 2. Maintaining personal space 3. Physical setting 4. Environment <p>C. Communication Types (Verbal, Para-verbal, Non-Verbal)</p> <p>D. Basic Principles (Time, Space)</p> <p>E. TACT</p> <ol style="list-style-type: none"> 1. Tone (calm, respectful, patient, reassuring, truthful) 2. Atmosphere (keep the scene calm and controlled, maintaining personal space) 3. Communication (build rapport, speak slowly/simplely/calmly, repeat yourself, help them feel safe, make actions and expectations clear, use active listening) 4. Time (slow down the situation, give time to de-escalate, give individual time to process questions, take time to plan out a response) 	<ul style="list-style-type: none"> • lecture • exercise • audio/video
<p>15 minutes</p>	<p>XIX. Test and Conclusion</p> <p>A. Written Test</p> <ol style="list-style-type: none"> 1. Fact or Myth on Mental Health 2. Questions and Answers 	<ul style="list-style-type: none"> • discussion • test

Course Name: Crowd Control/Riot Formations (4-hours)

STC Certification #83-70415

Course Summary: This course is being presented to update participants on the dynamics of crowd control and riot formation tactics.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify and discuss riot development phases (i.e., grouping, interaction, volume, overt act, mimicking, and riot).
- 2) Identify and discuss proper riot control principles (i.e., containment, isolation, and dispersal).
- 3) Demonstrate proper crowd control / riot formations.

Time	Content	Format
1 hour 15 minutes	I. Introduction A. Instructor introduction B. Course overview II. Crowd Dynamics/Formations A. Relevant law B. Abalone Crowd Concept C. Riot development (grouping, interaction, volume, over act, mimicking, riot) D. Nine principles of tactical operations E. Riot control principles (containment, isolation, dispersal)	<ul style="list-style-type: none">• introduction• lecture
1 hour 15 minutes	III. Skirmish Line Formation A. Movement techniques IV. "L" and "Inverted L" Formation A. Movement techniques	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise
1 hour	V. Rescue Formation A. Movement techniques	<ul style="list-style-type: none">• lecture• discussion• demonstration• exercise
30 minutes	VI. Drills	<ul style="list-style-type: none">• Discussion

Course Name: **Defensive Tactics/Arrest Control Lateral Orientation (40-hours)**
STC Certification #83-70032

Course Summary: This 40-hour lateral orientation course will acquaint the student with the following topics: use of force, safety guidelines, footwork, control holds, takedowns, searching and handcuffing, search takedowns, carotid restraint, use of the straight baton and collapsible baton, gun retention and defenses against chokes, knife attacks, roundhouse punches, and handgun take-aways.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the ability to perform various types of footwork, to the satisfaction of the instructor.
- 2) Demonstrate the ability to perform various control holds and takedowns, to the satisfaction of the instructor.
- 3) Demonstrate the ability to perform various search and handcuffing techniques, to the satisfaction of the instructor.
- 4) Demonstrate the ability to perform various gun retention techniques, to the satisfaction of the instructor.
- 5) Demonstrate the ability to perform various baton tactics using both straight and collapsible batons, to the satisfaction of the instructor.
- 6) Demonstrate the ability to perform various self-defense tactics, to the satisfaction of the instructor.
- 7) Demonstrate the ability to correctly apply the carotid (carotid restraint, chancery hold, leg sweep takedown, hair pull takedown, surrender handcuffing, unconscious cuffing, eight steps), to the satisfaction of the instructor.
- 8) Ability to state the principles of weaponless defense as defined by POST.
- 9) Ability to state the major hazards to consider when approaching a suspect.
- 10) Ability to state reasons why a peace officer may use reasonable force on a person to be arrested, per PC 835a.
- 11) Ability to state reason why we do not teach baton strikes to the head.
- 12) Ability to state justifications, discussed in the course, for the use of the baton.
- 13) Ability to state justifications for the use of the carotid restraint.
- 14) Ability to list the areas of the body that are not considered target areas because baton strikes could cause permanent injury or death.
- 15) Ability to state the basic criteria an officer considers in order to determine the extent of the search to be conducted on a female suspect.
- 16) Ability to state the evaluation factors for the use of force/Graham Factors/3-prong Test.
- 17) Ability to state why the carotid restraint should not be applied to a suspect who is standing.
- 18) Ability to state the purpose of a search technique.
- 19) Ability to state why a suspect should be searched systematically.

Time	Content	Format
------	---------	--------

2 hours	I. Introduction II. Use of Force III. Safety Review	<ul style="list-style-type: none"> • introduction • lecture
2 hours	IV. Warm up V. Footwork Twist Lock	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
3 hours	VI. Warm up VII. Rear Wrist Lock VIII. Reverse Wrist Takedown IX. Twist Lock Takedown	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	X. Physical Test of Day 1	<ul style="list-style-type: none"> • Evaluation
1 hour	XI. Warm up XII. Review	<ul style="list-style-type: none"> • discussion • demonstration • exercise
3 hours	XIII. Cursory Search XIV. Standing Modified Search XV. Kneeling Search	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XVI. Warm up XVII. Prone Search	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
2 hours	XVIII. Cursory, Standing, and Mod Takedowns XIX. Kneeling Takedown	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XX. Physical Test of Day 2	<ul style="list-style-type: none"> • evaluation
1 hour	XXI. Introduction to Carotid Restraint	<ul style="list-style-type: none"> • lecture • demonstration

2 hours	XXII. Warm up XXIII. Carotid Restraint XXIV. Chancery Hold XXV. Leg Sweep Takedown XXVI. Hair Pull Takedown	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XXVII. Surrender Handcuffing XXVIII. Unconscious Handcuffing/8-Steps	<ul style="list-style-type: none"> • discussion • demonstration • exercise
30 minutes	XXIX. Unconscious Handcuffing/8-Steps (continued)	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
90 minutes	XXX. Defense Against a Choke Attack XXXI. Defense Against a Knife Attack XXXII. Defense Against a Roundhouse Punch	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XXXIII. Handgun Take Away Front and Rear	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XXXIV. Physical Test of Day 3	<ul style="list-style-type: none"> • evaluation
1 hour	XXXV. Introduction to Baton	<ul style="list-style-type: none"> • Lecture
15 minutes	XXXVI. Warm up	<ul style="list-style-type: none"> • exercise
90 minutes	XXXVII. Straight Baton A. Two Hand Low Defense B. Upper Cradle C. Lower Cradle	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
75 minutes	XXXVIII. Straight Baton (continued) A. Two Count Modified B. Three from the Ring C. Five Count Thrust	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice

2 hours	XXIX. Collapsible Baton A. Two Count Modified B. Two Hand Low Defense C. Upper Cradle D. Lower Cradle	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
30 minutes	XL. Baton Retention (Heavy)	<ul style="list-style-type: none"> • demonstration • exercise • practice
30 minutes	XLI. Bag/Air Shield	<ul style="list-style-type: none"> • demonstration • exercise • practice
1 hour	XLII. Physical Test of Day 4	<ul style="list-style-type: none"> • evaluation
1 hour	XLIII. Written Test	<ul style="list-style-type: none"> • test
10 minutes	XLIV. Warm up	<ul style="list-style-type: none"> • exercise
80 minutes	XLV. Gun Retention/Front Grabs	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
90 minutes	XLVI. Gun Retention/Rear Grabs	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XLVII. Gun Retention Unholstered Handgun/Long Gun	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
2 hours	LVIII. Gun Retention from Ground (Not Tested)	<ul style="list-style-type: none"> • discussion • demonstration • exercise

		<ul style="list-style-type: none">• practice
1 hour	XLIX. Physical Test of Day 5	<ul style="list-style-type: none">• evaluation

Course Name: **Detentions Driving Simulator (4-hours)**

STC Certification #83-82818

Course Summary: This course covers the safe operation of county vehicles by Detentions personnel. It will cover such topics as recognizing the components of defensive driving, identifying laws of basic vehicle operations, contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle. Detentions personnel will spend time operating a driving simulator, but no actual time will be spent in a live vehicle.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the components of defensive driving.
- 2) Identify laws of basic vehicle operations.
- 3) Describe driving movements that contribute to collisions involving law enforcement vehicles.
- 4) Describe the contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle.
- 5) Identify the importance and proper use of safety belts and other occupant restraint devices in a law enforcement vehicle.
- 6) Describe the physiological factors that may have an effect on an officer's driving.
- 7) Identify attitudes and emotions that can significantly influence an officer's thinking and actions while operating a law enforcement vehicle.
- 8) Describe potential hazards of the varied road conditions that may be encountered when operating a law enforcement vehicle.
- 9) Describe potential hazards of the varied environmental conditions that may be encountered when operating a law enforcement vehicle.

Time	Content	Format
30 minutes	I. Introduction A. Safety lecture B. Collision statistics	<ul style="list-style-type: none">• introduction• lecture
30 minutes	II. Training Philosophy III. Liability Issues	<ul style="list-style-type: none">• lecture• discussion
40 minutes	IV. Simulator Control A. Characteristics defensive B. Driving intersection C. Analysis Collision D. Avoidance	<ul style="list-style-type: none">• lecture• discussion
2 hours 20 minutes	V. Hands-On Demonstration and Driving Simulator Exercises	<ul style="list-style-type: none">• Lecture• Demonstration• Practice

--	--	--

Course Name: Detentions Training Officer Course (10-hours)

STC Certification #02032334

Course Summary: This course is designed to develop and train Detentions Training Officers (DTOs) in the Detentions Training Officer Program of the Kern County Sheriff's Office. Topics include DTO program goals and objectives, department and detentions policies and procedures, roles and expectations of the DTOs, learning/teaching styles, daily observation reports, phase/remedial training, training methods and strategies, legal, liability and ethical issues for the DTO and post-training mentoring.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Describe the role of the Training Officer.
- 2) Identify liability as it pertains to training.
- 3) Identify and develop leadership skills for the Training Officer.
- 4) Explain the importance of ethics as a Training Officer.
- 5) Demonstrate how to effectively communicate as a trainer.
- 6) Describe various adult learning styles and how to teach those styles.
- 7) Identify the minimum requirements the Kern County Sheriff's Office has set forth for trainees to accomplish before successfully passing the Phase Training Program.
- 8) Identify and describe appropriate use of the Daily Observation Reports (DOR).

Time	Content	Format
1 hour	I. Introduction A. Detentions Training Program B. Goals and expectations	<ul style="list-style-type: none">• introduction• lecture• discussion• audio/video
30 minutes	II. Department and Detentions Bureau Policy and Procedures	<ul style="list-style-type: none">• lecture• discussion• audio/video
30 minutes	III. Elements of a Successful Detentions Training Officer Program	<ul style="list-style-type: none">• lecture• discussion• audio/video
1 hour	IV. Principles of Adult Learning Role	<ul style="list-style-type: none">• lecture• discussion• audio/video
2 hours	V. Roles, Expectations, Characteristics and Qualities of a DTO	<ul style="list-style-type: none">• lecture• discussion

		<ul style="list-style-type: none"> • audio/video
90 minutes	VI. Competency Expectations, Evaluations, Documentation, Daily Observation Reports, Remediation Strategies	<ul style="list-style-type: none"> • lecture • discussion • audio/video
90 minutes	VII. Training, Teaching Skills Development, Override vs. Intervention	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	VIII. Legal, Liability, Ethical Issues for the Detentions Training Officer	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	IX. Introduction to Agency360	<ul style="list-style-type: none"> • lecture • discussion • audio/video • practice

Course Name: **Detentions Vehicle Operations (4-hours)**

STC Certification #83-82533

Course Summary: This course covers the safe operation of county vehicles by Detentions personnel. It will cover such topics as recognizing the components of defensive driving, identifying laws of basic vehicle operations, contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle, Anti-lock Breaking System (ABS), slow speed driving maneuvers and accident avoidance techniques. Detentions personnel will spend time operating a county vehicle and participate in driving exercises.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Defensive driving.
- 2) Identify laws of basic vehicle operations.
- 3) Describe driving movements that can contribute to collisions involving law enforcement vehicles.
- 4) Describe the contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle.
- 5) Identify the importance and proper use of safety belts and other occupant restraint devices in a law enforcement vehicle.
- 6) Describe the physiological factors that may have an effect on an officer's driving.
- 7) Identify attitudes and emotions that can significantly influence an officer's thinking and actions while operating a law enforcement vehicle.
- 8) Describe potential hazards of the varied road conditions that may be encountered when operating a law enforcement vehicle.
- 9) Describe potential hazards of the varied environmental conditions that may be encountered when operating a law enforcement vehicle.
- 10) Department Policy regarding seatbelt, Vehicle Accident reporting and Unsafe Vehicle Conditions.
- 11) Discuss Liability issues regarding Lawsuits, Discipline and Monetary Loss.
- 12) Discuss and conduct a safety inspection of vehicles that students will use in exercises.
- 13) Conduct ABS, Slow Speed and Accident Avoidance Exercises.

Time	Content	Format
20 minutes	I. Introduction A. Instructor introduction B. Course overview C. Safety lecture	<ul style="list-style-type: none">• introduction• lecture
10 minutes	II. Below 100 Campaign	<ul style="list-style-type: none">• lecture
50 minutes	III. Defensive Driving A. Defensive driver B. Dangerous attitude	<ul style="list-style-type: none">• lecture

	<p>IV. Department Policy</p> <p>A. E-500 Seatbelt B. E-900 Vehicle Accident Reporting C. E-1400 Reporting Unsafe Vehicle Conditions</p> <p>V. Liability Issues</p> <p>A. Lawsuits B. Discipline C. Monetary loss</p>	
15 minutes	<p>VI. Safety Inspection of Vehicles</p> <p>A. Air pressure B. Lug nuts C. Fluids D. Windows E. Damage</p>	<ul style="list-style-type: none"> • demonstration • exercise
25 minutes	<p>VII. Training Exercise</p> <p>A. Students will drive to offsite facility to participate in driving exercises.</p>	<ul style="list-style-type: none"> • exercise

Course Name: Drug Influence-11550 H&S (32-hours)

STC Certification #83-58031

Course Summary: This course provides skills to recognize and testify in court on narcotics and drug identification and effects.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Articulate Department Policy regarding drug influence cases.
- 2) Describe various drugs by appearance and form.
- 3) List the symptoms of various drugs.
- 4) Explain and demonstrate examination and evaluation techniques to determine under the influence of various drugs.
- 5) Explain proper report writing procedures for drug influence cases.
- 6) Explain common pitfalls of court room testimony.

Time	Content	Format
1 hour	I. Introduction A. Instructor introduction B. Course overview C. Pre-test D. Department policy	<ul style="list-style-type: none">• introduction• lecture
90 minutes	II. Evaluation Process	<ul style="list-style-type: none">• lecture
4 hours 15 minutes	III. Drug Categories	<ul style="list-style-type: none">• lecture
1 hour 15 minutes	IV. Debrief/Dismissal (Day 1)	<ul style="list-style-type: none">• lecture
7 hours	V. Drug Categories	<ul style="list-style-type: none">• lecture
45 minutes	VI. Small Group Exercise Regarding Effects of a Drug	<ul style="list-style-type: none">• exercise
1 hour 15 minutes	VII. Debrief/Dismissal (Day 2)	<ul style="list-style-type: none">• lecture
2 hours	VIII. Other Drugs	<ul style="list-style-type: none">• lecture
2 hours	IX. Drug Identification	<ul style="list-style-type: none">• lecture

2 hours	X. Small Group Exercise: Weighing Packing Presentation of Assigned Drug	<ul style="list-style-type: none"> • exercise
1 hour 45 minutes	XI. Small Group Exercise: Research an Assigned Drug and Make Presentation of Information	<ul style="list-style-type: none"> • exercise
15 minutes	XII. Debrief/Dismissal (Day 3)	<ul style="list-style-type: none"> • lecture
1 hour	XIII. Lab Procedures	<ul style="list-style-type: none"> • lecture
90 minutes	XIV. Report Writing	<ul style="list-style-type: none"> • lecture
90 minutes	XV. Courtroom Testimony	<ul style="list-style-type: none"> • lecture
30 minutes	XVI. Trivia Based on Symptoms and Terms Related to Drug Use	<ul style="list-style-type: none"> • exercise
30 minutes	XVII. Search Warrants	<ul style="list-style-type: none"> • lecture
30 minutes	XVIII. Small Group Exercise: Students Review the Examination Process	<ul style="list-style-type: none"> • exercise
1 hour 15 minutes	XIX. Proficiency Exam	<ul style="list-style-type: none"> • demonstration • test
1 hour	XX. Post-Test	<ul style="list-style-type: none"> • test
15 minutes	XXI. Debrief/Evaluations/Dismissal (Day 4)	<ul style="list-style-type: none"> • lecture • evaluation

Course Name: Drug Recognition (8-hours)

STC Certification #08678923

Course Summary: Course is designed to assist in identification of individuals who are under the influence of drugs. Skills and confidence will be developed in evaluating suspects and distinguishing between various symptoms related to the use of drugs and controlled substances.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Be able to identify six (6) major drug types and their symptoms.
- 2) Be able to name the main drug categories and how they are developed, packaged, sold, and be able to estimate the street price.
- 3) Be able to recognize when someone may be under the influence of a controlled substance.
- 4) Be more confident in evaluating and interviewing suspects and informants.
- 5) Be more cognizant of officer safety issues concerning drugs and drug paraphernalia.
- 6) Be able to be more effective when report writing.

Time	Content	Format
10 minutes	I. Introduction A. Instructor introduction B. Course overview	<ul style="list-style-type: none">• introduction• lecture
50 minutes	II. Drug Categories A. Stimulants B. Hallucinogens C. Opiates (Narcotic Analgesics) D. Marijuana E. Depressants F. Inhalants G. PCP/Ketamine	<ul style="list-style-type: none">• lecture
3 hours	III. Systemology	<ul style="list-style-type: none">• lecture• exercise
2 hours	IV. Drug Identification A. Varieties B. Packaging C. Weights D. Prices	<ul style="list-style-type: none">• demonstration• exercise
30 minutes	V. Officer Safety Concerns	<ul style="list-style-type: none">• lecture

30 minutes	VI. Laboratory Procedures VII. Property Room Procedures	<ul style="list-style-type: none">• lecture• demonstration• exercise• practice
1 hour	VIII. Report Writing/Questions A. LERMS B. 11550 Forms	<ul style="list-style-type: none">• lecture

Course Name: Electronic Weapons: TASER (8-hours)

STC Certification #83-83373

Course Summary: The course will cover techniques for proper deployment of and certification of end users in the use of department issued electronic weapons.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Students will be able to identify, explain and perform to the satisfaction of the instructor:
 - a. How the TASER works and why it works.
 - b. Electrical and Medical Safety of the TASER.
 - c. Advanced TASER: Nomenclature, Cartridges, Activation and Stun Mode.
 - d. Use of Force policy and legal issues.
 - e. Discharging the Advance TASER, including aiming and tactical considerations.
 - f. Effects of the Advanced TASER.
 - g. Static target discharge, reload drills, scenario drills and written exam.
 - h. Identification/Prevention of Sudden and In-Custody Deaths.
 - i. Defensive Tactics with the TASER, including weapons retention.

Time	Content	Format
30 minutes	I. Introduction A. Registration and orientation B. Course objectives C. Safety policies and issues	<ul style="list-style-type: none">• introduction• lecture
1 hour	II. Overview of the Currently Issued Electronic Control Devices	<ul style="list-style-type: none">• lecture• discussion
30 minutes	III. Electrical and Medical Safety	<ul style="list-style-type: none">• lecture• discussion
1 hour	IV. Advanced TASER X26 and X26P A. Nomenclature and operations B. Nomenclature cartridges C. Activation D. Stun mode	<ul style="list-style-type: none">• Lecture• discussion
1 hour	V. Use of Force Policy and Legal Issues A. Case law update B. Department policy	<ul style="list-style-type: none">• Lecture• discussion

Course Name: Enterprise Law Enforcement Mobile Update (1-hour)

STC Certification #01417924

Course Summary: This is an update for the Law Enforcement Records Management System (LERMS) for Detentions course. LERMS is now being referred to as Enterprise Law Enforcement Mobile System and is a Records Management System (RMS) designed for authorized sworn personnel and report takers to enter criminal incidents and other investigative reports. This RMS allows the Kern County Sheriff's Office to collect data of daily activities as well as prepare the statistical reports mandated by the Department of Justice. The update course will review the most commonly asked questions resulting from changes and updates that have occurred since the RMS was implement in 2017.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate how to log into the system.
- 2) Demonstrate how to filter and search in the system.
- 3) Demonstrate how to change ownership of a report.
- 4) Demonstrate how to create a case or add a supplemental report to an existing case.
- 5) Demonstrate how to create a call in the system.

Time	Content	Format
1 hour	<ul style="list-style-type: none">I. IntroductionII. How to Manage Report GridsIII. How to Filter and Search within the SystemIV. Report Updates<ul style="list-style-type: none">A. How to change ownership of a report.B. How to cancel a review of a report.V. Changes to Calls<ul style="list-style-type: none">A. How to create a call.B. How to use the call history.VI. Rejected Cases<ul style="list-style-type: none">A. How to reject a case with notes.B. How supervisor comments remain with rejected cases.VII. Wrap Up – Provide answers to additional questions the class may have.	<ul style="list-style-type: none">• introduction• lecture• demonstration• discussion

Course Name: Ethics and Professionalism Update (2-hours)

STC Certification #05680644

Course Summary: This is a refresher/update course on Professionalism and Ethics. The course objectives will be obtained primarily through discussions and videos on the topic. Staff will discuss how professionalism and Ethics relates to their roles as Detentions Deputies working in a custodial setting.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Define ethics in the workplace.
- 2) Maintain a professional demeanor in the workplace.
- 3) Describe the importance of both Ethics and Professionalism while off duty.
- 4) Explain how the public perceives Detentions Deputies when things go bad.

Time	Content	Format
0800-0830	I. Introduction A. Instructor introduction B. Class objectives	<ul style="list-style-type: none">• introduction• lecture• audio/video
0830-0930	II. Ethics and Professionalism in the Workplace A. Definition and description B. The importance of maintaining a professional demeanor in the workplace	<ul style="list-style-type: none">• lecture• discussion• audio/video
0930-1000	III. Ethics and Professionalism while Off Duty A. The importance of remaining professional while off duty B. Public perception	<ul style="list-style-type: none">• lecture• discussion

Course Name: Fire and Life Safety (4-hours)

STC Certification #83-65684

Course Summary: This course is being presented as an update course and will cover topics such as: respiratory factors, SCBA equipment, searching in a smoke-filled building, and how to use an extinguisher.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain respiratory factors relating to gasses and smoke.
- 2) Identify the components of the SCBA.
- 3) Demonstrate proper donning of the SCBA within 60 seconds.
- 4) Discuss tactics involved when searching for unconscious victims in a smoke-filled room.
- 5) Demonstrate how to use a fire extinguisher, to the satisfaction of the instructor.

Time	Content	Format
30 minutes	<p>I. Respiratory Factors</p> <p>A. Three (3) common respiratory hazards</p> <ol style="list-style-type: none">1. Confined space2. Hazardous material release3. Fires <p>B. Effects of oxygen deficiency</p> <ol style="list-style-type: none">1. Toxic atmospheres2. CO3. HCL4. HCN5. CO26. Inhaling heated gasses <p>C. Physical effects of an oxygen deficient environment</p> <ol style="list-style-type: none">1. Fatigue2. Increased heart/respiratory rate3. Dizziness/headache4. Nausea and vomiting5. Pulmonary edema6. Asphyxiation7. Unconsciousness <p>D. Physical effects of a smoke-filled environment</p> <ol style="list-style-type: none">1. Eye irritation2. Reduced vision3. Reduced oxygen intake4. Coughing5. Confusion and illogical thinking	<ul style="list-style-type: none">• lecture

<p>1 hour</p>	<p>II. SCUBA</p> <p>A. Mental Effects of Wearing an SCBA</p> <p>B. Types of SCBA</p> <ol style="list-style-type: none"> 1. Open Circuit <ol style="list-style-type: none"> a) Demand b) Positive pressure 2. Closed Circuit <ol style="list-style-type: none"> a) Compressed oxygen b) Positive pressure c) Chemical generator <p>C. Components of SCBA</p> <ol style="list-style-type: none"> 1. Backpack assembly 2. Air cylinder 3. Regulator 4. Face piece <p>D. How to Don an SCBA</p> <ol style="list-style-type: none"> 1. Manipulative Drill – participants will don the SCBA within 60 seconds <p>E. Inspection of SCBA</p> <ol style="list-style-type: none"> 1. Inspecting the face piece 2. Low pressure hose 3. Cylinder and valve 4. Harness assembly 5. Regulator and high-pressure hose 6. Bypass valve <p>F. Safety/Emergency Procedure</p> <ol style="list-style-type: none"> 7. General safety concerns 8. Emergency procedures when wearing an SCBA 9. LOW AIR 10. Entanglement in debris 11. Passing through narrow openings 	<ul style="list-style-type: none"> • lecture • demonstration • exercise
<p>2 hours</p>	<p>III. Searching</p> <p>A. Essentials Needed for a Search</p> <ol style="list-style-type: none"> 1. Tools and Equipment <ol style="list-style-type: none"> a) Flashlight b) Portable Radio c) Forcible Entry 2. Have a PLAN <ol style="list-style-type: none"> a) Priority areas b) Backup plan 3. Check for Fire Extension <ol style="list-style-type: none"> a) Further fire risk? <p>B. If You Become Lost or Trapped</p> <ol style="list-style-type: none"> 4. What to do <ol style="list-style-type: none"> b) Searching in a Smoke-filled building <ol style="list-style-type: none"> 1) Check normal means of egress 2) Stay to one side 	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise

	<p>3) Always exit a room the way you entered</p> <p>4) Protect stairwell</p> <p>C. Searching Exercise</p> <p>5. Participants will pair up, don SCBA's and search a "smoke-filled room" in attempts to locate an unconscious victim</p>	
30 minutes	<p>IV. How to Use a Fire Extinguisher</p> <p>A. P.A.S.S. (Pull, Aim, Squeeze, Sweep)</p>	<ul style="list-style-type: none"> • demonstration • practice

Course Name: First Aid / CPR / AED (24-hours)

STC Certification #06007828

Course Summary: Identify and explain role and responsibilities of public safety first aid provider, Explain first aid assessment steps, Discuss and demonstrate CPR and AED techniques for adults, children, and infants, Basic first aid level treatment, heart attack and sudden cardiac arrest, Recognition and identification for medical, traumatic, environmental, psychological emergencies for both adult and pediatric patients.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Discuss the components of the EMS system.
- 2) Identify the primary responsibilities of peace officers as EMS first responders and at an emergency.
- 3) Identify the links of the chain of transmission of infectious pathogens.
- 4) Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to a medical emergency.
- 5) Identify conditions under which a peace officer is protected from liability when providing emergency medical services.
- 6) Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims.
- 7) Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims.
- 8) Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene.
- 9) Recognize conditions under which an injured victim should be moved from one location to another.
- 10) Recognize proper procedures for moving a victim.
- 11) Identify the components of the Chain of Survival.
- 12) Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current AHA guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level.
- 13) Discuss basic Automated External Defibrillator (AED) operation.
- 14) Identify the difference between a mild and severe airway obstructions.
- 15) Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious.
- 16) Discuss rescue breathing techniques.
- 17) Discuss the recovery position.
- 18) Discuss bleeding control techniques.
- 19) Demonstrate the general guidelines for controlling bleeding from an open wound.
- 20) Recognize the first aid treatment for traumatic injuries including: 1) Impaled objects (a) Importance of not removing the object (b) Stabilization of impaled objects 2) Amputations (a) Bleeding control in amputations (b) Packaging of severed limbs.
- 21) Recognize the signs and symptoms of shock 1) Early physiological signs and symptoms 2) Late physiological signs and symptoms.

- 22) Discuss first aid measures to treat shock including the importance of maintaining normal body temperature.
- 23) Demonstrate first aid measures to treat shock.
- 24) Recognize indicators of a possible injury.
- 25) Recognize the appropriate first aid measures for treating facial injuries.
- 26) Recognize appropriate first aid measures for treating open and closed injuries.
- 27) Recognize appropriate first aid measures for internal bleeding.
- 28) Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissue or joints.
- 29) Recognize appropriate first aid measures for treating injuries to the head, neck, and back and spinal immobilization.
- 30) Recognize appropriate first aid measures for treating variety of burns.
- 31) Discuss tactical and rescue first aid principles when responding to violent circumstances such as active shooter situations.
- 32) Recognize indicators of, and first aid measures for, a victim experiencing: 1) Cardiac Arrest 2) Respiratory emergencies including asthma a COPD 3) Drowning 4) Seizure 5) Stroke 6) Altered mental status 7) Severe abdominal pain 8) Allergic reactions and anaphylaxis (a) Assisted Epinephrine administration (b) Accessing EMS.
- 33) Identify signs and symptoms of psychological emergencies.
- 34) Differentiate between indicators and first aid measures for treating diabetic emergencies.
- 35) Recognize appropriate first aid measures for a victim experiencing signs of a type of poisoning.
- 36) Differentiate between the indicators and first aid measures for treating environmental emergencies.
- 37) Recognize appropriate first aid measures for: 1) Insect bites and stings 2) Animal and human bites.
- 38) Recognize the sign of imminent birth.
- 39) Recognize appropriate first aid measures for each of the following emergency situations that may occur during childbirth.

Time	Content	Format
30 minutes	I. Introduction A. Instructor introduction B. Expectations and class rules	<ul style="list-style-type: none"> • introduction • lecture • discussion • audio/video
90 minutes	II. Emergency Medical Systems Defined A. Public and law enforcement access B. Components of EMS C. Interactions with other EMS personnel	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	III. Scene and Personal Safety A. Roles and responsibilities of officer B. Pathogens, Infectious diseases	<ul style="list-style-type: none"> • lecture • discussion • audio/video

1 hour	IV. Legal Considerations A. Responsibility to act B. Negligence C. Expressed vs. Implied consent D. Refusal of care E. Life threatening conditions F. Duty to continue	<ul style="list-style-type: none"> • discussion
3 hours 30 minutes	V. Victim Assessment A. Recognition and identification of adult and pediatric patients for both medical and traumatic emergencies. B. Responsiveness C. Patient movement D. Tactical and rescue first aid principles applied to violent circumstances	<ul style="list-style-type: none"> • lecture • discussion • demonstration • audio/video • practice
30 minutes	VI. Review	<ul style="list-style-type: none"> • discussion • demonstration • practice
4 hours	VII. Basic Life Support, CPR / AED A. Adults, children, infants B. AED troubleshooting C. Airway obstructions	<ul style="list-style-type: none"> • lecture • discussion • demonstration • audio/video • practice
90 minutes	VIII. Bleeding Control Techniques A. Direct pressure B. Tourniquet C. Hemostatic dressings D. Chest seals E. Dressings	<ul style="list-style-type: none"> • lecture • discussion • demonstration • audio/video • practice
1 hour	IX. Open Wounds	<ul style="list-style-type: none"> • lecture • discussion • audio/video
90 minutes	X. Treatment of Shock XI. Review	<ul style="list-style-type: none"> • lecture • discussion • audio/video

2 hours	XII. Traumatic Injuries A. Head, neck, and back injuries B. Eye injuries C. Chest and abdominal injuries D. Bone, joint, and muscle injuries E. Burns	<ul style="list-style-type: none"> • lecture • discussion • demonstration • audio/video • practice
2 hours	XIII. Medical Emergencies A. Cardiac B. Respiratory C. COPD D. Drowning E. Seizures F. Stroke G. Epinephrine H. Anaphylaxis	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	XIV. Environmental Emergencies and Exposures A. Animal, human, and insect bites and stings B. CBRN substances and exposures C. Psychological emergencies D. poisoning E. Weather exposures (temperature)	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	XV. Childbirth A. Stages of labor B. Imminent birth preparation C. Delivery and post delivery	<ul style="list-style-type: none"> • lecture • discussion • audio/video
2 hours	XVI. Testing and Scenarios	<ul style="list-style-type: none"> • lecture • discussion • demonstration • audio/video • practice • role play • evaluation

Course Name: First Aid/CPR, Bloodborne Pathogens & AED (4-hours)

STC Certification #09244702

Course Summary: This is a Basic First Aid/CPR, bloodborne pathogens prevention, and use of the automated electronic defibrillator (AED) course. Trainees will demonstrate competency in applying bandages and administering CPR techniques on an adult and infant manikin.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify and explain officer role and responsibilities.
- 2) Explain the Sheriff's office new role in prevention of overdose.
- 3) Explain what a bloodborne pathogen is, and how to reduce the risk of catching an infection.
- 4) List common symptoms of chest pain.
- 5) Define Cardiac Arrest and Heart Attack.
- 6) Demonstrate CPR techniques on an adult manikin and infant manikin, including compression points, proper hand placement, compression depth, and rescue breathing to the satisfaction of the instructor.
- 7) Explain what an Automated External Defibrillator (AED) is, and how and when to use it.
- 8) Recognize an airway obstruction and will know when to use a chest thrust in lieu of an abdominal thrust when attempting to clear an airway.
- 9) Explain a stroke, recognize symptoms, and know how to assist with treatment.
- 10) Explain a seizure, recognize symptoms, and know how to assist with treatment.
- 11) Apply direct pressure to external bleeding.
- 12) Demonstrate proper bandaging techniques and use of the CAT Tourniquet.
- 13) Explain first aid assessment steps.

Time	Content	Format
5 minutes	I. Introduction A. Instructor Introduction B. Course Overview/Performance Objectives C. Expectations (Course & Trainee) D. Trainee Introductions (if applicable)	<ul style="list-style-type: none">• introduction• lecture
10 minutes	II. Policy and Procedures A. Law & Policy B. Good Samaritan Law	<ul style="list-style-type: none">• lecture
50 minutes	III. Bloodborne Pathogens (Refresher) and N95 A. Hepatitis A, B, C B. AIDS/HIV C. MRSA D. Meningococcal	<ul style="list-style-type: none">• lecture

<p>2 hours</p>	<p>IV. Medical Emergencies A. Chest Pains & Cardiac Arrest B. Airway Obstructions C. Stroke D. Seizures</p> <p>V. CPR Update / AED: A. Assessment B. How and when to use an AED C. CBA's D. Compressions</p> <p>VI. Demonstration: A. Students will demonstrate CPR Skills using an adult and infant manikin</p>	<ul style="list-style-type: none"> • lecture • demonstration • practice • evaluation
<p>30 minutes</p>	<p>VII. Trauma and Bleeding A. Trauma B. Tourniquets C. Israeli Dressings</p>	<ul style="list-style-type: none"> • lecture • demonstration
<p>20 minutes</p>	<p>VIII. Trauma Scenario in Basement A. Assessment B. CBA's C. Hand Placement</p>	<ul style="list-style-type: none"> • demonstration • exercise • practice
<p>5 minutes</p>	<p>IX. Recap and Evaluations</p>	<ul style="list-style-type: none"> • lecture • discussion

Course Name: First Aid, CPR, Bloodborne, and A.E.D. (4-hours)

STC Certification #83-74821

Course Summary: This is a basic update course on CPR, First Aid and Bloodborne Pathogens. In addition, the course will cover when and how to use of the Automated Electronic Defibrillator (A.E.D.).

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify and explain officer role and responsibilities.
- 2) Explain the Simple Triage and Rapid Tag System (START).
- 3) Demonstrate proper bandaging techniques, to the satisfaction of the instructor.
- 4) Demonstrate CPR techniques on an adult manikin and infant manikin, including compression points, proper hand placement, compression depth, and rescue breathing to the satisfaction of the instructor.
- 5) Explain how and when to use the AED 6. Explain first aid assessment steps.

Time	Content	Format
10 minutes	I. Introduction A. Instructor introduction B. Course overview C. Administrative needs	<ul style="list-style-type: none">• introduction• lecture
60 minutes	II. Bloodborne Pathogens (Refresher) A. Chain of transmission B. Examples of infectious and communicable diseases C. Hepatitis A D. Hepatitis B E. Hepatitis C F. AIDS/HIV G. Tuberculosis H. Influenza/H1N1 I. MRSA J. Meningococcal	<ul style="list-style-type: none">• lecture• discussion
10 minutes	III. Policy and Procedures A. H.S. 1766 B. H.S. 1767 C. Duty to Act D. KCSO Policy B-200 E. Negligence	<ul style="list-style-type: none">• lecture• discussion

20 minutes	IV. Officer Role/Responsibilities A. Primary responsibilities B. Law enforcement medical emergencies C. Scene safe	<ul style="list-style-type: none"> • lecture • discussion
30 minutes	V. Victim Assessment A. Primary survey B. Secondary survey C. Multiple victims D. Demonstration/Triage behavioral testing E. Moving a victim	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise
10 minutes	VI. CPR / AED A. Assessment B. CBA's C. Hand Placement	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
50 minutes	VII. How and When to Use an AED A. Chain survival B. Demonstration/Behavioral skills	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise • practice
15 minutes	VIII. Abdominal Thrust Maneuver A. Definition B. Indications a person's airway is blocked C. How to perform the Abdominal Thrust Maneuver	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise
10 minutes	IX. CELOX – Used to control bleeding	<ul style="list-style-type: none"> • lecture • demonstration
15 minutes	X. CAT Tourniquet – How to apply	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
10 minutes	XI. Debrief, Evaluations, Class Critique	<ul style="list-style-type: none"> • discussion • evaluation

Course Name: Force Option Simulator (4-hours)

STC Certification #83-74061

Course Summary: This course is designed to improve decision making skills related to Use of Force. The course will cover current law and departmental policy, in regards to use of force, and will aim to improve skills in tactics and force options by utilization of simulator scenarios.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Articulate knowledge of current law and departmental policy, in regards to use of force.
- 2) Demonstrate proficiency in selection of appropriate force options by utilization of simulator.
- 3) Demonstrate skills in tactics and force options by utilization of simulator.

Time	Content	Format
1 hour	I. Introduction A. Instructor introduction B. Course overview C. Review of safety rules D. Current law E. Department policy F. Tactical overview G. Communication H. Force options I. Weapons safety	<ul style="list-style-type: none">• introduction• lecture
15 minutes	II. Introduction to the Force Option Simulator	<ul style="list-style-type: none">• lecture
2 hours 45 minutes	III. Student Use of Force Simulator A. Practical application B. Simulator scenarios C. Course evaluations	<ul style="list-style-type: none">• demonstration• practice

Course Name: Force Options: Defensive Tactics (24-hours)

STC Certification #83-64613

Course Summary: This course is being presented in conjunction with the Force Options: Range course and focuses on defensive tactic updates relevant to an armed position. Topics covered include control holds, take downs, searching of persons, defense against attacks, gun retention, carotid restraint, handcuffing techniques, baton and collapsible baton tactics.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain the concept of use of force and the levels of force.
- 2) Identify and describe relevant policies and procedures, state law, and case law related to the use of force.
- 3) Demonstrate the appropriate use of balance, footwork, and body movements necessary to avoid an attacking person.
- 4) Demonstrate the ability to correctly apply a twist lock control hold.
- 5) Demonstrate the ability to correctly apply a twist lock to rear wrist lock control hold.
- 6) Demonstrate the ability to correctly execute a twist lock take down to the front and rear.
- 7) Define the term ""cursory search"" and identify situations that the cursory search would be appropriate.
- 8) Demonstrate the ability to correctly conduct a cursory search.
- 9) Demonstrate the ability to correctly conduct a standing modified search; and identify when such a search would be appropriate.
- 10) Demonstrate the ability to correctly conduct a kneeling search with handcuffing.
- 11) Identify the appropriate situation in which to conduct a prone search.
- 12) Demonstrate the ability to conduct a prone search with and without handcuffing.
- 13) Demonstrate the ability to correctly execute Standing handcuffing.
- 14) Demonstrate the ability to retain gun when confronted with an attack from the front.
- 15) Demonstrate the ability to retain gun when confronted with an attack from the rear.
- 16) Demonstrate techniques to defend self when gun is taken away.
- 17) Identify the concepts involved in the application of the Carotid control hold and describe situations in which the Carotid control hold would be an appropriate use of force.
- 18) Identify proper reporting requirements and departmental policy regarding the use of the Carotid technique.
- 19) Demonstrate the ability to correctly apply the carotid (positioning, Chancery Hold, Leg Sweep takedown, Hair Pull takedown, Surrender handcuffing).
- 20) Identify the concepts involved in the use of impact weapons (Baton and collapsible) and describe situations in which the use of the Baton hold would be an appropriate use of force.
- 21) Demonstrate the ability to correctly use the Baton and Collapsible Baton as a blocking tool.
- 22) Demonstrate the ability to correctly use the Baton and Collapsible Baton as an impact weapon.

Time	Content	Format
1 hour	I. Introduction to Defensive Tactics A. Instructor introduction B. Course overview	<ul style="list-style-type: none">• introduction• lecture

45 minutes	II. Warm Up/Foot Work	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour 15 minutes	III. Twist Lock Technique: Twist Lock to Rear Wrist Lock	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	IV. Twist Lock Takedowns A. Twist Lock Takedown B. Front Twist Lock Takedown C. Rear Twist Lock Takedown	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
2 hours 15 minutes	V. Searches A. Cursory Search B. Standing Search C. Prone Search D. Kneeling Search	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
45 minutes	VI. Search Takedowns	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
25 minutes	VII. Review (Day 1)	<ul style="list-style-type: none"> • discussion • demonstration • exercise
35 minutes	VIII. Physical Test (Day 1)	<ul style="list-style-type: none"> • evaluation
1 hour	IX. Warm Up Review/Holds and Searches	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice

1 hour 15 minutes	X. Defense Against Attacks	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour 45 minutes	XI. Defense Against Attackers with Guns A. Gun Retention B. Front Attack Gun Retention C. Rear Attack Gun Takeaways	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
30 minutes	XII. Introduction to Carotid	<ul style="list-style-type: none"> • lecture
30 minutes	XIII. Carotid Restraint/Chancery	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
45 minutes	XIV. Takedowns	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
45 minutes	XV. Surrender Cuffing	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
30 minutes	XVI. Unconscious Handcuffing	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	XVII. Review (day 2)/Carotid Physical Test	<ul style="list-style-type: none"> • evaluation
1 hour	XVIII. Introduction to Baton	<ul style="list-style-type: none"> • lecture
1 hour	A. Warm Up B. Two Count Modified C. Three from the Ring D. Five Count Thrust	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice

		•
2 hours	<ul style="list-style-type: none"> E. Upper Cradle F. Lower Cradle G. Baton Retention H. Review Discussion 	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
2 hours	<ul style="list-style-type: none"> I. Warm Up J. Two Count Modified Strike K. Hand Low Defense L. Upper Cradle M. Lower Cradle 	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
2 hours	<ul style="list-style-type: none"> N. Heavy Bag O. Air Shield P. Physical Test Q. Debrief 	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice • evaluation

Course Name: Force Options: Range (40-hours)

STC Certification #83-64573

Course Summary: This forty (40) hour introductory course will acquaint the student with the Glock .40 Caliber handgun and the Remington Model 870 12-Gauge shotgun. The basics of firearm operation will be covered, including safety procedures, stoppages, reloading, weapon retention, and dim lighting firing procedures and practice. The course will also include lecture on applicable laws and Departmental Policy and Procedures. Day four of the course will introduce participants to the concepts involved in officer safety, including individual officer tactics & survival, and tactical shooting exercises and drills.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the function and design features of the Glock Semi-Automatic Pistol, to the satisfaction of the instructor.
- 2) Demonstrate the fundamentals of semi-automatic pistol shooting, including stance, proper method of drawing the weapon, and reloading techniques for stoppage clearance, to the satisfaction of the instructor.
- 3) Demonstrate competency with both the semi-automatic pistol and the shotgun during various exercises which are designed to evaluate the student's ability to operate effectively under stress, to the satisfaction of the instructor.
- 4) Demonstrate and explain the importance of officer safety and tactics concepts by successfully completing tactical shooting exercises and drills, to the satisfaction of the instructor.
- 5) Discuss and explain Kern County Sheriff's Office's Use of Force policy.
- 6) Discuss and explain Kern County Sheriff's Office's Use of Deadly Force policy.

Time	Content	Format
30 minutes	I. Introduction A. Goals B. Objectives C. Equipment check	<ul style="list-style-type: none">• introduction• lecture
1 hour	II. Safety Briefing A. Five cardinal rules B. Range rules C. Law and department policy	<ul style="list-style-type: none">• lecture• discussion• exercise
30 minutes	III. Weapons Storage/Off-Duty Considerations	<ul style="list-style-type: none">• lecture• exercise
30 minutes	IV. Introduction to the Duty Pistol Ballistics	<ul style="list-style-type: none">• lecture

1 hour	V. Fundamentals of Gunfighting A. Marksmanship B. Gun handling C. Mindset	<ul style="list-style-type: none"> lecture
30 minutes	VI. Issue/Inspect Equipment	<ul style="list-style-type: none"> lecture demonstration exercise
1 hour	VII. Principles of Marksmanship A. Grip B. Stance C. Breath control D. Sight alignment E. Trigger control F. Follow-through	<ul style="list-style-type: none"> lecture demonstration exercise
30 minutes	VIII. Shooting Stance and Firing Grip	<ul style="list-style-type: none"> demonstration exercise practice
30 minutes	IX. Draw Stroke/Dry Practice	<ul style="list-style-type: none"> demonstration exercise practice
1 hour	X. Magazine Changes A. Administrative reload B. Emergency reload C. Slide locked back D. Tactical reload E. Slide forward	<ul style="list-style-type: none"> demonstration exercise practice
1 hour	XI. Live Fire Exercises A. Diagnostic targets B. Circle drills	<ul style="list-style-type: none"> demonstration practice evaluation
15 minutes	XII. Equipment Check/Safety Review	<ul style="list-style-type: none"> discussion exercise
45 minutes	XIII. The Winning Mindset and Firearms Tactics	<ul style="list-style-type: none"> lecture

30 minutes	XIV. Live Fire Review	<ul style="list-style-type: none"> • lecture
90 minutes	XV. Firearms Cleaning and Maintenance	<ul style="list-style-type: none"> • demonstration • exercise
1 hour	XVI. Reloads and Malfunctions	<ul style="list-style-type: none"> • lecture • demonstration
1 hour	XVII. Accuracy Drills/Trigger Indexing	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	XVIII. One Hand Shooting	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	XIX. Move and Shoot	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	XX. Body Armor Drills	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
15 minutes	XXI. Equipment Check/Safety Review	<ul style="list-style-type: none"> • discussion
1 hour 15 minutes	XXII. Prone Shooting	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
3 hours	XXIII. Kern County Sheriff's Office Qualification Course	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice

30 minutes	XXIV. Contact Shooting/Shove and Shoot	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
90 minutes	XXV. Kern County Sheriff's Qualification Course (Dim Light) A. Dim light lecture B. Dim light firing exercise	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	XXVI. Hot Review/Review for Tests	<ul style="list-style-type: none"> • lecture • discussion
15 minutes	XXVII. Equipment Check/Safety Review	<ul style="list-style-type: none"> • discussion
45 minutes	XXVIII. Firearms Cleaning and Maintenance	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	XXIX. The Winning Mindset and Firearms Tactics	<ul style="list-style-type: none"> • lecture
2 hours	XXX. Introduction to Officer Safety	<ul style="list-style-type: none"> • lecture
2 hours	XXXI. Individual Officer Tactics and Survival Tactical Communications	<ul style="list-style-type: none"> • lecture
2 hours	XXXII. Tactical Shooting A. Exercises and drills B. Room clearing C. Entering rooms	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
30 minutes	XXXIII. Review of all Material XXXIV. Evaluation: Course of Fire	<ul style="list-style-type: none"> • lecture • discussion • evaluation
30 minutes	XXXV. Shotgun Introduction A. Description of course	<ul style="list-style-type: none"> • lecture

	<p>B. Student requirements C. Safety D. Department policy</p>	
90 minutes	<p>XXXVI. Shotgun Description A. Major parts of shotgun B. Loading and unloading C. Capabilities and limitations of shotgun</p>	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
90 minutes	<p>XXXVII. Shotgun Operation A. 5 Point safety check B. Loading and unloading C. Marksmanship D. Live fire practice</p>	<ul style="list-style-type: none"> • lecture • demonstration • exercise • practice
1 hour	<p>XXXVIII. Live Fire Practice</p>	<ul style="list-style-type: none"> • demonstration • practice
2 hours	<p>XXXIX. Combat Course with Scenarios</p>	<ul style="list-style-type: none"> • demonstration • exercise • practice
90 minutes	<p>XL. Review of all Material XLI. Evaluation: Course of Fire</p>	<ul style="list-style-type: none"> • lecture • exercise • evaluation

Course Name: Force Options: Shotgun (16-hours)

STC Certification #09572072

Course Summary: This sixteen (16) hour introductory course will acquaint the student with the Remington Model 870 12-Gauge shotgun. The basics of firearm operation will be covered, including safety procedures, loading and reloading, capabilities and limitations of shotguns, weapons maintenance, marksmanship and live fire practice. The course will also include lecture on applicable laws and Department Policy and Procedures.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the major parts of the shotgun.
- 2) Demonstrate the fundamentals of shotgun shooting, including stance, loading and unloading, and marksmanship, to the satisfaction of the instructor.
- 3) Demonstrate and explain the importance of officer firearm safety.
- 4) Explain how to maintain a shotgun.
- 5) Explain the Kern County Sheriff's Office's Use of Force policy.
- 6) Discuss and explain Kern County Sheriff's Office Use of Deadly Force policy.

Time	Content	Format
1 hour	I. Introduction A. Equipment check B. Safety brief C. Qualification description D. Target description	<ul style="list-style-type: none">• introduction• discussion• demonstration
30 minutes	II. Shotgun Issue	<ul style="list-style-type: none">• lecture• discussion• demonstration
1 hour	III. Shotgun Description A. Major parts of the shotgun B. Loading and unloading C. Capabilities and limitations of shotguns	<ul style="list-style-type: none">• lecture• discussion• demonstration• practice
90 minutes	IV. Shotgun Operation A. 5 Point safety check B. Loading and unloading C. Marksmanship D. Live Fire Practice	<ul style="list-style-type: none">• lecture• discussion• demonstration• practice

1 hour	V. Dry Fire/Range	<ul style="list-style-type: none"> • lecture • demonstration • practice
2 hours	VI. Live Fire Practice	<ul style="list-style-type: none"> • lecture • demonstration • practice
1 hour	VII. Weapons Maintenance	<ul style="list-style-type: none"> • lecture • discussion • demonstration
1 hour	VIII. Introduction A. Equipment check B. Safety brief C. Qualification description D. Target description	<ul style="list-style-type: none"> • discussion • demonstration
3 hours	IX. Live Fire Practice	<ul style="list-style-type: none"> • lecture • demonstration • practice
90 minutes	X. Live Fire Performance Evaluations	<ul style="list-style-type: none"> • lecture • demonstration • practice • evaluation
1 hour	XI. Remediation and/or Trainee Practice	<ul style="list-style-type: none"> • demonstration • practice • evaluation
90 minutes	XII. Closing Lecture A. Recap concerning officer safety B. Kern County Sheriff's Office Use of Force Policy C. Kern County Sheriff's Office Use of Deadly Force Policy XIII. Written Test XIV. Evaluation/Test Results	<ul style="list-style-type: none"> • lecture • evaluation • test

Course Name: Inmate Release Process (4-hours)

STC Certification #83-16358

Course Summary: This course is designed to familiarize detentions supervisors with the inmate release process. Students will be given the opportunity to apply course-covered concepts modeled by the course facilitator on individual computer terminals.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the use of CJIS/IMS to display inmates due for release and court dispositions and describe the components of the inmate release screen.
- 2) Identify the purpose of different types of bail.
- 3) Identify steps and concepts involved in fed cap releases, including population factors, ineligible charges, and the current procedure to determine release.
- 4) Demonstrate an understanding of the various types of inmate releases, including out of state holds, citation releases, quick bails, releases to foreign agencies and state prison, detainers, and virtual jail.

Time	Content	Format
1 hour	I. Guide to Checking Releases: A. CJIS- Inmate Release Screen B. Time Served Releases C. Bench Ordered Releases D. Case Dismissed E. No Local Jail Sentence F. O.R. Releases G. Penal Codes: 821, 822, 825, 849 H. Citation Releases- Promise to Appear, Fed Cap Cite	<ul style="list-style-type: none">• introduction• lecture• demonstration
1 hour	II. Purpose of Bail: A. Surety Bond B. Bond Checking C. Cash Bail D. Bond Paid in Court E. Appeal Bond	<ul style="list-style-type: none">• lecture• demonstration
1 hour	III. Authority to Release: A. Fed Cap Releases B. History of Fed Cap C. Population Charges D. Ineligible Charges E. Determining Fed Cap Releases	<ul style="list-style-type: none">• lecture• demonstration

1 hour	IV. Other Releases: A. Out of State Holds B. Releasing to Foreign Agencies/State Prison/ICE C. Civil Witnesses of Criminal Cases D. Detainers - State Hospitals E. Sheriff Parole/Work Release and Electronic Monitoring - CBO's, ATT, Virtual Jail Releases - EMP/SP/WRP F. Releases to Rehabs/Programs - rehab/ homes/residential treatment programs V. Correcting Release Errors VI. Review of CJIS Functions to Check Release	<ul style="list-style-type: none">• lecture• demonstration
---------------	--	---

Course Name: Internal Affairs Process/Consequences (2-hours)

STC Certification #04980285

Course Summary: This introductory course will provide an overview of the Internal Affairs process, investigating potential misconduct, consequences of unethical and /or unprofessional conduct, and a brief overview of the Peace Officer Procedural Bill of Rights Act.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain the role of Internal Affairs.
- 2) Explain the appropriate steps to take when suspected misconduct is uncovered.
- 3) Explain the Peace Officer's Procedural Bill of Rights Act (POBRA) and how it applies to staff.
- 4) Provide examples of discipline that can be imposed for violations of policy, procedures, and laws.

Time	Content	Format
15 minutes	I. Introduction A. Instructors B. Class objectives	<ul style="list-style-type: none">• introduction• lecture
45 minutes	II. Internal Affairs A. Roles B. Procedures C. Reporting misconduct	<ul style="list-style-type: none">• lecture• discussion
30 minutes	III. Peace Officers Procedural Bill of Rights Act (POBRA) A. Overview B. Application to staff members	<ul style="list-style-type: none">• lecture• discussion
30 minutes	IV. Review and Discuss Disciplinary Action for Misconduct A. Roles B. Procedures C. Reporting misconduct	<ul style="list-style-type: none">• lecture• discussion• audio/video

Course Name: Interview and Interrogation (4-hours)

STC Certification #83-74544

Course Summary: This course will provide attendees with an overview of conducting interviews and interrogations. Course material will cover the purpose for conducting interviews and interrogations, differences between them, techniques to use when conducting interview and interrogations and legal issues associated with interviews and interrogations.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Describe what distinguishes an interrogation from an interview.
- 2) Identify the purpose an interrogation.
- 3) Describe what the Miranda decision requires before a suspect is questioned.
- 4) List the two requirements that must be met before a Miranda is necessary.
- 5) List two ways that you can document (record) a suspect's statement.

Time	Content	Format
90 minutes	I. Crime Scene Interviews A. Define interview (give an example of interviews with witness vs. interview with suspects) B. Purpose of the interview (determine if crime occurred, locate victim/witness, I.D. suspects, broadcast) C. Interview vs. interrogation D. Influencing factors E. Being prepared for the interview F. Listening (being a good listener) G. Asking questions H. Gaining additional information and using informants I. Instructor introduction J. Course Overview	<ul style="list-style-type: none">• introduction• lecture• discussion
1 hour	II. Investigative Interrogations A. Movie clip on interrogation B. Give definition of interrogation C. Purpose of interrogation D. Confession vs. an admission E. Preparation and location of the interview F. Interrogation techniques G. Physical reactions H. Obtaining a statement and documenting it	<ul style="list-style-type: none">• lecture• discussion
1 hour	III. Interviews, Interrogations and the Law A. Movie clip on interrogation B. Miranda C. Constitutional amendments	<ul style="list-style-type: none">• lecture• discussion• audio/video

	D. Custody issues E. Miranda and how invoked F. Juveniles and Miranda G. 6 th Amendment rights	
30 minutes	IV. Review and Quiz	<ul style="list-style-type: none">• lecture• discussion• evaluation

Course Name: Introduction ASP Collapsible Baton Course for Detentions (4-hours)
 STC Certification #83-21697

Course Summary: The goal of this course is to familiarize students with the ASP Collapsible Baton. Subject content to be covered includes: justifications for the use of the baton, strike and non-strike areas, differences between collapsible and standard baton, Department policy, and State and Federal Law. The course includes opportunities to practice course-covered techniques, as well as testing to ensure the proper application of techniques.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) List strike and non-strike areas when using the baton.
- 2) Describe the proper justification for the use of the baton.
- 3) Identify relevant areas of Department policies related to the use of the baton.
- 4) Demonstrate proficiency in the application of the following baton techniques: two-hand low defense, upper cradle, lower cradle, and baton retention, to the satisfaction of the instructor.

Time	Content	Format
30 minutes	I. Introduction II. Collapsible Baton Strike Areas III. Collapsible Baton Non-Strike Areas IV. Justification for the use of the Baton V. Department Policy VI. State and Federal Law	<ul style="list-style-type: none"> • introduction • lecture
3 hours 30 minutes	VII. Physical Practice VIII. Review and Testing IX. Demonstration and Practice A. Two Count Modified Strike B. Two Count Modified Strike Upper Cradle/Lower Cradle C. Baton Retention X. Physical Test	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice

Course Name: Introduction to Peer Support (1-hour)

STC Certification #09407905

Course Summary: To provide an introduction to the new peer support program available to all Kern County Sheriff employees. The course will show how to find and navigate through the on-line intranet peer support page, will explain the available resources, and the referral process.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Define Peer Support/CISM.
- 2) Explain how to navigate through the Peer Support page on the on-line SheriffNet program.
- 3) List available resources available.
- 4) Describe the referral process.

Time	Content	Format
20 minutes	I. Introduction A. Instructor introduction B. Course overview	<ul style="list-style-type: none">• introduction• lecture
10 minutes	II. How to find and navigate through the Kern County Sheriff's on-line Intranet Peer Support page.	<ul style="list-style-type: none">• lecture• demonstration
50 minutes	III. Available Resources IV. Referral Process	<ul style="list-style-type: none">• lecture
15 minutes	V. Questions and Discussion	<ul style="list-style-type: none">• discussion

Course Name: **Introductory Baton (12-hours)**

STC Certification #83-74515

Course Summary: This twelve (12) hour introductory course will provide the student with instruction in the use of the baton in corrections settings and will include extensive hands-on practicum exercises.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Correctly identify appropriate and inappropriate baton target areas.
- 2) List the justifications for the use of the baton.
- 3) Correctly identify safety guidelines in the use of the baton.
- 4) Correctly demonstrate the following baton movements: 1) Two count modified 2) Three from the ring 3) Two hand low defense 4) Upper cradle 5) Lower cradle 6) Baton retention 7) Heavy bag / air shield.

Time	Content	Format
1 hour	I. Use of Force	<ul style="list-style-type: none">• lecture
1 hour	II. Baton Principles	<ul style="list-style-type: none">• lecture
1 hour	III. Warm Up/Footwork/Stances	<ul style="list-style-type: none">• demonstration• exercise• practice
1 hour	IV. Principles of Movement A. One Hand / Two Hand Striking B. Thrusting / Grip	<ul style="list-style-type: none">• demonstration• exercise• practice
1 hour	V. Two Count Modified VI. Three from the Ring VII. Five Count Thrust	<ul style="list-style-type: none">• discussion• demonstration• exercise• practice
1 hour	VIII. Two Hand Low Defense A. Kicks / Punches B. Overhead Attacks C. Attacks from Angles	<ul style="list-style-type: none">• discussion• demonstration• exercise• practice
1 hour	IX. Upper Cradle A. Kicks / Punches	<ul style="list-style-type: none">• discussion• demonstration

	<p>B. Overhead Attacks C. Attacks from Angles</p>	<ul style="list-style-type: none"> • exercise • practice
1 hour	<p>X. Lower Cradle A. Kicks / Punches B. Overhead Attacks C. Attacks from Angles</p>	<ul style="list-style-type: none"> • discussion • demonstration • exercise • practice
1 hour	<p>XI. Review XII. Golf Tube Exercise</p>	<ul style="list-style-type: none"> • lecture • exercise
1 hour	<p>XIII. Baton Retention</p>	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise • practice
1 hour	<p>XIV. Heavy Bag / Air Shield</p>	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise • practice
1 hour	<p>XV. Testing A. Written Test B. Physical Test</p>	<ul style="list-style-type: none"> • test

Course Name: Law Enforcement Records Management Systems (LERMS) for Detentions (4-hours)

STC Certification #09203609

Course Summary: This course is designed to teach Detention Deputies and Supervisors how to use and navigate through the Law Enforcement Records Management System (LERMS). LERMS (Law Enforcement Records Management System) is a Records Management System (RMS) that is designed for authorized sworn personnel and report takers to enter criminal incidents and other investigative reports directly into LERMS. LERMS allows the Kern County Sheriff’s Office to collect data of daily activities as well as prepare the statistical reports mandated by the Department of Justice.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Articulate what LERMS is and why it is being used.
- 2) Identify and demonstrate how to log onto LERMS.
- 3) Demonstrate how to enter a "General Report/Arrest".
- 4) Demonstrate how to enter "Property-Stolen/Recovery/Seized/Vandalized".
- 5) Demonstrate how to enter "Assaults and Domestic Violence".
- 6) Demonstrate how to enter "LEOKA (Law Enforcement Officers Killed or Assaulted)".
- 7) Demonstrate how to use the "Organizer-Workflow", to the satisfaction of the Instructor.

Time	Content	Format
15 minutes	I. Introduction A. Instructor introduction B. Course overview	<ul style="list-style-type: none"> • introduction • lecture
30 minutes	II. Log-in, User Settings	<ul style="list-style-type: none"> • lecture • demonstration
15 minutes	III. Utilities and Inquiries	<ul style="list-style-type: none"> • lecture • demonstration
1 hour	IV. Field Reporting	<ul style="list-style-type: none"> • lecture • demonstration
1 hour	V. LERMS Log-on A. Search B. Print C. Find D. Information	<ul style="list-style-type: none"> • lecture • demonstration

30 minutes	VI. Call List	<ul style="list-style-type: none">• lecture• demonstration
30 minutes	VII. Dispatch	<ul style="list-style-type: none">• lecture• demonstration

Course Name: **New Employee Firearms Qualification (4-hours)**

STC Certification #83-71414

Course Summary: This course will instruct new employees on the following: Department policy, State and federal laws and liability, concerning firearms, the fundamentals of good marksmanship and tactics, and firearms safety and handling. In addition to classroom lecture, there will be demonstration on the firing line and live fire. Students must have completed a POST academy or the KCSO Force Options course as a prerequisite. Testing will be KCSO firearms qualification (evaluation) for pistol and shotgun.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the ability to safely handle, load, unload, and use a firearm.
- 2) Demonstrate skill in using a firearm, including marksmanship, moving and shooting, and positional shooting.
- 3) Articulate State and Federal Law concerning firearms.
- 4) Articulate Kern County Sheriff's office policy on deadly force.
- 5) Demonstrate their pistol shooting skills by passing the KCSO pistol qualification (evaluation), with at least 24 of 30 rounds shot being on target.
- 6) Demonstrate their shotgun shooting skills by passing the KCSO shotgun qualification (evaluation), with at least 56 of the 72 shotgun pellets shot being on target.

Time	Content	Format
2 hours	I. Introduction A. Introduction and familiarization with the facility. B. Lecture: Students will be given a lecture covering Department policy, fundamentals of good marksmanship and tactics. C. Firearms safety and handling.	<ul style="list-style-type: none">• introduction• lecture• discussion• demonstration
2 hours	II. Skills Demonstration and Qualification Evaluation A. Students will demonstrate the ability to safely handle, load, and unload a firearm. B. Marksmanship practice and fire a 30 round pistol qualification course and 8 round shotgun course. C. Practice and qualification (evaluation) will include marksmanship, malfunctions, moving and shooting, use of cover, and positional shooting.	<ul style="list-style-type: none">• demonstration• practice• evaluation

Course Name: PepperBall Projectile Training for Detentions (4-hours)

STC Certification #83-16358

Course Summary: This course is designed to familiarize emergency response and first response personnel with the operation of the PepperBall Projectile Device. Instruction will include lecture regarding policy and less-lethal munitions alternatives and will include a certification course of fire and written examination.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the appropriate deployment of the PepperBall Projection Device on a certification course of fire.
- 2) Demonstrate the properties of the PepperBall Projectile Device on a written test.
- 3) Demonstrate the Kern County Sheriff's Department Use of Force Policy on a written test.
- 4) Demonstrate Kern County Sheriff's Department policy governing the use of the PepperBall device on a written test.
- 5) Demonstrate the properties of chemical agents on a written test.
- 6) Demonstrate on a written test the principals of first aid and decontamination when using chemical agents.

Time	Content	Format
15 minutes	I. Introduction to PepperBall and Overview of Performance Objectives	<ul style="list-style-type: none">• introduction• lecture
2 hours	II. PepperBall Projectiles, PepperBall Launchers, and PepperBall Policy Review	<ul style="list-style-type: none">• lecture• discussion• demonstration
1 hour	III. Certification Course of Fire	<ul style="list-style-type: none">• demonstration• exercise• practice
45 minutes	IV. Conclusion A. Questions and Answers B. Written test given and graded C. Class Evaluations	<ul style="list-style-type: none">• discussion• test• evaluation

Course Name: PepperBall Refresher (2-hours)

STC Certification #83-74065

Course Summary: This is two (2) hour refresher course is designed to re-familiarize detentions personnel with the operation of the PepperBall projectiles device and will include lecture regarding policy.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the appropriate deployment of the PepperBall launcher on a certification course of fire.
- 2) Demonstrate how to fill the PepperBall launcher with air correctly and safely.
- 3) Demonstrate how to load and unload the PepperBall launcher correctly.
- 4) Identify the target zones.
- 5) Demonstrate how to properly store the PepperBall launcher.
- 6) Identify and discuss the Kern County Sheriff's Office policy governing the use of the PepperBall device.

Time	Content	Format
2 hours	<ul style="list-style-type: none">I. IntroductionII. Review of PepperBall PolicyIII. Review Components of the PepperBall LauncherIV. Live Fire Qualification Refresher	<ul style="list-style-type: none">• introduction• lecture• demonstration• practice

Course Name: Prison Rape Elimination Act Instructor Class (4-hours)

STC Certification #83-81884

Course Summary: This class is being presented in compliance with the Prison Rape Elimination Act (PREA) of 2003 and will provide attendees with the knowledge and skills necessary to become PREA instructors. Participants will engage in instructor-based discussion as to how to effectively deliver training material to a class of students.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain PREA's zero-tolerance policy.
- 2) Describe how a deputy fulfills his responsibilities under agency sexual abuse and sexual harassment prevention, detection, reporting, and response policies and procedures.
- 3) Articulate what right inmates have in regards to sexual abuse and sexual harassment.
- 4) Articulate what right inmates and employees who report sexual abuse and sexual harassment have.
- 5) Describe the dynamics of sexual abuse and sexual harassment in confinement.
- 6) Describe the common reactions of sexual abuse and sexual harassment victims.
- 7) Explain how to detect and respond to signs of threatened and actual sexual abuse.
- 8) Describe how to avoid inappropriate relationships with inmates.
- 9) Explain how to communicate effectively and professionally with inmates, including lesbian, gay, bisexual, transgender, intersex, or gender nonconforming inmates.
- 10) Describe how to comply with relevant laws related to mandatory reporting of sexual abuse to outside authorities.
- 11) Discuss tips to facilitate the class as an instructor

Time	Content	Format
1 hour	<p>I. Introduction: What is PREA?</p> <ul style="list-style-type: none">A. PREA partnersB. PREA requirementC. Sexual abuseD. Sexual harassmentE. Sexual misconductF. Zero-toleranceG. Fraternalization policiesH. Consequences of sexual misconduct <p>II. Sexual Abuse Prevalence</p> <ul style="list-style-type: none">A. StatisticsB. PerpetratorsC. Vulnerable inmatesD. Signs of victimization	<ul style="list-style-type: none">• lecture• discussion

<p>1 hour</p>	<p>III. Victim Impacts</p> <ul style="list-style-type: none"> A. Reporting B. CJIS code C. Reporting barriers/outcomes D. Diversity E. PREA 115.31 F. Discrimination policy G. Professional language H. Definitions 	<ul style="list-style-type: none"> • lecture • demonstration
<p>15 minutes</p>	<p>IV. LGBTI Terms</p> <ul style="list-style-type: none"> A. Transgender umbrella terms B. Sexual orientation C. Gender identity D. Transgender E. Intersex F. Gender exercise (class activity) G. Cross gender viewing/searches H. Stereotypes 	<ul style="list-style-type: none"> • lecture • discussion • exercise
<p>15 minutes</p>	<p>V. Jail Culture</p> <ul style="list-style-type: none"> A. Culture and bias B. Staff responsibilities C. Evidence preservation D. Transgender E. Victim advocates F. SANE / SAFE G. Crisis Advocate H. SART goals I. Mental Health 	<ul style="list-style-type: none"> • lecture • discussion

Course Name: Prison Rape Elimination Act (6-hours)

STC Certification #83-70958

Course Summary: This class is being presented in compliance with the Prison Rape Elimination Act of 2003.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain PREA's zero-tolerance policy.
- 2) Describe how a deputy fulfills his responsibilities under agency sexual abuse and sexual harassment prevention, detection, reporting, and response policies and procedures.
- 3) Articulate what right inmates have in regards to sexual abuse and sexual harassment.
- 4) Articulate what right inmates and employees who report sexual abuse and sexual harassment have.
- 5) Describe the dynamics of sexual abuse and sexual harassment in confinement.
- 6) Describe the common reactions of sexual abuse and sexual harassment victims.
- 7) Explain how to detect and respond to signs of threatened and actual sexual abuse.
- 8) Describe how to avoid inappropriate relationships with inmates.
- 9) Explain how to communicate effectively and professionally with inmates, including lesbian, gay, bisexual, transgender, intersex, or gender nonconforming inmates.
- 10) Describe how to comply with relevant laws related to mandatory reporting of sexual abuse to outside authorities.

Time	Content	Format
1 hour	I. Introduction: What is PREA? A. PREA partners B. PREA requirement C. Sexual abuse D. Sexual harassment E. Sexual misconduct F. Zero-tolerance G. Fraternalization policies H. Consequences of sexual misconduct	<ul style="list-style-type: none">• introduction• discussion• exercise
1 hour	II. Sexual Abuse Prevalence A. Statistics B. Perpetrators C. Vulnerable inmates D. Signs of victimization E. Victim impacts F. Reporting G. CJIS code H. Reporting barriers/outcomes	<ul style="list-style-type: none">• lecture• discussion

1 hour	III. Diversity A. PREA 115.31 B. Discrimination policy C. Professional language D. Definitions	<ul style="list-style-type: none"> • lecture • discussion • exercise
1 hour	IV. LGBTI Terms A. Transgender umbrella terms B. Sexual orientation C. Gender identity D. Transgender E. Intersex	<ul style="list-style-type: none"> • lecture • discussion • Audio/Video
1 hour	V. Gender Exercise (class activity) A. Cross-gender viewing/searches B. Stereotypes C. Jail culture D. Culture and bias	<ul style="list-style-type: none"> • lecture • discussion • exercise
1 hour	VI. Staff Responsibilities A. Evidence preservation B. Transgender C. Victim advocates D. SANE / SAFE E. Crisis Advocate F. SART goals G. Mental health	<ul style="list-style-type: none"> • lecture • discussion

Course Name: Prison Rape Elimination Act Refresher (2-hours)

STC Certification #83-80789

Course Summary: This class will provide refresher information about the Prison and Rape Elimination Act (PREA) to staff members who have already attended the Kern County Sheriff Office six (6) hour PREA course. This refresher class will also include a review of pertinent staff policy directives.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Discuss inmate rights under PREA, and LGBTI interactions
- 2) Describe the methods of sexual abuse prevention and detection.
- 3) Explain staff responsibilities and requirements during a sexual abuse response.
- 4) Describe the investigation components of lien staff vs. seniors.
- 5) Describe new incident report writing requirements.
- 6) Describe pertinent Kern County Sheriff's Office staff policy directives related to PREA.
- 7) Demonstrate learning / topic retention by being able to answer PREA related questions.

Time	Content	Format
2 hours	<p>I. PREA Refresher</p> <ul style="list-style-type: none">A. Federal legislationB. Inmate rightsC. LGBTI issuesD. Prevention of abuseE. Detection of abuseF. Responding to abuseG. Investigating abuseH. Reporting abuseI. Miscellaneous (oppose gender announcements, etc.)J. Policies	<ul style="list-style-type: none">• lecture• discussion

Course Name: **Radio Procedures (2-hours)**

STC Certification #83-83373

Course Summary: Provides the student with the technical knowledge on radio use in the Detentions environment including radio protocol, voice level, articulation, phonetic alphabet, how to structure a conversation over the radio, radio channel usage, the 10 code, and other signal codes.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) List the phonetic alphabet.
- 2) List the 10 & 11 codes.
- 3) Identify and discuss radio channels for the Kern County Sheriff's Office.
- 4) Identify and discuss radio channels for other local Law Enforcement.
- 5) Identify and discuss the proper radio procedures to use when talking on the radio.
- 6) Identify and discuss emergency radio traffic.
- 7) Identify and explain voice level and articulation.
- 8) Identify and explain proper radio protocol.

Time	Content	Format
10 minutes	I. Introduction A. Instructor introduction B. Course overview	<ul style="list-style-type: none">• introduction• lecture
10 minutes	II. Radio Courtesy and Etiquette	<ul style="list-style-type: none">• lecture
10 minutes	III. Radio Channels and How Radio Systems are Designed and Used	<ul style="list-style-type: none">• lecture
15 minutes	IV. Common Transmissions, Log-ons, Transports	<ul style="list-style-type: none">• discussion
15 minutes	V. You Get to be the Dispatcher Activity	<ul style="list-style-type: none">• role play
30 minutes	VI. Emergency Situations, Pursuits, Vehicle Accidents	<ul style="list-style-type: none">• lecture
15 minutes	VII. Skit Exercise Groups will develop a skit of radio use to be presented to the class.	<ul style="list-style-type: none">• exercise
15 minutes	VIII. Practice Common and Emergency Transmissions with Radios A. Log-ons B. Transports	<ul style="list-style-type: none">• practice

Course Name: Remedial Firearms Training and Qualification (4-hours)

STC Certification #83-71416

Course Summary: This is a remedial firearms course for individuals that cannot pass a basic qualification course or have violated fundamentals of firearms safety. This course will provide students with instruction on Department policy concerning firearms, the fundamentals of good marksmanship and tactics, and firearms safety and handling. The class includes lecture, demonstration on the firing line and live fire. Testing will be KCSO firearms qualification for pistol and shotgun.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate the ability to safely handle, load, and unload a firearm.
- 2) Demonstrate skill in using a firearm, including marksmanship, moving and shooting and positional shooting.
- 3) Articulate Kern County Sheriff’s Office policy on deadly force.
- 4) Demonstrate their pistol shooting skills by passing the KCSO pistol qualification, with at least 24 of 30 rounds shot being on target.
- 5) Demonstrate their shotgun shooting skills by passing the KCSO shotgun qualification, with at least 56 of the 72 shotgun pellets shot being on target.

Time	Content	Format
2 hours	I. Introduction A. Introduction and familiarization with the facility. B. Lecture: Students will be given a lecture covering Department policy, fundamentals of good marksmanship and tactics. C. Firearms safety and handling.	<ul style="list-style-type: none">• introduction• lecture• discussion• demonstration
2 hours	II. Skills Demonstration and Qualification Evaluation A. Students will demonstrate the ability to safely handle, load, and unload a firearm. B. Marksmanship practice and fire a 30 round pistol qualification course and 8 round shotgun course. C. Practice and qualification (evaluation) will include marksmanship, malfunctions, moving and shooting, use of cover, and positional shooting.	<ul style="list-style-type: none">• demonstration• practice• evaluation

Course Name: Report Writing (4-hours)

STC Certification #83-65777

Course Summary: This course will cover topics such as grammar, sentence structure, report formatting, and documenting justification for force and arrest.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the basics of proper grammar techniques.
- 2) Identify proofreading techniques.
- 3) Explain the importance of proofreading.
- 4) Identify the major areas of effective report.
- 5) Demonstrate to the satisfaction of the instructor how to document justification of force.

Time	Content	Format
60 minutes	I. Introduction A. Grammar B. Nouns vs. Verbs C. Tense and agreement D. Active vs. Passive E. Problems in punctuation F. Articles G. Sentences H. Paragraphs I. Organization J. Abbreviations and contractions K. Slang and cop speak L. Word processed or handwritten	<ul style="list-style-type: none">• introduction• lecture
30 minutes	II. Proofreading Reports A. Why it is important B. Tips for proofreading C. Common errors found by proofreading D. Effective methods of proofreading <ol style="list-style-type: none">1. Spell check2. Grammar resources	<ul style="list-style-type: none">• lecture
90 minutes	III. Effective Report Writing A. F.A.C.C.T. B. Characteristics of a good report <ol style="list-style-type: none">1. Factual2. Accurate3. Clear4. Concise5. Complete	<ul style="list-style-type: none">• lecture

	<ul style="list-style-type: none"> 6. Timely C. Connectivity D. On Sight vs. Dispatched report calls E. Observations on arrival F. Miranda G. Note taking H. Field interview cards I. Contacts J. Headings K. Case number assignment L. Exemptions M. Code 9 assignment/disposition N. Criteria for assigning case numbers by incident O. Master case number system 	
60 minutes	<p>IV. Documentation Justification</p> <ul style="list-style-type: none"> A. Use of force B. Consensual encounters C. Articulation of 835a D. Authorizations to use force E. Graham vs. Conner F. Articulating the Graham Factors G. Set the Scene H. Fear is a factor I. Report exercise 	<ul style="list-style-type: none"> • lecture • exercise

Course Name: Restraint Chairs (4-hours)

STC Certification #83-65444

Course Summary: This course is designed to familiarize participants with the Emergency Restraint Chair and the Prostraint Chair. Topics covered will include department policy, when use of chairs is appropriate, manufacturer recommendations and warnings of chairs, how to use the chairs, medical considerations, and reporting requirements. Participants will practice using the straps on the chairs.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Describe department policy regarding restraint chairs.
- 2) Explain what circumstances would be appropriate for using the chairs.
- 3) Describe manufacturer recommendations and warnings.
- 4) Demonstrate how to use the chairs, to the satisfaction of the instructor.
- 5) Explain medical considerations.
- 6) Describe department reporting requirements.

Time	Content	Format
30 minutes	I. Introduction A. Introduction to Emergency Restraint Chair B. Manufacturer warnings C. When restraint chair use is warranted D. Medical consideration awareness E. Time considerations F. Manufacturer video	<ul style="list-style-type: none">• introduction• lecture• audio/video
1 hour	II. Using the Emergency Restraint Chair A. Removal of personal items before placement B. Lap belt application C. Leg iron placement D. Handcuff placement E. Wrist strap application F. Shoulder strap application G. Ankle strap application H. Leg iron removal	<ul style="list-style-type: none">• lecture• demonstration• practice
30 minutes	III. Considerations When Using the Restraint A. Close monitoring B. Injury prevention C. Positioning of chair D. Time limits E. Policy and Procedure overview	<ul style="list-style-type: none">• lecture

30 minutes	IV. Introduction to Prostraint Chair A. When restraint chair use is warranted B. Medical consideration awareness C. Time considerations D. Safety considerations	<ul style="list-style-type: none"> • lecture
1 hour	V. Using the Prostraint Chair A. Removal of personal items before placement B. Handcuff prior to placement C. Waist strap application D. Leg strap application E. Wrist strap application F. Shoulder strap application	<ul style="list-style-type: none"> • lecture • demonstration • practice
30 minutes	VI. Considerations When Using the Prostraint Chair A. Close monitoring B. Injury prevention C. Positioning of chair D. Time limits E. Policy and Procedure overview	<ul style="list-style-type: none"> • lecture

Course Name: Stun Shield Electronic Immobilization Device Basic Course (4-hours)
 STC Certification #83-77962

Course Summary: This four (4) hour course will examine the Stun-Shield and its concepts. The power source and its effect on the individual will be discussed and demonstrated. Subject content includes: body application points; use of force and liability; and the history of the use of electronic devices. Each student will be certified in the use of the Stun-Shield.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the guidelines for use.
- 2) Describe technical data regarding the device, including nomenclature and care.
- 3) Demonstrate effectively how to operate the device per manufacturer's guidelines.
- 4) Identify the primary and secondary application points.
- 5) Identify areas of non-use/ non-application.
- 6) Identify medical data and considerations in the use of electronic devices.
- 7) Describe and discuss liability considerations.

Time	Content	Format
30 minutes	I. Introduction A. Program objectives B. Officer injury statistics C. Comparison of other non-lethal devices D. Definitions	<ul style="list-style-type: none"> • lecture
30 minutes	II. Electronic Immobilization Device Presentation A. General product Information B. Presentation/Kent Co. Detention Facility	<ul style="list-style-type: none"> • lecture • discussion • demonstration
30 minutes	III. Need for Electronic Immobilization Device A. Types of devices B. Types of force available C. Basic device operational data D. Device technical data E. How the device works	<ul style="list-style-type: none"> • lecture • discussion • demonstration
30 minutes	IV. Body Application Points A. Variables B. Gender considerations C. Drug use/limitations D. Primary/secondary application points	<ul style="list-style-type: none"> • lecture • discussion • demonstration

	<p>E. Areas of non-use</p> <p>F. Signature marks</p> <p>G. Medical data/considerations</p> <p>H. Electrical characteristics</p>	
30 minutes	<p>V. Policy and Procedure Review - O-300</p> <p>VI. Activation</p> <p>VII. Incident Report</p> <p>VIII. Extraction Scenario</p>	<ul style="list-style-type: none"> • lecture • demonstration • exercise
30 minutes	<p>IX. Electronic Power Shield Training</p> <p>A. Introduction</p> <p>B. Product description</p> <p>C. Use of force with shield</p> <p>D. Battery information</p> <p>E. Points to consider</p> <p>F. Maintenance</p>	<ul style="list-style-type: none"> • lecture • demonstration • exercise
30 minutes	<p>X. Conclusion</p> <p>A. Test</p> <p>B. Student evaluations</p>	<ul style="list-style-type: none"> • discussion • test

Course Name: Stun Shield Electronic Immobilization Device Instructor Course (8-hour)

STC Certification #00328315

Course Summary: This eight (8) hour certified instructor course will prepare participants to teach the stun-shield and its concepts. The stun-shield power source and its effect on the individual will be discussed and demonstrated. Course content includes: In-depth Operation and Maintenance of Stun-Shield, History of the Use of Electronic Devices; Body Application Points; Medical Considerations; Use of Force and Liability; Departmental Policy. The course will be taught by a certified master stun-shield instructor. Each participant will be certified as an instructor in the use of stun shield and will be able to impart the knowledge learned to their students.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Explain the basic operating principles of Electronic Immobilization Devices (EID).
- 2) Maintain and operate the stun-shield.
- 3) Demonstrate how to use the stun-shield effectively.
- 4) Recognize medical considerations.
- 5) Explain the use of force in an application of the device.
- 6) Demonstrate basic blocks, defensive tactics for blocking, holding and takedown.
- 7) Instruct others on how to reduce officer injuries and subject injuries thereby reducing liability.

Time	Content	Format
30 minutes	I. Introduction A. Program objectives B. Abbreviations and definitions C. Instructor communication skills	<ul style="list-style-type: none"> • introduction • discussion
1 hour	II. Outline and Field Training Guide for the Intermediate Instructor A. Intermediate instructor training program information B. Instructor recertification C. Preliminary data (history, define stun technology, voltage, immobilization, medical safety, signature marks, legal concerns, use of force, maintenance, power source, documentation)	<ul style="list-style-type: none"> • lecture • discussion
2 hours 30 minutes	III. Basic Certification Training Course - Stun Shield Basic Course Review A. Electronic Immobilization Device Presentation 1. General product information 2. Presentation B. Need for Electronic Immobilization Device 1. Types of devices 2. Types of force available	<ul style="list-style-type: none"> • lecture • discussion • demonstration • practice

	<ol style="list-style-type: none"> 3. How the device works <p>C. Body Application Points</p> <ol style="list-style-type: none"> 1. Variables 2. Gender considerations 3. Primary/secondary application points 4. Areas of non-use 5. Signature marks 6. Medical considerations <p>D. Electronic Power Shield Training</p> <ol style="list-style-type: none"> 1. Product description 2. Points to consider 	
2 hours	<p>IV. Basic Certification Training Course - Familiarize Instructors with the technology, components, and operational criteria</p> <ol style="list-style-type: none"> A. Carriers B. Transmitter C. Receiver D. Power source E. Recharge process F. Securing system to suspect/suspects G. Removal of electronics from carrier H. Parameters for activation I. Do not use or apply system (do not use on individuals with known heart/neuromuscular illnesses or pregnant females in last trimester) J. Reasons for the system to fail to properly operate K. Directions for/or use L. Review agency policy for use 	<ul style="list-style-type: none"> • lecture • discussion • demonstration • practice
30 minutes	<p>V. Liability Issues and Case Law Reference Material</p>	<ul style="list-style-type: none"> • lecture • discussion
30 minutes	<p>VI. Use of Force</p> <ol style="list-style-type: none"> A. Electronic immobilization alternative parameters of use B. Types of force C. Rationale for use of force D. Department policy 	<ul style="list-style-type: none"> • lecture • discussion
30 minutes	<p>VII. Medical</p> <ol style="list-style-type: none"> A. How stun technology works B. Strength-Duration Curve C. Physiological effects D. Electrical characteristics 	<ul style="list-style-type: none"> • lecture • discussion
30 minutes	<p>VIII. Conclusion</p> <ol style="list-style-type: none"> A. Questions/Answers B. Performance evaluation 	<ul style="list-style-type: none"> • discussion • evaluation

	C. Course evaluation	
--	----------------------	--

Course Name: **Tactical Communication: De-escalation Techniques (2-hours)**

STC Certification #02442362

Course Summary: Tactical Communications is designed to train attendees in how to diffuse conflict when encountering hostile, uncooperative, or emotionally upset people. This refresher course will assist officers in situations where the use of force is probable, or imminent in dealing with inmates/civilians. The de-escalation techniques learned in class may be used to "talk down" an inmate or civilian and prevent the need to use force.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Describe the elements of basic communication.
- 2) Explain the need for de-escalation techniques for inmates/citizens where a use of force is probable or imminent.
- 3) Discuss the case law surrounding Tactical Communication, and the essential need for talking down inmates/civilians, whenever possible; avoiding the appearance of deliberate indifference, while having resources available for safe resolution to the problem.

Time	Content	Format
5 minutes	I. Trainer and Class Objectives	<ul style="list-style-type: none">• introduction• lecture
15 minutes	II. Tactical Communication Overview A. Definition B. History C. Goal (voluntary compliance)	<ul style="list-style-type: none">• lecture• discussion
15 minutes	III. Deliberate Indifference A. Define, explain and discuss deliberate indifference.	<ul style="list-style-type: none">• lecture• discussion
15 minutes	IV. Active Listening A. Identify and discuss the basic elements of effective communication effective listening skills.	<ul style="list-style-type: none">• lecture• discussion
15 minutes	V. Need for De-escalation A. How to use tone, pitch, and modulation to de-escalate a situation. B. Discuss "Minimization" one-liners (handout).	<ul style="list-style-type: none">• lecture• discussion

15 minutes	VI. Case and Studies A. Discuss PC401.	<ul style="list-style-type: none"> • lecture • discussion
15 minutes	VII. De-escalation and Deflection Techniques: A. M.O.R.E. P.I.E.S. B. One Liners C. Verbal forms of communication D. Non-verbal forms of communication	<ul style="list-style-type: none"> • lecture • discussion
15 minutes	VIII. Five Steps of Tactical Communication: A. Ask for voluntary compliance B. Set context - order him C. Present him with options D. Confirm his choice E. Make a decision and act	<ul style="list-style-type: none"> • lecture • discussion • audio/video
10 minutes	IX. Wrap Up	<ul style="list-style-type: none"> • lecture • discussion

Course Name: **Tactical Communications for Instructors (8-hours)**

STC Certification #83-56714

Course Summary: This course is designed as a train the trainer course for Tactical Communications for Detentions. Participants will learn the basics of Tactical Communication, such as how to diffuse conflict when encountering hostile, uncooperative, or emotionally upset people. Participants will learn techniques in modifying contacts into positive experiences and reduce the potential for complaints or the escalation into higher levels of force. Participants will also engage in Instructor based discussion and learning activities as to how to effectively deliver the training to a class of students.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the Basic Elements of Effective Communication.
- 2) Discuss and demonstrate Tactical Communication Techniques.
- 3) Explain the Tactical Communications process for field contacts.
- 4) Discuss and demonstrate Deflection/Springboard Technique.
- 5) Identify the 5 Steps of Tactical Communication to Achieve Voluntary Compliance.
- 6) Discuss tips to facilitate the class as an Instructor.

Time	Content	Format
1 hour 15 minutes	I. Basic Elements of Effective Communication A. Verbal Communication 1. Officer to officer 2. Officer to suspect/inmate 3. Officer to citizen 4. Intra-verbal communication 5. Tonality 6. Non-verbal communication 7. Observation 8. Body language 9. Posturing 10. Translation	<ul style="list-style-type: none">• lecture• discussion• exercise
1 hour 15 minutes	II. Tactical Communication Techniques A. Active listening B. Empathy C. Questioning strategy 1. Fact finding 2. Indirect (general) 3. Direct (closed) 4. Leading 5. Opinion seeking D. Paraphrasing	<ul style="list-style-type: none">• lecture• discussion• exercise

	<p>E. Summarizing</p> <p>F. Mediation</p>	
90 minutes	<p>III. Tactical Communication Process for Field Contacts (aka: The 8 Step Car Stop or the 7 Step Meet and Greet)</p> <p>A. Greeting</p> <p>B. Introduction: officer and department</p> <p>C. Explanation</p> <p>D. Justification</p> <p>E. Identification (Driver License or Booking Number)</p> <p>F. Vehicle Registration (for car stops)</p> <p>G. Evaluation/decision on appropriate action</p> <p>H. Reasonable Arc of Movement</p> <p>I. Closing</p>	<ul style="list-style-type: none"> • lecture • discussion • exercise
90 minutes	<p>IV. Deflection / Springboard Focus Technique</p> <p>A. Acknowledgement</p> <p>B. Deflector</p>	<ul style="list-style-type: none"> • lecture • discussion • exercise
90 minutes	<p>V. 5 Steps of Tactical Communication to Achieve Voluntary Compliance (aka: The 5 Step Hard Style)</p> <p>A. Ask</p> <p>B. Context</p> <p>C. Options</p> <p>D. Confirm</p> <p>E. ACT</p>	<ul style="list-style-type: none"> • lecture • discussion • exercise
1 hour	<p>VI. Five Times Words Fail</p> <p>A. Security</p> <p>B. Attack</p> <p>C. Flight</p> <p>D. Excessive repetition</p> <p>E. Revised priorities</p>	<ul style="list-style-type: none"> • lecture • discussion • exercise

Course Name: **Tactical Communications (4-hours)**

STC Certification #07838129

Course Summary: Tactical Communications is designed to train attendees in how to diffuse conflict when encountering hostile, uncooperative, or emotionally upset people. The course will also assist officers in changing contacts into positive experiences and reduce the potential for complaints or the escalation into higher levels of force.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Articulate the importance in communication of M.O.R.E. P.I.E.S. (Minimal encouragers, Open ended questions, Reflecting/mirroring, Effective pauses, Paraphrasing, I-messages, Emotion labeling, and Summarization).
- 2) Identify the basic elements of effective communication.
- 3) Describe de-escalation and deflection techniques.
- 4) Define empathy and articulate its importance in communicating.
- 5) Identify the five (5) steps of tactical communication to achieve voluntary compliance.

Time	Content	Format
110 minutes	I. Introduction II. Basic Elements of Effective Communication	<ul style="list-style-type: none">• introduction• lecture• audio/video
25 minutes	III. 5 Steps of Tactical Communication to Achieve Voluntary Compliance (aka The Five Step Hard Style) A. Ask B. Context C. Options D. Confirm E. Act	<ul style="list-style-type: none">• lecture• discussion• audio/video
30 minutes	IV. Tactical Communication Process for Field Contacts (aka The 8 Step Car Stop or The 7 Step Meet and Greet) A. Greeting B. Introduction: officer and department C. Explanation D. Justification E. Identification (Driver License or Booking Number) F. Vehicle Registration (for car stops) G. Evaluation / Decision on appropriate action H. Reasonable Arc of Movement I. Closing	<ul style="list-style-type: none">• lecture• discussion• audio/video

15 minutes	V. Deflection/Springboard Focus Technique A. Acknowledgement B. Deflector	<ul style="list-style-type: none"> • lecture • discussion • audio/video
1 hour	VI. M.O.R.E. P.I.E.S. A. Minimal encouragers B. Open-ended questions C. Reflecting / Mirroring D. Effective pauses E. Paraphrasing F. I-messages G. Emotion labeling H. Summarization	<ul style="list-style-type: none"> • lecture • discussion • demonstration • exercise • audio/video

Course Name: Use of Force Report Writing Refresher (2 hours)

STC Certification #05958885

Course Summary: To provide a refresher Use of Force Report Writing course to detentions staff. Attendees will be updated on what needs to be documented when they complete a use of force encounter. The importance of providing a complete summary of the incident, and the importance of proofreading legal, professional documents will be emphasized.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) List ways to proofread documents.
- 2) Answer the question, "What are Force Options".
- 3) Explain the importance of providing a complete summary of a use of force incident.
- 4) Gather all information required to write a good use of force report that properly documents the incident.

Time	Content	Format
2 hours	<ul style="list-style-type: none">I. Trainer Introduction and Class ObjectivesII. Basic Investigative Questions: Who, What, When, Where, and WhyIII. Why Proofreading is ImportantIV. Goals to ConsiderV. What are Force OptionsVI. The Graham Factors: Graham v. Conner (1989)VII. What should you do after using use of force, and the scene is secure?VIII. How to Document Use of ForceIX. Blue TeamX. Wrap Up: Remember to Document De-escalation and Tactical Communication Efforts	<ul style="list-style-type: none">• introduction• lecture• discussion

Course Name: Use of Restraints Instructor Class (4-hours)

STC Certification #83-81801

Course Summary: This course will provide students with a refresher on the use of restraints, including restrain chair and mechanical restraints, and the use of safety cells. In addition, participants will also engage in instructor-based discussion and learning activities as to how to effectively deliver training material to a class of students.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Demonstrate how to properly place someone in full restraints.
- 2) Demonstrate how to properly place someone in a restraint chair.
- 3) Articulate Kern County Sheriff's Office policy and procedures in regards to restraints, restrain chair, and the safety cell.
- 4) Discuss tips to facilitate the class as an instructor.

Time	Content	Format
50 minutes	I. Introduction A. Instructor introduction B. Course overview C. Use of Emergency Restrain Chair refresher (E.R.C.) D. Use of Prostraint Chair refresher E. Instructor practical demonstration of E.R.C. and the Prostraint Chair F. Student practical application of E.R.C. and Prostraint Chair	<ul style="list-style-type: none">• introduction• lecture• discussion
45 minutes	II. The use of Mechanical Restraints A. Use of restraints: Title 15 and monitoring requirements B. Instructor practical application of mechanical restraints C. Student practical application of mechanical restraints D. Policy review DPPM C-300 Restraints – Protection of Inmate or Staff	<ul style="list-style-type: none">• lecture• discussion
25 minutes	III. Use of the Safety Cell A. Title 15 requirements and monitoring requirements B. Policy review DPPM C-100 Use of Safety	<ul style="list-style-type: none">• lecture• discussion
2 hours	IV. Instructor Facilitation Discussion A. Discussion on instructor facilitation of a class on the use of restraints.	<ul style="list-style-type: none">• lecture• discussion

	B. Each student will be given an opportunity to teach a portion of a use of restraints class and the instructor will provide feedback.	<ul style="list-style-type: none">• practice
--	--	--

Course Name: **Vehicle Operations for Detentions (8-hours)**

STC Certification #83-39098

Course Summary: This course covers driving and safe operation of a county vehicles by Detentions personnel it will cover such topics as recognizing the components of defensive driving, Identifying laws of basic vehicle operations, contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle. Four hours of this class will be spent operating a driving simulator but no actual time will be spent in a live vehicle.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Identify the components of defensive driving.
- 2) Identify laws of basic vehicle operations.
- 3) Describe driving movements that contribute to collisions involving law enforcement vehicles.
- 4) Describe the contributing factors that can impact an officer's ability to safely operate a law enforcement vehicle.
- 5) Identify the importance and proper use of safety belts and other occupant restraint devices in a law enforcement vehicle.
- 6) Describe the physiological factors that may have an effect on an officer's driving.
- 7) Identify attitudes and emotions that can significantly influence an officer's thinking and actions while operating a law enforcement vehicle.
- 8) Describe potential hazards of the varied road conditions that may be encountered when operating a law enforcement vehicle.
- 9) Describe potential hazards of the varied environmental conditions that may be encountered when operating a law enforcement vehicle.

Time	Content	Format
30 minutes	I. Explain A2Z System	<ul style="list-style-type: none">• lecture
3 hours	II. Vehicle Operations and Recognizing Dangerous Driver Attitudes with A2Z Computer System	<ul style="list-style-type: none">• lecture• demonstration• exercise
30 minutes	III. Legal Aspects California Vehicle Codes	<ul style="list-style-type: none">• lecture
4 hours	IV. Hands-on Activity A. Successfully complete a series of driving scenarios in LEDS	<ul style="list-style-type: none">• demonstration• practice

Course Name: W&I 5150 (2-hours)

STC Certification #83-85912

Course Summary: The W&I 5150 process provides a safe expedient, involuntary transport of a person (inmate) in a mental health crisis to the nearest 5150 designated facility in order to quickly provide the person with the help they need. This class will address the 5150 process in Kern County. Participants will be familiarized with the protocol for implementing a 5150 hold in the detention environment during and after Correctional Mental Health staff are present on site.

Performance Objectives: At the conclusion of the course, trainees will be able to

- 1) Define 5150.
- 2) Describe the conditions which must be met to write a 5150 document.
- 3) Describe the 5150 process.

Time	Content	Format
1 hour	I. What is a 5150? A. Conditions a 5150 can be written B. 5150 Writers C. Hold time of a Person on a 5150 D. 5150 Locations	<ul style="list-style-type: none">• lecture• discussion
1 hour	II. 5150 Process A. Information Concerning: 5150, 5250, 5260, 5300 and 5350 B. Additional Information Concerning: 5150 C. Standard of Evidence for Writing a 5150 D. AB 1424 (W&I 5150.05) 1. Definition of Danger to Self 2. Definition of Danger to Others 3. Definition of Gravely Disabled	<ul style="list-style-type: none">• lecture• discussion