

Kern County Sheriff's Office

Active Shooter Response -1990

The purpose of this course is to develop the student's skills to a proficient level that will enable the student to immediately respond to an active shooter situation.

- I. Course Overview
 - A. Introduction
 - 1. Instructors
 - 2. Student registration
 - 3. Student Bingo
 - B. Learning Goal
 - 1. Student will learn appropriate response to an "Active Shooter" situation
 - a. Students will have a clear understanding of the Immediate Action/Rapid Deployment concept and initial responder responsibilities.
 - b. Students will have a clear understanding of team formation, individual roles, and team tactics
 - c. Students will understand the difference between "static" and "dynamic" situations, and appropriate response to each.
 - d. Students will have a clear understanding of basic room clearing techniques.
- II. Lecture
 - A. History
 - 1. SWAT response history/philosophy
 - 2. Las Vegas Route 91
 - 3. Gilroy Garlic Fest
 - 4. Orlando Pulse Night Club
 - 5. El Paso Texas Walmart
 - 6. Thousand Oaks California
 - B. Lessons Learned
 - 1. Active shooter incidents are spontaneous in their victims
 - 2. Suspect behavior is unpredictable
 - 3. Pre-incident signs often existed
 - 4. Incidents occur in target rich environment
 - 5. First responders outgunned and/or didn't have the training to respond to an active shooter situation
 - 6. A tactical intervention was too late
 - 7. Multi-jurisdictional response issues were present.
 - C. Definitions
 - 1. Immediate Action Rapid Deployment (IARD)
 - a. The swift and immediate deployment of law enforcement resources to on-going, life threatening situations where delayed deployment could otherwise

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- result in death or great bodily injury to innocent persons.
- 2. Active Shooter
 - a. Suspect(s) activity is immediately causing death and serious bodily injury. The activity is not contained and there is immediate risk of death or serious bodily injury to potential victims.
- 3. Dynamic Situation
 - a. The situation is evolving very rapidly along with the suspect's action (ex. shooting and moving)
- 4. Static Situation
 - a. The situation is not evolving or in motion, the suspect(s) actions appear to be contained. Example, suspect is barricaded in a room.
- 5. Time Line of Violence
 - a. The period of time from the suspects first violent action until his action is stopped or he/she transitions to another activity.
- 6. Incident Transition
 - a. That point in the incident where the "active shooter" stops his violent actions and tries to escape or barricades himself.
- 7. Barricade Suspect
 - a. Suspect is in a position of advantage, usually barricaded in a room or building
 - b. Suspect is armed and has displayed violence
 - c. May or may not be holding a hostage(s)
 - d. There is no indication that the suspect(s) activity is immediately causing death or serious bodily injury. The event is not dynamic but rather static.
- 8. Contact Team
 - a. A team of officers who are attempting to contact the suspect and stop deadly behavior.
- 9. Rescue Team
 - a. A team of officers whose priority is to rescue victims.
- D. What officers may encounter relative to Lock Down Procedures
 - 1. Signal/code
 - 2. Locked Doors
 - 3. Safe Area
 - 4. Account for personnel/students
 - 5. Do not open door until all police arrive
 - 6. Communications
- E. Resolution of an "Active Shooter" Situation
 - 1. Most likely by Patrol
 - 2. Non-traditional response

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3. Minimum number of officers.
 - a. Ideally three or four person teams, but there is no minimum officer(s) required if suspect(s) activities are immediately causing death and serious bodily injury.
 - 1) Contact
 - 2) Rescue
 4. Properly equipped officers
 5. Properly trained officers
 6. Able to transition to a barricade situation
- F. Law Enforcement Priorities during an "Active Shooter" Situation
1. The capture or neutralization of the suspect, as soon as possible
 2. The lives of those in proximity of the shooter
 3. The lives and safety of citizens in the area
 4. The safety of law enforcement officers
 5. Containment
 6. After event investigation and a return to normalcy
- G. Law Enforcement Response to Dynamic Active Shooter Incident
1. Quick Assessment
 - a. Obtain as much information as possible en route
 - b. Position yourself in the best possible location
 - c. Determine if you have an active shooter or possible barricade situation
 2. Communicate Assessment
 - a. Collect information en route and upon arrival at the location. Communicate this information quickly and concisely to dispatch and responding units.
 3. Quick Intervention
 - a. Barricade situation – 4C's
 - 1) Contain, Control, Communicate and if needed Coordinate
 - 2) If a dynamic situation
 - a) Intervene – contact team
 4. First responding officer not actively seeking the suspect becomes the IC (Incident Commander) until relieved by a supervisor.
- H. Incident Commander (IC)
1. Responsibilities
 - a. Collect information
 - b. Direct responding units to a staging area
 - c. Assemble additional rescue and support if needed
 - d. Remain outside, direct additional responding units

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- e. Transition command to a supervisor
- f. Civilian intervention
- I. Law Enforcement First Responder Tactics
 - 1. Position yourself in the best possible location
 - a. On one side, front of the building
 - b. Patrol vehicle to act as cover with the best possible field of view
 - 2. Use a target site numbering system for points of reference
 - a. Building's Side and Opening Designations
 - 1) Sides – clockwise from the front
 - 2) Levels – bottom to top
 - 3) Openings – left to right
 - 3. Assess and communicate situation clearly and concisely
- J. Proper Equipment for Patrol Officers
 - 1. Weapons
 - a. Shoulder fired weapon with light mounts
 - b. Shotgun with slug
 - 2. Protective Gear
 - a. Ballistic helmet
 - b. Ballistic shields
 - 3. Breaching Equipment
 - a. Hooligan tool
 - b. Sledge Hammer
 - c. Ram
 - d. Bolt Cutters
- K. Weapons
 - 1. Why a shoulder fired weapon?
 - a. Accurate weapons fire
 - b. Defeat body armor
 - 2. Over penetration
 - a. Not an issue with .223
 - b. May be a problem with a shotgun
- L. Considerations
 - 1. Losing contact with the suspect
 - 2. Suspect contact and apprehension
 - 3. Evacuations
 - 4. Encountering explosive devices
 - 5. Use of deadly force
 - 6. Cover Fire
 - 7. What to expect on entry
 - 8. Bounding Over-Watch
 - 9. Color Coded Safety Zones for EMS
- M. Losing Contact
 - 1. What do you do when the shots and the screaming stops during your entry?

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- a. Has the suspect(s) committed suicide?
- b. Has he taken hostage and barricaded himself?
- c. Has the suspect escaped?
2. Have A Plan!
- N. Suspect Contact and Apprehension
 1. Primary goal
 - a. Stop suspect's deadly behavior
 - b. Take suspect into custody
 2. Remain in a position of cover, bring suspect to you
 3. One officer gives clear and concise orders to suspect
- O. Evacuations
 1. Evacuations for an active shooter are not like a fire drill
 2. Move to a safe distance behind cover
 3. Types of evacuations
 - a. Evacuees are escorted by police to a safe area
 - b. Law Enforcement direct evacuees to a safe area
 4. When in doubt, have teachers and students secure themselves in a classroom until a police escort can be provided.
- P. Encountering Explosives
 1. Identify and report location
 2. Don't move, don't touch
 3. Visually inspect for potential detonator
 - a. Trip wire, timing device, burning fuse etc.
 4. Options
 - a. Alternative route
 - b. Move past, continue to locate suspect and/or victims
- Q. Use of Deadly Force
 1. Based on IDOL (Immediate Defense Of Life)
 2. Individual Department Policy governs conduct of individual officers
 - a. Policy knowledge and application is essential
 3. INDIVIDUAL OFFICER makes decision.
 - a. Does not require approval from higher authority
 4. Utilized to stop the threat
 5. The law - "Objectively Reasonable"
- R. Suppressive (cover) Fire
 1. Worst case scenario. Should only be employed when other options are not REASONABLE
 2. Used to limit suspects movements or fire
 3. Target specific threat/are (no "spray and pray")
 4. Always be cognizant of background
 5. Communicate your actions if possible
- S. What to Expect Upon Entry
 1. Noise – alarms, screaming, gun fire, explosions

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2. Confusion
 3. Carnage
 4. Fire and sprinkler – wet, slippery surfaces, smoke, limited vision
- T. Team Tactics
1. Contact Team/Rescue Team
 - a. Number of officers to make a “Team”
 - 1) Ideally three or four person teams, but there is no minimum officer(s) required if suspect(s) activities are immediately causing death and serious bodily injury.
 - 2) More members are desirable, if possible
 - 3) Rescue team may have paramedics with them
 - 4) Why go with three?
 - a) Known lack of availability
 - b) Extended ETA
 - c) Formations differ between 3 and 4
 2. Formations
 - a. Diamond formation (4 man team)
 - 1) Assignments / Responsibilities
 - a) Point Officer – sets pace
 - b) Right Guard – covers team’s right flank
 - c) Left Guard – covers team’s left flank
 - d) Rear Guard – hands on, radio, covers team’s rear
 - b. Three Man Bump (3 man team)
 - 1) Assignments / Responsibilities
 - a) Point – sets pace, Point Guard
 - b) Center – assist Point
 - c) Rear guard – hands on, radio, covers team’s rear
 - c. Positions will change during the searching process
- U. Team Conduct
1. Contact Team
 - a. Priority is to make CONTACT with the suspect and STOP the deadly behavior
 - b. Secondary duties
 - 1) Limit suspect(s) movement
 - 2) Prevent suspect(s) escape
 - 3) Continue past victims
 - 4) Communicate progress to other responders
 - 5) Provide preliminary assessment
 - a) Victim(s) location and medical needs
type of wounds, dead vs. alive, etc.
 - b) Explosive types and locations

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- c) Suspect(s) description and location
- d) Type of weapons
- 2. Rescue Team
 - a. Priority is to enter and/or approach the location to locate victims
 - b. Secondary duties
 - 1) Report the suspect(s) location if possible
 - 2) Rescue, recover, and extract victim(s) to a safe area
 - c. Notify the Incident Commander of progress
 - d. Notify medical personnel if possible
 - e. Transition to Contact Team if necessary
- 3. Team Movement Tactics
 - a. Suspect location known
 - 1) Go to the suspect
 - 2) Dynamic/fluid movement
 - 3) Dangers involved
 - a) Possible threats are not dealt with, they are passed by
 - b) Areas behind you are left unsecured
 - c) Only one of multiple suspect's locations may be known
 - d) Intelligence information sources are unreliable
 - e) More likely to miss traps/explosives
 - 4) Positives
 - a) Best chance of saving lives/deadly behavior stopped quickly
 - b) Suspect may not be very defensive/surprised by your actions
 - b. Suspect location not known
 - 1) Revert to "deliberate search" for suspect(s)
 - 2) Slower clearing of rooms and areas
 - 3) Dangers/Problems
 - a) Victims may die prior to rescue/medical aid
 - b) Suspect may be more defensive/have a plan to engage you
 - c) Cleared areas do not remain cleared/suspect on the move
 - 4) Advantages
 - a) Improved officer safety
 - b) Slower time line-additional teams may be available

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- c) More accurate intelligence can be gathered
 - 4. Dynamic Room Entry
 - a. Hostage Rescue Principles (FBI Hostage Rescue School doctrine)
 - 1) Surprise
 - a) Covert approach
 - b) Diversion if possible
 - 2) Speed
 - a) Fail safe breach
 - b) Practiced movements
 - 3) Aggressive Action (violent)
 - a) Eliminate the threat without delay
 - b) Authorized use of deadly force not an issue
 - c) Different from traditional law enforcement procedures
 - 5. Team Members Responsibilities
 - a. Avoid covering team members with weapons
 - b. Finger off the trigger until ready to shoot
 - c. Move out of the breach point quickly (funnel of death)
 - d. Keep breach point clear
 - e. Engage target(s) accurately
 - 6. Fundamentals of Room Clearing
 - a. Dominate the room (take the hard corners first if no immediate threat)
 - b. Eliminate the threat (immediate aggressive action)
 - c. Control
 - 1) the suspect(s) (handcuff/remove weapons)
 - 2) the hostages (verbally or otherwise)
 - d. Search
 - 1) the suspect(s)
 - 2) the room (other suspect(s), victims, explosives)
 - 3) the hostages
 - e. Secure or evacuate as necessary
 - f. Advise incident commander/command post of situation
- V. Room Entry Techniques
 - 1. Pie vs. Dynamic (eyes first vs. body first)
 - 2. Team Movements (animated)
 - a) Hallways
 - b) Open Doors/Open Spaces (passing)
 - c) Unseen or Un-Cleared Spaces
 - d) Closed doors/Next Threat
 - e) Door Priorities (Hinge and Knob)

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- f) T-Formation Approaching Corner
 - g) Dynamic Entry (Open Door)
 - h) Button Hook Entry
 - l) Three Man Bump (Open Door)
 - j) Three Man Bump (Closed Door)
 - k) Entry Options
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- 3. Adjustments for larger teams
 - 4. Team Communications
- W. Multi-jurisdictional Response Issues
- 1. Incompatible communications
 - 2. Critical Incident Command
 - 3. Coordination of resources
 - 4. Consistent procedures and tactics
 - 5. Response times
- X. Ongoing Issues
- 1. Access to schools and businesses and their building plans
 - 2. Team approach to developing policy and procedures
 - 3. Need for continuous training of all parties using realistic scenario based training.
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- Y. Shooting Under High Stress Situations
- 1. Skill Based Performance
 - 2. Rule Based Performance
 - 3. Stress on the Body
 - 4. Useful Field of View
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- III. Contact Team Proficiency Exercises
- A. Team Movement
- 1. Hallways
 - a) Intersections
 - b) "L" shaped halls
 - c) Passing open doors
 - d) Opposing doors
 - 2. Large rooms
 - 3. Open areas
 - 4. Room Entries – All types noted above in item D

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IV. Safety Policy

The Active Shooter Response course scenarios will include the use of blanks, simunitions and/or Airsoft ammunition. No live rounds will be fired.

- A. Review Course Safety Guidelines
- B. Fundamental Rules when using Blanks
 - 1) All guns are always loaded
 - 2) Never let the muzzle cover anything you are not willing to shoot or destroy
 - 3) Keep your finger off the trigger and outside the trigger guard until you are going to shoot
 - 4) Be sure of your target and beyond/surrounding.
 - 5) The muzzle must be more than one foot away from the actor during scenarios
 - 6) All persons in the scenario must wear safety equipment, eye protection and protective clothing.
 - 7) No real firearms are allowed.

V. Scenarios

- A. Team movement
 - 1. Diamond Formation
 - 2. "T" Formation
 - 3. Basic Entry and Room Clearing.
- B. Dynamic Situation
 - 1. Shooter active, evidence of ongoing activity
- C. Static Situation
 - 1. Shooter quiet, possibly barricaded.

Students will participate in a minimum of three scenarios to learn movements and related activities and to demonstrate their proficiency in same.

VI. Course Review, Evaluations

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Scenarios

Scenario 1

Shooter Static

This scenario develops the individual student's ability to move with a team in the "Diamond", "T", and "3 Man Bump" formations; their ability to communicate within the team; their use of proper tactics and weapons handling in team movement, room entry and room clearing; and familiarizes students with searching for an armed suspect while working as a team to accomplish the objective with a minimum number of officers.

Tasks

- Students will search for suspect(s) where suspect location is unknown.
- Students will work each position in the "Diamond", "T" and "3 Man Bump" formations
- Students will maneuver along straight hallways, "L" hallways, "T" hallways, and "X" hallways
- Students will utilize "criss-cross" and "buttonhook" methods of room entry.
- Students will clear rooms as they pass them using appropriate entry tactics.
- Students will learn to communicate with each other as they execute various movements.

Scenario

There is a report that a civilian subject has entered the building through the east door, shot a civilian and continued downstairs to the basement. The suspect's location is not known. The students must assemble in a proper "Diamond" or "3 Man Bump" formation and begin a search for the suspect in the assigned area.

Scenario 2

This scenario develops the individual student's ability to move with a team in the "Diamond", "T" and "3 Man Bump" formations; their ability to communicate within the team; their use of proper tactics and weapons handling in team movement, room entry and room clearing; their ability to confront suspect(s) and neutralize the threat; and familiarizes students with searching for an armed suspect while working as a team to accomplish the objective with a minimum number of officers.

Tasks

- Students will search for suspect(s) where suspect location is unknown.
- Students will work each position in the "Diamond", "T", and "3 Man Bump" formations
- Students will maneuver along straight hallways, "L" hallways, "T" hallways, and "X" hallways
- Students will clear rooms as they pass them using appropriate entry tactics.
- Students will locate and attempt to take suspect into custody.

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Scenario

The students are advised that shots have been fired at the building's magnetometers and the suspect has entered the building. The suspect's location is not known. The students must assemble in a proper "Diamond" formation and begin a search for the suspect in the assigned area. The students will find a suspect hiding in one of the rooms.

Scenario 3

This scenario develops the individual student's ability to move with a team in the "Diamond", "T", and "3 Man Bump" formations; their ability to communicate within the team; their use of proper tactics and weapons handling in team movement, room entry and room clearing; their ability to confront suspect(s) and neutralize the threat; and familiarizes students with searching for an armed suspect while working as a team to accomplish the objective with a minimum number of officers.

Tasks

- Students will search for suspect(s) where suspect location is unknown.
- Students will work each position in the "Diamond", "T", and "3 Man Bump" formations
- Students will maneuver along straight hallways, "L" hallways, "T" hallways, and "X" hallways
- Students will clear rooms as they pass them using appropriate entry tactics.
- Students will locate a hidden suspect before they enter the room
- Students will attempt to negotiate a surrender or transition to "static" and request SWAT.

Scenario

The students are advised that a subject has over powered a law enforcement officer and has taken his firearm. The suspect has entered a room containing the staff members. The suspect's location is not known. The students must assemble in a proper "Diamond" formation and begin a search for the suspect in the assigned area. The students will determine a suspect is hiding in one of the rooms before they have made entry.

Scenario 4

Shooter

This scenario develops the individual student's ability to move with a team in the "Diamond", "T", and "3 Man Bump" formations; their ability to communicate within the team; their use of proper tactics and weapons handling in team movement, room entry and room clearing; their ability to confront suspect(s) and neutralize the threat; and familiarizes students with searching for an armed suspect while working as a team to accomplish the objective with a minimum number of officers.

Tasks

- Students will search for suspect(s) where suspect actively shooting.

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- Students will work each position in the “Diamond”, “T”, and “3 Man Bump” formations
- Students will maneuver along straight hallways, “L” hallways, “T” hallways, and “X” hallways
- Students will locate victims, explosive devices, and other distractions as they move to shooting.
- Students will locate the suspect and respond appropriately to the suspect's actions.

Scenario

There is a report of an active shooter in the building. The suspect's location is not known. The students must assemble in a proper “Diamond” formation and begin a search for the suspect in the assigned area. Students must communicate their location and circumstances, the location of injured students needing evacuation, the location of explosive devices, any other relevant information developed during the exercise. Students will eventually find a suspect and must respond relative to the suspect's actions.

**KERN COUNTY SHERIFF'S OFFICE
ARREST AND CONTROL (PSP)
FOUR (4) HOURS
EXPANDED COURSE OUTLINE**

- I. REGISTRATION AND ORIENTATION **III(b)**
 - a. Introduction, registration, and orientation
 - b. Course objectives, course overview, exercises, testing, and evaluation
- II. SAFETY ORIENTATION AND WARM-UP **III(a)**
 - a. Review of safety policies and injury precautions
 - b. Students will participate in warm-up and stretching
- III. USE OF FORCE POLICIES AND LEGAL ISSUES **III(g,j)**
 - a. Case law update, report documentation and policy
 - i. Tennessee v. Garner
 - ii. Graham v. Connor
 - iii. Forrester v. San Diego
 - iv. Long Beach v. Long Beach POA
 - v. Status of pepper spray cases (i.e. Humboldt County)
 - b. Local policies
- IV. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE **III(h)**
 - a. Suspect attacks officer
 - b. Locking resistance
 - c. Going limp
 - d. Resisting with apparatus
 - e. Use of pain compliance, pressure points, distraction techniques
 - f. Mental conditioning for arrest and control: Color-Coding
 - i. White = relaxed frame of mind
 - ii. Yellow = general awareness, minimum level of awareness, uniform
 - iii. Orange = specific awareness, 75/25 percent theory, checklist of six
 - 1. Checklist of six used on initial approach with subject
 - a. Hands
 - b. Cover
 - c. Weapons/bulges
 - d. Associates, subjects and officers (i.e. resources)
 - e. Escape routes, subjects – tactical retreat, officers
 - f. Footing and balance, officer's ability to stay on feet
 - iv. Red = fight or flight
- V. PHYSICAL CONDITIONING **III(a)**
 - a. Three biggest disablers
 - i. Heart attacks
 - ii. Lower back and knee injuries

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FOUR (4) HOURS
EXPANDED COURSE OUTLINE**

- iii. Peptic ulcers
 - b. How to reduce individual risk to above disablers
 - i. Nutrition
 - ii. Life threatening physical altercations, 90 seconds of explosive endurance
- VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND FIGHTING STANCE **III(i)**
- a. Footwork review
 - i. Forward shuffle
 - ii. Rear shuffle
 - iii. Normal pivot
 - iv. Shuffle right and left
 - v. Pivot right and left
 - vi. Progressive pivot
 - vii. Shuffle pivot
 - viii. How to fall to the ground safely and assume a fighting position
 - ix. Access to equipment on duty belt while in a fighting stance and on the ground
- VII. SEARCH TECHNIQUES, CONTROL HOLD, TAKEDOWN, HANDCUFFING, DE-ESCALATION, AND VERBAL COMMANDS **III(c,d,e,f,k)**
- a. Overview on restraint devices and need to double lock and check for tightness
 - i. Suspect cannot be handcuffed due to injuries
 - 1. First Aid – suspect injured, wounds and fractures
 - 2. Special circumstances (i.e. pregnant females)
 - 3. Complaint of pain should be documented
 - 4. Failing to double lock handcuffs can result in injury to suspect and liability to agency
 - b. Unknown risk handcuffing techniques
 - i. Low profile twist-lock
 - 1. Verbal commands
 - 2. Twist-lock control
 - 3. Handcuffing
 - ii. Standing modified search, to a rear wrist lock and handcuffing
 - iii. Takedown from a standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (i.e. impact weapon, chemical agent, etc.) on duty belt

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ARREST AND CONTROL (PSP)
FOUR (4) HOURS
EXPANDED COURSE OUTLINE**

- c. High risk prone or kneeling, to a prone control and handcuffing
 - i. High risk kneeling
 - 1. Verbal commands
 - 2. Low profile twist-lock
 - 3. Search
 - 4. Handcuffing
 - ii. High risk prone
 - 1. Verbal commands
 - 2. Prone control
 - 3. Search
 - 4. Handcuffing
- VIII. TESTING/REMEDIATION **III(b)**
- a. *Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until standard is achieved.*

**KERN COUNTY SHERIFF'S OFFICE
ADVANCED OFFICER SCHOOL
ARREST AND CONTROL PSP**

I. Course Review and Safety Orientation

- A. Introduction, Registration and Orientation
- B. Course Objectives/Overview, Exercises, Evaluation/Testing

III(b)

The trainee will demonstrate:

- 1. Knowledge of their individual Department Arrest and Control Policy.
- 2. Knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques.
- 3. A minimum standard of arrest and control skills with every technique and exercise to include:
 - a. Judgment and Decision Making
 - b. Officer Safety
 - c. Body Balance, Stance and Movement
 - d. Searching/Handcuffing Techniques
 - e. Control Holds/Takedowns
 - f. De-escalation, Verbal Commands
 - g. Effectiveness under Stress Conditions

C. Safety Orientation and Warm-up

III(a)

- 1. Review of Safety Policies and injury precautions
- 2. Students will participate in warm-up/stretching exercises

II. Policies and Legal Issues

A. Legal Issues

III(g,j)

- 1. Case Law Update, report documentation and policy
 - a. Tennessee v Garner
 - b. Graham v Connor
 - c. Forrester v San Diego
 - d. Long Beach v Long Beach POA
 - e. Status of Pepper Spray Cases (Humboldt Co., etc.)

B. Review of Department Policies

III. Body Physics and Dynamics/Suspect Reaction to Force

III(h)

- A. Suspect attacks officer
- B. Locking resistance
- C. Going limp (should not use term passive resistance)
- D. Resisting with apparatus (chaining to objects, using large pipes with arms locked inside).
- E. Use of pain compliance/pressure point/distraction techniques

- F. Mental conditioning for arrest control: Color Coding
 - 1. White = relaxed frame of mind
 - 2. Yellow = general awareness, minimum level of awareness, uniform
 - 3. Orange - specific awareness, 75%-25% theory, checklist of six (75% on the individual or situation, 25% still on general surroundings)
 - 4. Red= fight or flight
 - a. Check-list of six used on initial approach with subject
 - 1) Hands
 - 2) Cover
 - 3) Weapons/bulges
 - 4) Associates, subjects and officers (resources available)
 - 5) Escape routes, subjects - tactical retreat, officers
 - 6) Footing/balance, officer's ability to stay on his/her feet

IV. Physical Conditioning

III(a)

- A. Three Biggest Disablers
 - 1. Heart Attacks
 - 2. Lower Back and Knee Injuries
 - 3. Peptic Ulcers
- B. How to Reduce Individual Risk to Above Disablers
 - 1. Nutrition
 - 2. Life threatening physical altercations, 90 seconds of explosive endurance

V. Body Balance/Stance and Movement from Position of Interview and Fighting Stance

III(i)

- A. Footwork Review
 - 1. Forward shuffle
 - 2. Rear shuffle
 - 3. Normal pivot
 - 4. Shuffle right and left
 - 5. Pivot right and left
 - 6. Progressive pivot
 - 7. Shuffle pivot
- B. How to fall to the ground safely and assume a fighting position
- C. Access to equipment on duty belt while in a fighting stance and on the ground

VI. Search Techniques, Control Hold, Takedowns, Handcuffing, De-escalation and Verbal Commands

III(c,d,e,f,k)

- A. Overview on restraint devices and need to double lock and check for tightness
 - 1. Suspect cannot be handcuffed due to injuries
 - a. First Aid - Suspect injured, wounds, fractures
 - b. Special circumstances (i.e. pregnant females)
 - c. Complaint of pain should be documented
 - d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency

- B. Unknown Risk Handcuffing Techniques
 - 1. Low Profile twist-lock
 - a. Verbal commands
 - b. Twist lock control
 - c. Handcuffing
 - 2. Standing Modified Search, to a rear wrist lock and handcuffing
 - 3. Takedown from standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact weapon, chemical agent, etc.) on duty belt.

- C. High risk prone or kneeling, to a prone control and handcuffing.
 - 1. High risk kneeling
 - a. Verbal commands
 - b. Low profile twist lock
 - c. Search
 - d. Handcuffing
 - 2. High risk prone
 - a. Verbal commands
 - b. Prone control
 - c. Search
 - d. Handcuffing

VII. Carotid Restraint to Handcuffing

III(d,k)

- A. Discuss specific dangers
 - 1. Pressure to front of trachea
 - 2. Vegas nerve dangers
 - 3. Airway obstruction
 - 4. Multiple applications
- B. Practice technique
 - 1. Hair-pull and cross-face takedown
 - 2. Leg sweep takedown
- C. Application of technique by students
 - 1. No pressure
- D. Medical clearance
 - 1. First aid
 - 2. Ambulance and hospital

E. Documentation per department policy

VIII. Conclusion, Evaluations Dismissal

Kern County Sheriff's Office ATV Safety Course
Expanded Course Outline / 16 Hour-Two Day Course

Day One: 8 hrs

- I. Introduction
 - A. Purpose of course
 - 1. Safe rider orientation
 - 2. OHV policy and practice
 - B. College sign up
 - C. Schedule
 - D. Course Goals/ Objectives
 - 1. Understand the need and utilization of the ATV in off-road Law Enforcement use.
 - 2. Familiarize the student with the policies and procedures for the safe handling of the ATV in off-road Law Enforcement use.
 - 3. Review the basic principals of officer safety and relate them to the use of the ATV in off-road Law Enforcement activities.
 - 4. Successfully complete the ATV Rider Safety Course.
 - 5. To have the students apply the principles learned on the first day of instruction, in a field environment.

- II. Policy review
 - A. Sheriff's Department Note:(Outside agencies will supply their own driving policy or may use the KCSD driving policy for training purposes only)
 - 1. Pursuit
 - 2. Code 3
 - 3. Use of force

 - B. OHV
 - 1. Pursuit
 - 2. Law Enforcement

- III. Procedures
 - A. Deployments
 - 1. Minimum equipment
 - A – uniforms
 - B – safety gear
 - C – duty belt
 - 2. Minimum number of personnel

**Hourly
Distribution/
Lesson Plan**

1 1/2 Hr:

Handout Student
Books/ Policy Info
and Review Safety
Procedures
Show Course Goals

Facilitate a
discussion on
Driving Policy and
how it relates to
ATV deployment.

30 min

Refer to Handouts

**Hourly Distribution/
Lesson Plan**

- 3. Vehicle operations
 - 1. Quads
 - 2. 4x4 support vehicles
- IV. Safety
 - A. Officer safety practices
 - 1. Buddy system
 - B. Public
 - C. Desert environment
 - 1. Proper hydration
 - 2. Minimum equipment
 - D. Vehicle operation
 - 1. Quads
 - 2. 4x4 support vehicles
- V. Land Navigation
 - A. GPS 315
 - 1. Operation of hand-held GPS unit
 - B. Map and compass
 - 1. Basics of land navigation
- VI. ATV Rider Safety Course (ASI Guide)
 - A. Introduction
 - 1. ASI & ATV Safety Course
 - 2. "Rider-active"
 - B. Range signals, rules and warm-up exercises
 - 1. Demonstration of Range Signals
 - 2. Warm-ups
 - C. Controls/starting engine
 - 1. Demonstration of controls
 - 2. Start & Stop engine
 - D. Starting out, shifting gears and braking
 - 1. Demonstration of exercise
 - 2. Students perform exercise
 - E. Turning
 - 1. Demonstration of exercise
 - 2. Students perform exercise
(Break: 10 minutes)
 - F. Riding strategies

**Hourly Distribution/
Lesson Plan**

Follow the ASI Guide

1. Discussion
2. SIPDE
- G. Riding circles and figure 8's.
 1. Demonstration of exercise
 2. Students perform exercise
- H. Quicker turns
 1. Demonstration of exercise
 2. Students perform exercise
- I. Sharp turns
 1. Demonstration of exercise
 2. Students perform exercise
 (Break: 10 minutes)
- J. Emergency stops/swerve
 1. Demonstration of exercise
 2. Students perform exercise
- K. Quick stop in a turn
 1. Demonstration of exercise
 2. Students perform exercise
- L. Riding over obstacles
 1. Demonstration of exercise
 2. Students perform exercise
 (Break: 10 minutes)
- M. Safe and responsible riding practices
 1. Discussion
 - a. Safety
 - b. Environmental concerns/TREAD
 - c. SIPDE
- N. U-turn/traversing hills
 1. Demonstration of exercise
 3. Students perform exercise
- O. Circuit or trail ride and navigational exercise
 1. Riding experience for students
- P. Wrap-up and review
 1. Student Performance Evaluations

Day Two: Practical Field Application 8 Hrs

- I. Goal: To have the students apply the principles learned on the first day of instruction, in a field environment.

Hourly Distribution/ Lesson Plan

4 Hrs

Students will practice and put into use applications taught during the Kern County Sheriff's Office ATV Safety Course and will be able to effectively and safely make an OHV trail ride while in a field environment.

II. Introduction

A. Safety Briefing

- a. Equipment
- b. ATV's
- c. Helmet, gloves, goggles
- d. Weapons, equipment belts
- e. Clothing
 1. Long sleeves shirts
 2. Long pants

B. Environment

1. Desert
2. Weather
3. Routes, gullies, carves', etc.

C. Accidents/Injuries

1. Reporting
2. Medical facilities

III. Practical Field Application

A. Students will practice and put into use applications taught during the Kern County Sheriff's Department ATV Safety Course

B. Trail riding

1. Objective:
Student will be able to effectively and safely make an OHV trail ride while in a patrol/enforcement situation, Which will include but not be limited to the following:

**Hourly Distribution/
Lesson Plan**

- a. Traversing
 - 1. Objective: Student will be able to traverse a hill, encountered in a field environment, in a safe manner, utilizing instructed riding techniques
- b. Turning
 - 1. Objective: Student will be able to make turns, encountered in a field environment, including but not limited to; circles, figure eights, quick turns and sharp turns, in a safe manner, utilizing instructed riding techniques
- c. Riding over obstacles
 - 1. Objective: Students will be able to safely traverse over obstacles encountered in a field environment in a safe manner, utilizing instructed riding techniques
- d. Tactics
 - 1. Objective: Students will utilize officer safety tactics and practices in a simulated field environment/ situation including but not limited to:
 - a. Contact and cover
 - b. Enforcement situations
 - c. Disturbance situations

Report to lead instructor any one who is having difficulties in meeting any of the objectives

2 Hrs Set up 3 scenarios that minimally cover the 3 aspects of officer safety.

Each Students will be placed in an officer safety scenario involving a law enforcement situation.

1 1/2 Hrs Using the ATV KCSO Evaluation Form, Rate each student on each objective/ Review form with each student.

C. Evaluation

- a. Purpose
 - 1. To ensure students fully understand safe OHV riding practices and techniques taught during the Kern County Sheriff's Department ATV Safety Course
- b. Procedure
 - 1. Students will properly navigate an ATV course, pre-select by the instructor, in a safe and effective manner as instructed during the Kern County Sheriff's Department ATV Safety Course

2. Students will be graded on their ability to conform to training objectives. This process will be thoroughly documented and may be objective, subjective or both.

D. Critiques of course for Training/POST

30 min Complete course evaluation forms, Answer questions

**Kern County Sheriff's Office
Bicycle Patrol**

Day 1

- I. Introduction
 - A. Course Overview
 - 1. History and philosophy of bicycle use in law enforcement
 - 2. Physical standards for bicycle patrol officer
 - a. Overall health, lifestyle
 - b. Physical Fitness
 - 3. Course and student objectives
 - a. Preparation for bike patrol in various environments
 - B. Review of Safety Policy
- II. Three Essential Components
 - A. Equipment
 - 1. Bicycle helmets, gloves shoes, etc.
 - B. Proper Nutrition
 - 1. Importance of Hydration
 - 2. Diet
 - a. Healthy Choices
 - b. Health History
 - C. Fitness
 - 1. Exercise
 - 2. Conditioning
 - 3. Stretching
- III. Anatomy of Bicycle
 - A. Nomenclature
 - 1. Tires
 - 2. Frame
 - 3. Drivetrain
 - 4. Breaks
 - 5. Gears
 - 6. Suspension
- IV. Bicycle maintenance
 - A. Repairs
 - 1. Tools
 - 2. Demonstrate tire change/repair
 - 3. Chain break/repair
 - 4. Demonstrate brake and derailleur adjustments
 - 5. Transportation of Equipment to Event

- V. Basic Skills
 - A. Dynamics of riding
 - 1. Shifting
 - 2. Gear selection
 - 3. Weight transfer
 - 4. Use of brakes
 - 5. Balance

- VI. Pre-Ride
 - A. Safety
 - 1. Stretching
 - 2. Bike inspection (ABC quick check)
 - a. Air
 - b. Brakes
 - c. Chain
 - 3. Formation riding and Commands
 - a. Single File
 - b. Columns of two
 - c. Hand Commands
 - i) From Leader
 - ii) Front to Back between riders

- VII. Endurance Ride

- VIII. Rider's Capabilities
 - A. Skills Demonstrations and Practice
 - 1. Slow riding/cone maneuvers
 - 2. Braking/emergency, precision
 - 3. Ascending/descending stairs
 - 4. Dismounts
 - 5. Rear wheel slide/hook slide
 - 6. Riding over curbs

- IX. Clean and Secure Equipment

DAY 2

- X. Bike and Pre-Ride Inspection, Review of Safety Policy

- XI. Rider's Capabilities
 - A. Skills Demonstration and Practice
 - 1. Riding on various surfaces
 - 2. Riding over curbs and various objects
 - 3. Gear selection and shifting

4. Dismounts
5. Formation riding and commands

XII. Patrol Procedure Instruction

- A. Subject contacts
 1. Consensual contact
 2. Detention
 3. Multiple subjects
- B. Equipment familiarization
 1. Equipment bag
 2. Siren
 3. Lights
- C. Apprehension techniques
 1. Multiple officer
 2. Terrain
 3. Location
 4. Conditions

XIII. Scenarios

- A. Scenario based activities
 1. Subject contacts
 2. Pursuits
 3. Bike position and awareness
 4. Apprehension techniques

XIV. Riding conditions and locations

- A. Off-Road / Urban / Night Riding
 1. Riding different terrains (dirt, asphalt and hills)
 2. Riding in apartments, schools and crowds
 3. Instruction on use of lights

XV. Relevant Vehicle Codes and Court Issues

- A. Laws concerning bikes and bike patrol
 1. Municipal code enforcement
 2. City code enforcement
 3. C.V.C Code enforcement

XVI. Clean and Secure Equipment

Day 3

XVII. Bike Inspection/Pre-ride Stretch, Review of Safety Policy

XVIII. Endurance Ride

- A. Variations of terrain

- 1. Dirt, Hills and Roadway
- B. Formation Riding
 - 1. Single file, Columns of two
- C. Gear selecting and shifting

XIX. Firearms Range

Students will participate in three exercises:

- #1 Officers will trek from the 50 yard line to the 7 yard line, complete an emergency stop/dismount from the bike and fire a standard response on target.
- #2 Officers will trek from the 50 yard line to the 25 yard line, complete an emergency stop, dismount from the bike seat and clear pedals. The officer will straddle the bike frame with both feet on ground and fire a standard response on target, holster their firearm and trek to the seven yard line. At the seven yard line, the officer will fire a standard response on target, holster their firearm and trek back to the 50 yard line.
- #3 Two bike patrol officers will work as a team and conduct a contact and cover drill. As one officer is contacting a “no shoot target”, a “suspect target” will appear and both officers will draw their firearms and fire a standard response.

XX. Rider's Capabilities

- A. Rider's Skills
 - 1. Slow riding/cone maneuvers
 - 2. Braking
 - 3. Riding Curbs

XXI. Neighborhood Riding

- A. Community Ride/Interaction
 - 1. Formation Riding and Commands
 - 2. Various Urban Riding Surfaces
 - 3. Riding Over Curbs

XXII. Clean and Secure Equipment

XXIII. Student Presentations: Each student will prepare a short presentation on case law relevant to bike patrol and present it to the class.

XXIV. Course Evaluations

**KERN COUNTY SHERIFF'S OFFICE
COURT AND TEMPORARY HOLDING FACILITIES**

- I. Introduction
 - A. Course Overview
 - B. Review of Safety Rules
 - C. Course Objectives
 - 1. Familiarize students with the scope and purpose of Minimum Standards for Local Detention Facilities
 - 2. Improve Consistency
 - 3. Improve Efficiency
 - 4. Reduce Liability
- II. Jail Standards and Operations Liability
 - A. Description of Title 15
 - 1. Developed by California State Board of Corrections
 - 2. It is revised every two years
 - 3. Describes regulations applicable to
 - a. Local Jails – Type I, II, III, IV
 - b. Juvenile Facilities
 - c. Court Holding and Temporary Holding Facilities
 - 4. Establishes Minimum Standards related to all aspects of inmate activities and programming as well as training of staff. Including but not limited to:
 - a. Section 1024, requires staff training within 6 months of assignment and every two years thereafter.
 - b. Section 1028, requires, whenever an inmate is in custody, at least one staff member be on duty at all times who meets the training standards established by CSA for general fire and life safety
 - c. Section 1032, requires temporary and court holding facilities to develop a plan for fire suppression.
 - d. Section 1050, requires a detailed classification plan for temporary holding facilities
 - e. Section 1052, addresses segregation for mentally disordered inmates
 - f. Section 1058, requires direct visual observation of combative/destructive inmates twice every 30 minutes
 - g. Section 1240 and 1246 addresses food serving to inmates
 - h. Section 1207 requires a medical screening on all inmates at the time of intake

Student Exercise – group discussion, quiz students' knowledge of Title 15

- B. Keys to avoiding loss/liability:
 - a. Clear objective: care and custody of inmates

- b. Creation and enforcement of good policy and procedure
- c. Training of Staff
- d. Follow-up to ensure understanding and compliance

C. Trending

1. Document threats, document assaultive and uncooperative behavior, document unusual behavior, document your actions.
2. Security issues in Courts and Transportation
 - a. High volume of activity in courts
 - b. KCSO Transportation moves 12,00 inmates every month
 - c. Level of sophistication of inmate
 - d. On-line personal information, easily accessible
3. Unethical/Unprofessional Conduct
 - a. Examples include discrimination, racism, excessive force, false arrest, false reports, misuse of government property or confidential information
 - b. Personal cell phones
 1. Professionalism in terms of language in the public
 2. Texting the courtroom or while using a government vehicle
 - c. Poor driving habits, driving speeds
4. Off Duty Behavior
 - a. Poor choices
 - b. Domestic violence issue
 - c. Carrying a firearm when drinking
 - d. DUI
5. Social Media
 - a. Don't check in and out of work site
 - b. Don't post job related issues
 - c. Be mindful of pictures and graphics you post

D. Religious Land Use and Institutionalized Persons Act (RLUIPA)

1. Definition of religious exercise
2. Addressing a RLUIPA concern
 - a. How to handle religious head coverings and garments

III. Inmate Segregation

- A. Factors affecting classification
 1. PC 4001 – separation of different classes of prisoners
 2. PC 4002 – classes of prisoners not to be kept in the same rooms
- B. Title 15, Section 1050, Classification
 1. Provides for the safety of inmates and staff
 2. Based upon objective criteria
 3. Utilizes "Classification Deputies"
 4. Properly assigns inmates to housing, work, rehab programs

5. Based upon information provided by inmate and from personnel, and history
 6. Provided information from staff through documented evaluation and assessment, observed conduct and behavioral patterns
 7. Review Department Policy and Procedure
- C. Booking/Initial Screening
1. Classification assessments and housing decisions will be based on factors including, but not limited to:
 - a) Information from the inmate
 - b) Medical and Mental Health Issues
 - c) In-custody behavior/history
 - d) Charges/Sophistication of Crime
 - e) Escape History
 - f) Information from other law enforcement agencies
 - 2) Asking questions – identify hazards/medical issues
 - a) medical status
 - b) mental health status
 - c) type of violation
 - d) behavior history
 - e) sexual orientation
 - f) non-english speaking
 - g) violent offenders
 - h) hearing/speech/sight impairment
 - i) gender
 - j) age
 - k) gang affiliation
 2. Use Fingerprints/LAR/Picturelink
 - a) Review all that is available
- D. Classification Categories
- a) General Population (GP) – white band
 - 1) An inmate who does not pose an immediate security threat to staff or other inmates and does not require protective segregation from other inmates
 - b) Protective Custody (PC) – blue band
 - 1) An inmate whose appearance, charges, behavior or lifestyle requires protection from GP inmates.
 - c) Security Risk – red band
 - 1) An inmate who may pose an unusual threat to security or safety of staff and/or other inmates
 - d) High Risk Protective Custody – yellow band
 - 1) An inmate who, by nature of the circumstances involving his arrest, history or detention must be segregated
 - e) High Security Risk – orange band

- 1) Has escaped, is prone to escape, or has attempted escape from any max/med facility within the past three years
 - 2) Is assaultive towards staff
 - 3) Has made documented, plausible threats
 - 4) Has used violence as a means to escape or attempt to escape
 - f) Civil Detainees – grey band
 - a) Civil Commitments
 - b) Attachments for Defaulters
 - c) Civil Contempt of Court
 - d) Civil Witnesses
 - e) Federal Civil Detainees
 - g) Sexually Violent Predators – purple with white stripes
 - d) Administrative Segregation
 - 1) high security risk
 - 2) high risk protective custody
 - 3) juveniles
 - 4) unable to function with others
- E. Special Wristband Designations
1. Inmate Laborer – black band
 2. Pregnant and/or Postpartum – pink band
 3. Kitchen Helper – purple band
 4. Work Crew – pink paper band
 5. Class Attendee – green paper band
- F. Security Levels
1. Security Level Numbers 00-09
 2. Corresponding Band Color
 3. Type of Security for each security level
 4. Criteria associated with each security level
- G. Classification Review Process
1. Ensure that classification status reflects up to date information about an inmate
 2. Reviews will occur whenever there is a change in criminal charges, amount of bail, behavior, or upon receipt of additional info that warrants a re-evaluation.
 3. Documentation and justification are critical.
- IV. Suicide Prevention
- A. Five Components of a Suicide
1. Methods/Opportunity
 - a) Methods included hanging, overdose, cutting wrists, provoking another to kill him, drinking or swallowing toxic solutions or objects
 - b) Opportunity includes midnight to 8AM, weekends and holidays, minimal staff oversight

2. Critical Response
 - a) Can be detected by observing, listening, and asking
 - 1) Inmate is feeling helpless, hopeless, sadness
 - 2) Inmate exhibiting anger, agitation, rejection of help
 - 3) Inmate's inability to see alternatives, organizing personal matters, fantasizing about death
 3. Stressful Event
 - a) Arrest and/or events leading to arrest
 - b) Time of sentencing
 - c) Significant dates – birthdays, holidays, anniversary
 - d) During or after jail visits
 - e) Third Strike
 - f) Set backs in legal proceedings
 - g) Receiving bad news
 4. Population at Risk
 - a) Black and white males between 15 and 25
 - b) White males over 65
 - c) Those who lack social support
 - d) History of suicide attempt for self or family
 - e) Those with mental illness, alcoholism, drug addiction
- B. Essential Steps after Identifying a Suicidal Inmate
1. Increase level of supervision
 2. Initiate suicide watch status
 3. Obtain appropriate correctional medical staff and/or correctional mental health services
- C. Suicide in Jails
1. Stats
 - a) Approximately 107 of every 100,000 inmates in US jails commit suicide each year. This is many times the national average
 - b) Most suicides occur during the first day of incarceration.
- V. Bloodborne Pathogens Update
- A. Definition of a bloodborne pathogen
- a. Microorganisms carried in the blood that can cause disease in humans
- B. Most common bloodborne pathogen diseases
1. Syphilis
 2. Hepatitis B and C
 3. HIV
- C. Transmission
1. Potentially infectious bodily fluids
 - a. skin tissue
 - b. blood
 - c. saliva
 - d. vomit
 - e. urine

- f. semen, vaginal secretions
 - 2. Contaminated sharps/needles
 - 3. Exposure potential
 - a. industrial accident
 - b. administering first aid
 - c. post-accident clean-up
 - d. handling waste products
- D. Universal precautions
 - 1. Use of proper personal equipment
 - a. anything that is used to protect from exposure such as gloves, goggles, mouth barriers, aprons, respirators
 - b. PPE Rules to Remember
 - 1. Do not reuse
 - 2. Check for defectives before using
 - 2. Treat all bodily fluids as if they are contaminated
 - 3. Proper clean-up, decontamination and disposal
 - a. Use a disinfectant to clean up
 - b. Dispose of cleaning materials and PPE in biohazard containers
 - c. Hand washing
 - 1. Wash hands immediately after removing PPE
 - 2. Use antibacterial soap
 - d. Regulated medical waste
 - 1. liquid or semi-liquid blood or other potentially infectious material (OPIM)
 - 2. Contaminated items that would release blood or OPIM when compressed.
 - 3. Contaminated sharps
 - 4. Pathological and microbiological waste containing blood or OPIM.
- G. Signs and Labels
 - a. Universal biohazard symbol
 - 1. Must be displayed on contaminated equipment, laundry bags holding contaminated clothing and entrances to places containing potentially infectious materials
- H. Exposure Incident
 - a. A specific incident of contact with potentially infectious bodily fluid.
 - b. Report all accidents involving bodily fluids or blood
 - c. Department Policy and Procedures
- I. Post exposure evaluation
 - a. Follow agency procedures
 Employer responsibilities include identifying the source, arranging for medical care, testing, and follow-up if needed.

- a. Confidential medical evaluation and results for employee
 - b. Document route of exposure and source individual
- VI. Emergency Procedures
- A. Emergency Situations
 - 1. Types of Disasters
 - a. Earthquakes
 - b. Flooding
 - c. Fire
 - 2. Facility Vulnerability
 - a. Identify Vulnerabilities of the Facility before an Emergency
 - 1) Location of Facility
 - 2) Construction of the Facility (wood v. concrete)
 - 3) Proximity of Resources (equipment and personnel)
 - 3. Inmate Disturbances
 - a. Riots
 - 1) May be small or large, involve individuals or groups
 - 2) Can result in death or serious injury
 - 3) May evolve and spread quickly
 - b. Hostage Situations
 - c. Technological Failures
 - B. Role of the Staff Member
 - 1. Protection of life is first priority
 - a. Identify and evacuate non-critical civilians
 - 1) Visitors (family, friends, attorneys)
 - 2) Civilian Staff (clerical, commissary, medical staff)
 - 2. Avoiding/Reducing Injuries
 - a. Assess the situation before taking action
 - b. Request assistance if circumstances warrant it
 - c. Control the situation
 - 1) Separate combatants/witnesses/victims as soon as it is safe to do so.
 - d. Maintain communication with other officers
 - 3. Isolation and Protection of Uninvolved Inmates
 - a. Remove non-involved inmates to a pre-designated safe area
 - 4. Maintaining Security of the Facility
 - a. Isolate the incident as much as possible
 - b. Sufficient staff should be involved so that security will be maintained
 - c. Unaffected areas may be locked down
 - d. All movement within the affected facility will be strictly limited during an incident
 - 5. Protection of Property is Secondary to Protection of Life
 - a. Property may be protected by
 - 1) Proper use/maintenance of firefighting equipment
 - 2) De-escalation of disturbances as quickly as possible
 - 3) Isolation of incident to a small area, if possible

- C. Evacuation of Inmates
 - 1. Potential Issues
 - a. Injuries
 - b. Structural Damage
 - c. Operation Interruptions
 - d. Mechanical Failure
 - e. Inmate unrest or panic
 - d. Facility isolation and containment problems
 - f. Inmate relocation
 - 2. Role of the Staff Member
 - a. Remain calm
 - b. Be familiar with emergency plans and routes
 - c. Give inmates clear instructions, simple and direct
 - d. Keep inmates away from outsiders
 - e. Secure inmates away from the emergency
 - f. Stay alert for inmate violence, escape attempts, injuries, inmates left behind.
 - g. Communicate with other officers
 - 3. Evacuation Routes
 - a. Exits should be kept clear of debris, be clearly marked, and able to accommodate handicapped/disabled persons.
 - b. Be familiar with Policy and Procedure
 - c. Be flexible, depends on type/location/size of emergency
 - 4. After the Evacuation
 - a. Do a thorough count of staff and inmates
 - b. Obtain medical attention for all injured parties
 - c. Ensure inmates are secure, keep outsiders away
 - d. Identify involved parties
 - e. Document the emergency as soon as practical
- D. Fire Safety
 - 1. Fire Exits
 - a. Must be clearly marked, free from debris, and able to accommodate handicapped/disabled persons
 - 2. Housekeeping
 - a. Holding areas should be free of contraband, extra papers, excessive bedding/cloth, etc.
 - 3. Fire Extinguishers/Alarms
 - a. Routine Maintenance and Regular Equipment Check
 - 1) Are the extinguishers fully charged
 - 2) Does the equipment appear to be faulty in any way
 - 3) Report damage/defects timely
 - 4. Types of Fire Fighting Equipment
 - a. Stored Pressure Water Extinguisher
 - 1) Class "A" Fires – flammable solids
 - 2) Recognition - Letter "A", Green Triangle, Pictogram (trash can fire)

- 3) Operating Principle: Water is expelled by compressed air, 30-40 foot stream, discharge time is one minute, must protect the unit from freezing
- b. Carbon Dioxide Extinguisher
 - 1) Class "B" Fires – flammable liquids
 - a) Recognition – Letter "B", Red Square, Pictogram burning gas can
 - 2) Class "C" Fires – electrical
 - a) Recognition – Letter "C", Blue Circle, Pictogram electrical outlet
 - 3) Operating Principle: Inert gas under pressure, discharge removes oxygen and smothers fire, discharge reaches 3-8 feet, discharge time 15-30 seconds
 - 4) Hazards – cold temperature/exclusion of oxygen
- c. Dry Chemical Extinguisher
 - 1) Class "A" "B" or "C" fires, depending on type of chemical
 - 2) Operating principle: cartridge – carbon dioxide, pressured gas nitrogen, discharge reach is 10-24 feet, discharge time approximately 2 seconds per pound.
 - 3) Hazards: electrical contact, reduction of visibility, danger of flashback
- d. Hoses
 - 1) Garden Hose – $\frac{3}{4}$ " approximately 11 gallons per minute
 - 2) Hose Cabinets – fully extend hose prior to charging
- e. Auxiliary Lighting
 - 1) Carry approved flashlight
 - 2) Battery powered emergency lights
 - 3) Emergency power generator
 - 4) Halogenated Extinguishing Agents
 - 5) Garden Hoses
 - 6) Hose Cabinets
 - 7) Auxillary Lighting
5. Three Common Respiratory Hazards
 - a. Confined Spaces
 - 1). Oxygen Deficiency
 - b. Hazardous Material Release
 - 1) Toxic Atmosphere
 - c. Fires
 - 1) Generally, a combination of hazards
6. Effects of Oxygen Deficiency
 - a. 21% Normal concentration of oxygen in the air
 - b. 19.5% OSHA/Oxygen Deficient
 - c. 17% Some impairment, increased respiratory rate

- d. 12% Dizziness, Rapid fatigue
 - e. 9% Unconsciousness
 - f. 6% Death within minutes
7. Toxic Atmospheres
- a. Carbon Monoxide – CO
 - 1) Present in all fires
 - 2) Colorless and odorless
 - b. Hydrogen Chloride – HCL
 - 1) Slightly yellow with pungent odor
 - 2) By-product of burning plastics
 - 3) Found in most home furnishings
 - c. Hydrogen Cyanide – HCN
 - 1) Slightly yellow with pungent odor
 - 2) Product of burning wool, nylon polyurethane, foam or rubber
 - d. Carbon Dioxide - CO₂
 - 1) Colorless and odorless
 - 2) Necessary part of respiration, however, large amounts are dangerous
 - 3) High levels of CO₂ increases respiration
8. Inhaling Heated Gasses
- a. Decrease in blood pressure causes failure of the circulatory system
 - b. Tissue damage to respiratory tract and lungs
 - c. Accumulation of fluids in the lungs
 - d. May result in death
9. Physical Effects of an Oxygen Deficient Environment
- a. Fatigue
 - b. Increased Heart/Respiratory Rate
 - c. Dizziness/Headache
 - d. Nausea and Vomiting
 - e. Pulmonary Edema
 - f. Asphyxiation
 - g. Unconsciousness
10. Physical Effects of a Smoke Filled Environment
- a. Eye Irritation
 - b. Reduced Vision
 - c. Reduced Oxygen Intake
 - d. Coughing
 - e. Confusion and Illogical Thinking
11. Self Contained Breathing Apparatus
- a. Types of SCBA
 - 1) Open Circuit
 - a) Demand
 - b) Positive Pressure
 - 2) Closed Circuit

- a) Compressed Oxygen
 - b) Positive Pressure
 - c) Chemical Generator
- b. Components of SCBA
- 1) Backpack Assembly
 - 2) Air Cylinder
 - 3) Regulator
 - 4) Face Piece
- c. Inspection of SCBA
- 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
- d. Safety Considerations
- 1) Putting on mask before turning on oxygen may cause the wearer to panic
 - 2) When warning alarm indicates oxygen is low, wearer should exit immediately
 - 3) Wearer should don SCBA regularly to maintain familiarity with the equipment
 - 4) SCBA should be refilled prior to replacement in assigned location

Demonstration – How to don SCBA

VII. Summary, Debrief, Evaluations

Kern County Sheriff's Office Crisis Intervention

Day 1

1-1. Welcome and Introduction

A. Welcome

i. Goals

1. Increase safety at the scene of a mental health or other disability crisis;
2. Understand the law regarding involuntary 5150 holds;
3. Recognize signs of mental illness, substance use disorder and developmental disability;
4. Provide training in and practice using de-escalation techniques
5. Provide an introduction to the types of mental illness and developmental disabilities that officers may encounter.
6. Understand the range of resources available to help people with mental illness and developmental disability.

ii. Background of CIT program nationally

1. Memphis Model
2. CIT International

iii. Background of program in Kern County

1. Introduction of CIT Training
2. Expansion to CIT Team
3. Current status
4. Future plans

iv. Class Introductions

1. CIT program staff
2. Mental Health staff
3. Attendees

B. Housekeeping

C. Ground Rules

D. CIT Training Pre-Test

E. CIT Training Pre-Survey

F. Student Exercise: Expectations

Split group into 4. On each of 4 flipcharts have each group write their expectations for this course and share it with the class.

G. Student Exercise: Brain Blizzard

Split into two groups. Give each group a word. Students will brainstorm words that come to mind for two minutes writing down every word. Team 1 word "mental illness." Team 2 word "cancer."

The point is to compare the results; word associations for mental illness vs. physical illness highlight the stigma tied to mental illness.

- H. Video of a man who gets hit by a car. People respond with things people often say about mentally ill people in crisis.
- I. Overview of Course
- J. Review of Schedule
- 1-2. Videos
 - A. Video 1-1-2011 Clark County, OH. Dep Suzanne Hopper killed in the line of duty by Michael Ferryman age 57.
 - B. Video The Present Trauma (PTSD)
 - C. Video Minot, and Watford City and Dickinson, North Dakota. 9/21/2010. Brock Savelkoul.
- 1-3. Consumer Video and Student Exercise: Psychotropic Medication

Provide instructions and handouts. Expectations: students follow their medication regimen daily; students report their experiences daily to the class; students gain an understanding of the challenges of adhering to a complex medication regimen.

- 1-4. The 5150 Process
 - A. Writing a Hold
 - i. Determining appropriateness
 - 1. Danger to Self
 - 2. Danger to Others
 - 3. Gravely Disabled
 - ii. Requesting notification of the release of the patient
 - B. Voluntary vs. involuntary detainment
 - C. Completing the 5150 Application
 - i. Examples of successful applications
 - 1. "As a result of a mental health disorder";
 - 2. Use quotes from the mentally ill person to demonstrate the appropriateness of the hold.
 - ii. Examples of unsuccessful applications
 - D. W&I Codes related to 5150 Involuntary Holds
 - i. 5150.1
 - 1. No peace officer seeking to transport, or having transported, a person to a designated facility for assessment under Section 5150, shall be instructed by mental health personnel to take the person to, or keep the person at, a jail solely because of the unavailability of an acute bed, nor shall the peace officer be forbidden to transport the person directly to the designated facility.
 - 2. No mental health employee from any county, state, city, or any private agency...shall interfere with a peace officer performing duties under Section 5150 by preventing the

peace officer from entering a designated facility with the person to be assessed, nor shall any employee of such an agency require the peace officer to remove the person without assessment as a condition of allowing the peace officer to depart.

- ii. 5150.2 "...officer shall be detained no longer than necessary to complete documentation ... and a safe and orderly transfer...
- iii. 5152.1
 1. The professional person in charge of the facility... shall notify... the peace officer who makes the written application pursuant to Section 5150...
 - 1) when the person has been released after 72-hour detention,
 - 2) when the person is not detained, or
 - 3) when the person is released before the full period of allowable 72-hour detention if all of the following conditions apply:
 - i. The peace officer requests notification at the time he or she makes the application & peace officer certifies...circumstances...witnessed by the officer or another person, would support the filing of a criminal complaint.
 - ii. Notice limited to the person's name, address, date of admission, and date of release.
- iv. 5157 Detainment Advisement
 1. Each person, when taken into custody under 5150, shall be provided, the following information:
 - 1) My name is:
 - 2) I am a _____ with [name of agency]
 - 3) You are not under criminal arrest, but I am taking you for examination by mental health professionals at [name of facility]. DO NOT TELL THEM "I AM TAKING YOU THERE TO TALK WITH SOMEONE" OR "THEY WILL RELEASE YOU AFTER TALKING WITH YOU."
 2. If taking them from their residence:
 - 1) "You may bring a few personal items with you which I will have to approve. Please inform me if you need assistance turning off any appliance or water. You may make a phone call and leave a note to tell friends or family where you have been taken."
 - 2) Key items: smokes, glasses, money, pet care

- v. 5585.50: “When any minor, as a result of a mental disorder, is a danger to others, or to himself or herself or gravely disabled and authorization for voluntary treatment is not available, a peace officer....”
- vi. 5585.25 Gravely Disabled Minor
 - 1. as a result of a mental disorder,
 - 2. is unable to use the elements of life which are essential to health, safety, and development, including food, clothing, and shelter, even though provided to the minor by others.
 - 3. Intellectual disability, epilepsy, or other developmental disabilities, alcoholism, other drug abuse, or repeated antisocial behavior do not, by themselves, constitute a mental disorder.
- vii. 6002 Voluntary
 - 1. Person in charge...may receive as a voluntary patient any person suffering from a mental disorder who is a suitable person for care & treatment
 - 2. who voluntarily makes a written application...
 - 3. who is mentally competent to make the application.
 - 4. Mental ability to understand the nature and effect of one’s act.
- 1-5. The Mobile Evaluation Team (MET)
 - A. Description, Goals and Objectives
 - B. History of the MET Team
 - C. Collaboration between MET & Law Enforcement
 - D. Statistics
- 1-6. The Psychiatric Evaluation Unit (PEC)
 - A. Description, Goals and Objectives
 - B. History of the PEC
 - C. Contact Information
 - D. Statistics
- 1-7. Suicide By Cop
 - A. Definitions
 - B. Statistics
 - C. Defining Criteria
 - D. Indicators
 - E. Demographics
 - F. Statements
 - G. Incident – Compare and Contrast
 - H. Officer Safety
- 1-8. TED Talk Video: Golden Gate Bridge (Kevin Briggs, retired CHP)
- 1-9. Debrief, Dismissal

Day 2

- 2-1. Post Traumatic Stress Disorder
 - A. Nature of PTSD
 - i. Characteristic symptoms
 - ii. Causes
 - B. Treatment of PTSD
 - i. Medication
 - ii. Therapy
 - C. Other Considerations
 - i. Risks to Emergency Response Personnel
 - ii. Crime Victims and PTSD

- 2-2. Traumatic Brain Injury
 - A. Definition
 - B. Statistics/Prevalence
 - C. Causes
 - D. Resources
 - E. Typical Problems/Associated Changes
 - i. Memory
 - ii. Movement/muscular control
 - iii. Five senses affected
 - iv. Communication/speech
 - v. Executive functions
 - vi. Thinking, reasoning, planning
 - vii. Socially appropriate behavior, social skills
 - viii. Emotions
 - ix. Pain
 - x. Energy
 - xi. Confabulation
 - xii. Seizures
 - F. Officer Check List
 - i. Effective communication strategies
 - G. Implications for Law Enforcement

2-3. Experience with PTSD

Personal PTSD Story followed by questions and answers.

2-4. Student Exercise: Years of Service

Instruct students, without speaking, to line themselves up in order from shortest to longest length of service. Starting from shortest length of service, have each person say their length of service. Add it all up and tell the class how many collective years of service are in the room.

2-5. Mindstorm Machine

Demonstration of "Mindstorm Machine," that provides a 4D experience of living with schizophrenia, followed by class discussion.

- 2-6. Mood Disorders, Psychotic Disorders, Co-Occurring Disorders
 - A. Mood Disorders
 - i. DSM-IV/Diagnosis criteria
 - ii. "Mood" described
 - iii. "Affect" described
 - iv. Mood and Substance Abuse
 - v. General Areas Affected
 - vi. Depression Described
 - vii. Suicidality Described
 - viii. Bi-polar Disorder Described
 - ix. Psychosis Described
 - x. Best approaches
 - xi. Specific areas affected
 - xii. Causes
 - xiii. Age, episodes
 - xiv. Consequences
 - xv. Cost
 - xvi. Treatment
 - xvii. Implications for Law Enforcement
 - B. Psychotic Disorders
 - i. Case Presentations
 - ii. Definitions
 - iii. Causes
 - iv. Statistics/Prevalence
 - v. Symptoms
 - 1. Delusions
 - 2. Hallucinations
 - 3. Disorganized Speech
 - 4. Grossly disorganized or catatonic behavior
 - 5. Negative symptoms
 - 1) Depression
 - 2) Avolition
 - vi. Behaviors
 - vii. Compare and contrast with other illnesses
 - viii. Changes in ability to function
 - ix. Course of illness
 - x. Treatments
 - xi. Medications
 - xii. Implications for Law Enforcement
 - C. Co-occurring Disorders
 - i. Overview: Signs and Symptoms
 - ii. The Effects of Psychotropic Medications vs. Drugs of Abuse
 - 1. Medications
 - 2. Toxins
 - iii. Methamphetamine Induced Psychosis

- iv. Cocaine Induced Psychosis
 - v. Alcohol Psychosis
 - vi. Interventions for Withdrawal and Suicidal Ideation
 - vii. Addiction and Mental Illness
 - viii. Assessment
 - ix. Implications for Law Enforcement
- 2-7. Personality Disorders
- A. Disorders Presented
 - i. Paranoid personality disorder
 - ii. Borderline personality disorder
 - iii. Antisocial personality disorder
 - iv. Schizoid personality disorder
 - v. Histrionic personality disorder
 - vi. Narcissistic personality disorder
 - vii. Avoidant personality disorder
 - viii. Dependent personality disorder
 - ix. Obsessive-compulsive personality disorder
 - B. Implications for Law Enforcement
- 2-8. Laura's Law
- A. Overview
 - B. History
 - C. Status in Kern County
- 2-9. Debrief, Dimissal

Day 3

- 3-1. Children and Adolescences
- a. Causes of problems
 - i. Toxins
 - ii. Abuse
 - iii. Stress
 - b. Available Treatment
 - c. Causes of Lack of Treatment
 - i. Culture
 - ii. Denial
 - iii. Shame/embarrassment
 - iv. Misdiagnosis
 - v. Finances
 - d. Definitions of disorders
 - i. What is a "disorder"
 - ii. ADD/ADHD
 - iii. Conduct disorder
 - iv. Eating disorder
 - v. Tourette's disorder
 - vi. Elimination disorder
 - vii. Mood disorder

- viii. Anxiety disorder
 - e. Behaviors
 - i. Rocking, humming
 - ii. Communication altered
 - iii. Isolation, withdrawal
 - iv. Aggression, violence
 - v. Depressive behaviors
 - vi. High frustration level
 - f. Case Studies
 - g. Implications for Law Enforcement
- 3-2. Developmental Disabilities
 - a. Autism
 - b. Mental retardation
 - c. Cerebral Palsy
 - d. Epilepsy
 - e. "People first" language in communication
 - f. Comparison of DD system with that of mental illness (MI) system of care
 - g. Resources
 - h. Implications for Law Enforcement
- 3-3. Experience with Autism

Personal Autism Story followed by questions and answers

- 3-4. Dementia and Age-Related Topics
 - a. Aging and Adult Services (APS)
 - b. Geropsychiatry
 - c. Alzheimer's Disease
 - i. Overview
 - ii. Definitions
 - iii. Behaviors associated with age related issues
 - iv. Effective Communication Strategies
 - v. Services Available
 - d. Implications for Law Enforcement
- 3-5. Suicide Intervention
 - a. Typical Assumptions People Make
 - i. Causes
 - ii. Typical statements
 - iii. Ways people commit suicide
 - b. Class discussion of personal/job experiences
 - c. Statistics
 - i. Theory today is to ask directly
 - ii. What are the plans, means, and intent
 - d. Making an Assessment
 - i. Proximics/space
 - ii. Anxiety

- iii. Anger
 - iv. Depression
 - e. Communication
 - i. Awareness
 - ii. Non-verbals
 - iii. QPR – Question, Persuade, Refer
 - 1. Not intended to be counseling or treatment
 - 2. Is intended to offer hope through positive action
 - 3. Suicide myths and facts
 - 4. Suicide clues and warning signs
 - a. Direct and indirect verbal clues
 - b. Behavioral clues
 - c. Situational clues
 - 5. Tips for asking the suicide question
 - a. Direct approach
 - b. Indirect approach
 - c. How not to ask the question
 - 6. How to Persuade Someone to Stay Alive
 - a. Listen to the person
 - b. No rush to judgment
 - c. Offer hope in any form
 - 7. Referrals
 - a. The best referral involves taking the person directly to someone who can help.
 - b. The next best referral is getting a commitment from them to accept help, then making the arrangements for that help.
 - c. The third best referral is to give referral info and try to get a good faith commitment not to attempt suicide
 - 8. Effective QPR
 - a. Say “I want you to live” or “I’m on your side, we’ll get through this.”
 - b. Get others involved.
 - c. Follow-up with a visit, card, phone call. Caring may save a life.
 - f. Implications for Law Enforcement
- 3-6. Policy and Protocol for Law Enforcement
 - a. Introduction
 - b. W&I 5150 Logistics
 - i. 5150 subject who is suspected of committing a serious crime
 - ii. 5150 subject when MET is not available
 - iii. 5150 subject with injuries/under the influence
 - iv. 5150 subject transport from hospital to PEC
 - v. How to handle a juvenile 5150
 - c. Tactical Communication with Suicidal Subjects

- i. Objective is to generate voluntary compliance
 - ii. Responsibilities when responding to a barricaded suicidal subject
 - d. LE Authority to Confiscate Weapons
 - i. W&I 8102
 - ii. PC 1524
 - iii. PC 12021
 - iv. WI 8100, 8101, 8103
 - v. Case Study – Mary Ann Chapin (how could an incident like this have been prevented)
 - e. Implications for Law Enforcement
- 3-7. Techniques of the Crisis Negotiation Team
 - a. Safety, Safety, Safety
 - b. MORE PIES
 - i. Minimal Encouragers
 - ii. Open-ended questions
 - iii. Reflecting/mirroring
 - iv. Effective pauses
 - v. Paraphrasing
 - vi. I-messages
 - vii. Emotional labeling
 - viii. Summarization
 - c. Implications for Law Enforcement
- 3-8. Debrief, Dismissal

DAY 4

4-1. Student Exercise: NAMI Voices

The purpose of this exercises is to help students experience how difficult it is to process information and comply to commands while experiencing auditory hallucinations.

- Class is divided into two groups and initial instructions are given to the whole group.
- Group 1 remains in the room while Group 2 leaves the room.
- Group 2 is given instructions to return to the room, stand behind group 1 and all at one time give different sets of instructions. At the same time, the instructor is giving group 1 instructions to complete a series of drawing exercises.
- Group 1 is “the patient” and Group 2 is the “auditory hallucinations” in the patients head and incidental noise in the environment.
- Discussion with students
 - How did they feel? Confused, uncertain, anxious? Did they tune out or give up?

- Did students get a sense of how difficult “life of the mind must be for someone living with this type of bombardment all the time?
- Did students understand how difficult it must be for someone with mental illness to follow commands or understand complex information?

4-2. Medications and Mental Health

- a. Classes of Psychotropic Medications and Brief Review of Mental Illness
- b. Anti-Anxiety Medications
- c. Antidepressant Medications
- d. Mood Stabilizers
- e. Antipsychotic Medications
- f. Sleep Medications
- g. Stimulants
- h. Implications for Law Enforcement

4-3. Non-Violent Crisis Intervention

- a. Intervention Principles
- b. Safety, Safety, Safety
- c. CIT intervention principals
- d. Active Listening Skills
- e. Less-Lethal Weapons
- f. Pre-death Behaviors
 - i. Hyper vigilance
 - 1. Visual scanning of their surroundings
 - 2. Hopeless demeanor, ignoring all of the emergency workers surrounding them trying to help
 - 3. Dazed look “thousand yard stare”
 - ii. Change in respiratory rate
 - 1. Detectable both visually and audibly
 - 2. Easily over looked by the untrained
 - 3. This behavior needs to be interrupted immediately
 - iii. Counting up or down
 - 1. Typical behavior used by jumpers
 - 2. The countdown leads them to a point of release
 - 3. These patterns are learned in early childhood
 - iv. CIT Basic Intervention Guidelines
 - 1. Slow down
 - 2. Environment
 - 3. Positioning
 - 4. Tone
 - 5. Strategies
 - 6. Verbal interventions
 - 7. What not to do
 - v. Documentation

vi. T.A.C.T.

1. Tone
2. Atmosphere
3. Communication
4. Time

g. Implications for Law Enforcement

- 4-4. Veterans
 - a. History of the Vet Center
 - b. Services Available
 - c. Implications for Law Enforcement
- 4-5. NAMI In Our Own Voice

Personal story of living with schizophrenia

4-6. Prepare for Post-Test

4-7. Debrief, Dimissal

DAY 5

5-1. Role Play Scenarios

Students will rotate through a series of scenarios; interacting with actors with various mental illnesses and disabilities.

5-2. Debrief Role Play Scenarios

5-3. NAMI Panel

- a. Personal Stories
- b. Q&A

5-4. Conclusion

- a. Post-Test
- b. Post-Survey
- c. Evaluations
- d. Graduation
- e. Class Photo

5-5. Dismissal

KERN COUNTY SHERIFF'S OFFICE LAW ENFORCEMENT DRIVING SIMULATOR OUTLINE/HOURLY DISTRIBUTION

I. Welcome/Orientation

1. SAFETY LECTURE
 - a. SEA BANDS
 - b. POST REQUIREMENTS
 - c. SIMULATOR ACQUISITION SYNDROME

2. COLLISION STATISTICS
 - a. LINE OF DUTY DEATHS
 - 1) IN MEMORIAM

3. TRAINING PHILOSOPHY
 - a. OFFICER SURVIVAL
 - b. ATTITUDE
 - c. AWARENESS
 - d. JUDGEMENT /DECISION-MAKING
 - e. CONSEQUENCES

4. LIABILITY ISSUES / REVIEW
 - a. LAWSUITS
 - b. DISCIPLINE
 - c. MONETARY LOSS
 - d. VEHICLE & EQUIPMENT LOSS

5. PROGRAM APPLICATION
 - a. NOT INTENDED TO REPLACE HANDS-ON TRAINING
 - b. EMPHASIS ON JUDGMENT/ DECISION-MAKING
 - 1). SIMULATES CRITICAL SITUATIONS
 - 2). IMMEDIATE FEEDBACK
 - 3). NO-FAULT REVIEW OF TACTICS

6. SIMULATOR CONTROL CHARACTERISTICS
 - a. EQUIPMENT
 - 1)STEERING
 - 2)BRAKING

 - b. CONTROL TECHNIQUES
 - 1)WEIGHT TRANSFER
 - 2) ROAD POSITION
 - 3) APEXING
 - 4) USE OF PROPER DRIVING LINE
 - a) BETTER VISIBILITY
 - b) EARLIER HAZARD RECOGNITION

**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

- 7. DEFENSIVE DRIVING
 - a. DRIVER ATTITUDE
 - 1) RECOGNIZING DANGEROUS ATTITUDES
 - b. AWARENESS
 - 1) HAZARDS

- 8. INTERSECTION ANALYSIS
 - a. INTERSECTIONS AND CROSS TRAFFIC
 - 1) CLEAR LANE-BY-LANE
 - b. SPEEDS
 - 1) EFFECTS ON VEHICLE CONTROL

- 9. COLLISION AVOIDANCE
 - a. VISUAL HORIZON
 - b. SPACE CUSHION
 - c. ANTICIPATE OTHER DRIVER'S ACTIONS
 - d. STEER AWAY FROM CONFLICTS

- 10. SAFE DRIVING TACTICS
 - a. USE OF RADIO
 - 1). WHILE DRIVING IN STRAIGHT LINE
 - 2). STAY CALM

 - b. USE OF COMPUTER
 - 1) DISTRACTIONS

II. HANDS-ON DEMOS AND DRIVING EXERCISES

- 1. Cap204 DEMO
 - a. INSTRUCTOR DEMO (ORIENTATION)
 - b. STUDENT DRIVERS / NIGHT SETTING/DARK ROOM
 - 1). Cap204 GROUP A (TRAFFIC STOP)
 - a. NIGHT SETTING/DARK ROOM / PLAY BACK

 - 2). Cap204 GROUP B (TRAFFIC STOP)
 - a. NIGHT SETTING/DARK ROOM /PLAY BACK

**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

- 2. Cap208 GROUP A (FOLLOW THE ARROWS)
 - a. (PULL OVER IN FRONT OF POLICE STATION)
 - 1) NIGHT SETTING/DARK ROOM PLAY BACK

- 3. Cap209 GROUP B (FOLLOW THE ARROWS)
 - a. (PULL OVER IN FRONT OF THE HOSPITAL)
 - 1) NIGHT SETTING/DARK ROOM /PLAY BACK

III. EMERGENCY DRIVING / POLICIES AND PROCEDURES

- 1. LEGAL PROVISIONS
 - a. STATE LAW
 - b. AGENCY POLICY
 - c. CASE LAW

- 2. CVC 17004
 - a. IMMUNITY FROM CIVIL LIABILITY
 - 1) CONDITIONS
 - 2) LIMITS

- 3. CVC 17004.7
 - a. ABSOLUTE IMMUNITY TO AGENCY
 - 1) POLICY REQUIREMENTS

- 4. EMERGENCY VEHICLE OPERATIONAL REGULATIONS
 - a. VEHICLE CODE SECTION (21055)
 - b. NON-EMERGENCY DRIVING (NO-CODE)
 - 1). OBEY RULES OF THE ROAD

- 5. REGULATIONS CONTINUED
 - a. EXEMPTION FROM RULES OF ROAD
 - 1) DUTY TO DRIVE WITH DUE REGARD
 - b. LIGHTING
 - c. AUDIO
 - d. CONDITIONS FOR CODE THREE RESPONSE
 - 1) ACRONYM (F.E.R.P.)

- 6. PASSING OTHER VEHICLES (CODE THREE)
 - a. VEHICLE CODE 21806
 - 1).ALLOW CITIZEN TO REACT
 - 2) PASS ON LEFT WHEN POSSIBLE

**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

7. CONDITIONS AFFECTING SIREN AUDIBILITY

- a. SPEED
- b. BUILDINGS
- c. CLOUD COVER
- d. TREES AND SHRUBBERY
- e. TRAFFIC NOISE

8. EMERGENCY DRIVING VS PURSUIT DRIVING

a. INITIATION/TERMINATION CONSIDERATIONS

- 1) DECISION NOT IRREVOCABLE
- 2) ALL PERSONS ACCOUNTABLE
- 3) BASED ON ALL KNOWN FACTORS
- 4) BALANCE SERIOUSNESS OF CRIME WITH PUBLIC SAFETY

9. GENERAL CONSIDERATIONS

- a. FIFTEEN FACTORS

IV. HANDS-ON DEMOS AND DRIVING EXERCISES

- 1. Cap213 GROUP A (ORIENTATION/FOLLOW)
 - a. DAY LIGHT/DARK ROOM / PLAY BACK-AS NEEDED
- 2. Cap214 GROUP B (ORIENTATION/FOLLOW)
 - a. DAY LIGHT/DARK ROOM / PLAY BACK-AS NEEDED
- 3. Cap212 (BOTH) GROUP A (ORIENTATION/FOLLOW)
 - a. DAY LIGHT/DARK ROOM
 - 1) ASK STUDENT FOR THEIR LOCATION
 - 2) PLAY BACK-AS NEEDED
- 4. Cap254 GROUP B (ORIENTATION/FOLLOW)
 - a. DAY LIGHT/DARK ROOM
 - 1) ASK STUDENT FOR THEIR LOCATION
 - 2) PLAY BACK-AS NEEDED

**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

V. PURSUIT DRIVING TACTICS

1. PURSUITS ARE A FOLLOWING ACTION
 - a. NO CARAVANNING / PARALLELING
 - b. NO PASSING (UNLESS REQUESTED)
 - c. SPACING
 - 1)BRAKING DISTANCE
 - 2) REACTION/PERCEPTION TIME
 - 3)AVOID TRACKING /TUNNEL VISION

2. OPTIONS
 - a. USE OF ROADBLOCKS
 - 1) DEADLY FORCE

 - b. ROAD SPIKES
 - 1) CONSIDERATIONS

3. BLOCKING PUBLIC ACCESS
 - a. INTERSECTIONS
 - b. ON AND OFF RAMPS
 - 1) SAFETY ISSUES

VI. HANDS-ON DEMOS AND DRIVING EXERCISES

1. Cap304 GROUP A (TRAFFIC STOPS)
 - a. WHEN STUDENT SEES TRAFFIC VIOLATION TAKE APPROPRIATE ACTION
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION FOR THE STOP
 - c. DAY TIME/DARK ROOM / PLAY BACK

2. Cap305 GROUP B (TRAFFIC STOPS)
 - a. WHEN STUDENT SEES TRAFFIC VIOLATION TAKE APPROPRIATE ACTION
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION FOR THE STOP
 - c. DAY TIME/DARK ROOM / PLAY BACK

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**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

3. Cap504M GROUP A (EMERGENCY RESPONSE)
 - a. RESPOND CODE 3
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION, RESPOND SAFELY CLEARING INTERSECTIONS
 - c. DAY TIME/DARK ROOM / PLAY BACK -AS NEEDED

4. Cap506 GROUP B (EMERGENCY RESPONSE)
 - a. RESPOND CODE 3-FOLLOWING PRIMARY UNIT
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION
 - c. RESPOND SAFELY CLEARING INTERSECTIONS
 - d. DAY TIME/DARK ROOM / PLAY BACK

VII. TIME PERMITTING

1. Cap511 GROUP A (EMERGENCY RESPONSE)
 - a. RESPOND CODE 3
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION
 - c. RESPOND SAFELY CLEARING INTERSECTIONS
 - d. FOG/DARK ROOM
 - e. PLAY BACK -AS NEEDED

2. Cap512 GROUP B (EMERGENCY RESPONSE)
 - a. RESPOND CODE 3
 - b. STUDENT IS TO USE THE RADIO GIVING INFORMATION
 - c. RESPOND SAFELY CLEARING INTERSECTIONS
 - d. FOG/DARK ROOM

3. Cap801 GROUP A (PURSUIT)
 - a. INITIATE A PURSUIT
 - b. SAFELY CLEARING INTERSECTIONS
 - c. STUDENT IS TO USE THE RADIO GIVING INFORMATION
 - d. DAY TIME/DARK ROOM
 - e. PLAY BACK -AS NEEDED

**KERN COUNTY SHERIFF'S OFFICE
LAW ENFORCEMENT DRIVING SIMULATOR
OUTLINE/HOURLY DISTRIBUTION**

4. Cap802 GROUP B (PURSUIT)
 - a. INITIATE A PURSUIT
 - b. SAFELY CLEARING INTERSECTIONS
 - c. STUDENT IS TO USE THE RADIO GIVING INFORMATION
 - d. DAY TIME/DARK ROOM
 - e. PLAY BACK -AS NEEDED

VIII . EVALUATION

**Kern County Sheriff's Office
Driving PSP**

- A. Introduction to Course and Overview
 - 1. Introduce Instructors
 - 2. Review Class Agenda
 - a. Components of Lecture
 - b. Overview of Slow Speed Maneuvers
 - 3. Review Safety Rules
- B. Below 100
 - 1. Overview of Campaign
 - 2. Tenets
 - a. Wear Your Belt
 - b. Wear Your Vest
 - c. Watch Your Speed
 - d. What's Important Now (WIN)
 - e. Complacency Kills
- C. Defensive Driving
 - 1. The Defensive Driver:
 - a. Maintains a professional attitude
 - b. Demonstrates good judgment and decision making skills
 - c. Recognizes hazards
 - d. Responds appropriately to hazards
 - e. Avoids collision regardless of right of way
 - 2. Dangerous attitudes include:
 - a. Over confident
 - b. Self Righteous
 - c. Impatience
 - d. Pre-occupation
 - e. Complacency
 - 3. Duty and Moral Obligation to Safe Driving
 - a. To agency, self and others
 - b. To avoid unnecessary harm, death, destruction
 - c. Must consider others
 - d. Driving without incident is not necessarily driving safely
 - e. Safe operation of the vehicle is the driver's duty and obligation
- D. Legal Update
 - 1. Review of Department Driving/Vehicle Policy
 - 2. Review of Vehicle Code section 165
 - a. An authorized emergency vehicle is any vehicle owned by and operated by a governmental entity and used by employees in the performance of law enforcement duties and other emergency services
 - 3. Review of CVC 17004
 - a. An officer's law enforcement agency is... immune from liability for civil damages for personnel injury or death or property damage

resulting from a collision of a vehicle operated by an actual or suspected law violator

4. Review of CVC 17004.7
 - a. Absolute immunity to an agency from civil damages from a collision involving the suspect vehicle IF they adopt a written policy on pursuits that provides for:
 - 1) Supervisory control
 - 2) Procedure for designating the primary vehicle and the number of vehicles permitted in the pursuit at one time
 - 3) Operation of emergency equipment
 - 4) Coordination with other jurisdictions
 - 5) Guidelines for when to pursue and when to terminate a pursuit based on the best interest of public safety and law enforcement
 5. Review of Vehicle Code Section 21052
 - a. Routine driving (Non code-3)
 - b. Obey all "rules of the road"
 6. Review of Vehicle Code Section 21055
 - a. Provides exemption from "rules of the road"
 - 1) Proper lighting
 - 2) Proper audio signal (siren)
 - 3) Conditions that allow for a code-3 response
 7. Review of Vehicle code Section 21056
 - a. Section 21055 does not relieve the driver of a vehicle from the duty to drive with due regard for the safety of all persons using the highway, nor protect him from the consequences of an arbitrary exercise of privileges granted in that section
 - b. What is failure to exercise due regard?
 - 1) Violation of a statute, ordinance, or regulation
 - 2) The violation caused death or injury to a person or property
- E. Safe Driving Techniques
1. Radio Use While Driving
 - a. Use while driving in a straight line
 - b. Stay calm and speak clearly
 - c. Provides recorded documentation of the activities
- F. Collision Avoidance
1. Maintain a high visual horizon
 2. Maintain a safe space cushion
 3. Anticipate others' actions
 4. Look through turns before entry
 5. Consider steering to the rear of the conflict vehicle
 6. Drive around the problem
- G. Vehicle Dynamics
1. Weight Transfer
 - a. Longitudinal

- 1) Occurs when a vehicle accelerates, decelerates or brakes the vehicle's weight is transferred from the front to the rear
- b. Lateral transfer
 - 1) Occurs when a vehicle is turned to the right or left. This movement causes the vehicle suspension to be compressed on one side and expand on the other
- c) Spring Loading
 - 1) Occurs when the energy builds in a vehicle when a vehicle experiences weight transfer
- d) Steering input
 - 1) The amount of steering required for the degree of turning radius desired depends on the speed of the vehicle
- e) Centrifugal Force
 - 1) As the steering wheel turns centrifugal force pushes on the vehicles center of gravity
 - 2) If the centrifugal force is greater the force the tires can accept, it can cause a loss of traction, resulting in loss of control.
- f) Rear Wheel Cheat
 - 1) During a turn, the rear tires track along a different path than that of the front tires
- g) Front End Swing
 - 1) When backing, the steering is reversed; the front axle now becomes the pivot point of any turn
 - 2) The front end will swing out as much as four (4) feet.
- H. Slow/Low Speed Driving Maneuver Exercises or Driving Simulator (using at least three of the following):
 - a. Off Set Lane Exercise
 - b. Parallel Parking Exercise
 - c. T-Drive Way Exercise
 - d. Steering Course (forward and reverse) exercise
 - e. Reverse Driving Exercise

Students will be evaluated on the exercises used during behind the wheel exercises

- I. Debrief, Evaluations, Critique

**KERN COUNTY SHERIFF'S OFFICE
DRIVING PSP (8 HOURS)**

- I. Course Introduction
 - A. Introduce Instructors
 - B. Explain Class Agenda
 - 1. Lecture
 - 1. Defensive Driving
 - 2. Vehicle Dynamics
 - 3. Emergency Vehicle Legal Issues
 - 2. Slow/Low Speed Driving Maneuvers Exercises using at least three (3) of the following
 - 1. Off-set Lane Exercise
 - 2. Turn Around Maneuver Exercise
 - 3. Parallel Parking Exercise
 - 4. T-Drive way Exercise
 - 5. Steering Course (Forward and Reverse) Exercise
 - 6. Chicane Exercise
 - 7. "Y" Drive-way Exercise
 - 8. Accident Avoidance Exercise
 - C. Safety Rules
 - 1. Students should identify any pre-existing medical condition and inform instructors prior to start of class.
 - 2. Students must report all injuries and or accidents immediately to the Instructors. First Aid equipment is available.
 - 3. Students driving are not to exceed 5 MPH on exercise track at any time
 - 4. Seat belts will be use when in vehicles and on exercise track
 - 5. Pay attention to the instructor
 - 6. Follow all instruction carefully
 - 7. Practice correct form and technique(shuffle steering)
 - 8. Train seriously
- II. Lecture
 - A. Below 100
 - 1. Overview of Campaign
 - 2. Tenets
 - a. Wear Your Belt
 - b. Wear Your Vest
 - c. Watch Your Speed
 - d. What's Important Now (WIN)
 - e. Complacency Kills
 - B. Defensive Driving
 - 1. The Defensive Driver
 - a. Maintains a professional attitude
 - b. Demonstrates good judgment and decision making skills
 - c. Recognizes hazards

- d. Reacts properly to hazards
- e. Avoids collisions regardless of right of way
- 2. Dangerous Attitudes
 - a. Overconfidence
 - b. Self-righteousness
 - c. Impatience
 - d. Pre-occupation
- 3. Duty and Moral Obligation to Safe Driving
 - a. To agency, self and others
 - b. To avoid unnecessary harm, death, destruction
 - c. Must consider others
 - d. Driving without incident is not necessarily driving safely
 - e. Safe operation of the vehicle is the driver's duty and obligation
- 4. Intersection Analysis
 - a. Intersection analysis should start early before entering intersection
 - 1) Scan intersection for dangerous areas
 - 2) Identify hazardous areas and prepare for them (move away from danger)
 - b. Approach cautiously, slow down, and stop when necessary
- 5. Intersections and Cross Traffic
 - a. Look in all directions (left to front, then right, then left again)
 - b. Clear intersections lane by lane if necessary
 - c. Both hands on the steering wheel
 - d. Prima Facie speed limit
 - e. Blind intersection 15 mph
 - f. Stop if necessary
- 6. Safe Driving Techniques
 - a. Radio use while driving
 - 1) Use while driving in a straight line
 - 2) Stay calm and speak clearly
 - 3) Provides recorded documentation of activities
- 7. Collision Avoidance
 - a. Maintain a high visual horizon
 - b. Maintain a safe space cushion
 - c. Anticipate other's actions
 - d. Look through turns before entry
 - e. Consider steering to the rear of the conflict vehicle
 - f. Drive around the problem
- C. Vehicle Dynamics:
 - 1. Weight Transfer
 - a. Longitudinal
 - 1) Occurs when a vehicle accelerates, decelerates or brakes the vehicles weight is transferred from the front to the rear

- b. Lateral Transfer
 - 1) Occurs when a vehicle is turned to the right or left. This movement causes the vehicle suspension to be compressed on one side and expand on the other
 - c. Spring loading
 - 1) Occurs when the energy builds in a vehicle when a vehicle experiences weight transfer
 - d. Steering input
 - 1) The amount of steering required for the degree of turning radius desired depends on the speed of the vehicle
 - e. Centrifugal Force
 - 1) As the steering wheel turns centrifugal force pushes on the vehicle's center of gravity.
 - a) If the centrifugal force is greater the force the tires can accept, it can cause a loss of traction, resulting in loss of control.
 - f. Rear Wheel Cheat
 - 1) During a turn, the rear tires track along a different path than that of the front tires
 - g. Front End Swing
 - 1) When backing, the steering is reversed; the front axle now become the pivot point of any turn
 - a) The front end will swing out as much as four (4) feet.
- D. Emergency Vehicle Legal Issues/ State Law/Department Policy
- 1. Department Driving/Vehicle Policy
 - 2. Vehicle Code section 165
 - a An authorized emergency vehicle is any vehicle owned by and operated by a governmental entity and used by employees in the performance of law enforcement duties and other emergency services
 - 3. CVC 17004
 - a. An officer's law enforcement agency is...Immune from liability for civil damages for personnel injury or death or property damage resulting from a collision of a vehicle operated by an actual or suspected law violator
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 - 4) Coordination with other jurisdictions
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5. Vehicle Code Section 21052
- a. Routine driving (Non code-3)
 - b. Obey all “rules of the road”
 - c. Vehicle Code Section 21055
 - 1) Provides exemption from “rules of the road”
 - a) Proper lighting
 - b) Proper audio signal (siren)
 - c) Conditions that allow for a code-3 response
 - d. Vehicle Code Section 21056
 - 1) Section 21055 does not relieve the driver of a vehicle from the duty to drive with due regard for the safety of all persons using the highway, nor protect him from the consequences of an arbitrary exercise of privileges granted in that section
 - 2) What is failure to exercise DUE regard?
 - a) A violation of a statute, ordinance, or regulation
 - b) The violation caused death or injury to a person or property
 - c) The death or injury resulted from an occurrence which the statute, ordinance or regulation was designed to prevent and the person suffering the death or injury or property damage was of the class of persons the ordinance, statute or regulation was adopted to protect
 - e. CVC 21806
 - 1) Requires motorists to pull to right and stop for emergency vehicles operating code-3.
 - 2) Allow motorists time to hear, see, react
 - 3) Pass on the left when possible and safe
 - 1) If you must pass on the right, slow down to allow yourself time to react

III. Slow/Low Speed Driving Maneuvers Exercises, using at least three (3) of the following

- A. Off-set Lane Exercise
- B. Turn Around Maneuver Exercise
- C. Parallel Parking Exercise
- D. T-Drive way Exercise
- E. Steering Course (Forward and Reverse) Exercise
- F. Chicane Exercise
- G. “Y” Drive-way Exercise

H. Accident Avoidance Exercise

Students will be evaluated on the exercises used during behind the wheel exercises

IV. Debrief, Evaluations, Critique

**Kern County Sheriff's Office
Regional Training Center
FTO Course Expanded Course Outline**

1. Introduction/Orientation

A. Registration

B. Introduction

C. Overview of course goals and expectations

- Development, in the new Field Training Officer (FTO), of:
 1. An understanding of the goals and objectives of the field-training program.
 2. The ability to provide for the training and guidance while integrating trainees into the mission, goals, and operation of the agency.
 3. The ability to provide for the trainee a means of applying their knowledge and skills to their work environment.
 4. The ability to provide ongoing constructive feedback and timely written evaluations, based on agency performance standards, providing the trainee the opportunity to successfully complete the program.
 5. The ability to recognize different learning styles and respond appropriately to the needs of the trainee.
 6. The ability to apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments.

- Attendance 10% Rule

- Testing requirements – POST requires students must pass a Teaching Skills Demonstration in order to successfully pass the Field Training Officer Course

- Dress Code, Breaks

D. History of field training programs

- Need and impact of field training programs
- Cost effectiveness (training vs. negligent retention, etc.)
- POST mandates regarding field training (effective 1-1-99)
 1. Survey '97 synopsis information
 2. Commission Regulation 1005 and Procedure D-13

2. Field Training Program Goals and Objectives

A. Identify the goals of POST-approved field training programs

- To produce a competent peace officer, capable of working solo patrol assignment in a safe, skillful, productive, and professional manner
- To provide standardized training to all newly assigned regular officers in the practical application of learned information
- To provide clear standards for rating and evaluation which give all trainees every reasonable opportunity to succeed

B. Explain the need for standardized curriculums and performance objectives

- A standardized field training program curriculum with performance objectives will assist new patrol officers in making the transition from what they learned in the academy to performing general law enforcement patrol duties in the field
- The Regular Basic Course (Academy) is based on standardized curriculum which is supposed to prepare the student for entry into a field training program (not solo patrol)
- A standardized field training program curriculum will assist in the practical application of learned information

- C. Identify terminology, testing methods, and other activities used in the Regular Basic Course
 - Reference POST Administrative Manual (PAM) D-1: Testing and Training Methods of the regular Basic Course.
 - Terminology should minimally include learning domains, student workbooks, scenarios, learning activities, tactical communication, etc. POSTRAC testing and remediation expectations used during the academy

- D. Recognize the field-training program as an extension of the Regular Basic Course
 - PAM Procedure D-1 shows that the Regular Basic Course only prepares students to the point of entry into a field training program
 - The field training program must extend beyond that (the academy) to provide the setting for the initial application of previously acquired knowledge and skills

- E. Recognize what is meant by the equal emphasis on training and evaluation
 - A field training program must be fair and consistent (screen in vs. screen out)
 - Commitment to train minimally equal the commitment to evaluate
 - Provide clear standards for rating and evaluation that give all trainees every reasonable opportunity to succeed
 - A field training program must provide sufficient training prior to evaluate

- 3. Key Elements of a Successful FTO and FT Program Management
 - A. Commitment of the agency director and management support
 - Management support is critical to the success of the field training program

- B. Clearly articulate organizational structure/chain of command.
- Regardless of the bureau or division assigned to manage the program, a chain of command must exist for the field training program.
 - This chain of command must be understood and adhered to within the field training program
- D. Development of a standardized, agency specific field-training program.
- Program goals and objectives can be clearly explained.
 - Standardization and consistency in a field training program results in equal treatment of all employees.
 - Standardization of the field training program can protect an agency from claims of discrimination in post-academy training.
 - Consistency in training results in predictable job performance and minimizing the likelihood of allegations of unfairness.
- E. Well organized and effective field training program guide containing sequenced training tasks (phase training).
- A program guide will ensure uniformity in training
 - A fundamental element of the field training program is phase training
 - Phase training is designed to provide the following:
 1. A systematic approach to field training
 2. Consistent and standardized training.
 3. The means to assure the trainee's ability to perform the skills or tasks necessary for competent operation of a one officer patrol car.
 4. The opportunity to train with various FTOs and to be exposed to their various techniques while operating within standardized guidelines.
 - During each phase, the trainee will complete a comprehensive list of tasks designed to assure the FTO of the trainee's ability to master a series of specific police tasks.
 - Standardized training presented in an agency specific field training program guide provides for uniform application of policy, procedure, and law throughout the agency.
- E. Agency specific orientation period.

- To allow for a smooth transition from the academic setting to the field training program
- To familiarize the trainee with the working environment within their agency
- To allow a “limbo” period which is NOT evaluated

F. Daily evaluations of trainee performance

- Timely assessment and documentation of the trainees performance in relation to that specific day’s activity.
- The trainee receives timely feedback on desirable and undesirable performance.
- Prevents training officers from overlooking significant events that may have occurred on prior work shifts.
- Timely documentation of remedial training measures.
- Allows new or relief training officers to review the trainee’s recent past performance.
- Provides a more complete picture of the trainee’s overall performance
- Allows managers and supervisors an opportunity to monitor day to day training progress.

G. Development and adherence to an agency specific FTO selection process.

- To select the best qualified candidates for the field training program
- To maintain high standards for the field training program
- To maintain uniform training for the field training program

H. Clearly defined roles/expectations for the trainees and FTOs.

- Increase understanding, compliance, and performance of both the trainee and the FTO

I. FTO recognition.

- To acknowledge the importance of the FTO assignment (awards, additional compensation, training, etc.)
- An opportunity for career enhancement
- To provide supervisory training

J. Periodic field training program staff meetings.

- To exchange information regarding trainee progress and performance (or lack thereof, in some cases)
- To discuss and/or develop training strategies that will enhance trainee performance
- To develop and maintain consistency in program application
- To “troubleshoot” and/or brainstorm program deficiencies and perceived problem areas
- To forge a stronger working relationship between the FTO, FTO supervisors, and program/department administration

K. Remedial training opportunities.

- Must identify performance deficiencies
- Help the trainee improve their performance (learn from mistakes & build confidence)
- Clearly identify the standard(s) being sought
- Provide specific articulation/documentation of what the trainee must do meet the department standard(s)
- Should admonish the trainee of potential consequences if the minimum standard is not met (reduced trainee attrition)
- Strengthen the organization’s position should adhere personnel action become necessary
- Should all for re-evaluation of trainee performance in deficient areas

L. Agency development termination process.

- To provide a consistent and fair process for termination of a trainee failing to meet the minimum standards
- To protect the field training program and the agency from lawsuits resulting from the termination of a trainee failing to meet the minimum standards

M. FTO and program critique by trainees.

- To have a tool used to evaluate the performance of the FTO and field training program
- To offer a means of self-evaluation for the FTO and the FTO administration/supervisor
- To provide the trainee the opportunity to give their feedback on the training experience and the field training program

4. Principles of Adult Learning

A. What is meant by the word “learning”?

- Learning is the gaining of knowledge or skill by study, scholarship, teaching, or discovery
- Learning is an observable, sustained change of behavior

B. The differences between child and adult learning.

- Adults are independent – Children are dependent
- Adults are experienced – Children are inexperienced
- Adults are internally motivated – Children are externally motivated
- Adults want to know “What’s in it for me?” – Children don’t worry about it
- FTOs must remember that the trainee is an adult, not a child

C. The multiple learning styles of adult learners.

- Some people learn best by saying, hearing, and seeing words
- Some people learn best by categorizing, classifying, and observing things
- Some people learn best by thinking, logically analyzing ideas and situations
- Some people learn by doing, processing knowledge through physical experiences
- Some people learn best by relating to people, comparing, cooperating, and interviewing
- Some people are familiar with these defined learning styles:
 1. Converger (abstract conceptualization & experimentation)
 2. Diverger (combines life experience of concrete experimentation and reflective observation)
 3. Assimilator (combines abstract conceptualization with reflective observation)
 4. Accomodator (concrete experience and active experimentation)

D. Their own preferred learning style

- How do you prefer to learn?

E. Ways to determine different learning styles

- What types of activities do you enjoy most?
- Take the Learning Styles Inventory (LSI)

F. The laws of learning and how they apply to training

- Laws of Learning

1. Law of Motivation – In almost any learning that takes place there is some motivation...some need or desire to learn...on the part of the learner. People with no desire whatsoever to learn a task isn't likely to learn it well.
2. Law of Reward (Effect) – We tend to learn those things, which lead to some reward and tend not to learn those things, which lead to punishment or have no effect at all.
3. Law of Readiness – We learn best and fastest if we're prepared to learn. Ideally, learning is more effective when we're physically ready (eyes and ears open and working) and mentally ready (interested in the topic, convinced of its importance, and enthusiastic about it)
4. Law of Meaningfulness – Employees learn more easily those things, which make some sense to them in terms of what is expected on the job. Tasks, which don't seem to mean anything or don't relate to other jobs, are unlikely to be learned well.
5. Law of Association – We learn new things in terms of what is already familiar to us. Learning is extremely difficult when we can't associate the new knowledge with something we already know.
6. Law of Simplicity – In general (but not always) people learn better when the instruction is given in an orderly manner, one easy step at a time, rather than all at once.
7. Law of Feedback – People learn best when they know how well they're doing at learning a new job task. Unless you know what mistakes you're making, it's hard to correct your performance.
8. Law of Exercise – Repetition means building habit patterns. Correct habit patterns usually lead to success. Use and repetition of a response strengthen it; failure to use weakens it.

- The eight “Laws of Learning” provide an overview of what motivates people to learn.
- An experienced trainer will use these “laws” to his or her advantage when charged with training new personnel.

G. Differences and/or factors that impact the learning process.

- Learning Environment
 1. The FTO is obligated to provide an environment where learning can occur
 2. The efficient, learning environment will be situational to what is being taught, such as:
 - a) firing range
 - b) patrol unit
 - c) classroom
 3. Considerations of an efficient learning environment would be:
 - a) trainee comfort
 - b) adequate equipment
 - c) sufficient supplies
- Instructor Factors
 1. Personal qualities
 - a) personal appearance and hygiene
 - b) leadership and courtesy
 - c) tact
 - d) attitude/enthusiasm

2. Communication skills

- a) non-verbal communication (mannerisms, eye contact, etc.)
- b) appropriate language, grammar, and pronunciation
- c) ability to develop rapport.

3. Knowledge of subject

4. Preparation

5. Professionalism

6. Instructor/trainee interaction

- Student Factors

1. Physiology

- a) amount of sleep
- b) diet and nutrition.

2. Physiological

- a) stress/emotional state of student
- b) self-confidence/well being.

3. Experiential

- a) prior knowledge
- b) prior training.

4. Additional issues based on:

- a) gender differences.
- b) social differences (including age differences).
- c) cultural diversity (race and ethnic differences)
- d) ADA issues.
- e) Educational differences.

- Environmental Factors.

- 1. Temperature
- 2. Lighting
- 3. Sound quality
- 4. Distractions

- Methods of Instruction

- 1. Role play/demonstration
- 2. Practice and drill
- 3. Questions and answer
- 4. Calls for service

H. How motivation affects learning.

- Motivation's effect on learning is very strong and potent
- Students must be motivated before they can/will learn
- Teaching/training tends to be most effective when the learner is properly motivated.

I. Causes and possible responses to “Learning Plateaus”.

- Learning Plateau – a place where learning stops or levels off.
- Factors that may cause/influence learning plateaus.
 1. Fatigue
 2. Boredom
 3. Distractions
 4. Too much information too fast
 5. Fading interest
 6. Saturation
- Possible solution – Break the tension, change the method of instruction
- Tell a joke, switch from lecture/discussion to role play/demonstration/activity)

J. Conditions that facilitate adult learning.

- Show why the material is important.
- Strive for learner involvement.
- Vary the instructional methods and activities.
 1. Avoid straight lecture – tends to bore adults.
 2. Appeal to as many senses as possible – Different people learn in different ways.
 3. Be creative!!
- Help manage the learner’s experience.
 1. Use their experience by calling on them to lead a discussion or answer a question.
 2. Use small group exercise to get the benefit of the learners varied experience.

- Guide and reinforce the learner.
 1. Act as a facilitator. Let the learners be responsible for their own learning.
 2. Provide positive reinforcement frequently.
 3. Coordinate resources.
- Provide enough time for the learner to learn

5. Expectations of/for FTOs (Roles of the FTO)

DAY 2

A. Identify and display characteristics and abilities of successful field training officers.

- Good communicator
- Leader
- Fair and impartial
- Integrity
- Honesty
- Good listener
- Ethical
- Dedication/Enthusiasm

B. Recognize incentives for becoming a field-training officer.

- Personal satisfaction/prestige
- Having a direct impact on the future members of the agency
- Supervisory experience
- Agency specific incentives (compensation, training, etc.)

C. Identify and display the roles of the field training officer.

- Positive Role Model.
 1. One who exemplifies excellence in carrying out the duties of general law enforcement.
 2. Professional bearing and appearance.
 3. Positive attitude
- Trainer/teacher
 1. Assesses the training needs of the trainee and understands what motivates them to learn.
 2. Utilizes a variety of teaching styles and techniques to ensure that the maximum amount of learning is achieved.
- Supervisor/Leader
 1. Communicates with the trainee in an effective manner to facilitate the learning process.
 2. Keeps the trainee motivated to best performance level.
 3. Directs and coordinates training on a day-to-day basis (The FTO supervises the trainee as it relates to training only; all non-training activities go through the agency's normal chain of command).

- Evaluator.
 1. Has the skills to fairly and impartially observe and provide feedback or performance according to standardized evaluation guidelines.
 2. Has the courage and is reasonable enough to provide honest and objective documentation of the trainee's performance.
 3. Provides clear direction to guide the trainee to an acceptable level of performance.
 4. Recommends remedial training when and where appropriate.
- Counselor/Coach.
 1. Develops rapport (through care, concern, and empathy).
 2. Remains perceptive to trainee as they relate to job performance.
 3. Utilizes positive techniques in achieving the goals and objectives of the field training program.
- Facilitator/Mentor.
 1. Helps trainees along with their learning and training.
 2. Translates classroom training to street training.
 3. Builds foundation on which career is built.

D. Model ethical behavior.

- Lead by example
- Don't teach short cuts
- Support department policy, procedures, and values.

F. Recognize ethical issues involving themselves and/or their trainee including, but not limited to, hazing and socializing.

- May lead to allegations of favoritism
- May lead to complaints
- May affect objectively in regard to evaluation(s) of trainee
- Agency policy should be adhered to by both the FTO and the trainee (FTOs may wish to review policy with trainee)

G. Understand the need for, and the process of, establishing a professional relationship with a trainee.

- The relationship between a FTO and a trainee can be one of the best or one of the worst. Much of how it will be depends on you the FTO.
- The hallmark of the FTO/trainee relationship is respect:
 1. Respect by the FTO.
 - a) Do not demean the trainee (a good FTO will never intentionally demean a trainee).
 - b) Do not embarrass the trainee (no pranks or set-ups). If you damage the relationship intentionally, you may never be able to regain their confidence, trust, and respect.
 2. Respect by the trainee.
 - a) The trainee will respect you as a first line supervisor
 - b) The trainee will respect your authority and decisions
- Maintain the integrity of the professional relationship.
 1. Do not get trapped into making false or emotional commitments
 2. Avoid situations that could compromise your position of leadership

G. Recognize sources of stress that may affect trainee performance

- Professional sources (job related)
 1. Job expectations
 2. Evaluations
 3. FTO
- Personal sources (non job-related)
 1. Family
 2. Financial
 3. Relationships
 4. Background issues (age, education, culture, etc.)

H. Recognize the symptoms of trainee emotional stress and take appropriate action(s) to alleviate or provide referral resources.

- Symptoms.
 1. Sudden changes in behavior or attitude
 2. Nervous speech
 3. Difficulty concentrating on routine tasks
 4. Erratic performance
 5. Excessive perspiration
 6. Labored breathing in the absence of physical exertion
 7. Irritability
 8. Inability to retain or recall fundamental information or procedures

- Actions.
 1. “Unplug” –temporarily remove (go to “Limbo”)
 2. Role reversal
 3. Counseling (some agencies offer “Peer-Counseling”)
 4. Employee assistance

I. Assume responsibility for all actions and decisions as a fiend-training officer based on departmental policy or absence thereof.

- Support and teach department policy
- Support goals of the field training program
- Support department’s mission and values

6. Training / Teaching Skills Development

DAY 3 6 hrs.

- A. Identify the need for, and the process of, developing effective communication.
- So the FTO can build on the trainee's experiences from the Regular Basic Course (academy)
 - So the trainee will understand the goals and objectives of the field training program
 - To keep the trainee motivated to learn
 - To keep the trainee informed of his/her progress in the program
- B. Identify and recognize the main components of good interpersonal communication.
- Calm, approachable demeanor
 - Good, active listening skills
 - Open mindedness
 - Sensitivity to concerns and needs
 - Non-threatening body language/facial expressions
 - Good speaking skills/command of language
- C. Recognize barriers to good communication and ways to overcome them.
- Barriers
 1. Personality conflict.
 2. Language.
 3. Understanding caused by perceived differences in culture, age, gender, education, values, etc.
 4. Fear.
 - Ways to overcome barriers.
 1. Establish rapport
 2. Create positive atmosphere
 3. Effective feedback
 4. Recognize the responsibility to maintain open lines of communication through your effective and professional attitude, verbal, non-verbal behavior
- D. Understand lesson planning and its usefulness in the field-training environment.
- Lesson planning enables you to make an orderly, logical presentation of lesson and material in fulfillment of instructional goals or performance.
 - Lesson planning by the FTO is part of goal setting; it lets the trainee know what you expect of him/her.

- Lesson planning within the field training environment is useful to:
 1. Standardize training
 2. Document training
 3. Ensure that goals and objectives are met.
 - Public Safety
 - Misapplication or violation of law
 - Violation of department rules, regulations, or procedures
 - Any other liability issues (i.e., property damage, escape of prisoner, violation of civil rights, etc.)
- F. Understand the need for, and the process of, developing instructional systems design (IPAT).
- Using a specific method of instruction during field training will enhance the consistency and standardization of the training.
 - There are a number of ways to develop instructional systems design; the most commonly used is IPAT.
 - - I – Introduction (Performance objectives are explained)
 - P – Presentation (Impart the new knowledge or skills).
 - A – Application (Opportunity to put to use the new information).
 - T – Test (Evaluation of progress – holds the learner accountable).
 - Determine design and style to be used and stick to it
- F. Employ appropriate teaching methods/techniques in response to various learning styles.
1. Organization
 2. Presentation/Delivery
 3. Knowledge
 4. Interaction
 5. Review

7. Override / Intervention Techniques

- A. The difference between override and intervention.
- Override – trainee action or decision changed by his/her FTO

- Intervention – trainee is stopped or redirected by FTO from taking a specific course of action
- B. Situations when it is appropriate to override and intervene.
- Officer safety
 - Public safety
 - Misapplication or violation of law
 - Any other liability issues (i.e., property damage, escape of prisoner, violation of civil rights, etc.)
- C. The mechanics and techniques of override and intervention
- Subtle
 1. Non-verbal (body language); A nod, glance, or frown; placing yourself near the trainee.
 2. Verbal: Clearing your throat; asking a simple question to redirect trainee
 - Overt
 1. Shouting
 2. Stepping between trainee and victim or suspect
 3. Grabbing trainee's arm
- D. How to use override and intervention techniques as learning tools.
- Focus on the event – The trainee should be allowed to experience as much as possible as long as the end result is positive development of knowledge, skills, attitudes, and behavior.
 - 1. Trainees learn best by doing and can learn from mistakes.
 2. It is okay for a trainee to make mistakes so long as they are not serious lasting mistakes.
 3. Although the tendency is to step right in and correct the trainee rather than let him/her make mistakes, sometimes a FTO must/should stand by and watch.

- Focus on the trainee – The trainee should be permitted to do everything possible as long as the end result is positive development of knowledge, skills, attitudes, and behavior.
 1. Even if the trainee is making mistakes, if there are no serious consequences AND learning is taking place, let the trainee proceed and make corrections later.
 2. If learning is not occurring, or if the trainee is learning the wrong thing, the FTO should intervene or override.
- The FTO must know the trainee and the importance of turning the situation back over to the trainee when appropriate (as soon as possible)

E. Effects of FTO override and intervention

- Negative
 1. Inhibits or stops learning
 2. Destroys relationship between trainee and FTO
 3. Gives citizens the impression of incompetence .
- Positive
 1. Gives trainee back his/her confidence and self-respect
 2. Does not relieve trainee of responsibility, makes him/her solve the problem

F. Links to other training issues such as officer safety, public safety, and liability.

- Reinforces appropriate decision making and proper application of policy and procedures

8. Competency Expectations / Evaluations / Documentation

DAY 4

A. Define “competency” as it relates to field training.

- Competency is the demonstration of the skills and knowledge to satisfactorily perform the duties of a solo patrol officer within an agency.
- Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program (PAM, Section D-13)

B. Explain the validity and reliability and provide reasons for using valid and reliable guidelines

- Valid – well grounded on evidence or fact; legally sound
 - Reliable – dependable
 - Reasons for agencies developing AND using valid and reliable Standardized Evaluation Guidelines (SEGs).
 1. Fair and consistent evaluation of trainees
 2. Ensures trainees are aware of expectations
 3. Assures credibility of evaluation process
- C. Identify the purpose and components of the Daily Observation Report form
- The purpose of the Daily Observation Report (DOR) is to provide a record of a trainee’s progress in terms of his/her performance and/or knowledge.
 - Documentation on DORs may include:
 1. Needed improvements
 2. FTO efforts to bring about change
 3. Trainee’s status in program
 4. Evaluation of observed behavior in specific areas.
 - Components of Daily Observation Reports may vary among agencies but generally include these areas:
 1. Appearance
 2. Attitude
 3. Knowledge
 4. Performance
 5. Relationships/interpersonal skills
- D. Identify and explain Standardized Evaluation Guidelines (SEGs)
- SEGs are designed to provide a definition, in behavioral terms, of various levels of performance.
 - SEGs should be provided for every category listed on the face sheet of the DOR.
 - In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting either a numerical score (1,4, or 7) or an alphabetic score (“NI” – Need Improvement or “C” – Competent).

- E. Use SEGs to evaluate observed behaviors as being either acceptable or not acceptable.
1. Observe performance.
 2. Select appropriate task, category, or area.
 3. Read the behavior anchored rating (reference points).
 4. Select the numerical or alphabetic score closest to the performance.
- F. Understand and avoid common performance appraisal errors (can be found and described in the *1997 POST Model Field Training Program*)
- Error in leniency
 - Error of personal bias (halo or horns effect)
 - Error of central tendency
 - Error of event bias
 - Error of motivational grading (“Room to Grow”)
 - Error of expended effort
 - Error of “Good Old Boy Syndrome”
- G. Effectively and objectively assign a numerical or alphabetic value for observed behaviors based upon the particular evaluation system in use.
- H. Accurately assess performance deficiencies as well as training deficiencies.
- J. Define the terms “training opportunity” and “documentation”.
- Training opportunity – Any police activity that the trainee comes into contact with during each training day.
 - Documentation – Complete an accurate record of each training opportunity
- J. Identify four goals of documentation.
- Clear
 - Concise
 - Complete
 - Correct
- K. Explain the importance of documentation through the use of DORs and other performance evaluation reports
- Complete records of trainee performance are essential and facilitate the training function.

- DORs and other evaluation reports provide feedback to the trainee
- L. Explain the importance of preparing narrative on DORs and other performance evaluation reports.
- Proper narratives will justify the ratings and clarify any concerns regarding:
 1. Difficult training issues
 2. Progressive discipline
 3. Employee rights to due process
 4. Liability
 5. Termination
- M. Describe why evaluation documentation must support each rating of the trainee's performance.
- Gives the trainee recognition for strong points and calls attention to any weaknesses.
 - Provides the basis for plans to help the trainee improve performance as needed
- N. Identify and utilize the "Aids for Writing Narratives".
- Set the stage
 - Use verbatim quotes
 - Report the facts, avoid conclusions
 - Remember your audience
 - Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing
 - Speak to performance not personality
 - Use lists, or diagrams if appropriate
 - Think remedial
 - Use qualification whenever possible
 - Do not predict
- O. Properly complete all the necessary forms used in field training evaluation

9. Remediation Methodologies & Strategies

A. Identify the importance of training goals and remedial training plans.

- Training Goals – General statements of the results that training is supposed to produce (such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.
- Remedial Training Plans – Actions designed to correct or review previously taught information or procedures.
- Training Goals should be the focus of remedial training plans (i.e., remedial training plans should be developed which clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources.

G. Describe the roles of the trainee and the FTO in remedial training.

- Trainee
 1. Acknowledge deficiency exists
 2. Accept feedback
 3. Show improvement
- FTO
 1. Diagnose problem
 2. Remember how adults learn best
 3. Provide feedback
 4. Be aware of, and use, all available resources
 5. Be creative
 6. Document trainee's performance
 7. Maintain safety

H. Identify and articulate deficiencies in trainee job performance.

- Many FTOs overlook their obligation to go beyond training and evaluation. FTOs must correct observed deficiencies in areas of knowledge, skill, and attitude.
- It is not sufficient to point out what is wrong and to report it; the FTO must then do something to help the trainee to improve

- D. Apply proper remedial training methods to assure training in substandard area(s).
- Be as specific as possible; identify and describe the deficiency
 - Call upon trainee for help in identifying beneficial training for them
 - Reflect on, and determine what has been tried and found for them
 - Develop a plan that identifies remedial expectations
 - Implement plan; evaluate success
- I. Identify, prepare, and administer all aspects of a remedial training plan.
- Identification of performance deficiencies.
 - Clear identification of standard being sought.
 - Specific articulation of what the trainee must do to meet department standard(s).
 - Identification of the time frame in which the trainee must affect the improvement sought.
 - Admonition of potential consequences if the minimum standard is not met (based upon the agency guidelines).
 - Signatures of trainee and department staff. Written remediation plans are intended to serve as a performance “contact” between the trainee and staff
- J. Employ a variety of remediation methods and resources.
- Role-plays, scenarios, etc.
 - Reading assignments
 - Spelling tests
 - Intensified field exposure to allow for practice
 - Films, videos, etc.
 - Any additional creative methods
- K. Identify the need to evaluate and document remedial training.
- Provides feedback on trainee progress (or lack of)
 - May turn out to be the critical factor in the event of a recommendation for termination

K. Understand the design, implementation, and grading of scenarios for remedial training and/or competency evaluation.

- Some portions of the field training program may require scenario testing for remedial training and/or competency evaluation.
- Strategies used to design and implement these scenarios are countless, limited only by imagination and feasibility.
- Scenarios should not be dangerous, demeaning, harassing, or expose the department to liability.
- No agency policy, procedure, or safety standards can be violated for the sake of training.
- Grading should be based on the Standardized Evaluation Guidelines (SEGs)

L. Manage detailed logistics, timing, and location(s) of scenarios.

- Minimum considerations should include:
 1. Clearly defined training goals or performance objectives for each scenario.
 2. Safety inspection of all vehicles, weapons, and equipment to be used in each scenario.
 3. Establishment of audible signal that any participant can use to half the scenario at any time.
 4. Notification of appropriate entities (supervisor, watch commander, communications/dispatch, etc.) that in-service training will be conducted in the field.

J. Understand office safety and liability issues involved in scenario training.

- No agency policy, procedure, or safety standards can be violated for the sake of training
- Loaded weapons should NEVER be used in scenario training.

- K. Understand the importance of the termination process.
- While we should never give up on trainees who have a chance to succeed, we must respond realistically to those who do not
 - The field-training program is designed to produce competent, proactive solo patrol officers. The termination process is an appropriate alternative for those who do not reach that level.
 - Every agency should have a policy or procedure established to deal with these situations.
- L. Understand the need for proper evaluation and documentation to support termination
- Identifies training that was provided (including remedial training)
 - Summarizes trainee performance
 - Supports decision to terminate
 - Prevents/minimizes claims by trainee
- M. Identify the proper steps to follow when recommending termination of a trainee
- Termination procedures may depend on individual agency policy but often include:
 1. Gather all memorandum having bearing on an eventual decision (DORs, supervisor reports, remedial training plans, contracts, etc.)
 2. Documentation summarizing the trainee's performance should include conclusions and recommendations regarding retention or dismissal (recommendations should reflect the writer's point of view and not be influenced by other's opinions).
 3. Documentation should positive as well negative.
 4. After all documentation has been reviewed, make recommendation to agency head (or his/her designate).
 5. Notify trainee of pending recommendation.
 6. Allow trainee to speak to anyone in the chain of commend.
 7. Trainee may elect to resign in lieu of termination.
 8. Retain all memoranda and reports related to termination
- N. Understand procedural errors that can lead to allegations of wrongful termination.
- Lack of or inadequate documentation

- Failure to complete field training program guide
- Failure to provide feedback through DORs, SWRs, etc.
- Failure to provide remedial training
- FTO misconduct
- Failure to follow chain of command
- Failure to comply with POST regulations

10. Crisis Intervention Behavioral Health Training

A. Identify and Understanding Stigma

- Definition of stigma
- Role it plays in Mental Illness and Intellectual Disabilities
 1. Reluctance to seek help
 2. Lack of understanding by peers, friends, family
 3. Fewer opportunities in life
 4. Bullying, physical violence or harassment
- Role it plays in Substance Abuse Disorders
- Cultural view of stigma

B. Knowledge of strategies that contribute to stigma reduction

- Education
- Empathy
- Talking about it
- Participating in public events

C. Understanding the cause and nature of Mental Illness and Intellectual Disabilities

- Substance abuse
- Heredity (genetics)
- Biology
- Psychological trauma
- Environmental stressors
- Brain defects or injury

D. Identify indicators of Mental Illness and Intellectual Disabilities and distinguish between them

- Depressive disorders

- Bipolar and related disorders
 - Anxiety disorders
 - Obsessive-Compulsive and related disorders
 - Trauma and stressor related disorders
 - Dissociative disorders
 - Schizophrenia spectrum and other psychotic disorders
 - Autism Spectrum Disorder
- E. Knowledge of laws protecting individuals with Mental Illness
- Lanterman-Petris Short Act
 - California Welfare and Institutions Code 5150
 - California Welfare and Institutions Code 8102
 - The Tarasoff Decision
 - Health Insurance Portability and Privacy Accountability Act (HIPPA)
- F. Identify resolutions to resolve a variety of situations involving individuals in crisis
- Initial Response
 1. Stabilize and secure the scene
 2. Request EMS
 3. Minimize factors that create unnecessary exigency/excitation
 4. Gather intelligence
 5. Establish a plan
 6. Gather resources
 - De-escalation and conflict resolution
 1. Assess individual's physical, mental, and emotional state
 2. Apply appropriate techniques to build rapport and communication
 3. Empathy-foundation of trust, rapport and ultimately compliance
 4. Motivate individual to cooperate
 - Completion
 1. Decide on appropriate disposition
 2. Leave at home

- 3. Take to mental health institute for evaluation
- 4. Arrest
- Provide resources and information to all involved parties

11. Legal / Liability Issues for the FTO

DAY 5

- A. Identify various liability concepts related to field training.
 - Failure to train
 - Negligent training
 - Negligent supervision
 - Negligent retention
 - Negligent entrustment
 - Punitive damages vs. compensatory damages
 - Vicarious liability
 - Civil rights violations
- B. Explain ways to prevent the trainee from harm and/or civil/criminal liability.
 - Close supervision
 - Intervention/override
 - Ensure trainee awareness of departmental policy and procedures as well as civil and criminal laws
- C. Identify methods for reducing potential civil liability.
 - Selection of high quality training officers
 - Understanding of the civil liability issues associated with the FTO role
 - Documentation of all training that is provided
 - Documentation of trainee performance
 - Documentation of appropriate training, supervision, and remediation efforts
 - Know and follow department policies and train in accordance with those policies
 - Avoid mixed messages and recognize the impact of the FTO as a role model
- D. Recognize various forms of sexual harassment.
 - Verbal harassment
 - Visual harassment
 - Physical harassment
 - “Quid Pro Quo”

- Hostile work environment
 - Identify the possible negative consequences associated with FTO-trainee fraternization
 - Potential for harassment complaints
 - Allegations of favoritism
 - Impaired objectivity in regard to evaluation of the trainee
- E. Identify types of discrimination prohibited by law and/or agency policy.
- Sex
 - Race
 - Ethnic origin
 - Physical disability
 - Learning disorder
 - Religion
 - Sexual orientation
- F. Identify personnel law issues related to field training.
- Peace officer procedural bill of right (AB 301)
 - Property interest (Skelly)
 - Liberty interest (Lubey)
 - EEOC
 - FLSA (Overtime issues related to homework, equipment maintenance, etc.)
 - MOU (Agency specific issues)
- G. Explain how to minimize individual and departmental exposure to liability from employee claims of harassment or discrimination.
- Inform the offending party of the possible consequences(s) of his/her actions(s)
 - Report the behavior to a supervisor
 - Do not become a party to the behavior
 - Maintain a professional relationship with all trainees and do not allow the trainee to be subjected to or become involved in questionable conduct.

12. Learning Tasks and Course Evaluations

**KERN COUNTY SHERIFF'S OFFICE
FIREARMS INSTRUCTOR/SEMI-AUTO
(Tactical Pistol Instructor)**

DAY 1

- I. Course Introduction, Objectives and Safety Policy Review **0800-0830**
 - 1. Introductions of Instructors
 - 2. Range Facility
 - a. Restrooms
 - b. Water
 - c. Safe Zone
 - 3. Course Objectives
 - a. The student will demonstrate proficiency in the mechanical operation and maintenance of the pistol
 - b. The student will demonstrate proficiency in each of the manipulation skills for the operation of the pistol
 - c. The student will demonstrate proficiency in shooting fundamentals by delivering training to a group using appropriate presentation and facilitation skills.
 - 4. Safety Protocols
 - a. Review of Course Specific Training Policy
 - b. Mandated hearing and eye protection
 - c. Encourage use of bullet resistant vest
 - 5. Range Rules
 - a. Treat all guns as if they are loaded
 - b. Never let the muzzle cover anything you are willing to shoot or destroy
 - c. Keep your finger off the trigger and outside of the trigger guard until you are going to shoot
 - d. Be sure of your target and beyond
 - e. Follow carefully all the directions and commands of the Range Staff
 - 6. Pre-test/Qualification **0830-1000**

Student Exercise: When tasked with a basic firearms qualification course of fire, the student shall demonstrate competence in marksmanship, gun handling, mindset and safety.

- II. Range Preparation **1000-1030**
 - 1. Safety Inspection
 - 2. Target Selection
 - 3. Student v. Instructor Ratios
 - 4. Establishing Relays
 - 5. Assigning Lances

Student Exercise: When given a scenario providing a specific training agenda, training list and student list, adequately prepare the range for training.

- III. Adult Learning Concepts **1030-1200**
1. Pedagogy v. Andragogy
 2. Learner Centered Instruction
 3. Learning Acquisition Preferences
 4. Learning Understanding and Intelligence
 5. Intelligence and Adaptability
 - a. Emotional Intelligences
 - b. Multiple Intelligences
 6. Facilitation

- IV. Fundamentals of Shooting/Gun Handling **1300-1600**
1. Stance
 2. Grip
 3. Sight Alignment
 4. Trigger Control
 5. Breathing Control
 6. Follow Through
 7. Weapons Operation
 - a. Mechanical Operation
 - b. Maintenance
 - c. Manipulation

Student Exercise: The student will explain and demonstrate the fundamentals of shooting to a group.

- V. Performance Evaluation Techniques/Coaching **1600-1630**
1. Build trust/rapport
 - a. Confidence
 - b. Competence
 - c. Professionalism
 - d. Ability
 - e. Reassurance
 2. Identify student's method of learning
 3. Diagnose issues
 4. Corrective Instruction
 5. Confirm instructional retention

Student Exercise: When given a trainee, the student will apply performance evaluation techniques and be able to coach the trainee.

Student Exercise: Student qualifications. **1630-1700**

DAY 2

VI. Debrief Day 1, Review of Safety Policy **0800-0815**

Student Exercise: Presentation by student on student selected topic from Day 1 **0815-0930**

Student Exercise: Student qualifications **0930-1000**

VII. Target Analysis and Shooter Diagnosis **1000-1200**

1. Problems and Fixes
 - a. Anticipation
 - b. Cross eye dominate
 - c. Limp wrist
 - d. Too much/too little trigger finger
 - e. Flinching
 - f. Gripping
 - g. Milking trigger
 - h. Canting

Student Exercise: When given a trainee, the student shall be able to observe the trainee shoot, review the trainee's target, and identify the trainee's marksmanship errors and be able to address them. **1300-1530**

VIII. Tactical Considerations/Designing a Course of Fire **1530-1630**

1. Desired training goal
2. Safety considerations
3. Time management
4. Logistical considerations
5. Gauging the students and tailoring the relay
6. Tactical relevance of the course

Student Homework: The student will design a course of fire

Student Exercise: Student qualifications. **1630-1700**

DAY 3

- IX. Debrief Day 2, review of safety policy, review student designed course of fire **0800-0815**
0815-0930

Student Exercise: The student will present and run the course of fire he/she designed

Student Exercise: Student qualifications **0930-1000**

- X. Creating a Training Class **1000-1200**
1. Identify the training need
 2. Best method to address need
 3. Creating a course outline
 4. Time allotted for training and hourly distribution

Student Exercise: Upon completion of instruction, the student will create a class outline and hourly distribution for the course of fire they created. **1300-1600**

Student Exercise: Student Qualifications **1600-1700**

DAY 4

- Xi. Day 3 debrief, review of safety policy, critique student outlines and hourly distributions **0800-0815**
0815-0915

Student Exercise: Student qualifications **0915-1000**

- XII. Liabilities, Legal Issues, Use of Force Guidelines **1000-1200**
1. Trainers vicarious liability
 2. Department policy
 3. Case Law
 4. Documentation
 - a. Training provided
 - b. Student issues
 - c. Corrective measures taken
 5. Trainer's obligation
 - a. Society
 - b. Department
 - c. Student

- XIII. Final Assessment **1300-1600**

Student Exercise: After being given a trainee with an unspecified marksmanship issue, the student will apply the information provided in this course to identify and address the trainee's marksmanship issue.

XIV/ Course debrief, evaluations, dismissal

1600-1700

**Kern County Sheriff's Office
Firearms PSP**

PSP Category

1. Orientation
- A. Introduction of Instructors and Facility
- B. Course Overview
2. Safety c
- A. Review Safety Policy
- B. Firearms and Simunitions Safety
 - 1) All guns are always loaded
 - 2) Never let the muzzle cover anything you are not willing to shoot or destroy
 - 3) Keep your finger off the trigger and outside the trigger guard until you are going to shoot
 - 4) Be sure of your target and beyond/surrounding.
3. Department Policy/Legal Issues h, i
- A. Use of Force – Deadly Force
 - 1) Review of Department Policy F700 – Use of Force Deadly Force
 - 2) As a means of self-defense from death or serious injury
 - 3) To defend another officer or citizen from death or serious bodily injury
 - 4) To prevent a crime in which human life is in serious jeopardy as a result of a suspect's actions.
 - 5) Deadly force may not be used to prevent escape of a suspected felon unless necessary to prevent the escape AND the officer has probably cause to believe the suspect poses a significant threat of death or serious physical injury to the officer or others.
Tennessee v. Garner
- D. Investigation of Firearms Discharge
 - 1) Review of Department Policy G-300 – Investigation of Firearms Discharge
 - a) Lethal Use of Force Investigations
 - b) Shooting an Animal
 - c) Unintentional Discharge of a Weapon
4. Moral Obligations j, k, l
- A. To agency, self and others
- B. To avoid unnecessary harm, death, destruction
- C. Must consider others
- D. Officer's duty and obligation to safety
- E. Consider less than lethal options
5. Live Fire/Pistol/Shotgun/Rifle d
- A. Elements/fundamentals affecting accuracy
 - 1) Grip
 - 2) Stance

- 3) Breath control
 - 4) Sight alignment
 - 5) Trigger control
 - 6) Follow-through
 - B. Manipulation of the Firearm f
 - 1) Loading
 - 2) Unloading
 - 3) Reloading
 - C. Moving off the force line – sidestepping to avoid incoming fire
 - D. Moving and shooting g
 - 1) Forward
 - 2) Backward
 - E. Stoppages
 - 1) Stovepipe/Type 2
 - 2) Double Feed/Type 3
 - F. Accuracy Drills
 - 1) Three Yards
 - 2) Seven Yards
 - 3) Ten Yards
 - G. Shooting Positions
 - 1) Twenty Yards
 - H. Officer down drills/shooting from the ground/support hand
6. Combat Course Exercise a, b, e, m
- The student may deploy from a patrol unit, utilize the baton on targets (tires), pepper spray designated targets, and then shoot appropriate targets while not engaging non-targets.
7. Equipment Inspection
- 1) Armorer's inspection of each duty pistol
 - a) Replace damaged/worn parts
 - b) Review cleaning/maintenance with students

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved. b

**Kern County Sheriff's Office
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4. Moral Obligations **j, k, l**
- A. To agency, self and others
- B. To avoid unnecessary harm, death, destruction
- C. Must consider others
- D. Officer's duty and obligation to safety
- E. Consider less than lethal options
5. Exercises/Inspection Rotation

Class is divided into three groups and rotates through the exercises and inspection at 55 minute intervals.

A. Exercise: Simunition Shoot House

a, b, e, m

The students will safely contact the potential threat(s) at the shoot house by employing proper techniques. They will recognize deadly threat(s) and accurately shoot the appropriate target. After the lethal use of force, the student will be interviewed by an instructor as in a real life office involved shooting situation.

During simunitions fire in the tactical shoot house, the instructor to student ratio will be 1:1. The instructor or range master may have one additional student accompany during the exercise to observe only if the accompanying student maintains a safe position with the instructor and is never exposed to the line fire or allowed in any area that could endanger the student(s). No accompanying student will be armed.

'Tactical shoot house', as referenced above refers to a walled, wooden structure with no roof, designed to simulate a residence or other multi-room structure. Students enter the structure with a firearms instructor closely monitoring the students actions as he/she simulates a search of the structure room-by-room. During the simulated exercise, the student is presented with static targets which present the student with a decision point to shoot or don't shoot the target.

- 1) Threat assessment
 - a) Student identifies proper target(s) to shoot
 - b) Student recognizes appropriate level of force to be used
- 2) Tactics
 - a) Entry
 - b) Cornering
 - c) Room Clearing
 - d) Using cover/concealment
 - e) Contacting suspect
 - f) Providing a statement after using lethal force

B. Exercise: Taser Update – Live Fire Taser

Instructor demonstration followed by instructor led exercises. The student will demonstrate their ability to use their TASER by utilizing proper techniques.

- 1) Review Department Policy F800 – Use of a Taser
 - a) To control a person when the deputy is acting within the guidelines of PC835a and department policy
 - b) When the use of Taser appears reasonably necessary to effect an arrest, prevent escape, or overcome resistance
 - c) Device is designed to affect a subject's motor nervous and sensory systems to cause direct physical incapacitation
 - d) Provide verbal and visual warnings unless it would endanger the officer or is impractical due to circumstances
 - e) Multiple activations when reasonably necessary if an officer is unable to gain compliance and circumstances allow
 - f) Body areas with large amount of muscle tissue should be targeted, such as the legs. Chest and face/head should be avoided.
 - g) Post activation considerations
 - i) Stage EMS prior to activation when possible
 - ii) Get medical clearance prior to booking for any subject who has been subjected to the electrical discharge of a taser
 - iii) Collection of evidence including photos of subject's affected body parts and expended cartridges, wire leads, probes to book as evidence
- 2) Draw Taser from holster side support
 - a) Give proper warning to suspect prior to deployment
 - b) Deploy probes on target with drive stun follow-up
 - c) Advise instructor of proper medical follow-up for suspect
 - d) Advise instructor of proper reporting requirement
- 3) Un-holstered Taser
 - a) Reload Taser
 - b) Give proper warning to suspect prior to deployment
 - c) Deploy probes on target with drive stun follow-up
 - d) Advise instructor of proper medical follow-up for suspect
 - e) Advise instructor of proper reporting requirement

C. Equipment Inspection

- 1) Armorer's inspection of each duty pistol
 - a) Replace damaged/worn parts
 - b) Review cleaning/maintenance with students

- 6. Live Fire/Pistol/Shotgun/Rifle d
 - A. Elements/fundamentals affecting accuracy
 - 1) Grip
 - 2) Stance
 - 3) Breath control
 - 4) Sight alignment
 - 5) Trigger control
 - 6) Follow-through
 - B. Manipulation of the Firearm
 - 1) Loading
 - 2) Unloading
 - 3) Reloading
 - C. Moving off the force line – sidestepping to avoid incoming fire f
 - D. Moving and shooting g
 - 1) Forward
 - 2) Backward
 - E. Stoppages
 - 1) Stovepipe/Type 2
 - 2) Double Feed/Type 3
 - F. Accuracy Drills
 - 1) Three Yards
 - 2) Seven Yards
 - 3) Ten Yards
 - G. Shooting Positions
 - 1) Twenty Yards
 - H. Officer down drills/shooting from the ground/support hand

8. Combat Course Exercise a, b. m

The student may deploy from a patrol unit, utilize the baton on targets (tires), pepper spray designated targets, and then shoot appropriate targets while not engaging non-targets.

**Kern County Sheriff's Office
Firearms/Tactical Rifle**

DAY ONE

1. Introduction

- A. Course Description
- B. Course Requirements
 - 1) Written Test
 - 2) Qualification Course
- C. Instructors
- D. Facility Overview

2. Safety and Range Rules

- A. Five Cardinal Rules of Firearms Safety
 - 1) All guns are always loaded
 - 2) Never let the muzzle cover anything you are not willing to destroy
 - 3) Keep your finger off the trigger and outside the trigger guard until you are on target and going to fire
 - 4) Be sure of your target and your line of fire
 - 5) Follow Instructions of Range staff
- B. Five Point Safety Check
 - 1) Put rifle on "Safe"
 - 2) Remove magazine
 - 3) Lock bolt open
 - 4) Inspect chamber and magazine well to make sure both are empty
 - 5) Close bolt and make sure safety holds
- C. Definition of a Safe Rifle
 - 1) Chamber empty, magazine removed, bolt locked open
- D. Vehicle Ready Condition
 - 1) Safety on, bolt close on empty chamber, loaded magazine in place
 - 2) Locked in rack, or in trunk if vehicle has no locking rack
- E. Safe Handling on Range
 - 1) Rifle in "Safe" condition when not shooting
 - 2) Either grounded or carried slung muzzle down
- F. Safe Storage of Rifle
 - 1) Secured in vehicle, station or residence
 - 2) Stored in "Safe" condition if not secured
- G. Range Safety/Range Rules
 - 1) Load only on command
 - 2) Keep muzzle pointed down range at all times
 - 3) Do not move forward of firing line until clear
 - 4) Cease fire on command

- 5) Rangemaster/instructors are in charge, regardless of rank
- 6) No loaded firearms in range house
- 7) Must wear eye and hearing protection at all times when on range
- 8) Follow commands as given
- 9) No joking or "Horseplay" when on range

3. Law and Policy

- A. Legal Aspects of Using Force
 - 1) Must use "Reasonable Force" only
 - 2) Officers are held accountable for any use of force
 - 3) Deadly force only when life is in danger
- B. Escalation/De-escalation of Force
 - 1) Amount of force determined by suspect's actions
 - 2) Officers must de-escalate use of force when control is gained
- C. Liabilities of Using Force
 - 1) Criminal
 - 2) Civil
 - 3) Departmental actions
- D. Department Policy
 - 1) KCSO Procedure F-700 "Use of Force – Deadly Force"
 - 2) KCSO Procedure G-300 "Investigation of Firearms Discharge"
 - 3) KCSO Procedure G-900 "Firearms Tactical Rifles"

4. Nomenclature and Maintenance

- A. Nomenclature
 - 1) Identify major parts of rifle
- B. Maintenance Program
 - 1) Inspection
 - 2) Repair
 - 3) Cleaning
 - 4) Lubrication
- C. Recommended Cleaning Equipment
- D. Cleaning Procedure
 - 1) Safety Inspection
 - 2) Disassembly
 - 3) Cleaning
 - 4) Lubrication
 - 5) Assembly
- E. Magazines
- F. Ammunition
 - 1) Safe Handling & Storage
 - 2) Carry Systems
 - 3) Accessories

5. Shooting Fundamentals

- A. Sight Alignment
 - 1) Display correct sight alignment
 - 2) Common sighting errors
 - 3) Sight picture/target
- B. Breathing
 - 1) Correct breathing
 - 2) Respiratory cycle
 - 3) Respiratory pause
 - 4) Methods to control breathing
- C. Trigger control
 - 1) Correct trigger control
 - 2) Developing trigger control
 - 3) Factors affecting trigger control
 - 4) Follow through
 - 5) Arc of movement
 - 6) Calling the shot
- D. Shooting Positions
 - 1) Elements of Good Shooting Position
 - 2) Prone position
 - 3) Sitting position
 - 4) Kneeling position
 - 5) Standing position
 - 6) Sling adjustments

6. Range: Shooting Positions
Short Range Drills from the slung position.
Failure drills, 2 ½" low, 1 shot
Center mass, 1 shot, 2 shots, and 3 shots

7. Weapon Maintenance

DAY TWO

Review Previous Day and Answer Student Questions

8. Ballistics
- A. Overall description of .223 cartridge
 - 1) Velocity
 - 2) Range
 - 3) Limitations
 - 4) Penetration

9. Sight Adjustments

10. Range: Zero at 50 yards
Reloading, Malfunction Transition Drills
Practice Qualification Courses

11. Weapon Maintenance

DAY THREE

Review Previous Day and Answer Student Questions

12. Range: Shooting Drills (qualifications)

13. Low Light

- A. Why officers train in dim light
- B. Difficulties of dim light shooting
 - 1) Objects lack color, contrast, sharp outline
 - 2) Tendency for officer to shoot high
 - 3) Sight alignment may be difficult to obtain
- C. Construction of human eye
 - 1) How light is focused on retina
 - 2) Areas of retina which allow bright/dim light vision
- D. Adapting to dim light conditions
 - 1) 20 to 30 minutes needed for eyes to adjust
 - 2) Off center vision
 - 3) Scanning area around target
- E. Factors affecting dim light vision
 - 1) Exposure to bright light
 - 2) Health factors

14. Range: Low Light Drills (reloading, malfunction, transition)
Shooting Drills (from the sling)
Failure Drills

15. Weapons Maintenance

DAY FOUR

Review Previous Day and Answer Student Questions

16. Effects of Weather

- A. Wind
 - 1) How wind affects bullets in flight
 - 2) How wind affects shooter

- 3) Methods for adjusting to wind
- B. Light Glare
 - 1) How light glare affects sights
 - 2) Methods to minimize glare
- C. Temperature
 - 1) How temperature affects bullet impact on target

17. Moving Targets

- A. Techniques for Engaging Moving Targets
 - 1) Tracking Method
 - 2) Stop and Go Method
 - 3) Bobbing Target Method
- B. Common Errors when Engaging Moving Targets
 - 1) Aiming Errors
 - 2) Trigger Control
- C. Calculating Leads
 - 1) Lead defined
 - 2) Lead factors
 - 3) Lead Estimation

18. Range: Practice Qualifications

19. Tactics

- A. Cover & Concealment
 - 1) Common types of cover
 - 2) Moving to cover
 - 3) Moving from one position to another
 - 4) Noise discipline
 - 5) Avoid silhouetting
- B. Fire Discipline
 - 1) Conserve ammunition
 - 2) Officer is responsible for every shot fired

20. Range: Tactical Shooting

Students will be divided into two groups to work with instructors on tactical issues. Demonstrations by Instructors. Students will break down the rifle with an instructor and identify the major parts.

Lunches will be staggered.

21. Weapons Maintenance

DAY FIVE

Review Previous Day and Answer Student Questions

- 22. Review Shooting Fundamentals
- 23. Range: Practice Qualifications
Qualifications
- 24. Written Test
- 25. Range: Zero at 100 Yards
- 25. Weapons Maintenance
- 26. Course Evaluations

08/07/13

FIRST AID CPR AED REFRESHER (21797)

2018 EXPANDED COURSE OUTLINE

- I. Role of Public Safety First Aide Provider
- II. Personal Safety
 - a. Scene Size Up
 - b. PPE and Body Substance Isolation
 - c. Proper removal and disposal of PPE
- III. Legal Considerations
 - a. H&S 1766 and 1767
 - b. Duty to Act / Duty to Continue
 - c. Changes in Title 22
 - d. Department Policy
- IV. EMS System Access and Utilization
 - a. Local EMS System Resources
 - b. Accessing EMS in the field and facilities
 - c. Integration with EMS and Fire, Incident Command System
 - d. Integration with EMS and Fire on MCI's and Major Incidents
 - e. Integration with EMS and Fire on Active Shooter Incidents
- V. Minimum First Aid Equipment
 - a. Officer IFAKS
- VI. Heart Attack and Sudden Cardiac Arrest
 - a. Respiratory and Circulatory Systems
 - i. Overview of anatomy and physiology
 - b. Heart Attack
 - i. Overview of Heart Attacks
 - ii. Pathophysiology and Causes
 - iii. Identification of Heart Attacks
 - iv. Atypical Presentation Populations
 - v. Treatment of Suspected Heart Attacks
 - c. Sudden Cardiac Arrest
 - i. Causes and Pathophysiology
 - ii. Importance of Immediate High Performance CPR
 - iii. Importance of Rapid Defibrillation and AED
 - iv. Chain of Survival

- VII. CPR and AED for Adults, Children and Infants
 - a. Basic Airway Management
 - i. Rescue Breathing
 - ii. Airway Techniques
 - iii. Bag Valve Mask and CPR Mask
 - b. Chest Compressions
 - i. Overview of High Performance CPR
 - ii. Compression Techniques for Adults, Children and Infants
 - iii. CPR Team Concept
 - iv. One Rescuer and Two Rescuer CPR for Adults, Children and Infants
 - v. Recovery Position
 - c. AED Operation
 - i. Overview of AED Operation
 - ii. AED Trouble Shooting
 - iii. Other Considerations

- VIII. Management of Airway Obstructions in Adults, Children and Infants
 - a. General Considerations
 - i. Use of Finger Sweeps
 - b. Conscious Patients
 - i. Use of Abdominal Thrusts
 - 1. Indications
 - 2. Contraindications
 - 3. Proper Technique
 - c. Unconscious Patients
 - i. Use of Chest Thrusts and Chest Compressions

- IX. Recognition and Identification of Medical and Traumatic Emergencies for Adult and Pediatric Patients
 - a. Performing a Primary Assessment
 - i. ABC vs CAB methods
 - ii. Purpose and Application
 - iii. Assessing Responsiveness, Circulation, Airway and Breathing
 - b. Performing a Secondary Assessment
 - i. Head to Toe vs MARCHH methods
 - ii. Purpose and Application
 - iii. Obtaining a Medical History

- X. Medical Emergencies
 - a. Chest Pain
 - i. Identifying Cardiac Emergencies
 - ii. Identifying Non-Cardiac Life Threatening Emergencies
 - b. Respiratory Emergencies
 - i. Asthma

- ii. Croup and Epiglottitis
 - iii. COPD
 - c. Allergic Reactions and Anaphylaxis
 - i. Pathophysiology of anaphylaxis
 - ii. Identification of Life Threatening Reactions
 - iii. Assisted Administration of Epinephrine Auto-Injector
 - d. Altered Mental Status
 - i. Possible Causes
 - e. Stroke
 - i. Pathophysiology, Types and Causes of Stroke
 - ii. Identification of Strokes
 - iii. Treatment of Strokes
 - f. Diabetic Emergencies
 - i. Pathophysiology of High and Low Blood Sugar
 - ii. Identification of Diabetic Emergencies
 - iii. Assisted Administration of Oral Glucose
 - g. Seizures
 - i. Types of Seizures
 - ii. Treatment of Seizures
 - h. Alcohol and Drug Emergencies
 - i. Physiology of Opiate Overdose
 - ii. Identification of Opiate Intoxication and Overdose
 - iii. Assisted Administration of Narcan
 - iv. Severe Abdominal Pain
 - 1. Identifying Life Threatening Emergencies
 - i. Obstetrical Emergencies
 - i. Immanent Delivery
 - ii. Complications of Delivery
- XI. Traumatic Injuries
 - a. Burns
 - i. Classification of Burns
 - ii. Thermal Burns
 - iii. Chemical Burns
 - 1. Dry Chemicals
 - 2. Liquid Chemicals
 - iv. Electrical Burns
 - b. Facial Injuries
 - i. Eye Injuries
 - 1. Impaled Objects
 - 2. Chemicals in the Eye
 - ii. Nosebleeds
 - iii. Dental Emergencies
 - c. Soft Tissue Injuries

- d. Amputations and Impalements
 - i. Amputations
 - ii. Impaled Objects
 - e. Chest and Abdominal Injuries
 - i. Open Chest Wounds
 - ii. Closed Chest Wounds
 - iii. Internal Bleeding
 - iv. Evisceration
 - f. Head, Neck and Back Injuries
 - i. Closed Head Injuries
 - ii. Spinal Injuries
 - g. Musculoskeletal Injuries
 - i. Fractures
 - ii. Muscle and Joint Injuries
 - iii. Splinting and Immobilization
 - h. Shock
 - i. Pathophysiology and Types of Shock
 - ii. Identifying Shock
 - iii. Preventing and Treating Shock
 - i. Bleeding Control
 - i. Direct Pressure & Pressure Dressings
 - ii. Tourniquets
 - iii. Hemostatic Agents
 - iv. Wound Packing
- XII. Environmental Emergencies
- a. Temperature Related Emergencies
 - i. Heat Emergencies
 - 1. Heat Cramps
 - 2. Heat Exhaustion
 - 3. Heat Stroke
 - ii. Cold Emergencies
 - 1. Hypothermia
 - 2. Frostbite
 - b. Envenomation, Bites and Stings
 - i. Snake Bites
 - ii. Bee and Insect Stings
 - iii. Human and Animal Bites
 - c. Poisoning
 - i. Ingested Poisoning
 - ii. Inhaled Poisoning
 - iii. Poison Control
- XIII. Nuclear, Biological, Chemical and Radiological

- a. Types of Chemical Weapons
 - b. Identification of Exposure, Signs and Symptoms
 - c. Personal Safety
 - d. Treatment of Nuclear and Chemical Weapons Exposure
- XIV. Psychological Emergencies
- a. Types of Psychological Emergencies
 - b. Treatment of Psychological Emergencies
- XV. Patient Movement
- a. Long Distance Evacuation vs Short Distance Extrication
 - b. Lifts and Carries
 - i. Soft Litters
 - ii. Manual Extraction
 - 1. Fore/Aft
 - 2. Side-by-side
 - 3. Shoulder/Belt
- XVI. Tactical Combat Casualty Care
- a. Concept and Principles of Tactical Casualty Care
 - b. Phases of Care
 - c. MARCHH Assessment
 - d. Treatment priorities
- XVII. Written Assessment and Skills Demonstrations
- a. Comprehensive Written Exam
 - b. Skills Demonstrations
 - i. Tourniquet Application
 - ii. Chest Seal Application
 - iii. CPR and AED

KERN COUNTY SHERIFF'S OFFICE FORCE OPTIONS SIMULATOR

- I. Course Overview
 - A. Goal is to improve decision making skills related to Use of Force
 - B. Objectives
 - 1. Increase awareness in current law and departmental policy
 - 2. Increase proficiency in selection of appropriate force options
 - 3. Improve skills in tactics and force options
 - C. Review Safety Policy c

- II. Peace Officer and Agency Liability (federal) h
 - A. Title 18, USC Section 242 (criminal)
 - 1. Peace officers are prohibited from depriving citizens of their rights under the color of the law
 - 2. If death results, officers may be punishable by life imprisonment
 - B. Title 42, USC Section 1983 (civil)
 - 1. Peace officers are prohibited from depriving citizens of their rights under the color of authority

- III. Justifiable Homicide by a Public Officer – PC 196 h, j
 - A. In obedience to the judgment of a competent court
 - B. When necessarily committed in overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty

- IV. Justifiable Homicide, By Any Person – PC 197 h, j
 - A. When resisting any attempt to murder any person, or to commit a felony, or to do GBI to any person
 - B. When committed in defense of habitation, property or person, against one who intends to enter for the purpose of offering violence to anyone therein
 - C. When committed in defense of a person against one who is about to commit a felony or GBI and the person is in imminent danger
 - D. When attempting to apprehend any person for a felony committed, suppressing a riot, or keeping the peace

- V. Justifiable Homicide, Sufficiency of Fear - PC198 h, j
 - A. Bare fear not sufficient to justify
 - B. Must be sufficient to excite the fears of a reasonable person
 - C. Party killing must have acted under the influence of such fears alone

- VI. Protection of Home, PC 198.5 h
 - A. When an owner/occupant uses deadly force inside his residence
 - B. Against another person not a member of the household
 - C. Who he/she reasonably believes has made an unlawful and forceful entry
 - D. It will be presumed that the owner/ occupant was acting with the appropriate "reasonable fear of imminent peril"

- VII. Method of Making Arrest, Amount of Restraint – PC 835 h, i
 - A. Actual restraint of suspect
 - B. Submission to custody
 - C. Arrestee subject to amount of restraint as is reasonable for his arrest and detention

VIII Reasonable Force
A. PC835a (a)

i

1. Discuss current Penal Code Section 835a(a) and the authority and responsibility to use force and deadly force.

B. Reasonable Force Case Law

h, i

1. Deadly force - Tennessee v. Garner
 - a. Use of Deadly Force
 - b. Life-threatening Felony/Crime of Violence
 - c. Threatens an officer with a weapon or is believed to be armed
 - d. Committed a crime involving the infliction or threatened infliction of serious physical harm
 - e. Life-threatening Escape
 - f. Poses significant threat to officers or others if allowed to escape
 - g. Lethal Force MAY be used
 - h. If reasonably necessary to prevent escape
 - i. Where feasible, a warning should be given
 - 1) Halt-Police! Stop or I'll shoot!
2. Reasonable force - Graham v. Conner
 - a. Judged from the perspective of a reasonable officer
 - b. Examined through the eyes of the officer on the scene at the time the force was applied (not hindsight)
 - c. Based on the facts and circumstances confronting the officer without regard to the officer's underlying intent or motivation
 - d. Based on the knowledge that the officer acted properly under the established law at the time
 - e. The Graham Inquiry of Reasonableness (evaluation factors for the use of force)
 - 1) The severity of the crime at issue
 - 2) The threat of the suspect to officer(s) and citizens
 - 3) The active resistance of the suspect to arrest/escape
 - 4) All determinations of unreasonable force must embody allowance for the fact that police officers are often forced to make split-second judgments in circumstances that are tense, uncertain, and rapidly evolving about the amount of force that is necessary in a particular situation

C. Agency Policy

h, j

1. More restrictive policy - Long Beach POA v. Long Beach
2. Violating agency policy - Peterson v. Long Beach
 - 1) Must conform to policy no matter what State law says
- c. Level of Force - Forrester v. San Diego
 - 1) Based on the Graham inquiry of reasonableness
 - 2) Not simply whether the force was necessary to accomplish a legitimate police objective
 - 3) Was the force used reasonable in light of all the relevant circumstances
 - 4) Least-intrusive/minimal v. Reasonable

- d. Common issues policies deal with
 - 1) Defense of self & others against death or GBI
 - 2) Use of warning shots
 - 3) Shooting at
 - a) Non-violent fleeing felons
 - b) Juveniles
 - c) Moving Vehicles
 - d) Shooting from moving vehicles
- 3. Each student must be familiar with his/her's own agency's policy related to use of force

- IX. Tactical Overview **a, c, d**
 - A. Awareness
 - B. Familiar with equipment
 - C. Accuracy (Target acquisition, center mass)
 - D. Avenue of escape-familiar with surroundings
 - E. Movement
 - F. Cover (generally stops bullets)
 - G. Concealment (Hides officer's position)
 - H. Distance to enhance tactical advantage (Distance equals time)

- X. Communication
 - A. With suspect/subject
 - B. Fellow officers and dispatch

- XI. Types of Force Options **b, i, j**
 - A. Uniform Presence
 - B. Verbal
 - C. Chemical Agents
 - D. Hands/Control Holds
 - E. Impact Weapons
 - F. Electronic Weapons
 - G. Less Lethal Force
 - H. Lethal Force

- XII. Safety **c, e, f**
 - A. Four Basic Safety Rules
 - 1. Guns are always loaded
 - 2. Never allow muzzle to cover anything you are not willing to destroy
 - 3. Keep finger off trigger until ready to shoot
 - 4. Be sure of your target and background
 - B. Simulator Weapons Orientation

- XIII. Use of Simulator/Scenarios **a, b, g**

Each student will complete a minimum of two scenarios.

Students will be evaluated on their knowledge/application of law and policy, communication skills, and decision making related to use of force.

Each student will be critiqued and debriefed following each scenario.

- XIV. Evaluations, Dismissal

EXPANDED COURSE OUTLINE

Gang Awareness Update

Course Duration: 4 hours

I. INTRODUCTION

Peace officers must know the indicators of gang involvement in order to assess and respond to gang related criminal activity.

LEARNING OBJECTIVES

- A. State statutory requirements for designating a group as a criminal street gang
 1. Introduction to Penal Code (PC) 186.22 (a) and 186.22(d) “The California Street Terrorism Enforcement and Prevention Act” and why it was enacted into law.
 2. PC 186.22(f) defining a street gang for purposes of criminal prosecution (3 or more members, common sign or symbol and a pattern of criminal activity).
 3. PC 186.22(e) listing what crimes are eligible for gang prosecution.
- B. Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
 1. Gang members’ mentality toward LEO (younger gang members can earn respect within the gang by assaulting an LEO/increase fear within the community)
 2. Legal and illegal weapons possession is an integral part of gang culture (defensive and offensive purposes).
 3. Gangs have been documented to have executed surveillance, conspired to victimize, and assault LEO.
- C. Describe indicators of gang territory and communications, including:
 1. Graffiti: indicates gang’s territory and is used to show disrespect to rival gangs and LE.
 2. Violent crime: raise fear in the community, elevates the gangs reputation in local gang culture.
 3. Active gang members: signs of active membership, questions to ask suspected gang members, recruitment tactics of gangs.
 4. Tattoos: “earning” gang tattoos, common symbols, hidden meanings.
 5. Neighborhoods: reasons for controlling a neighborhood- taxing illicit/legitimate businesses, drug dealing, making money, intimidation

II. WHAT IS A GANG

Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.

LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with criminal street gangs
 1. Discuss the major types of turf gangs that LEO will likely encounter: Turf gangs.
 2. Differences and similarities in ideology.
 3. Challenges each type of gang poses to LE and the community.

III. GANG ACTIVITY

Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.

LEARNING OBJECTIVES

A. Describe identifying characteristics and crime trends associated with organized crime gangs including:

1. Motorcycle gangs: 1%ers, mobile nature of the club, club rules, resources some of these gang members have not regularly seen with other types of gangs.
2. Prison gangs: Mexican Mafia, Nuestra Familia, race based gangs, drop-out gangs (25ers, Northern Ryders), officer safety considerations, and the lucrative black market and gangs' efforts to recruit LEO and civilian staff to smuggle in contraband.

IV. CASE STUDIES

A. The student will participate in a learning activity that will reinforce knowledge of local/regional gang dynamics including recent crime trends. Topics must include:

1. Students will receive a case file with details and photos of a gang related crime.
2. Students will be provided more gang related information and evidence about the crime in increments.
3. Students will be asked to gather this evidence and put together the gang related themes and evidence about the crime.
4. Students will present their findings to the class.
5. Instructors will provide a summary and outcomes of the investigation and prosecution.

October 2019
EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 01
LEADERSHIP, PROFESSIONALISM & ETHICS

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

- A. Discuss why leadership is important
 - 2. To the Agency
 - 3. To the Community
 - 4. To the Profession

- B. Define leadership
 - 1. Practice of influencing people
 - 2. Using ethical values and goals
 - 3. Produce an intended change

- C. Discuss universal components of leadership
 - 1. Authority and power
 - 2. Compliance vs. commitment
 - 3. Circle of influence
 - 4. Life balance
 - 5. Formal and informal

- D. Discuss the officer as a leader
 - 1. Peer leadership,
 - 2. Modeling
 - 3. Taking charge
 - 4. Intervening
 - 5. Sharing knowledge and experiences
 - 6. Expecting change
 - 7. Community policing
 - 8. Leadership within the profession

- E. Discuss the leader as a follower
 - 1. Separation of ego and power of authority
 - 2. Responsibility to Agency

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 01
LEADERSHIP, PROFESSIONALISM & ETHICS**

- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results.
 - 1. Improved communication
 - 2. Problem solving
 - 3. Decision making

II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
 - 1. Foundation of peace officers authority and power
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
 - 1. Community expects officers serve the public interest
 - 2. Agency expects conformance with the law, organization values, code of ethics
 - 3. Officers expect technical competence, support, and integrity
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
 - 1. Officer: self-esteem, respect, confidence
 - 2. Agency: morale, respect within the profession
 - 3. Community: trust, partnerships, equitable law enforcement
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer.
 - 1. Disciplinary action
 - 2. Civil and criminal liability
 - 3. Diminishing public trust
 - 4. Embarrassment
 - 5. Compromising officer safety

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 01
LEADERSHIP, PROFESSIONALISM & ETHICS**

- E. Discuss the *Law Enforcement Code of Ethics* and explain the importance of adhering to the *Law Enforcement Code of Ethics*
 - 1. Ethical standards

- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
 - 1. Legal obligation
 - 2. Moral obligation
 - 3. Responsibility

- G. Discuss the situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
 - 1. Unreasonable force
 - 2. Unlawful arrest
 - 3. Constitutional rights violated
 - 4. Inappropriate language, behavior, conduct

- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
 - 1. Advance
 - 2. Intermediate
 - 3. Delayed

- I. Give examples of ethical decision making strategies
 - 1. Identify the issues,
 - 2. Determine the stakeholders
 - 3. Consider your options,
 - 4. Choose appropriate option
 - 5. Consequences of your decision
 - 6. Implement course of action
 - 7. Reassess and change if necessary

- J. Explain the value of ethical decision making in leadership
 - 1. Better equipped to arrive at the appropriate solutions in decision making

III. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on leadership, professionalism and ethics.

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 01
LEADERSHIP, PROFESSIONALISM & ETHICS**

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 02
CRIMINAL JUSTICE SYSTEM

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
 - 1. U.S. Constitution
 - 2. Bill of Rights
 - 3. Later amendments

- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
 - 1. First Amendment
 - a. Freedom of speech
 - b. Freedom of religion
 - c. Freedom of press
 - d. Freedom of assembly
 - e. Right to petition government

 - 2. Fourth Amendment
 - a. Freedom from unreasonable search and seizures

 - 3. Fifth Amendment
 - a. Freedom from being tried twice for the same crime
 - b. Freedom from self-incrimination

 - 2. Sixth Amendment
 - a. Right to be told of charges when arrested
 - b. Right to a speedy trial
 - c. Right to public trial by jury
 - d. Right to confront witnesses
 - e. Right to counsel

 - 3. Eighth Amendment
 - a. Freedom from excessive bail
 - b. Freedom from cruel and unusual punishment

 - 4. Fourteenth Amendment
 - a. Basic right of defendant in judicial proceeding

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 02
CRIMINAL JUSTICE SYSTEM

- b. Due process
 - c. Right to equal protection under the law
- C. Discuss the components and primary goals of the criminal justice system
- 1. Law enforcement- uphold the law
 - 2. Judicial- treat all persons equally, fairly and with justice
 - 3. Corrections- plays a role in enforcement

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
- 1. Federal: Homeland security, FBI, DEA, INS, US Marshal, ATF, Secret Service
 - 2. State: CHP, ABC, DOJ, F&G, DMV, Parole
 - 3. Local: KCSO, BPD, DPD, APD, SPD, TPD, KHSDPD

III. LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court.

LEARNING OBJECTIVES

- A. Discuss the objectives of the judicial component of the criminal justice system
- 1. Due process
 - 2. Fair judgments
 - 3. Just punishment and assuring victim's rights
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
- 1. Lower courts- trial courts
 - 2. Higher courts- appellate courts
 - 3. Judges, Prosecuting attorney's, Defense attorneys

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 02
CRIMINAL JUSTICE SYSTEM**

- C. Discuss the judicial process in criminal cases
 - 1. Arrest, arraignment, right to bail, bail, preliminary hearing, indictment, trial, sentencing, Grand Jury

IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
 - 1. Confining and rehabilitating prisoners, supervising parolees and probationers, assuring victim's rights

V. REQUIRED LEARNING ACTIVITIES

None

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the criminal justice system.

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 03
POLICING THE COMMUNITY

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

- A. Identify peace officer responsibilities in the community, including:
 - 1. Maintaining order
 - a. Visual presence
 - b. Verbal
 - c. Physical
 - 2. Enforcing the law
 - a. Letter of the law
 - b. Spirit of the law
 - c. Fairness
 - 3. Preventing crime
 - a. Proactive
 - b. Community involvement
 - c. Other agencies
 - 4. Delivering service
 - a. Directed patrol
 - b. Community partnerships
 - 5. Educating and learning from the community
 - a. Participation in collaborative meetings
 - b. DARE
 - c. Neighborhood watch programs
 - 6. Working with the community to solve problems
 - a. Participation in collaborative meetings
 - b. Neighborhood watch programs
 - c. Code enforcement and other agencies
- B. Differentiate between proactive and reactive policing
 - 1. Proactive means anticipating problems
 - 2. Reactive means responding to criminal activity
- C. Recognize peace officers' responsibilities to enforce the law, including:
 - 1. Adhering to all levels of the law
 - 2. Fair and impartial enforcement
 - 3. Knowing the patrol beat or area of responsibility

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 03
POLICING IN THE COMMUNITY

- D. Identify the elements of area/beat knowledge including:
 - 1. Critical Sites
 - a. Schools
 - b. Hospitals
 - c. Power plants
 - d. Airports
 - e. Bridges and tunnels
 - f. Chemical facilities
 - 2. Locations requiring special attention, i.e. hot spots
 - a. High crime
 - b. Isolated or low traffic areas
 - c. Congested roadway
 - 3. Potentially dangerous areas
 - a. Local hazards
 - b. Low lying areas
 - c. Earthquake zones
 - d. Hillsides with potential for mudslides
 - e. Fire dangers
 - f. Railroad Crossings

- E. Discuss current and emerging issues that can impact the delivery of services by peace officers
 - 1. Changing demographics
 - 2. Advanced technologies
 - 3. Economic shifts
 - 4. Jail overcrowding
 - 5. Cultural diversity
 - 6. Law changes
 - 7. Homeland security

- F. Discuss opportunities where peace officers educate and learn from community members
 - 1. Informal
 - 2. Formal
 - 3. Community activities

II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

LEARNING OBJECTIVES

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 03
POLICING IN THE COMMUNITY

- A. Define community partnerships
 - 1. Relationship comprised of two or more individuals, groups, or organizations working together to address an issue.

- B. Discuss the key elements for developing trust between community partners, including:
 - 1. Truth
 - a. Open
 - b. Honest
 - 2. Respect
 - a. Awareness
 - b. Learn about your partner and community
 - 3. Understanding
 - a. Appreciate diversity
 - b. Understand the other persons perspective
 - 4. Support
 - a. Specific role
 - b. Responsibility
 - c. Action plan
 - 5. Teamwork
 - a. Working together

- C. Discuss relationship of ethics to the badge of office
 - 1. Public trust
 - 2. Character
 - 3. Integrity

- D. Discuss leadership skills in community policing
 - 1. Conduct themselves ethically
 - 2. Embrace change
 - 3. Communicate well
 - 4. Thinks creatively
 - 5. Demonstrates integrity
 - 6. Decisive
 - 7. Decentralize decision making

- E. Define communication
 - 1. Sending and receiving messages, both non-verbal and verbal, between two or more people.

- F. Recognize the components of a message in communications with others, including:
 - 1. Content (words)
 - a. Small portion of the message

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 03
POLICING IN THE COMMUNITY**

- 2. Voice characteristics
 - a. Tone
 - b. Pitch
 - c. Pace
 - 3. Nonverbal signals
 - a. Body language
 - b. Proxemics - the positioning of the speaker relative to the listener
- G. Recognize the potential effects of negative nonverbal signals
- 1. Making a poor impression
 - 2. Contradicting what an officer is saying verbally
 - 3. Potentially escalating situations
- H. Give examples of effective communication techniques for:
- 1. Active listening
 - a. Be open and unbiased
 - b. Hear literally what is being said (don't cloud with interpretation at this point)
 - c. Interpret what is said
 - d. Provide an appropriate response
 - 2. Establishing effective lines of communication
 - a. Convey an attitude of self-confidence and professionalism
 - b. Show an understanding of the situation
 - c. Demonstrate a caring attitude
 - 3. Overcoming barriers to communication
 - a. Treat people in a professional manner
 - b. Be courteous
 - c. Don't pre-judge individuals

III. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on policing in the community.

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> 2 </u>
Total Instructional Hours	<u> 2 </u>

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 05
INTRODUCTION TO CRIMINAL LAW**

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

- A. Identify the relationship among:
 - 1. Constitutional law
 - a. Civil liberties
 - b. Ten amendments
 - c. Bill of rights
 - 2. Statutory law
 - a. Enforceable statute
 - b. Punishment
 - 3. Case law
 - a. Appellate court decisions
 - b. Precedent
 - c. Interpretation and clarity

II. LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

- A. Differentiate between the *letter of the law* and the *spirit of the law*
 - 1. Letter of the law is strict application, literal meaning of the statute
 - 2. Spirit of the law is applied with the intent of the statute, promoting fairness and justice.
- B. Differentiate between criminal and civil law
 - 1. Criminal: violations of criminal statutes, prosecution
 - 2. Civil: non-criminal violation, private wrongs committed against a person, breach of contract, monetary penalties

III. LEARNING NEED

To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred

LEARNING OBJECTIVES

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 05
INTRODUCTION TO CRIMINAL LAW**

- A. Recall the statutory definition of a crime
 - 1. Act committed or
 - 2. Omitted in violation of law
 - 3. Forbidding or commanding it

- B. Identify the basic elements common to all crimes
 - 1. Commission of a prohibited act
 - 2. Omission of a required act
 - 3. Presence of a designated state of mind (intent)

- C. Identify the basic elements required of an attempt to commit a crime
 - 1. Intent to commit that crime, and
 - 2. Direct, but ineffectual, act done toward its commission

- D. Discuss general, specific and transferred intent crimes
 - 1. General is presumed and does not have to be proven
 - 2. Specific element of the offense must be proven
 - 3. Transferred when an unlawful act or acts effect a person other than, or in addition to, the person it was intended to affect.

- E. Differentiate between criminal intent and criminal negligence
 - 1. Negligence is the failure to exercise ordinary care
 - 2. In certain crimes criminal negligence meets the requirements of criminal intent.

IV. LEARNING NEED

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime and who cannot be criminally liable.

LEARNING OBJECTIVES

- A. Identify three classes of crime:
 - 1. Felony
 - a. State prison
 - b. Death
 - c. Removal from office
 - 2. Misdemeanor
 - a. County jail
 - 3. Infraction

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 05
INTRODUCTION TO CRIMINAL LAW**

- a. Public offenses
 - b. Fine
 - c. No jury trial
- B. Differentiate among the three parties in a crime, to include:
- 1. Principals
 - a. Directly committed the offense
 - b. Aided and abetted in the commission of the offense
 - c. Advised and encouraged the commission of the offense
 - 2. Accessories
 - a. Knowledge that the principal has committed, has been charged with, or has been convicted of committing a felony
 - b. Harbors, conceals, or aids a principal in the felony
 - c. Intention of assisting the principal to avoid or escape arrest, trial, conviction, or punishment.
 - 3. Accomplices
 - a. Principal to a crime becomes an accomplice when
 - b. They testify for the prosecution against another principal
- C. Identify people legally incapable of committing a crime
- 1. Children under the age of 14 years old
 - 2. Mentally incapacitated
 - 3. Persons who committed the act or omission:
 - a. Under ignorance or mistake of fact
 - b. Without being conscious of the act
 - c. Through misfortune or accident
 - d. Under threat or menace
- V. REQUIRED TESTS
- The POST-Constructed Comprehensive PC 832 Test.
- VI. REQUIRED LEARNING ACTIVITIES
- None
- VII. HOURLY REQUIREMENTS
- Students shall be provided with a minimum number of instructional hours on introduction to criminal law.

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 05
INTRODUCTION TO CRIMINAL LAW**

Description	Hours
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>3</u>
Total Instructional Hours	<u>3</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST

I. LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

A. Recognize a peace officer's role in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:

1. Fourth Amendment
 - a. Reasonable suspicion, probable cause
 - b. Search and seizure
 - c. Persons and property
2. Fifth Amendment
 - a. Miranda
 - b. Double jeopardy
 - c. Remain silent
3. Sixth Amendment
 - a. Speedy trial
 - b. Confront witnesses
 - c. Assistance of counsel
4. Fourteenth Amendment
 - a. Due process
 - b. Equal protection
 - c. Equal application

B. Recognize peace officer's role in relation to the protections included under federal civil rights statutes.

1. Personally liable when acting under the color of law
2. Criminally prosecuted
3. Civilly liable

II. LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances, which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

LEARNING OBJECTIVES

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST

- A. Recognize appropriate conduct during a consensual encounter
 - 1. Gathering information
 - 2. Interviewing witnesses at the scene
 - 3. Conversing casually
- B. Recognize conduct that may elevate a consensual encounter
 - 1. Using emergency lights
 - 2. Issuing commands or orders
 - 3. Tone of voice, vehicle position, searches
- C. Recognize the consequences of elevating a consensual encounter
 - 1. Fourth amendment violations
 - 2. Civil or criminal prosecution
 - 3. Agency discipline

III. LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
 - 1. Lawful detention a person is not free to leave
 - 2. Consensual encounter the person must believe that they are free to leave at any time
- B. Recognize reasonable suspicion
 - 1. Observations, personal training, experience
 - 2. Information from witnesses, victims, others
 - 3. Totality of the circumstances
- C. Recognize appropriate peace officer actions during a detention
 - 1. Investigative actions
 - 2. Reasonable under the circumstances
 - 3. Determine the persons possible involvement in criminal activity
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
 - 1. Cursory search for weapons
 - 2. When reasonable belief that weapon exists
 - 3. Right to retrieve weapon

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST

- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
 - 1. If person attempts to leave, you may use reasonable force
 - 2. To compel the person to remain
 - 3. Handcuffed, placed in a patrol vehicle

IV. LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, and to avoid potential liability when making arrests.

LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
 - 1. Ordinary person would believe
 - 2. The person to be arrested
 - 3. Is guilty of a crime
- B. Identify elements of a lawful arrest
 - 1. Arrested person must be taken into custody in a manner authorized by law
 - 2. Arrest made by restraint or submission
 - 3. Reasonable force may be used to make an arrest, overcome resistance and prevent escape
- C. Differentiate between arrest and detention
 - 1. Detention is assertion of the authority in which individuals believe they are not free to leave. It is limited in scope, intensity and duration.
 - 2. Arrest is taking a person into custody in a manner authorized by law for a criminal violation.
- D. Recognize information that must be given to an arrested person
 - 1. Intent
 - 2. Cause
 - 3. Authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
 - 1. Committed in the officers presence
 - 2. By a juvenile
 - 3. DUI, PC 12031(a)(4))(A), Domestic violence, PC 243.5, PC 836(e)
- F. Recognize elements of a warrantless arrest for a felony
 - 1. Any time day or night

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST

- 2. Any day of the week

- G. Recognize elements of a warrant arrest
 - 1. Affidavit of probable cause
 - 2. Endorsed by the court
 - 3. May be endorsed for night service

- H. Recognize the requirements for entry into a dwelling to make an arrest
 - 1. Knock and notice
 - 2. Consent
 - 3. Exigent circumstance

- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
 - 1. PC 834 and PC 847
 - 2. Must accept arrest from private person
 - 3. Private persons accepts liability for the arrest

- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 - 1. What is reasonable and necessary to make an arrest
 - 2. Prevent escape
 - 3. Overcome resistance

- K. Recognize the statutory requirements for the disposition of an arrested person
 - 1. Nature of the offense and the presence or absence of a warrant dictate how peace officers handle an arrestee

- L. Recognize the exception to the powers to arrest
 - 1. Full diplomatic immunity
 - 2. Stale misdemeanor
 - 3. Statute of limitations

- V. LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers they obtain will be admissible in court.

LEARNING OBJECTIVES

- A. Identify the purpose of the Miranda warning
 - 1. Protection of a person's Fifth Amendment right
 - 2. Of self-incrimination

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST

- B. Recognize when Miranda warnings must be given
 - 1. Custody and interrogation

- C. Identify the proper administration of Miranda warnings
 - 1. Four Miranda advisements are given
 - 2. Person has acknowledged understanding of each right
 - 3. Person either waives their rights or invokes

- D. Recognize the impact of invoking:
 - 1. The right to remain silent
 - 2. The right to counsel

- E. Recognize the types of Miranda waivers
 - 1. Expressed
 - 2. Implied
 - 3. Conditional

- F. Recognize the exception to the Miranda rule
 - 1. Imminent concern for the safety
 - 2. Of the person or the public

VI. LEARNING NEED

To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.

LEARNING OBJECTIVES

- A. Differentiate between an interview and interrogation
 - 1. Interview is questioning of non-suspects
 - 2. Interrogation is questioning suspects

- B. Differentiate between an admission and confession
 - 1. Confession involves acknowledging the commission of all the elements of the crime
 - 2. Admission involves acknowledging facts that incriminate the person, but fall short of a confession

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 15
LAWS OF ARREST**

VII. REQUIRED TESTS

The POST-Constructed Comprehensive PC 832 Test.

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on laws of arrest.

Description	Hours
POST Minimum Required Hours	<u>5</u>
Agency Specific Hours	<u>5</u>
Total Instructional Hours	<u>5</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 16
SEARCH AND SEIZURE

I. LEARNING NEED

Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
 - 1. Privacy
 - 2. Liberty
 - 3. Possession of property

- B. Identify the concept of reasonable expectation of privacy
 - 1. Individuals have indicated that they personally expect privacy in the object or area
 - 2. Expectation is one which society recognizes as legitimate

- C. Recognize standing and how it applies to an expectation of privacy
 - 1. Only a person with standing can challenge the search and seizure of property

- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
 - 1. Give the officer the ability to search
 - 2. Fourth amendment requires specific facts

II. LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 16
SEARCH AND SEIZURE

LEARNING OBJECTIVES

- A. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 - 1. Cursory/consent searches
 - 2. Exigent circumstances
 - 3. Incident to arrest, parole/probation search

- B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 - 1. Cursory/frisks/pat searches
 - a. Limited to outer layer of clothing for weapons
 - 2. Consent searches
 - a. Places and things the officer reasonably believes the consenting person authorized them to search
 - 3. Searches pursuant to exigent circumstances
 - a. Peace officer may do whatever is necessary to resolve the emergency, but nothing more
 - 4. Searches incident to arrest
 - a. Full search of the arrestee's person
 - b. Containers on the arrestee's person
 - c. Nearby area where arrestee had physical control
 - 5. Probation/parole searches
 - a. Limited to search conditions
 - b. Person, residence, property under their control
 - c. No reasonable suspicion is necessary

III. LEARNING NEED

The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 - 1. Probable cause searches
 - a. If you believe there is enough to get a warrant
 - b. You can search without a warrant
 - c. Under the automobile exception
 - 2. Seizures of items in plain view
 - a. Belief item is crime related

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 16
SEARCH AND SEIZURE**

- b. Lawfully at the location
 - c. Lawful access to the item
 - 3. Protective searches
 - a. Conditional search for weapons
 - b. Passenger compartment of the vehicle
 - c. Occupant had reasonable access
 - 4. Consent searches
 - a. Belief consenting person authorized them to search
 - b. Consent must be voluntary
 - c. Person giving consent had the authority to do so
 - 5. Searches incident to custodial arrest
 - a. Arrest of any occupant in the vehicle
 - b. Search must be done at time of arrest
 - 6. Instrumentality searches
 - a. Limited to reasonable location of where evidence might be
 - b. Specific to warrant if obtained
 - c. Crime must be committed inside the vehicle or the vehicle was the instrument
- B. Recognize the scope and necessary conditions for conducting a vehicle inventory

IV. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.

LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
 - 1. With a warrant
 - a. The Fifth Amendment does not apply
 - b. Warrant must contain exact wording
 - c. Defining the type of body intrusion
 - 2. Without a warrant
 - a. Probable cause to arrest and search
 - b. Exigent circumstances
 - c. Need outweighs the intrusiveness

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 16
SEARCH AND SEIZURE**

- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
 - 1. Minimal force necessary to remove the object
 - 2. Force may not shock the conscience
- C. Recognize the conditions necessary for legally obtaining blood samples
 - 1. Probable cause the test will show evidence of the crime
 - 2. Removal done by medical staff
- D. Recognize the conditions for legally obtaining the following evidence
 - 1. Fingerprints
 - a. Consent
 - b. If under arrest no legal right to refuse
 - 2. Handwriting samples
 - a. Consent
 - b. Probable cause
 - c. Court order

V. REQUIRED TESTS

The POST-Constructed Comprehensive PC 832 Test.

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on search and seizure.

Description	Hours
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>3</u>
Total Instructional Hours	<u>3</u>

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 17
PRESENTATION OF EVIDENCE**

I. LEARNING NEED

Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
 - 1. Reduce violations of constitutional protection
 - 2. Avoid undue prejudice to the accused
 - 3. Prohibit unreliable evidence (e.g. hearsay, opinion)
 - 4. Protect valued interests and relationships (attorney-client, clergy)

- B. Understand what constitutes the legal chain of custody for evidence
 - 1. Chain of custody of seized evidence must be established and maintained throughout the custody of the evidence
 - 2. Chain of custody if a method of authentication
 - 3. Requires each step in the process of handling of the evidence be accounted for
 - 4. Each link in the chain of custody must be documented.

II. LEARNING NEED

Peace officers must know the requirements and exceptions for the admissibility of evidence.

LEARNING OBJECTIVES

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
 - 1. California Evidence Code 352
 - 2. Exclusionary Rule

- B. Recognize the requirements and exceptions for admitting hearsay evidence for:
 - 1. Spontaneous statements
 - a. Trustworthy because the speaker had no time to fabricate story
 - b. Excitement and stress during the statement
 - c. Proximate to the event
 - 2. Admissions and confessions
 - a. Out of court
 - b. Oral or written statement
 - c. Made by the defendant
 - 3. Dying declarations

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 17
PRESENTATION OF EVIDENCE**

- a. Based upon speakers knowledge of impending death
 - b. Regarding circumstances surrounding the death
 - c. Person must actually die to be admissible
4. Records and officer testimony
- a. Official records, business records
 - b. Past recollection recorded, (written accounts read into evidence)
 - c. Present memory refresh, (using reports to aid memory in court)
5. Hearsay testimony at preliminary hearings
- a. By active and honorably retired peace officer

III. REQUIRED TESTS

NONE

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on presentation of evidence.

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>2</u>

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 18
INVESTIGATIVE REPORTING**

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

- A. Explain the legal basis for requiring investigative reports
 - 1. State and Federal statutes mandate law enforcement agencies report
 - 2. Certain events and incidents
 - 3. PC 11107 requires agencies to furnish reports for specified misdemeanors and felonies

II. LEARNING NEED

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

- A. Discuss the importance of taking notes in preparation for writing reports
 - 1. Primary source used when writing an investigative report
 - 2. Must be accurate or report will not be
 - 3. More reliable than memory
- B. Apply appropriate actions for taking notes during a field interview
 - 1. Listen attentively
 - 2. Take notes and ask questions
 - 3. Verify information

III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

LEARNING OBJECTIVES

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 18
INVESTIGATIVE REPORTING**

- A. Summarize the primary questions that must be answered by an investigative report
 - 1. What
 - 2. When
 - 2. Where
 - 4. Who
 - 5. How
 - 6. Why

- B. Identify the fundamental content elements in investigative reports, including:
 - 1. Initial information
 - a. Establishing how the officer became involved with specific incident and additional background information
 - 2. Identification of the crime
 - a. Including the facts that are necessary to show that a specific crime has taken place
 - 3. Identification of involved parties
 - a. Such as the reporting person, victim, witness, or suspect
 - 4. Victim/witness statements
 - a. Details of the events the parties involved either observed or experienced
 - 5. Crime scene specifics
 - a. Necessary to accurately reestablish the scene and events of the crime
 - 6. Property information
 - a. Descriptions and details pertaining to stolen items as well as physical evidence
 - 7. Officer actions
 - a. Descriptions of all actions taken by peace officers that are related to the incident

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on investigative report writing.

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 20
USE OF FORCE

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to affect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
 - 1. Amount of force
 - 2. Peace officer may use
 - 3. In a given circumstance

- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
 - 1. Judged from the perspective of an officer
 - 2. Based on what happened at the time
 - 3. Based on the knowledge officer acted appropriately

- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
 - 1. A subject's requirement to submit to arrest without resistance
 - a. PC 834a, states duty of a person to refrain from
 - b. Using force or any weapon
 - c. To resist such an arrest

 - 2. Peace officer's authority to use reasonable force during a detention or arrest
 - a. PC 835a States person arrested may be subjected to
 - b. Such restraint as is reasonable
 - c. For their arrest and detention

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 20
USE OF FORCE

- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority use force
 - 1. PC 835a grants officers authority to use force
 - 2. Under specific circumstances

- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
 - 1. Limitations are set by specific agency policy
 - 2. Provide rational guidelines to protect the officer
 - 3. And the agency from criminal and civil liability

II. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

LEARNING OBJECTIVES

- A. Define the term “force option”
 - 1. Choices identified to a peace officer
 - 2. Agencies policy

- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
 - 1. Ultimately gain control or maintain control
 - 2. Of an individual and
 - 3. Therefore the situation

- C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
 - 1. Based on the amount or degree of resistance
 - 2. The subject or other relevant conditions
 - 3. Or circumstances of the specific situation

III. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.

LEARNING OBJECTIVES

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 20
USE OF FORCE

- A. Identify the legal standard for the use of deadly force
 - 1. Protect self or life
 - 2. From eminent danger or death
 - 3. Based on totality of the circumstances
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
 - 1. Circumstances that excite the fears of a reasonable person in the same situation
 - 2. Must not act under influence of fear alone
 - 3. Decision must be made to save self or another from GBI or death
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
 - 1. Preparation by training, judgment
 - 2. Mental alertness, emotional maturity
 - 3. Existing circumstances and understanding the law
- D. Discuss the role of agency policies regarding the use of deadly force
 - 1. Deadly force policy is strictly controlled by department policy
 - 2. Officers must conform to agency policy
 - 3. Federal and state law
- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
 - 1. Officer under orders to carry out death sentence
 - 2. Acting in the course of duty
 - 3. Retaking escaping felons
 - 4. Arresting a felon that resists to the point deadly force becomes reasonable

IV. LEARNING NEED

When a force option has been employed, peace officer's reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES:

- A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
 - 1. Justification for using force
 - a. Numbers or officer/subjects, height and weight of each subject.

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 20
USE OF FORCE**

- b. Gender and age of each subject, strength and fighting skills of each subject.
- c. Clothing and stance of each subject.
- 2. Relevant factors and detail
 - a. Prior contacts
 - b. Obvious prison or gang tattoos, specific gang attire
 - c. Potential weapons

V. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
 - 1. Fear
 - a. Reasonable
 - b. Unreasonable
 - 2. Anger
 - a. Displeasure
 - 3. Indecision and hesitation
 - a. Inability to select a response
- B. Give examples of acceptable techniques for managing anger
 - 1. Depersonalizing what people say
 - 2. Identifying worst case scenarios
 - 3. Problem solving
- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
 - 1. Calm, flexible, and alert
 - 2. Confidence, and ability to make correct response
 - 3. Control over body and emotions

VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 20
USE OF FORCE**

- A. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
 - 1. Increased stress, embarrassment,
 - 2. Civil/criminal action,
 - 3. Disciplinary actions, or loss of career

- B. Discuss immediate and delayed intervention techniques
 - 1. Discussion
 - 2. Admonishment
 - 3. Training

VII. REQUIRED TESTS

The POST-Constructed Comprehensive PC 832 Test.

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the use of force.

Description	Hours
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>3</u>
Total Instructional Hours	<u>3</u>

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS**

I. LEARNING NEED

Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of evidence at the scene of a crime.

LEARNING OBJECTIVES

- A. Identify the goal of a criminal investigation
 - 1. Successful prosecution
 - 2. Of the guilty
 - 3. Exoneration of the innocent

- B. Identify the primary purpose of the
 - 1. Initial survey of a crime scene
 - 2. Crime scene search

II. LEARNING NEED

Peace officers must be aware of, and comply with, the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

LEARNING OBJECTIVES

- B. Identify the primary reason for establishing a chain of custody record
 - 1. To ensure its validity
 - 2. And integrity
 - 3. In court

- C. Prepare the information that should be noted on a chain of custody record
 - 1. Report number and who found the item
 - 2. Where and when the item was found
 - 3. Description and who recovered, packaged and labeled the items
 - 4. Who transported, Where it was taken, how secured

III. REQUIRED TESTS

NONE

IV. HOURLY REQUIREMENTS

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS**

Students shall be provided with a minimum number of instructional hours on preliminary investigation.

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> 2 </u>
Total Instructional Hours	<u> 2 </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL

I. LEARNING NEED

For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

- A. Demonstrate principles of arrest and control, to include:
 - 1. Awareness
 - 2. Balance
 - 3. Control

- B. Describe the areas of the body which require maximum protection during an attack
 - 1. Skull
 - 2. Neck
 - 3. Throat
 - 4. Spine
 - 5. Kidney
 - 6. Joints
 - 7. Groin

- C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
 - 1. Head
 - 2. Hands
 - 3. Arms
 - 4. Legs
 - 5. Feet

II. LEARNING NEED

Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

LEARNING OBJECTIVES

- A. Explain factors to consider when approaching a subject and conducting a plain view search
 - 1. Subject's clothing
 - 2. Location of subjects hands

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL

3. Potential weapons
 4. Additional subjects
- B. Demonstrate a systematic approach to safely and effectively conduct a person search
- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
1. Front waistband
 2. Upper body and back
 3. Lower body
- D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
1. Maintaining officer safety
 2. Availability and use of officers of the same sex
 3. Acceptable search techniques
 4. Training on avoiding false claims
- E. Explain cover officer responsibilities
1. To ensure the safety of both him/herself and the contact officer
- F. Discuss cover officer responsibilities during a search of a subject
1. Be alert, maintain position of advantage, safeguard weapon,
 2. Constantly observe, exhibit command presence, protect other officer
 3. Assist in restraining subjects, assist searching officer with contraband

III. LEARNING NEED

Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

LEARNING OBJECTIVES

- A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
1. Aggressive or assaultive behavior
 2. Size of subject and need for immediate control
 3. Subjects fighting skills, or inability to control by other means

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL

- B. Explain advantages and limitations a peace officer should consider when applying a control hold
 - 1. Advantages - effective control of subject, avoid injury, guide a subject, control a subject while searching/handcuffing, prevent escape
 - 2. Limitations - close to subject, single techniques may not work

- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
 - 1. Advantages- diffuse a situation, achieve control over a subject, distract a subject, control the situation
 - 2. Limitations- may not work as intended

IV. LEARNING NEED

The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.

LEARNING OBJECTIVES

- A. Explain the purpose of using restraint devices on a subject
 - 1. Minimize attack on the officer or others
 - 2. Escape of prisoner
 - 3. Destruction or concealment of evidence or contraband
 - 4. Self-inflicted injury by subject
 - 5. Combat between prisoners

- B. Explain potential hazards when using restraint devices on a subject
 - 1. Prisoner escape, threat to officer safety
 - 2. Harm to the prisoner, destruction of evidence
 - 3. Threat to public safety, potential harm to subject

- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
 - 1. Handcuffs should be applied on a bare wrist between hand and protruding ulnar bone, handcuff shape should match the shape the wrist
 - 2. Handcuffs should be properly adjusted, not applied over clothing
 - 3. Handcuffs should be double locked

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL**

- D. Explain various double locking mechanisms on handcuffs.

- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
 - 1. Contact officer controls the subject and alerts cover officer about weapons, handcuffs the subject
 - 2. Cover officer stays quiet unless needed, follows contact officer to avoid crossfire

V. LEARNING NEED

When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.

LEARNING OBJECTIVES

- A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
 - 1. Search the prisoner
 - 2. Search the area
 - 3. Restrain the prisoner
 - 4. Observe the prisoner

- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
 - 1. Upright position
 - 2. Wearing safety belt
 - 3. Observable area

VI. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL**

- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

ARREST METHODS/DEFENSIVE TACTICS SAFETY

All arrest and control exercise testing must be conducted under written academy/presenter safety procedures and/or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of the presenter safety procedures and or protocols during arrest methods/defensive tactics training and testing.

All one on one force on force exercise testing must be conducted with a safety officer/referee overseeing the test. The safety officer/referee has absolute control over the test and can call a halt to or stop the exercise test anytime the risk for student/staff injury exists.

Exercise tests developed by POST that specifically prescribes the PC 832/Module III defensive tactics techniques which requires the student to demonstrate basic search and control methods.

- A. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches.
 1. Visual Search
 2. Cursory/pat/frisk search
 3. Full-body search incident to arrest

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-

EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL

developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- B. An **exercise test** that requires the student to demonstrate competency in effective handcuffing technique(s)

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- C. An **exercise test** that requires the student to demonstrate competency in a minimum of one control hold technique.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- D. An **exercise test** that requires the student to demonstrate competency in a minimum of one Takedown technique.

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 33
ARREST AND CONTROL**

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VII. REQUIRED LEARNING ACTIVITIES

- A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover officer during a field contact to include:
1. Assuming a position of advantage and control
 2. Maintaining proper balance and control
 3. Maintaining awareness
 4. Protecting the searching officer from possible interference
 5. Physically assisting the searching officer if it becomes necessary
 6. Observing subject(s)
 7. Awareness of cover and concealment

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on arrest and control/baton.

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	<u>10</u>
Total Instructional Hours	<u>10</u>

**EXPANDED COURSE OUTLINE
PC832 ARREST
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM**

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
 - 2. Obstructing or resisting an executive officer by use of threats or force.
 - 3. Threatening a public officer.
- B. Recognize the crime classification as a misdemeanor or felony.

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Providing a false identity to a peace officer
 - 2. Falsely reporting a criminal offense
 - 3. Falsely reporting an emergency
 - 4. Falsely reporting a destructive device.
- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Providing a false identity to a peace officer is a misdemeanor
 - 2. Falsely reporting a criminal offense is a misdemeanor
 - 3. Falsely reporting an emergency is a wobbler
 - 4. Falsely reporting a destructive device is a felony

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM**

III. REQUIRED TESTS

The POST-Constructed Comprehensive PC 832 Test.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against the justice system.

Description	Hours
POST Minimum Required Hours	<u>1</u>
Agency Specific Hours	<u>1</u>
Total Instructional Hours	<u>1</u>

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 42
CULTURAL DIVERSITY/DISCRIMINATION**

I. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

- A. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
 - 1. Personal: enhanced officer safety, increased personal and ethical satisfaction and career survival
 - 2. Professional: improved quality of service, enhanced community support, public trust, reduced public tension, increased community cooperation
 - 3. Organization: improved moral, improved image, reduction in complaints, reduction in litigation

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

- A. Define the term stereotype
 - 1. Preconceived or over-simplified generalizations involving negative or positive beliefs about another group
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
 - 1. Can be factually incorrect
 - 2. Reliability of source should be considered
 - 3. No single person/group characteristics can describe either completely

**EXPANDED COURSE OUTLINE
PC 832 ARREST
LEARNING DOMAIN 42
CULTURAL DIVERSITY/DISCRIMINATION**

- C. Define the term prejudice
 - 1. Prejudgment or point of view about a person or group of people that are usually formed before the facts are known.

- D. Define the term discrimination
 - 1. An action or behavior that is prompted or based on prejudiced thought

III. REQUIRED TESTS

None

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on cultural diversity/sexual harassment/hate crimes.

Description	Hours
POST Minimum Required Hours	<u> 1 </u>
Agency Specific Hours	<u> 1 </u>
Total Instructional Hours	<u> 1 </u>

October 2019
EXPANDED COURSE OUTLINE
PC832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
 - 1. Treat all firearms as if they are loaded
 - 2. Always keep the firearm pointed in the safest possible direction
 - 3. Always keep fingers off the trigger until ready to fire
 - 4. Be sure of your target and what is beyond before firing

- B. Explain basic safety guidelines to be followed at a firing range
 - 1. Listen carefully for range commands and obey them instantly
 - 2. Request clarification if needed
 - 3. Always point barrel in a safe direction

- A. Describe the safety precautions for proper storage of firearms
 - 1. Keep firearms inaccessible from children and other unauthorized persons
 - 2. Store ammunition separately from firearm
 - 3. Take precautions against theft

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the semiautomatic pistol safe

- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
 - 1. Firing, unlocking
 - 2. Extracting, ejecting
 - 3. Cocking, feeding
 - 4. Chambering, locking

**EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS**

- C. Describe the basic information about a revolver, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the revolver safe

III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
 - 1. Treat every round as if it was loaded, use only the type and caliber ammunition specified by the manufacture
 - 2. Never fire at anything you are not willing to hit, avoid dropping live rounds
 - 3. Learn sound and feel of good firing
 - 4. Replace old ammunition out regularly
 - 5. Follow manufactures recommendations
- B. Describe the primary components of firearm cartridges
 - 1. Primer, powder charge
 - 2. Bullet, cartridge case
 - 3. Blank shell
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
 - 1. Primer detonated
 - 2. Powder ignited
 - 3. Bullet expelled

IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
 - 1. Barrel, frame
 - 2. Sights, cylinder
 - 3. Cylinder release, firing pin

**EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS**

4. Grip, magazine
- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Materials- solvent, lubricant, cleaning patches, personal protection
 2. Equipment- screwdrivers, bore, cylinder, cleaning brushes, cleaning rod, patch holder, small container
 3. Environment- safe, well ventilated, undistracted area
- C. Apply routine procedures for cleaning firearms
1. Barrel assembly
 2. Recoil spring and guide assembly
 3. Frame assembly

V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
1. Drawing- acquire grip, one smooth motion lift firearm out of holster extend firearm down range
 2. Holstering- remove trigger finger, keep support hand clear, point down towards holster, place thumb over rear of slide, firmly seat firearm, release grip, secure.
- B. Demonstrate the following elements to accurately shoot a firearm:
1. Grip
 2. Stance
 3. Breath control
 4. Sight alignment/sight picture
 5. Trigger control
 6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
 2. Revolvers

VI. REQUIRED TESTS

**EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS**

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

- A. An **exercise test** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.

Using a presenter approved handgun, the student must:

- fire 36 rounds of service ammunition and
- achieve a minimum score of 29 hits in the 7-ring on a
- B-27 single target

The PC 832 Handgun Course of Fire:

- 12 rounds must be fired from a distance of 3 yards in 30 seconds
- 12 rounds must be fired from a distance of 7 yards in 30 seconds
- 12 rounds must be fired from a distance of 15 yards in 45 seconds

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully clear any malfunctions that may occur during the course of fire.

**EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS**

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed PC 832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VI. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon
7. Load Weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon
5. Unholster weapon

**EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS**

6. Load/reload revolver with authorized loading device
 7. Clear any malfunctions
- B. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
1. Visually inspect the weapon
 2. Properly clean the weapon
 3. Ensure the weapon is maintained according to the manufacturer's specifications

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on firearms/chemical agents.

Description	Hours
POST Minimum Required Hours	<u>24</u>
Agency Specific Hours	<u>24</u>
Total Instructional Hours	<u>24</u>

REPORT WRITING UPDATE

I. INTRODUCTION

Purpose of Class

II. GRAMMER

Basic Grammar

Sentence Structure

Active/Passive voice

Proof Reading Reports

Grammar

Sentence Structure

Spelling

Resources

Spell Check

Dictionary

Thesaurus

III. EFFECTIVE REPORT WRITING

F.A.C.C.T.

Facts

Accurate

Complete

Concise

Timely

Connectivity

Chronological Order

On Site versus Dispatched Report Calls

Is the crime being reported the crime that occurred

Articulating on site activity and actions

Observations on Arrival

Crime Scene

Evidence

Contacts

Victim

Witnesses

Suspect(s)

Actions

Crime Reported versus Crime Occurred

Elements of the Crime

Interviews

Investigation

IV. REPORT EXERCISE

Review and Critique of reports

Spelling

Grammar

Sentence Structure

Connectivity

Elements of the Crime(s)

Kern County Sheriff's Office
Report Writing – Use of Force

- I. Course Objectives
 - A. To explain the reports and documentation that needs to be completed after using force.
 - B. Identify new report writing requirements for use of force
 - C. Demonstrate understanding of new requirements through development of a proper use of force report.

- II. Details for Use of Force Report
 - A. Documentation required for use of force report
 - 1. Severity of the crime at issue
 - a. Crimes the suspect has committed
 - b. If in custody, facility rules that were violated
 - 2. Threat perceived by the deputy
 - a. Deputy's state of mind
 - b. Any physical assault or attempted assault by suspect
 - c. Statements made by the suspect
 - d. Suspect's demeanor, mannerisms
 - e. Escape or attempting to escape
 - f. Any behavior or actions which the deputy reasonably believes substantially threatened the safety, security, order and/or operation of the deputy or facility
 - 3. Actively resisting/passive resistance
 - a. List whether the suspect was actively resisting or attempting to evade arrest
 - b. If passive resistance, list the suspect's actions
 - 4. Need for force
 - a. List the need to affect the arrest, to overcome resistance, or prevent escape
 - b. The level and strength of the aggression or resistance demonstrated by the suspect.
 - c. Known or possible weapons
 - d. Suspect's capabilities
 - e. Information known about the suspect at the time of the incident
 - f. Options available to staff
 - g. If force is required to subdue or control a suspect to resolve a threatening situation, document why.
 - 5. Amount of force in relation to the need for force
 - a. Reasonable and necessary force
 - b. Document the need for the force
 - c. The facts will determine the amount of force needed.
 - 6. Effort(s) made to temper the severity of the forceful response
 - 7. Extent of injury to deputy or other staff members

- a. If known, document how any obvious injuries occurred
 - b. Include damage to equipment and uniform
 - c. Take photographs of injuries and property damage
8. Extent of injury to the suspect/prisoner
- a. If known, document how any obvious injuries occurred
 - b. Take photographs of injuries and property damage
 - c. Medical examinations for suspects/prisoners to whom force has been applied. Document the date and time of medical clearance.

III. Student Exercise

- A. Each student will view a use of force video or participate in a Force Options Scenario.
- B. The student will develop a detailed narrative of their UOF video/scenario that includes each of the use of force report components. Students will use the agency's laptops and report writing software for this exercise.

IV. Critique and Presentation of Student Reports

- A. In pairs, the students will review and critique another student's report. Instructor will assist in critiquing each report.
- B. Each pair of students will provide a brief presentation of the relevant parts of their use of force report to the rest of the class.

V. Instruction Presentation of Proper Report

- A. Following the presentations, the instructor will provide an example of a proper use of force report. The instructor will point out how the report encompasses all of the requirements of the agency report writing manual on use of force reports.

Scenario Evaluator Training Course Expanded Course Outline

- 1) Orientation (2)* (*denotes PowerPoint® presentation slide number)
 - a) Review of Course
 - i) Purpose
 - ii) Content
 - b) Understand Academy Training Mission (3)

- 2) Validation of Scenario Manual (4)
 - a) Review Scenario Manual background
 - b) Discuss Scenario Manual uses

- 3) Competencies (5)
 - a) Understand the definition of competency
 - b) Review of competencies evaluated in Scenario Tests (6)

- 4) Review of Scenario Test Forms (7)
 - a) Test scripts
 - i) Provides content of individual Scenario Tests
 - ii) Controlled documents
 - b) Evaluation forms
 - i) Used by evaluator to score and note performance
 - ii) Not controlled unless contain scoring notations
 - c) Grading forms
 - i) Used to calculate test scores
 - ii) Controlled document
 - d) Review individual forms (8)

- (1) Form sections
 - (2) Performance Activities (9-11)
 - (3) Comprehension (12-13)
 - (4) Performance Quality (14-17)
- 5) Miscellaneous Topics (18)
- a) Discuss conditions when Scenario Variations are acceptable
 - i) Tests must follow scripts and be consistent according to the scripts used
 - ii) Using different scripts over time and/or at different scenes ensures recruits do not all go to the same test with the same content/conditions.
 - b) Force options' considerations
 - i) Determined by academy
 - c) Pass points determined by academy
 - d) Screen outs (19)
 - i) Does not require stopping a scenario test unless a safety issue
 - ii) Noted and recommended by Evaluator
 - iii) Determined by Scenario Manager
 - iv) Scenario tests should be graded prior to determining failure due to screen out
 - e) Combination Scenario Tests (20)
 - i) Source
 - (1) May only use the POST-developed combinations
 - ii) Number of evaluators
 - (1) May use one or two for combination scenario tests
 - (a) Exception: The LD 25-Domestic Violence--LD 4-Victimology / Crisis Intervention combination requires only one
 - (2) Evaluators in combination tests do not confer regarding evaluations

(3) Only one evaluator may be used for all other (i.e., individual scenario tests)

(4) Retests

(a) Only the failed test is retested

6) Testing and Remedial Training Requirements (21-22)

a) Discuss specific remedial training and retesting requirements

i) Student acknowledgement of a test failure by initialing the evaluation form is conducted after the test is graded

(1) Students passing a scenario test are not required to initial an evaluation

ii) Review academy-specific form(s) utilized for test failures, remedial training, and retests

iii) Discuss the timing and manner of remedial training and retests

b) Scenario Test

i) Every recruit is tested in each required Scenario Test

c) Remedial training

i) Conducted after every failed test

ii) Evaluators/staff explain to the recruit the errors made

d) Retest

i) One retest will be provided for each failed test

ii) Retests are completed after remedial training occurs

iii) Retest failure causes course failure

7) Practice Exercises (23)

a) POST-developed DVD-based exercises

i) View "Introduction" (24)

ii) View "Competencies"

- iii) Review LD 25-Domestic Violence evaluation form
- iv) View DVD LD 25 Scenario, Version 1 (25)
 - (1) Individual completion of evaluation form
 - (2) Review of class' scoring
 - (3) Discuss range
 - (4) Discuss expectations for academy recruits
- v) View DVD "Competency Highlights"
- b) View DVD LD 25 Scenario, Version 2 (26)
 - i) Individual completion of evaluation form
 - (1) Discuss class results
 - (2) Compare Version 1 and Version 2
 - ii) View DVD Version 2 "Competency Highlights"
 - (1) Discuss academy standards and competencies involved
- 8) Evaluator Responsibilities (27-28)
 - a) Scene supervisor
 - i) Ensure site safety
 - ii) Ensure script compliance
 - iii) Maintain test security requirements
 - iv) Evaluate recruit performance
 - v) Role players
 - (1) Prepare them
 - (2) Govern their actions
 - b) As necessary, recommend screen outs to Scenario Manager
- 9) Safety Considerations (29)
 - a) Weapons
 - i) Securing

- ii) Mitigating hazards
 - iii) Who may possess
 - b) Site safety
 - i) Stopping events
 - ii) Stop codes
 - c) Review academy safety policy

- 10) Closing comments (30)

KERN COUNTY SHERIFF'S OFFICE

SEARCH WARRANTS

I. Course Overview

A. Instructor and student introductions

1. Instructors and students will each discuss their experience with search warrants in order to determine the abilities of the students in the class

B. Terminology

1. 4th Amendment to the United States Constitution
2. CA PC 1523-1529
 - a. Definitions of a search warrant and when they can be obtained
3. Definitions of Affiant, Magistrate, sealing order, Hobbs order, execution of search warrant, Piggyback warrant, freeze from inside/outside and clauses

C. Components of a Search Warrant

1. Search Warrant
2. Affidavit – Statement of Probable Cause
3. Search Warrant Returns
 - a. Time frames
4. Attachments
 - a. Sealing orders
 - b. Hobbs
 - c. Photographs/maps

II. Locations and Items to be searched and legal descriptions

A. Locations

1. Residences

2. Businesses
 3. Vehicles
 4. People
 - B. Items to be searched for
 1. CA PC 1524
 - C. Appropriate Language to Request Items (Clauses)
 1. Stolen property clause
 2. Gang indicia clause
 3. Crimes against persons clauses
 4. Narcotics clauses
 5. Sex crimes clauses
 6. Cell phone clauses (SB 178)
- III. Common Errors
 - A. Grammatical errors
 - B. Overbroad search warrants leading to it being invalid
 - C. Stale probable cause and solutions to “freshen up” probable cause
- IV. Special Circumstances
 - A. Hobbs
 1. What can and cannot be sealed
 2. How Hobbs requests should be presented to a magistrate
 - B. General Seal orders
 1. Ongoing investigation seals
 2. PC 293 sex crime victim seals
 - C. Special Masters – when are they needed
 - D. Anticipatory Search Warrants and Other Uses
- V. Submitting a Search Warrant to a Judge

- A. Physical “paper” search warrant
 - B. Electronically submitted search warrant
 - C. Telephonic search warrant
- VI. Service of a Search Warrant
- A. Developing an operations plan and assign roles (entry positions, scribe, etc.)
 - B. Notifying WISN and local agencies
 - C. Conducting records checks of involved parties
 - D. Identify and mitigate potential risks (i.e. security cameras, dogs, fortified doors, etc.)
- VII. Potential Exceptions
- A. Consent
 - B. Probation
 - C. Parole
 - D. Other
 - 1. Advantages and disadvantages of exceptions
- VIII. Warrants to be used through Patrol Investigations
- A. Ramey Warrants
 - B. Steagald Warrants
 - C. Cellular Telephone Records
 - D. Active Geo/Locate Pings
 - E. Court orders
- IX. SB 178 (PC 1546) CALECPA

- A. New definitions provided by the statute
 - B. Information required in a search warrant
 - C. Notification of search warrant
 - D. Court orders associated with emergency searches
- X. Evaluations, Dismissal

Kern County Sheriff's Office
Sexual Assault Investigations
Course Outline

I. Introduction to Course and Overview

- A. Instructor Introduction
- B. Course Introduction
- C. Course Goals
- D. Student Introductions and Expectations

II. Child Exploitation & Internet Crimes

- A. Penal Codes - State v. Federal
- B. Pornography v. Erotica

III. Penal Codes, Case Law and Victimology

- A. Laws pertaining to sexual assault
 - 1. Penal Code sections
 - a. adult sex crimes
 - b. child sex crimes
 - 2. Related definitions
 - a. consent
 - b. penetration
 - 3. Enhancements
 - 4. Welfare and Institutions codes
- B. Case law relating to sex crimes
 - 1. Great Bodily Injury
 - a. STD's
 - b. pregnancy
 - c. vaginal/anal tearing
 - d. PC 12022.7
 - 2. Definition of Force/Duress
 - 3. Kidnapping
 - a. PC 207
 - b. PC 209
 - 4. Lewd Acts
 - a. related to PC 288
 - b. definition of "touching"
 - c. sexual exploitation of children
 - d. definition of 'lewd and lascivious
- C. Victimology
 - 1. Body language, LEA
 - a. public perception
 - b. victim perception
 - 2. Body language, victim
 - a. everyone acts different
 - b. don't assume
 - 3. Words we use
 - a. empathy
 - b. here to help
 - 4. Words victims' use
 - a. their own words
 - b. let them vent

IV. Special Sexual Assault Cases

- A. Incest
- B. Date rape
 - 1. Exam will usually be normal
 - 2. Drugs/alcohol will cause lack of resistance
- C. Spousal Sexual Assault
- D. Perversions

V. PC 243.4 Sexual Battery Class Project

Small groups will read and discuss a 243.4 report that was rejected by the District Attorney's Office. Groups will identify discrepancies within the report.

VI. Prosecution Preparation

- A. Charging issues
 - 1. DA guidelines
 - 2. The law
- B. Legal concerns and considerations
- C. Prepare the victim for court
 - 1. Techniques to help put the victim/witness at ease
 - a. Advocate
 - 1. Victim/Witness Program
 - 2. Alliance
 - 2. Proposition 115 requirements
- D. Prepare yourself for court
 - 1. Re-familiarize yourself with the case
 - 2. Answer to the jury
 - a. eye contact
 - 3. No hostility
 - a. body language
 - 4. Dress appropriately

VII. Evidence and Processing

- A. Evidence - Victim (and suspect) is a crime scene
 - 1. Sexual Assault Kit
 - a. OCJP
 - b. Officer must sign
 - 2. Place(s) of occurrence
 - a. car
 - b. house
 - c. outdoor
 - 3. Processing the crime scene
 - a. photos, fingerprints, swabs
 - b. ligatures
 - 4. Evidence Collection and Preservation
 - a. bedding, clothing
 - b. paraphernalia
 - 1. Condoms and wrappers
 - 2. Lubricant
 - 3. Sex toys
 - 4. Evidence from strangulation
 - c. documentation
 - 1. Crime scene
 - 2. Victim's condition
 - d. packaging

1. Paper vs plastic
2. Separately

VIII. SART, Sexual Assault Exams

- A. SANE responsibilities
- B. Officers responsibilities

VIV. Crime Lab

- A. DNA
- B. Buccal Swabs
- C. Submitting evidence
- D. CODIS

X. Search Warrants

- A. Search Warrants
 1. Drugs, sexual paraphilias
 2. Telephone/cell phone
 3. Computer/files/images
 - a. child pornography
 1. pornography v erotica
 - b. social networking
 4. Body fluids
- B. Warrantless Searches
 1. Consent
 2. Probation
 3. Parole
 4. Exigent circumstances/emergency

XI. Jess Diamond Assessment Center

- A. Introduction to the Assessment Center
- B. Forensic Interviews and Victim Interactions
- C. Forensic Medical Exams
- D. Interviewing Methods

XII. Human Trafficking

- A. Types of Human Trafficking
 1. International - Foreign National Victims
 2. Domestic - Occurring within the US
 3. Ages of Victims
 - a. Adults – 18 years or older
 - b. Minors – 14-17 years old
 - c. Child - under 14 years old
 4. Labor
 - a. Slavery, Domestic Servitude, Agricultural, Servile Marriage, etc.
 5. Commercial Sexual Exploitation
 - a. Prostitution, Pornography, Sex Tourism
- B. Federal HT Model Chart
 1. Action
 2. Means
 3. Purpose
- C. The CSEC Model Chart
 1. Action
 2. Means
 3. Purpose

D. California HT Model

1. Action
2. Means
3. Purpose

E. Smuggling vs. Trafficking

1. Smuggling - Crime against a Nation, must cross a national border, person free to leave after border passage, a person must consent to be smuggled and no labor or sexual exploitation required.
2. Trafficking - Crime against a person, no movement required person is NOT free to leave after border passage; a person is trafficked through force, fraud, or coercion and involves labor or sexual exploitation.

F. Penal Codes

1. PC 236.1 Human Trafficking defined and subsections
2. PC 236.2 Identifying victims of human trafficking
3. PC 236.3 Asset Forfeiture
4. PC 186.2 Criminal Profiteering

G. Prostitution Terminology

H. Statistics

1. Scope of U.S. problem
 - a. USDOJ estimates people trafficked into the U.S. annually.
 - b. Annually estimations of teens involved in prostitution.
 - c. Number of children living on the streets between 9-12 years old.
 - d. The average age at which victims enter prostitution

I. Why does HT exist?

1. Estimated 91 Billion in profits annually.
2. Trafficking is profitable because people are resalable and reusable.
3. Increased international trade and economic competition have created a demand for cheap labor and goods.
4. Demand for purchasing sexual acts and pornography.
5. Criminal penalties in many countries are less severe for human trafficking than for arms or drug trafficking.

J. Precipitating Factors (United States).

1. Running away from home.
2. Child abuse and neglect.
3. Sexual abuse/Incest
4. Psychological and Emotional Trauma.
5. Drugs and Alcohol in the home.
6. Truancy.
7. Seeking Economic Independence.
8. Media Influence.
9. "Throwaway" Child.
10. Physical/learning disabled.
11. Homelessness.
12. Transitional youth/Emancipated Youth (aged out of foster care).

K. Human Trafficking Recruitment.

1. Direct/Peer Recruitment.
2. Modeling Agencies.
3. Romancing/Seduction
4. Gang Related Recruitment.
5. Juvenile Facilities/Group Homes.
6. Befriending.
7. Internet Recruitment.

8. Advertisements.
 9. Violence, Kidnapping and Rape.
 10. Promise of employment/financial stability.
 11. Newspaper Ads.
 12. Fake employment agencies.
 13. Front businesses.
 14. Word of mouth.
 15. Abduction.
 16. Family/Acquaintances.
- L. Distrust of Law Enforcement
1. Criminal History of Victim
 2. Deportation or Jail.
 3. Unaware of rights and may not consider themselves victims.
 4. Believe that life may be better now than was previously despite the trafficking experience.
 5. Afraid/Intimidated by the traffickers and that LE cannot protect them.
 6. Not in possession of legal documents.
 7. Fear of threats made against their family.
 8. Financially indebted to the traffickers/feel extreme sense of obligation to repay debt.
 9. Physically/Psychologically isolated and dependent on their trafficker.
- M. Facilitation Activity (First Responder Scenarios).
1. Truant female.
 2. Domestic battery at Motel.
 3. Domestic Violence at Residence.
 4. Missing child in affluent neighborhood.
 5. Homeless Teen at Bus Stop/Vacant Lot.
 6. Motel and Street prostitution.
 7. B&P code violation at Chiropractic Office/Massage Parlor.
 8. Pedestrian/Traffic stops at Construction Site.
- N. Victim Resource Providers.
1. Long term and Short Term care.
 2. Collaborative responses
 3. What Non-Government Agencies can do to supplement Government services?
 4. National Human Trafficking Resource Center (Hotline).
 - a. HOTLINE NUMBER: 888-373-7888
 - b. 24 Hours a day/ 7 days a week.
 - c. Live Operator, trained to screen HT cases.
 - d. Can accommodate 170 different languages.
 - e. Open to Law Enforcement, first responder professionals, community members, and victims.
 - f. Callers can be anonymous
 - g. Connects to local Human Trafficking law enforcement or victim resources.

XII. Sex Offender 290

- A. Registrations
- B. Megan's Law
- C. Offender Watch

XIII. Investigative Techniques and Resources

- A. Investigation Objectives
 1. Arrest
 2. Prosecution
 3. Truths
- B. Investigative Techniques
 1. Pretext phone calls

- 2. Body wires
- 3. Resources
- C. Follow-up procedures
 - 1. Review of preliminary report
 - 2. Records checks
 - a. criminal History
 - 1.FBI, CII, VCIN, CA DOJ Child Abuse Index

XIV. Interview and Interrogation

- A. Suspect Interview and Interrogation
 - 1. Policies, guidelines, laws
 - a. Miranda
 - b. Beheler
 - 2. Techniques
 - 3. Statements
 - a. corroborating
 - b. incriminating
 - c. confessions
 - d. admissions
 - 4. Appropriate location
 - 5. Use of audio/video recording
 - 6. Your body language
- B. Arrest or not arrest
 - 1. Imminent danger
 - a. public
 - b. victim
 - 2. Offense
 - a. felony, misdemeanor
 - 3. Probable cause versus reasonable doubt
 - 4. Bail enhancements
 - a. will victim be in danger if suspect bails out
 - 1. protective custody
 - 5. Evidence destruction
 - 6. Evidence obtainment
 - 7. on-going investigation
 - 8. 6th Amendment attachment
- C. Other Considerations
 - 1. Prior arrests/convictions
 - a. enhances new charges
 - b. EC 1109
 - c. 290 registrant
 - 1. huge motivator
 - 2. Prior investigations
 - a. submit case or resubmit case for filing
- D. Victim Interview and Interaction
 - 1. Appropriate area
 - a. forensic interview for children
 - b. for law enforcement
 - 2. Advocate/support person presence
 - 3. Observations
 - a. emotional responses
 - b. body language
 - 1. victim's
 - 2. yours
 - 4. EPO
 - 5. Victim notification

- a. rights/obligations
- b. Penal Code 293
- c. Penal Code 13835.5 and 13835.7
- d. AAFVASA/Marsey/Victim-Witness
- e. Mandatory Notifications for Juvenile Victims
 - 1. PC 11166(g)
 - 2. Green v Camreta

XV. Victim Services/Resources – Thursday 1430-1700

- A. Victim Witness Program
- B. Alliance Against Family Violence & Sexual Assault
- C. Women's Center – High Desert

XVI. Offenders – Friday 0800-1030

- A. Typology
 - 1. Rapist
 - 2. Molester
- B. Law Enforcement
 - 1. Investigating one of your own
 - 2. When does IA get involve
 - 3. Your agency/other agency
- C. PC 803(g) cases
 - 1. Nothing prior to 1988
 - 2. Statute of limitations not an issue
- D. Jane Doe Law
 - 1. Anonymous reporting
 - 2. LEA doesn't sign OCJP
 - 3. Victim not required to notify or cooperate with LEA
- E. PC290's
 - 1. Megan's Law
 - 2. Offender Watch
- F. Follow-up Procedures
 - 1. Computer databases
 - a. CII, FBI, DOJ Child Abuse Index
 - b. Vicap

XVII. Violent Criminal Apprehension Program (VICAP)

- A. Introduction to the database

XVIII. Case Management

- A. Maintain/document victim contacts
 - 1. Number one complaint - not keeping victim informed
- B. Preserve Evidence
 - 1. Sketches, charts, photos, timelines
- C. Disposition of suspect
- D. Clearance
 - 1. Inactivation doesn't mean case is dead
 - 2. No more evidence at this time/no further leads
- E. PATIENCE!!!
- F. Due Diligence

XIX. Investigator Wellness

- A. Stress/Stressors
 - 1. What is it to you
 - 2. How it manifests in you

- a. loss of sleep
 - b. weight gain/loss
 - c. depression
 - d. withdrawal
 - e. drugs/alcohol
3. Positive coping methods

XX. Course Review/Evaluation

Kern County Sheriff's Office Tactical Communications

1. Introduction
 - a. Introduction of Instructors
 - b. Expectations
2. Basic Elements of Effective Communication
 - a. Verbal Communication
 - i. Officer to Officer
 - ii. Officer to Suspect
 - iii. Officer to Citizen
 - b. Intra-verbal Communication
 - i. Tonality
 - c. Non-verbal Communications
 - i. Observation
 - ii. Body Language
 - iii. Posturing
 - iv. Translation
3. Professionalism
 - a. Profession of Law Enforcement
 - i. Visibility
 - ii. Codified Body of Knowledge
 - iii. Continuous Training
 - iv. Ethical Standards
 - 1) Law Enforcement Code of Ethics
 - v. Licensed
 - 1) POST Certification
 - b. Non-Professional
 - i. Inappropriate Language
 - ii. Uniform/Clothing/Equipment
 - iii. Physical Presence
 - c. Expectations
 - i. Community
 - ii. Agency/Fellow Officers
 - iii. Suspects
 - iv. Self/Family/Friends
4. Tactical Communication/Use of Force
 - a. Presence
 - i. Uniform
 - b. Verbal
 - i. Authority
 - c. Hands On
 - i. Defensive Tactics
 - d. Weapons
 - i. Taser
 - ii. K-9
 - iii. Baton
 - iv. Deadly
5. Tactical Communication Techniques
 - a. Active listening – Four Steps
 - i. Open
 - ii. Hear Initially
 - iii. Interpret

- iv. Act Appropriately
- b. Empathy
- c. Questioning Strategy
 - 1) Fact Finding
 - 2) Indirect (General)
 - 3) Direct (Closed)
 - 4) Leading
 - 5) Opinion Seeking
- d. Paraphrasing
 - i. Necessary back-up system to communication
 - ii. "You're feeling _____, because of _____."
- e. Summarizing
 - i. Creates decisiveness and authority
 - ii. Reconnects communication when temporarily interrupted
- f. Mediation.
- 6. Tactical Communication Process for Field Contacts
 - a. The "8 Step Car Stop" or "7 Step Meet and Greet"
 - i. Greeting
 - 1) Professional, courteous, "Good morning, sir."
 - ii. Introduction: Officer and Department
 - iii. Explanation
 - 1) Reason for sop/contact (non-felony)
 - iv. Justification
 - 1) Can they provide justified reason
 - v. Identification (Driver License)
 - vi. Vehicle registration (Car Stops)
 - vii. Evaluation/Decision on Appropriate Action
 - 1) Reasonable Arc of Movement
 - viii. Closing
 - 1) "Appreciate your cooperation" vs. "Have a good day"
- 7. Deflection/Springboard Focus Technique
 - i. Acknowledgement
 - ii. Deflector
- 8. Communication Process to Achieve Voluntary Compliance
 - a. The "5 Step Hard Style"
 - i. Ask
 - 1) Ethical Appeal
 - ii. Context
 - 1) Reasonable Appeal
 - 2) Explain legal grounds, present evidence
 - iii. Options
 - 1) Personal appeal "You've got some good options"
 - iv. Confirm
 - 1) Practical Appeal
 - v. Act
 - 1) Disengage and/or escalate
- 9. Five Times Words Fail
 - a. Security
 - i. Whenever others are in imminent jeopardy
 - ii. Whenever property under your control is threatened
 - b. Attack
 - i. A personal danger zone has been violated
 - 1) Training (Boxer v. Judo)
 - 2) Situational
 - c. Flight
 - i. Whenever a subject unlawfully flees your presence

- d. Excessive repetition
 - i. No voluntary compliance is forthcoming
 - ii. Verbal options have been exhausted
 - e. Revised Priorities
 - i. A matter of higher priority requires your immediate attention
 - f. Intervention
 - i. Intentional Contact
 - 1) Officer
 - 2) Community
 - 3) Suspect
 - ii. Escalation/De-escalation
 - 1) Delayed
 - 2) Advance
 - 3) Immediate
 - g. Officer Safety
 - i. Positioning
 - ii. Environment
 - iii. Reading Suspect(s)
 - 1) Bladed Stance
 - 2) Non-verbal Cues
 - iv. Control/voluntary compliance
10. Interpersonal Communications
- a. Officer to Officer
 - b. Officer to Citizen
 - c. Officer to Victim
 - d. Difficult/Verbally Abusive People
 - i. Emotional
 - ii. Intoxicated
 - iii. Argumentative/Angry
 - e. Dominating people
 - f. Interaction/Communication
 - i. Listening
 - ii. Persuasion
 - iii. Appropriate Communication
11. Student Exercise: Students will complete an exercise that demonstrates tactical communication techniques, process for field contacts, steps to achieve voluntary compliance, and/or de-escalation skills.
12. Closing
- a. Debrief
 - b. Evaluations

Tactical Communications/Interpersonal Communications PSP

1. Introduction
 - a. Introduction of Instructors
 - b. Explanation of Scenario Based Training and Rotations
 - c. Expectations

PROFESSIONAL VS. PERSONAL

2. Basic Elements of Effective Communication
 - a. Verbal Communication
 - i. Officer to Officer
 - ii. Officer to Suspect
 - iii. Officer to Citizen
 - b. Intra-verbal Communication
 - i. Tonality
 - c) Non-verbal Communications
 - i. Observation
 - ii. Body Language
 - iii. Posturing
 - iv. Translation
3. Professionalism
 - a. Profession of Law Enforcement
 - i. Visibility
 - ii. Codified Body of Knowledge
 - iii. Continuous Training
 - iv. Ethical Standards
 - 1) Law Enforcement Code of Ethics
 - v. Licensed
 - 1) POST Certification
 - b. Non-Professional
 - i. Inappropriate Language
 - ii. Uniform/Clothing/Equipment
 - iii. Physical Presence
 - c. Expectations
 - i. Community
 - ii. Agency/Fellow Officers
 - iii. Suspects
 - iv. Self/Family/Friends
4. Tactical Communication/Use of Force
 - a. Presence
 - i. Uniform
 - b. Verbal
 - i. Authority
 - c. Hands On
 - i. Defensive Tactics
 - d. Artificial
 - i. Taser
 - ii. K-9
 - e. Impact
 - i. Baton
 - vi. Deadly
5. Tactical Communication Techniques
 - a. Active listening – Four Steps
 - i. Open

- ii. Hear Initially
 - iii. Interpret
 - iv. Act Appropriately
 - b. Empathy
 - c. Questioning Strategy
 - 1) Fact Finding
 - 2) Indirect (General)
 - 3) Direct (Closed)
 - 4) Leading
 - 5) Opinion Seeking
 - d. Paraphrasing
 - i. Necessary back-up system to communication
 - ii. "You're feeling _____, because of _____."
 - e. Summarizing
 - i. Creates decisiveness and authority
 - ii. Reconnects communication when temporarily interrupted
 - f. Mediation
- 6. Tactical Communication video series
- 7. Tactical Communication Process for Field Contacts
 - a. The "8 Step Car Stop" or "7 Step Meet and Greet"
 - i. Greeting
 - 1) Professional, courteous, "Good morning, sir."
 - ii. Introduction: Officer and Department
 - iii. Explanation
 - 1) Reason for sop/contact (non-felony)
 - iv. Justification
 - 1) Can they provide justified reason
 - v. Identification (Driver License)
 - vi. Vehicle registration (Car Stops)
 - vii. Evaluation/Decision on Appropriate Action
 - 1) Reasonable Arc of Movement
 - viii. Closing
 - 1) "Appreciate your cooperation" vs. "Have a good day"
- 8. Deflection/Springboard Focus Technique
 - i. Acknowledgement
 - ii. Deflector
- 9. Communication Process to Achieve Voluntary Compliance
 - a. The "5 Step Hard Style"
 - i. Ask
 - 1) Ethical Appeal
 - ii. Context
 - 1) Reasonable Appeal
 - 2) Explain legal grounds, present evidence
 - iii. Options
 - 1) Personal appeal "You've got some good options"
 - iv. Confirm
 - 1) Practical Appeal
 - v. Act
 - 1) Disengage and/or escalate
- 10. Five Times Words Fail
 - a. Security
 - i. Whenever others are in imminent jeopardy
 - ii. Whenever property under your control is threatened
 - b. Attack
 - i. A personal danger zone has been violated
 - 1) Training (Boxer v. Judo)

- 2) Situational
- c. Flight
 - i. Whenever a subject unlawfully flees your presence
- d. Excessive repetition
 - i. No voluntary compliance is forthcoming
 - ii. Verbal options have been exhausted
- e. Revised Priorities
 - i. A matter of higher priority requires your immediate attention
- f. Intervention
 - i. Intentional Contact
 - 1) Officer
 - 2) Community
 - 3) Suspect
 - ii. Escalation/De-escalation
 - 1) Delayed
 - 2) Advance
 - 3) Immediate
- g. Officer Safety
 - i. Positioning
 - ii. Environment
 - iii. Reading Suspect(s)
 - 1) Bladed Stance
 - 2) Non-verbal Cues
 - iv. Control/voluntary compliance

INTERPERSONAL COMMUNICATIONS

- 11. Interpersonal Communications
 - a. Officer to Officer
 - b. Officer to Citizen
 - c. Officer to Victim
 - d. Difficult people
 - i. Emotional
 - ii. Intoxicated
 - iii. Argumentative/Angry
 - e. Dominating people
 - f. Interaction/Communication
 - i. Listening
 - ii. Persuasion
 - iii. Appropriate Communication
- 12. Scenarios
- 13. Closing
 - a. Debrief
 - b. Evaluations

Summary of Scenarios:

1. The student will initiate a traffic stop on a vehicle and contact the driver. The student will demonstrate the use of the "8-step" traffic stop. The student will transition to the "5-step" hard style if they receive resistance.
2. The student will be dispatched to contact a subject at the substation. The subject will be complaining that he recently received a citation for driving while using his cell phone. The subject will want to complain about the deputy not following the same rules and ask if the deputy will issue a citation to another deputy. Student should de-escalate situation through communication.
3. The student will be dispatched to check the welfare of a subject sitting on the sidewalk. Reporting party requests phone contact only. Upon arrival the student will contact the subject who is homeless and deaf. Through good communication, the student will determine the subject is not violating any laws, wants to sit on the side of the road, and is deaf.
4. The student will be dispatched to a subject walking on the side of the road with a firearm in a holster on his belt. The subject is going to have a loaded magazine in a magazine pouch on the other side of his belt. The subject will be compliant with the deputy but will be verbally abusive and demand to know why he is being detained.
5. The student will be dispatched to a neighbor dispute. Upon arrival, the reporting party will want to file a report because the neighbors flower pedals are blowing into the reporting party's front yard. The reporting party will be frustrated and demand a report e taken.
6. The student will be dispatched to the front counter of the Sheriff's Office. A subject is demanding to see the Sheriff and is refusing to leave until he sees the Sheriff. The subject will indicate the Sheriff is an elected official and is required to be available to the citizens of Kern County. The subject will refuse to discuss the matter with anyone but the Sheriff.
7. The student will contact a clerk at the River City Police Department and request a copy of a report. A gun was stolen in Kern County but recovered in River City Police Department jurisdiction. The Clerk will be rude, questioning if the deputy is even sworn personnel.