

## Advanced Officer Training Unit (AOT) Material

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### • Crisis Intervention Training

#### Training Bureau and Psychological Services Bureau: 32 hour Course Curriculum

#### Crisis Intervention, #20801 (LASD CIT)

##### Purpose Statement:

The purpose of this course is to provide law enforcement officers with specific techniques to enhance their communication with individuals who are experiencing a potential mental health crisis. The course will provide students with opportunities to gain a deeper understanding of the factors which may contribute to the attitudes, beliefs, and behaviors of individuals in a crisis state.

##### Learning Outcomes:

When responding to individuals who are experiencing a potential mental health crisis, graduates of this course will be able to utilize strategies, techniques, and community resources to respond more effectively to calls for service. Graduates will be able to identify characteristics and behaviors related to intellectual disabilities, co-occurring disorders, and mental health presentations. Graduates of this course will identify safety concerns and formulate situation specific de-escalation techniques that can be appropriately applied to that situation and link individuals to appropriate resources as explored during the law enforcement contacts.

#### LASD-CIT: Day 1

##### I. Course Introduction

###### A. Introduction

1. Registration
2. Pretest

###### B. Los Angeles County Sheriff's Department Organizational Training Structure

1. Define criteria for the course program conceptualization and content
2. Define multidisciplinary instructional team including sworn members of the Advanced Officer Training Program and Licensed Psychologists from Psychological Services Bureau along with panel participants from other community stakeholder entities.

###### C. Historical Perspective of Crisis Intervention Supports for Law Enforcement Officers

1. National Models—Memphis, Miami-Dade, CIT International and 10 Core Elements of CIT Instruction
2. Local Models—LA County collaborations with multiple law enforcement agencies

###### D. Recommendations for best practices

1. Evidence based training methodology with research based mental health information and interventions: this course aims to address best practices by linking mental health professionals with law enforcement who provide crisis response to calls for service.

2. Evidence based practices which identify Specialized Police Responses[1]: these practices include utilizing partnerships with community agency providers, subject matter experts and tenured law enforcement personnel to respond to calls for service involving persons with suspected mental illness.

## **II. Course Overview**

### **A. Introduction to LASD CIT Instructor Cadre**

1. The 32 hour course is taught by four highly experienced members of their respective fields within the Sheriff's Department as a collaborative effort between the Training and Psychological Services Bureaus: two tenured sergeants (who until recently were supervisors at patrol stations) and two forensic psychologists (who specialize in community based psychiatric crisis response).

### **B. Introduction to the LASD-CIT Curriculum**

1. The program is designed to increase in content depth and breadth over the course of the four days—scaffolding thematic integrated blocks of instruction which highlight clinical content, department policy, community partnerships and resources, and de-escalation strategies—for utilization during calls for service involving persons with suspected mental illness.

### **C. Introduction to Resources for Field Use (Student Resource Book)**

1. Each student receives a bound copy of the course resource book. The book has a table of contents and is divided into eight sub-sections that correspond to the topics covered in class as well as forms applicable for use in the field as a trained CIT Deputy.

### **D. Course Conclusion, Course Evaluations and Feedback**

1. The 32-hour, 4-day CIT instructional course is designed to immerse students in the concepts of mental health, mental illness, tactical considerations, and how to apply these concepts to mental health related crisis calls for service in new and enhanced ways.
2. It is the goal, as the CIT instructor cadre, to provide deputies with information, materials, resources, multimedia experiences, role plays, case studies, and situational scenarios in a manner that is engaging, helpful, and impactful.

### **E. Introduction of Students**

1. Learning Activity: Introduction of Students in Dyads  
Purpose: To have students interview another student which they did not know prior to arriving at this class today.

## **III. Identifying and Reducing Stigma Regarding Mental Health**

### **A. What is Mental Illness?**

1. Questions directed to the whole class
2. Learning Activity: Video and Discussion - Understanding Stigma

### **B. Review key points/stats research if not addressed during class teach-back[2]**

1. Current Research and Recommendations

## **IV. Causation and Signs of Mental Health Symptoms during police contacts**

### **A. What are the Typical 918/415 calls for service?**

1. **Learning Activity: LASD Case Study Video Montage and Discussion Purpose: To**

**provide students with multimedia materials to identify effective strategies to engage persons with mental illness (PwMI) during calls for service.**

B. What is Mental Health? What is Mental Illness?

1. Learning Activity: What is Mental Health? What is Mental Illness? Purpose: To provide experiential learning activity through multimedia prompts in order to support student articulation of common mental health symptoms

A. Law Enforcement Contacts and Common Mental Health diagnostic presentations seen in field calls

B. Factors which impact and complicate the crisis presentation during calls for service

1. The role of drugs—confirmed, suspected or otherwise implicated

C. Types of psychiatric disorders<sup>[3]</sup>

1. Definition, behaviors, incidence, onset, comorbidity, and co-occurring presentations

**I. Introduction to didactic elements of mental health presentations and Thought Disorders**

A. The concept of Psychosis and its implications across disorders

1. Psychosis<sup>[4]</sup> (Thought Disorders)

B. Learning Activity: Multimedia Case Study Activity and large group debrief

Case Study. Purpose: To provide the student with skills to engage, manage, and deescalate incidents in the field involving persons with mental illness which may result in an advisement or referral to other community based services.

**Day 1—LUNCH**

**I. Didactic Learning about Mood Disorders**

A. Changes to DSM-V: including new subcategories for developmental/lifecycle consideration

B. Depression

1. According to the National Institute of Mental Health (NIMH)<sup>[5]</sup> and World Health Organization<sup>[6]</sup>:
2. According to the Center for Disease Control (CDC)<sup>[7]</sup> and other peer reviewed literature, depression is the most common type of mental illness
3. Depression: Learning Activity--Multimedia Presentation and Facilitated Discussion. Purpose: To provide students with a better understanding of Mood Disorders and the potential outcomes these can have on an individual.

B. Interview/Intervention/De-escalation Strategies during field contacts utilizing two mnemonics SIGECAPS and IS PATH WARM?

1. Instructors discuss two mnemonics beneficial for interviews with individuals in the field in an attempt to obtain detailed information relating to some possible outcomes of the field call (such as hospitalization, referrals, or victim statements)
2. SIGECAPS stands for the 9 diagnostic criteria/symptoms of depression (Sleep, Interest, Guilt, Energy, Concentration, Appetite, Psychomotor Retardation,

Suicidal ideation/statements)

3. IS PATH WARM stands for the risk factors related to suicide[8]: Ideation, Substance Abuse, Purposelessness, Anxiety, Trapped, Hopelessness, Withdrawal, Anger, Recklessness, Mood Changes

A. Bipolar Disorder (per DSM-V[9])

1. Bipolar Disorder is the bridge between psychosis and major depressive disorder due to the connective traits of symptoms, family history, and genetics
2. Bipolar Disorder is seen in high income countries and in individuals who are separated, divorced or widowed
3. Statistical importance for Law Enforcement—Uses of Force, Barricades, impulsivity, co-morbid disorders, alcohol use and increased suicide risk
4. Learning Activity: Multimedia Case Study Video and Discussion Purpose: To provide students with a better understanding of Bipolar Disorder and the possible concurrent presentation of persons under the influence of non-prescribed substances

**II. Factors which impact law enforcement crisis calls for service: Prescription Medications, Street Drugs, and Substance Use/Abuse**

A. Learning Activity: Sensory Exercise and Discussion: What is it like to take psychiatric medications? Purpose: To increase awareness, empathy and understanding of the complexity of medication side effects and its impact upon the person's potential for medication compliance.

B. Psychotropic Medications Prescribed for Mental Health Symptoms and/or Conditions Reference Quick Reference to Psychotropic Medications<sup>[10]</sup> located in student resource materials

1. Learning Activity: Medication Awareness and Field Resources
2. Smoking and Schizophrenia: Self-Medication or Shared Brain Circuitry<sup>[11]</sup>? Patients with schizophrenia have higher rates of alcohol, tobacco, and other drug abuse than the general population.

**I. Didactic Learning about Other Disorders frequently encountered during Law Enforcement calls for service (per DSM-V unless otherwise noted)**

A. Disorders derived from Trauma, Injury, Anxiety, and/or Atypical Development (Later or Earlier in one's lifespan)

1. Traumatic Brain Injury
2. Post-Traumatic Stress Disorder (PTSD)
3. Anxiety Disorders
4. Changes in DSM-V[12]: Obsessive-Compulsive Disorder and Trauma/Stress related Disorders are now in their own respective categories and no longer classified under the larger umbrella of Anxiety. Each will be addressed separately below and are terms taken from the DSM-V unless specifically noted otherwise.
5. Obsessive Compulsive Disorder (OCD)
6. Other Related Disorders

- B. Atypical Development: Lifespan Issues: Geriatric: mental health concerns typically seen in older adults (age 50 and over)
  - 1. Neurocognitive Disorder (NCD)
- C. Atypical Development: Lifespan Issues: Childhood and Adolescence: mental health concerns typically seen from birth through teen years
  - 1. Childhood Mental Health and Trauma. Multimedia Slide displays infographic: Ask class to discuss the risk and protective factors which impact child development, trauma, and death (accidental, homicide, suicide)[13]
  - 2. DSM-V addresses mental health from a developmental perspective in the most recent edition of the classification text noting that children can now be diagnosed with previously associated “adult” disorders in the prior DSM edition.
- D. Atypical Organic Presentations Intellectual Disabilities (intellectual developmental disorder)
  - 1. Intellectual Disabilities (known as Mental Retardation until federal statute Public Law 111-256, Rosa’s Law replaced the term with Intellectual Disability for use by professionals, the public, and advocacy groups)
  - 2. Onset during the developmental period which demonstrates deficits in Intellectual Function (reasoning, problem solving, planning, abstract thinking, judgment, academic and experiential learning) and Adaptive Function (communication, social participation, independent living and seen across settings—home, school, community). Prevalence is 1% of the general population[14].
  - 3. Other Disorders which impair lifelong function: Attention-Deficit/Hyperactivity Disorder (ADHD) and Tic Disorders. Those and Other Specified Neurodevelopmental Disorders such as those associated with prenatal alcohol exposure (also referred to as Fetal Alcohol Syndrome Disorder or FASD).

## **II. Didactic Learning about co-occurring and co-morbid diagnostic presentations**

- A. Schizoaffective Disorder
  - 1. Diagnostic Criteria[15]. It is estimated that this disorder affects less than 0.3% of the population (in comparison to Schizophrenia which affects 1% of the general population—Schizophrenia is 3X more likely than Schizoaffective and is often misdiagnosed due to its low incidence rate)
  - 2. Multiple diagnostic presentations and personality features
  - 3. Prevalence of Comorbid conditions and co-occurring disorders
- B. Substance Use and Abuse
  - 1. According to the National Institute on Drug Abuse, both prescription and street drugs result in a cost of \$700 Billion annually.
  - 2. Law Enforcement calls for service and impact of state legislation

## **III. Summarize Day 1**

- A. Reflective Activity: Self Reflective Learning
  - 1. Hand out Post-it notes to each student
  - 2. Ask the students to each write one self-reflective response from today and place the post-it on the board before they leave responding to the prompt: How have you been impacted by mental illness?

A. Dismissal

**LASD-CIT: Day 2**

**Training Bureau and Psychological Services Bureau: 32 hour Course Curriculum**

- I. Introduction, Review of Day 1 Mental Health Concepts, Review of Self Reflective Learning Statements and Managing the Traps of Law Enforcement
  - A. Managing the traps of Law Enforcement
    - 1. Learning Activity: Voicemail Audio Clips (Law Enforcement and Mental Health). Purpose: To provide students with opportunity to synthesize and articulate the description of diagnostic categories during the voicemail messages.
  - B. Department Policies and Procedures relating to calls for service with suspected Persons with Mental Illness (PwMI)
    - 1. Learning Activity: Small Group Activity and Large Group Teach Back  
Purpose: To provide deputies with information relating to the obligations per LASD Manual of Policies and Procedures (MPP) and Field Operatives Directives (FOD) which relate to the safety of persons with identified or suspected mental health needs.
- II. **Utilization of Communication and Tactical Strategies and Skills during Law Enforcement Contacts and Crisis Call Responses**
  - A. Case Study and Application
    - 1. Learning Activity: Salt Lake City Police Department Case Study Video Review with Small group activity, large group debrief[16]. Purpose: To provide the student with strategies and skills to engage, manage, and deescalate incidents in the field involving suspected persons with mental illness.
  - B. Stages of Crisis
    - 1. Learning Activity: To engage students in a facilitated discussion which introduces through Pre-Teaching/Scaffolding the Stages of Crisis. The activity provides students with the opportunity to synthesize and articulate the description of diagnostic categories during the voicemail messages.
- I. **Didactic Learning: Tactical Communication**
  - A. Didactic Elements of Effective Communication Skills
    - 1. Learning Activity: To provide students with the opportunity to learn strategies and skills to engage, manage, and de-escalate incidents in the field. Procedure: Didactic information in multiple learning modalities—visual, auditory, kinesthetic—with class discussion and case application. Communication Skills: Engage and manage the subject by:
      - a) Establishing rapport

- a. Approach that is low key
  - b. Body language that is non-aggressive
  - c. Posture that is safe but facilitates communication and interaction
  - d. Employ Verbal techniques to de-escalate person and/or situation
  - e. Have one officer be primary communicator/one person speak at a time
  - f. Remain calm in voice and manner
  - g. Provide simple directions/commands
  - h. Speak slowly
  - a. Acknowledge if subject appears to be upset
  - j. State that you are there to help the subject (Keep your sentences short, Avoid making any threats, Avoid arguing with the person(s) on scene, Be truthful, Allow time for the person to consider and respond to questions and be prepared to repeat them)
- A. What are tactical considerations relating to approach and scene management which you could use to deescalate situations involving persons with mental illness? Responses should include:
- 1. Approach:
    - a. Provide a non-threatening environment
    - b. Treat the individual with dignity and respect
    - c. Be patient but persistent
    - d. Stay positive and respectful
  - 2. Managing the scene:
    - a. Be aware of potential for aggressive behavior
    - b. Avoid provoking the person or situation by decreasing stimuli if possible
    - c. Evaluate for suicidality and/or homicidality, including firearms/weapons
    - d. Understand the conditions which contribute to a suicide by cop or other violence fluidity scenario
    - e. Be aware of your own reactions to the individual
    - f. Be aware of any possible cultural considerations
  - 3. Instructors provide case examples of strategies which have previously worked in the field when attempting to de-escalate situations with persons in crisis. Affirm or discuss elements below if not suggested by students:
  - 4. Identification of strategies to deescalate situations with persons in crisis
    - a. Identify yourself and ask for their name
    - b. If they become agitated back off and provide more space

- c. Maintain adequate space
  - d. Minimize stimulation such as loud noises or sudden movements
- 5. What resolved the crisis situation? What was the roadmap to resolution? Affirm or discuss elements if not suggested by students:
  - a. Recognizing there is a Crisis
  - b. Understanding that a crisis involves a disruption of a person's normal or stable state.
  - c. A crisis occurs when a person faces an obstacle that overwhelms their ability to use their customary methods of problem solving/coping/reasoning (remind students of the definitions of mental health and mental illness from day 1).
- 6. What are the objectives for first responders when intervening in a crisis? Responses during debrief should include:
  - a. Establish crisis goals (short term goals)
  - b. Reduction in disequilibrium or relief of symptoms of the crisis
  - c. Identification of support system
  - d. Stabilize the situation
  - e. Slow things down
  - f. Minimize the threat to life and property
  - g. Arrest or control the subject
  - h. Obtain professional mental health resources for the subject
  - a. Engage a systematic process of planning and implementation
  - j. Contain scene
  - k. Communicate throughout call with subject and fellow sworn responders

**II. De-escalating crisis calls in the field: documenting observations, assessment, and responding to calls**

**A. Didactic Elements of Verbal De-escalation Strategies**

- 1. Learning Activity: Facilitated group discussion about Antecedents, Beliefs, Consequences (ABC's)[17]
- 2. Resolution of the incident and crisis: the goal during a crisis is to assist the subject to return to pre-crisis state
  - a. Allows the person to increase cognitive functioning and problem solving abilities
  - b. Strategies that a deputy can utilize to reach this goal
- 3. Roadblocks to resolution and effective communications during a crisis

**III. Didactic Elements of Verbal De-escalation Strategies**

**A. Multimedia Case Study Video Review with**

- 1. Learning Activity: Small group activity, large group debrief. Purpose: The activity provides students with the opportunity to synthesize and articulate the strategies and skills to engage, manage, and deescalate incidents in the field involving suspected persons with mental



illness and facilitate discussion introducing through Pre-Teaching/Scaffolding the concept of LEAPS: Listen, Empathize, Ask, Paraphrase, Summarize

#### **IV. Practical Strategies, Resources, and Tools for de-escalation during interactions with persons in crisis: LEAPS**

##### **A. Didactic Learning and Facilitated Large Group Discussion**

1. Pre-teaching and Scaffolding of LEAPS
2. Use of verbal techniques to deescalate situations involving persons with mental illness and persons in crisis to effectively assess and communicate through: Listening (Actively), Empathize, Ask (questions), Paraphrase, Summarize (LEAPS)[18]
3. Learning Activity: Multimedia Case Study Video Review with Small group activity, large group debrief
4. Ask students to open their individual Student Resource Books and review the information on LEAPS-- Assessment and Communications: Listen, Empathize Ask, Paraphrase and Summarize.
5. Ask students to review techniques which apply to all deputy's to increase their community policing and procedural justice skills sets LEAPS Culmination Activity: Applying new knowledge to life outside the job: wellness implications of better communications

Learning Activity: Multimedia Case Study Video Review with Small group activity, large group debrief while applying LEAPS[19]

##### **A. Lecturette and Group Discussion**

Deescalate potentially volatile situations and Identify strategies to deescalate situations with persons in crisis. The goals during this stage include assisting the subject to return to pre-crisis level of functioning

1. Strategies that an officer can utilize to deescalate and remain safe.
  - a. Establishing a credible relationship with the subject
  - b. Defusing emotions
  - c. Establishing safety and security of situation
  - d. Facilitating planning and prediction
  - e. Reducing emotional interference
  - f. Allow venting
  - g. Enabling problem solving to be the focus
2. When the subject is problem solving and making decisions, he or she is:
  - a. Using skills that require more rationality and reason
  - b. Less emotional in their reasoning
3. Establish rapport
  - a. Establish who you are and that you care
  - b. Remember to calm yourself down
  - c. Obtain and give personal data
  - d. Identify yourself by your first name, indicate that you are law enforcement
  - e. Include in the opening statements a positive role in the conversation
    - Ask what is going on with you now?

- Ask how can I help you?
  - Make explicit statements of a desired resolution
  - Tell them “we can work on that”
4. Calming techniques include:
    - a. Demonstrate an understanding attitude
    - b. Model calmness
    - c. Reassure the subject
    - d. Allow the subject to vent
  5. Creating A Roadmap to Resolution
    - a. Each case you see will require a different roadmap to successful resolution. Understanding how to create these roadmaps is essential.
    - b. Understanding the dynamics of a crisis will assist a first responder in resolving a field incident.
- A. De-escalation Techniques: Grounding
1. Grounding Techniques[20] can be used to restore focus when a person is so intensely immersed in an emotional experience that it is detrimental. The individual in crisis can be guided to regain a sense of time, place and situation.
  2. Grounding Techniques are useful for patrol personnel when dealing with individuals who are experiencing a deep emotional disturbance and distancing from reality.
  3. Note: The causes of this deviation from reality may be psychosis, intoxication, or other heightened emotional state. Grounding Techniques promote increased rational thinking, focus on the present, and are an important aspect of de-escalation during calls for service.

## Day 2—LUNCH

- I. **Tactical Communication Strategies and/or Skills for Situation Management including local resources and program options**
- A. Evaluation and treatment during the custodial process[21]
    1. Custodial screening and evaluation
  - B. Treatment options within correctional settings
    1. Currently there are a variety of jail programs that provide mental health treatment for those currently incarcerated
    2. LASD also attempts to properly identify inmates who were not originally identified as having a mental health problem upon their intake so they can receive services.
  - C. Treatment transition from incarceration into the community setting
    1. LASD provides transportation assistance to take offenders from jail to a myriad of services upon release
    2. The jail Linkage Program is for inmates with mental illness who require specialized assistance with release planning.
    3. Mental Health Forensic Outreach Teams are under contract with DHM and assist over 1200 inmates annually who are released upon completion of their AB 109 sentences
    4. Assisted Outpatient Treatment (ATO) or Laura’s Law ATOLAOE@dmh.lacounty.gov

**II. When Mental Health Treatment Meets Legal Documents: Completing the WIC§5150 Application for Involuntary Mental Health Evaluation**

**A. Lanterman Petris-Short Act (referred to as the LPS act)**

1. The LPS Act was enacted in 1967. Individuals with mental disorders are entitled basic federal and constitutional rights.
2. The LPS Act provided a safeguard through judicial review after the initial 72- hour involuntary commitment into an approved mental health facility.
3. The LPS Act intended to balance the right of the community with the rights of the person to freedom and due process
4. It should be noted that commitment and emergency involuntary detention constitutes a serious deprivation of personal liberty
5. The LPS Act evolved into what is currently known as 5150 WIC

**B. Documentation**

1. MH302 form requirements
2. Learning Activity: To provide students with criteria and documents necessary for involuntary hospitalization through the debrief of Case Example “Carlos” Purpose: To provide the students the opportunity to work in small groups, correcting prior individual learning activity while determining accuracy of the document when compared to the current California Welfare and Institution Codes pertaining to involuntary mental health evaluation and treatment.

**C. The Concept of ROAR: a department specific Law Enforcement Decision Making Model: preplanning through situation management**

1. ROAR defined
  - a. Respond
  - b. Observe
  - c. Assess
  - d. React
2. Applicability of ROAR across Law Enforcement activities and domains
  - a. Procedural justice
  - b. Documentation
  - c. Policy
  - d. Procedure
  - e. Organizational and community culture changes: law enforcement reality orientation-- ROAR is your new reality!

**I. Suicide: Facts, Risk Factors, and Protective Factors**

**A. The other “S” word – The Topic of Suicide. Suicide defined: Death caused by self-directed injurious behavior with an intent to die as a result of the behavior<sup>[22]</sup>.**

1. Learning Activity: Suicides in progress. Purpose: To provide students with multimedia learning experience relating to suicides in progress.

**B. Suicidal Risk Factors and Behaviors**

1. Risk Factors outlined in the mnemonic: IS PATH WARM?[23]

- C. Suicide incidents and Comorbidity: Someone who attempts suicide or completes suicide will almost always have a psychiatric diagnosis such as Major Depression, PTSD, TBI, Thought Disorders
- D. Suicide by Numbers
  - 1. Learning Activity: Small group activity, large group debrief. Purpose: To provide the student with information regarding risk factors relating to suicide and implications for field calls involving persons with mental illness.
- E. Statistics and Facts about Suicide<sup>[24]</sup>
  - 1. Average of 1 person every 12.3 minutes killed themselves
  - 2. In 2014, 42,773 people died by suicide in the U.S.
  - 3. Average of 1 older person (age 65+) every 1 hour and 8 minutes kill themselves
  - 4. Average of 1 younger person (age 15-24) every 1 hour and 44 minutes kill themselves
  - 5. 50% of deaths by Suicide used a firearm
  - 6. Suicide is the 10th ranking cause of death in U.S. (homicide is 17<sup>th</sup>) — the 2<sup>nd</sup> cause of death for young persons ages 15-24.
- F. Elements of Suicide
  - 1. The Math of Suicide: The Suicide Equation
    - a. Variables of Suicide Equation as described by Edwin Shneidman, a pioneer suicidologist, in his writings about the elements of suicide and the term he coined—the concept of Psychache<sup>[25]</sup>
- G. Pre-death Indicators<sup>[26]</sup>
  - 1. This term was coined by (now retired) Sergeant Barry Perrou, Psy.D. Los Angeles County Sheriff's Department (LASD).
  - 2. Dr. Perrou responded to more than 1000 call outs as the Sergeant of the LASD Crisis Negotiation Team (CNT) during his tenure. While on the department, he went back to school earning his doctorate in Clinical Psychology. Over the course of his career in law enforcement, he coined the term “pre-death indicators” as a collective term for the behaviors exhibited by individuals who are in severe emotional crisis and these behaviors are often witnessed imminently before one’s death during a standoff/contact with law enforcement.
  - 3. Pre-death indicators are behaviors one exhibits in an attempt to motivate oneself into engaging in one final life ending act. It is believed that the person demonstrating these pre-death indicators may be lacking the volition to execute the final act—such as pulling the trigger of the gun held to their head or jumping from an elevated plain.
  - 4. Pre-death indicators function as motivators to die by suicide and these behaviors may contribute to the decrease in their ambivalence to act. Ambivalence, on the other hand, is a protective factor which can help inhibit one from acting or following through with their thoughts/plan to end their life. It is argued that ambivalence may decrease with pre-death behaviors as these activities (especially when exhibited together) cause light headedness and decreases rational thinking.
- H. Suicide of Cops—Law Enforcement Suicides
  - 1. Learning Activity: Suicide of Cops - Walking the Thin Blue Line  
Purpose: To provide students with a kinesthetic learning experience to personify the non-verbal/unstated impact of suicide within the law enforcement community and the

- interconnectivity of the variables during prospective patrol calls for service.
- 2. Activity Debrief: Police Suicide Risk Factors[27]:
- 3. LASD In-house support for Deputies in Crisis
  - a. Discussing role of Psychological Services Bureau to support deputies in crisis.
- 4. National Recognition and Organizational supports, Student Reference Pages/Resources
- A. Dynamics of Suicide By Cop (SbC) Reference the resources in the student binder—specifically the handout by the American Association of Suicidology (AAS) titled Suicide By Cop
  - 1. Learning Activity: Suicide by Cop
- J. Relationship between Homicide and Suicide From Silent to Violent: the fluidity of Suicide and Homicide during a crisis
  - 1. Learning Activities: Multimedia Case Examples: to identify risk factors for suicide and fluidity of violent acts, possible pre-death indicators, and determine effective strategies to engage such subjects on any other crisis call for service while maintaining deputy safety.
- K. Suicide Resources and Supports
  - 1. Bridging to Safety. Learning Activity--Bridge Between Suicide and Life.[28] Purpose: To provide students with multimedia materials from the perspective of law enforcement personnel to identify risk factors for suicide and fluidity of violent acts, possible pre-death indicators, and determine effective strategies to engage such subjects on any other crisis call for service while maintaining deputy safety. The material also focuses on aspects of deputy wellness and the possible long term impact of first responders' wellbeing.
- AX. Fluidity and De-escalation
  - 1. Developing skills to effectively deescalate situations involving persons with mental illness  
Learning Activity: Fluidity and Complacency—potential deadly combination in the field
  - 2. To increase awareness and develop interpersonal skill sets when de-escalating situations involving Persons with Mental Illness and to increase insight into the experiences of persons with mental health symptoms and their difficulties interacting with others

## **II. Summarize Day 2**

### **REMIND STUDENTS TO UPDATE THEIR COURSE EVALUATIONS**

- A. Review of course material
- B. Debrief and summarize activities and experiences
- C. Answer additional questions regarding course content
- D. Dismissal

## **LASD-CIT: Day 3**

## **Training Bureau and Psychological Services Bureau: 32 hour Course Curriculum**

### **I. Introduction, Review Day 2 Concepts and Activities**

- A. Concepts and Application newly learned content as applied to crisis calls for service—using LEAPS, ROAR, and Suicide Fluidity—as elements of de-escalation and contact with persons in crisis in the field.
    - 1. Instructors to facilitate large group discussion about the impact of this new information and how would this have impacted a call for service before and after taking this class?
  - B. Perception of Law Enforcement (response to calls for service)
    - 1. Learning Activity: Multimedia Clips—to provide students with opportunity to watch case study video and articulate potentially more effective engagement strategies based upon synthesis of prior course content.
  - C. California legal/procedural criteria relating to Mental Health, Firearms, Mandated Reporting
    - 1. Learning Activity: WIC and PC Small Group Activity and Large Group Teach Back. Purpose: To provide deputies with information relating to the obligations per Welfare and Institution Codes as well as Penal Codes which relate to the safety of persons with identified or suspected mental health needs: Table 1: WIC 5150 and 5150.05, Table 2: WIC 8100A/B and 8102, Table 3: WIC 8103 and PC 1542.5, Table 4: WIC 1524A, PC 18100, and PC 25135A
- ### **I. Multisensory experience to build empathy and understanding of others who may have atypical sensory experiences**
- A. Role Play multisensory experience.
    - 1. Learning Activity: The Voices Exercise. Purpose—to increase the students awareness of how a person suffering from a mental disorder may experience an encounter with law enforcement. During the debrief the Instructors facilitate conversation regarding the level of disturbance to daily activities that this level of symptomology may produce.

### **II. Los Angeles County Sheriff's Department Community Resources and Partnership Bureau**

- A. Introduction of the Community Resources and Partnership Bureau Representative/Member guest presenter
  - 1. Introduction to the creation of the former LASD COPS Bureau and the expanding role of the Community Partnerships Bureau relating to concerns about Individuals who are homeless
- B. Understanding the Homeless Population and their needs
  - 1. LASD Field Ops Directive 12-003: Homeless Encampments

## **Day 3— LUNCH**

### **I. Community Support and Advocacy Facilitated Panel Presentation and Discussion**

- A. Panel of Community Members: National Alliance on Mental Illness (NAMI)

1. Presentation of NAMI Programs
2. Pre/Post Evaluations and Handouts provided and distributed by NAMI
3. Discussion about the local programs and resources provided by NAMI for individuals, family, and community members at various county locations provided in the handout

**B. Lived Experience Testimonies by Panel Members**

1. Presenters are individuals with lived experience of mental health symptoms and/or family members of those with lived experience.
2. Presenters in general discuss their experiences with programs, resources, and any personal history of contacts with law enforcement officers during a crisis. Presenters may discuss personal challenges and triumphs.
3. Facilitate conclusion of personal experiences and large group question and answer period as well as facilitated discussion linking concepts discussed in class to those mentioned by panel members (as it applies to specific speakers and their respective stories)
4. Instructor Facilitated group discussion following the panel's Lived Experience Testimonies

**I. Bridging Didactics with Lived Experience**

**A. Merging didactic content with the lived experiences of the NAMI panel members' personal stories**

1. Learning Activity: To provide students with the opportunity to apply prior knowledge of psychiatric symptoms with effective techniques and strategies to engage persons experiencing psychiatric symptoms during calls for service.
1. Direct students to work in table top groups and list on the large post-it notes how they would "join" with the subject of the call. Instructors remind students that each diagnosis may entail a slightly different approach.
2. Students present their table top group discussions and engagement strategies to the large group for discussion and large group debrief.

**I. Summarize Day 3**

**REMIND STUDENTS TO UPDATE THEIR COURSE EVALUATIONS**

- A. Review of course material
- B. Debrief and summarize activities and experiences
- C. Answer additional questions regarding course content Reflective Exercise: Self Reflective Learning Prompt: Going 10-8
- D. Dismissal

## **LASD-CIT: Day 4**

### **Training Bureau and Psychological Services Bureau**

#### **32 hour Course Curriculum**

##### **I. Introduction, Review of Day 3 Concepts, Activities and Resources**

###### **A. De-escalation when contacting persons during calls for service**

1. Facilitated Discussion regarding the possible change in the perception of Law Enforcement response to calls for service based upon this class experience. Purpose: To provide students with the opportunity to discuss their reactions and possible changes with new perspective to the own level of insight.

##### **II. De-escalating emotionally charged calls for service utilizing community caregiver elements of law enforcement duties, civilian mobile teams, and hospital staff**

###### **A. Didactic Information: Community Resources and Supports: Conservatorship**

1. Resources and supports for patrol deputies when responding to callers or situations which are high utilizers of emergency resources/chronic calls for service.
2. How can a well written 5150 application transition into a locked treatment facility stay of up to or in excess of one calendar year?
3. Instruct students to turn to the reference grid in their student resource book titled "LPS Conservator Brochure" in the Table of Contents.
4. Assisted Outpatient Treatment also known as Laura's Law. Assisted Outpatient Treatment (AOT-LA) is the Los Angeles programmatic implementation of the Assisted Outpatient Treatment Demonstration Project Act of 2002, also known as "Laura's Law". Laura's Law provides the highest level of outpatient care. The next higher level of intensity of service is LPS Conservatorship.

###### **B. Didactic Information: Community Resources and Supports: Community Caretaking Authority of Law Enforcement**

1. How often do you encounter an emotionally charged response (by the subject or the community) to the possible involuntary evaluation, treatment and transport outcomes of a call for service?

###### **C. Didactic Information: Community Resources and Supports: The Caretaking Authority and Mandate of Hospitals per Emergency Medical Treatment And Labor Act (EMTALA) and Health and Safety Code (HSC) 1799**

1. Emergency Medical Treatment and Active Labor Act (EMTALA), 42 U.S.C. § 1395dd. Under the Act, any individual who seeks emergency treatment in a hospital that participates in Medicare and has an emergency department must be screened and evaluated to determine if an emergency medical condition exists; if so, the hospital must treat and stabilize the patient, either in its own facilities or by transfer to an outside facility.
2. Hospital 24 hour detention via Health and Safety Code (HSC) Section 1799[29]

##### **III. Transitioning from Global to Local: Providing context to students regarding department goals and objectives as well as obtaining feedback to report to Investment in Mental Health Committee Members**

- ###### **A. Select Sworn LASD Manager/Executive to speak with class members in a large group format**



1. Sworn Manager/Executive will discuss status of LASD's Investment in Mental Health

**Day 4—LUNCH**

**I. Deputy Wellness: Impact on the Job**

**A. Post Traumatic Stress Disorder: PTSD**

1. Learning Activity: To provide experiential learning activity through multimedia prompts in order to support student articulation of common experiences associated with PTSD within the first responder population. Ask the class to view the multimedia prompt and engage in dialogue to debrief the images and discuss compassion fatigue, First responders and stress, PTSD, and the safety concerns when deputies experience burnout. View the multimedia video clip (PTSD approximately 5 minutes[30]).
2. PTSD Debrief: Discuss the idea of compassion fatigue (aka Secondary Stress or Vicarious Trauma or Compassion Stress), PTSD, Stress, and Job Longevity.
3. The Impact of Being Law Enforcement Personnel[31] Research suggests that law enforcement shift work lengths, undiagnosed sleep disorders, or medical conditions may have negative results on wellbeing and job performance. Law enforcement personnel have many job related experiences involving fear, death or serious injury, or a repeat of other traumatic events. PTSD has been associated with several chronic diseases including diabetes, cardiovascular disease, gastrointestinal disorders, chronic fatigue disorder, autoimmune disorders, and migraine headaches.
4. Ask the Class: How do these symptoms impact you and your partners on the job? Do you see these things in your co-workers? Are deputies afraid to admit what they see in themselves and in others? What is the stigma associated with admitting these things? Instructors to facilitate discussion regarding the comments and reactions from the students to discuss reducing stigma, introduce resources available at the department (such as Psychological Services Bureau) and discuss resources available in the student resource binder regarding increasing communication skills, healthy relationships, stress reduction, and creating a personal plan for a balanced approach to life both on and off the job.

**II. Criminal Intelligence Bureau—The intersection of potential criminal threats and mental illness.**

- A. Didactic information about criminal acts committed by individuals who may present with behaviors and non-traditional indicators of violence as it interconnects with mental health presentations**
1. LASD Criminal Intelligence Bureau (CIB) Information
  2. What group of individuals perpetuate acts of terror on foreign or domestic soil?
  3. Domestic Terrorists including Anti-abortion Extremists, Left-wing Revolutionaries / Black separatists, Eco-terrorists (Animal Liberation Front—ALF; Environmental Liberation Front—ELF), Neo-Nazi and Racist-based Groups, Anti-Government / Sovereign Citizens, Homegrown Violent Extremists (HVE's), and Lone Wolves.
  4. Hate Crimes--FBI defines a hate crime as traditional offense (i.e. 187, 451, or 594 PC) "against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties.
  5. Lone Wolves—A lone wolf is someone who prepares/commits violent acts alone, outside of any command structure and without material assistance from any group (may be influenced/motivated by the ideology and beliefs of an external group, and may act in support

of such a group).

6. Where does law enforcement intervene/contact suspects who are encountered during field contacts?
7. Targeted Violence--According to Dr. Reid Meloy who consults with the FBI, he and other experts in the field of threat assessment discuss the concept of Targeted Violence (as opposed to the term typical violence as encountered by law enforcement) and Terrorism. "Targeted violence differs from typical violence—emotionally charged, impulsive, and reactive—encountered by law enforcement.[3] It entails a decision to act violently against a particular person, group, or institution. Persons carry it out in a planned manner as illustrated by such acts as the San Bernardino, California, terrorist attack, which killed 14 people on December 2, 2015.[4][32]. Discuss the Warning Indicators of Targeted Violence[33]
8. Staying on the Alert as Law Enforcement: Educating & Engaging Community Members, Youth Engagement, L.E. Networking and Liaisons, Responding to 9-1-1 / "CrimeStopper" calls, Responding to every victim of crime (in communities of interest/Hate Crimes), Utilizing existing criminal informants / sources, Other LASD / PD units and Retired LE/ FD / Military personnel

### III. Capstone Activity: Role Play Scenario during call for service

#### A. Potential 918 Call for service

1. Learning Activity: To demonstrate understanding of course content and current legal forms to describe psychiatric behaviors, symptoms, and circumstances observed during the call for service and present the information accurately to hospital staff in verbal and written form. Procedure: Each group will select one or two members of their group to present the information from the group activity in a role play to the hospital admission staff (played by two of the course instructors).
2. Group Activity and Debrief

### IV. Summary and Closing Remarks, Course Evaluations, and Comments

1. Culmination of course activities and learning
  - a. Provide course summary Days 1-4: Ask students to complete course evaluations, Debrief activities, experiences, final impressions

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## • Advanced Officer Course

### LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

**ADVANCED OFFICER TRAINING UNIT**

**ADMINISTRATIVE PROCEDURES**

**INSTRUCTORS:**

A.O.T. Staff

**HOURLY BREAKDOWN:**

2½ Hours

**INSTRUCTIONAL AIDS:**

Radio Code Book

Penal Code

Vehicle Code

Whiteboard

Computer and LCD

**RESEARCH MATERIAL:**

Los Angeles County Sheriff Department Policy and Procedure Manual

Los Angeles County Sheriff Department Field Operations Directives

California Penal Code

California Vehicle Code

Becoming an Exemplary Peace Officer (Josephson Institute)

PERFORMANCE OBJECTIVE:

The students will receive a welcome and introduction from the AOT Staff and receive a pre-test on radio codes and stat codes to test their level of readiness for patrol. The test is used as a starting point for reference and should reflect a progression of training in patrol school. Students will also be given scenarios to discuss regarding ethics and decision making, leadership, conduct, addressing victims and off duty conduct as it pertains to them and their job as peace officers.

COURSE OBJECTIVE:

I. Introduction

A Expectations

1 Policy & procedures

a Uniform

b Behavior

c Time

B Pre Test

1 Radio Codes

- a Random
- b Stat Code
- c Used as a starting point

II. Ethics

A Leadership and Responsibilities

1. Be accountable
2. Learn the parameters of your job
3. Stay positive
4. Balance humility and self-confidence

B Ethics and Values

1. Six pillars of character

- a Trustworthiness
- b Respect
- c Responsibility
- d Fairness

e Caring

f Citizenship

C Attributes of an Exemplary Peace Officer

1. Good character
2. Proficiency
3. Professionalism
4. Leadership

D Aspects of an Exemplary Decision

1. Quality of a decision
2. Legal dimension of a decision
3. Ethical dimension of a decision
4. Effectiveness dimension of a decision
5. Achieving the best possible result

III. Crime Survivors

A Identifying the Victim

1. Responding to scene
2. Identifying the victims, suspects, informants
3. Administering aid

B Responding to the victim

1. Apathy



2. Sympathy
3. Indifference
4. Cold shoulder

C      Assisting the victim

1. Victim advocacy groups
2. Other victims of violent crimes
3. Therapy and Rehabilitation
4. Group therapy
5. Lending an ear

IV.    M.A.D.D. / Off Duty Conduct

A      Personal Responsibility

1. Conduct on duty and off duty
2. Responsibility
3. Drinking and driving

B      Off duty Incidents

1. Drunk driving

a      Against the law

b      Public danger

2. Impact on you

- a Criminal charges
- b Civil penalties
- c Impact on family
- d Impact on job
- e Impact on friends

3 Impact on Other Party

- a Criminal charges
- b Civil penalties
- c Impact on family
- d Impact on job
- e Impact on friends



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**BOOKING PROCEDURES**

**INSTRUCTORS:**

A.O.T. Staff

**HOURLY BREAKDOWN:**

1 Hour

**INSTRUCTIONAL AIDS:**

Department Forms

Booking Packets

**RESEARCH MATERIAL:**

Los Angeles County Sheriff Department Policy and Procedure Manual

Los Angeles County Sheriff Department Field Operations Directives

California Penal Code

California Vehicle Code

PERFORMANCE OBJECTIVE:

The students will, through repetitive training demonstrate the ability to fill out a booking slip and the various forms associated with booking a suspect.

COURSE OBJECTIVE:

This course is an interactive class. The students will follow the instructors as they explain each box on the booking slip. The students will be told what each box is for and the proper information that should go in it. The students will also fill out the various forms associated with the booking procedure. These forms include the medical form, PCD, Additional charge slip and property envelopes. The students will become familiar with the booking procedures of the various patrol stations they will be assigned too.

I Field Procedures

A Arrest

1 Legal Standing

a Crimes

b Violations

1 Parole

2 Probation

B Transportation

1 Station booking

a Station protocol

II Paperwork

A Booking packet

1 Booking Slip Front

a Suspect information

b Phone numbers

c medical stamp

d File Number

e Arresting Agency

f Charges

g Additional Charges

h Suspect property

i Suspect Money

j Emergency contact

2 Booking Slip Back

a Fingerprints

b Phone Numbers

3 Additional Charge Slip

a Warrants

b Additional Charges

4      Property Envelopes

a      Money

b      Jewelry

c      Personal Property

5      PCD

a      Synopsis of Probable Cause

6      Medical Form

a      Questionnaire

b      Jailer part

Note: Students will fill out a booking packet on each other as part of a practical application exercise. Booking packets will be corrected by assigned Field Training Officers and returned to students



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**BRIEFINGS & PRE-BRIEFING DUTIES**

**PATROL EXPECTATIONS**

**RADIO CAR INSPECTIONS**

INSTRUCTORS:

AOT Staff

FTO Monitors

HOURLY BREAKDOWN:

½ Hour

INSTRUCTIONAL AIDS:

Station briefing board material (NWK, LKD, CER Stations)

TOD Slips

Radio Cars

Radios

RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy & Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

Station Unit Operating Procedures

PERFORMANCE OBJECTIVES:

The students will become familiar with pre-briefing (set up) and briefing duties. Students will participate in hand-on familiarization of filling out TOD Slips, Logging on an MDT and Basic Radio Procedures. Further, students will participate in a hands-on exercise of inspecting a radio car properly. Discussions will be conducted to insure continuity and familiarization of station procedures, location of stunbag guns, shotguns, tasers, and additional equipment.

COURSE OBJECTIVES:

I Briefings

A Duties

- 1 Briefing set up
- 2 Radio draw
- 3 TOD Slips
- 4 Briefing board dissemination

II TOD Slips

A TOD Slips

- 1 Proper fill out
- 2 Vehicle inspection

3      Vehicle maintenance

4      Vehicle operation

III      MDT

A      Operation

1      Log on

2      Briefing obs

3      Call check

IV      Radio Procedures

A      Radio Draw

1      Batteries

2      Sign out

B      Operation

- 1 Turn on
- 2 Frequency familiarization
  - a Practice changing frequencies
  - b Gold radio code book
- 3 Use
  - a Talking
  - b Wearing
  - c Rushing the mike
  - d Mouth to far away
  - e Volume control
  - f Dispatch vs L-Tac
  - g Broadcasts

h Coordination

V Role of the trainee

A Expectations

1 Duties

a Set-up

b Subpeonas

c Weapons

1 Shotgun

2 Stunbag

3 Taser

B Effort

1 Attitude

a Eager to learn

b Receives critiques well

C Training Officers

1 Patience

2 Repetitive

3 Feedback





**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**CRIME SCENE MANAGEMENT**

**INSTRUCTORS:**

AOT Staff

**HOURLY BREAKDOWN:**

2 Hours

**INSTRUCTIONAL AIDS:**

LCD Projector

VCR

Computer

Videos

RESEARCH MATERIAL:

Los Angeles County Sheriff Department Policy and Procedure Manual

Los Angeles County Sheriff Department Field Operations Directives

Los Angeles County Sheriff Department Training Bulletins

PERFORMANCE OBJECTIVE:

The students will become familiar with proper crime scene management techniques and protocol and evidence preservation, call coordination, and containments.

COURSE OBJECTIVE:

The Students will become familiar with managing a crime scene and the procedures for maintaining a crime scene , and coordinating calls

I Introduction

A Instructor Background

1 Training

2. Locations Worked

B Instructor Experience

1 Stations Worked

2 Assignments

3 Current Assignments

II Crime Scene Management

A First Unit

1 Assess

2 Render Aid

3 Direct responding units

4 Designate Assisting units

5 Gather information

B Coordination

- 1 Gather Information
- 2 Broadcasts
- 3 Identify Suspects and/or witnesses
- 4 Barricades
- 5 Contain scene
- 6 Assess needs

C Immediate Information

- 1 Identify Incident
- 2 Date / Time of occurrence
- 3 Victims / suspects / witnesses

4      Responding emergency personnel

5      Transport Location

6      Supervisor Notification

7      Specialized unit notification

### III      Preservation of Scene

#### A      Crime Scene Management

1      Set up perimeter

2      Identify viable evidence

3      Major incident log

4      Have enough personnel

5      Delegate personnel

a      Assign jobs

b Assign areas

c Assign duties

B Control Scene

1 Entry / Exit

2 Equipment

3 Personnel

4 Media

5 Management

C Identify Evidence

1 Fragile

2 Direct

a Statements

b Observations

**LOS ANGELES COUNTY SHERIFF DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**DEALING WITH STRESS**

**INSTRUCTOR:**

Dr. Laurie Estes, ESSB

**HOURLY BREAKDOWN:**

½ Hour

**INSTRUCTIONAL AIDS:**

Stress Handout

VCR

Computer

LCD Projector

RESEARCH MATERIAL:

Various lecture from psychology seminars and symposiums

PERFORMANCE OBJECTIVES:

The students will become familiar with the Employee Support Services Bureau and the programs and counseling they offer.

COURSE OBJECTIVE:

The students will become familiar with the symptoms of stress and the programs and counselors available to them.

I Symptoms of Stress

A Work related

1 Schedule

2 Off duty



3 Work

B Home

1 Family

2 Finances

II Counseling

A Employee Support Services

1 Available 24 hours

2 Confidential

3 For work or privately related matters



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**DEFENSIVE TACTICS**

**INSTRUCTORS:**

A.O.T. Staff

**HOURLY BREAKDOWN:**

11 Hours

**INSTRUCTIONAL AIDS:**

Flipcharts

Markers

Overhead Projector

Strike Chart

Options Chart

Mats

RESEARCH MATERIAL:

Los Angeles County Sheriff Department Policy and Procedure Manual

Los Angeles County Sheriff Department Field Operations Directives

Los Angeles County Sheriff Department Defensive Tactics Manual

Los Angeles County Sheriff Department Force Instructors Manual

P.O.S.T Basic Course Learning Domain #20

PERFORMANCE OBJECTIVE:

The students will be exposed to and gain knowledge and understanding of the various aspects of force and the use of force. The students will discuss the fundamentals of force and the policies governing its implementation.

The students will identify and assess situations that may involve medical treatment.

They will further discuss the responsibilities of field personnel when confronted with complaints of pain of force. Through the use of

hypothetical situations the students will recognize an incident of force and respond accordingly.

COURSE OBJECTIVE:

I Introduction

A Force Defined

- 1 Force
- 2 Reasonable force
- 3 Unreasonable force
- 4 Excessive force
- 5 Deadly force

B Department Specific Force Policy

- 1 Importance of the policy
  - a Intent to protect the officer
  - b Intent to protect the subject
- 2 Outside policy
  - a Ramifications to you

b Ramifications to the department

c Career survival

d Personal survival

C Case Law and the Impact on Law Enforcement

1 Terry vs Ohio

a Legal standing on lawful detentions

2 Graham vs Conner

a Relevance of probable cause

3 Tennessee vs Garner

a Importance of quick decision making to  
interpret the safe outcome of a problem

II Reporting Force

A Your Responsibility

- 1 Must make immediate notification
- 2 Must be a “hardstripe” supervisor
- 3 Includes in detail all actions and aspects of the force used
- 4 Include other involved personnel
- 5 Obtain medical aid if needed
  - a Document what injuries
  - b real or alleged
  - c Who responded and treated
- 6 Transport if necessary
  - a Cannot be the involved officer
  - b Under escort

1      Officer

2      Suspect

B      Medical Treatment

1      Required transport to medical facility

a      Visible traumatic injury

b      On recommendation of field medical personnel

c      Head injury

1      Head struck an object

2      Head struck the ground

3      Sustains blow to head

4      Inform ER doctor

d      Restraint with carotid restraint hold



regardless if rendered unconscious  
e Hit with special weapon projectile

1 Arwen

2 Taser dart

3 Stunbag

f O/C spray used

1 Unless cleared by field medical personnel

g Alleges injury and requests medical

h Alleges force

i When in doubt- transport

1 If suspect refuses

2 Let suspect refuse to medical personnel

## C Supervisor Responsibility

1 Welfare of your personnel

- a Are they okay
  - b Injuries?
  
- 2 Welfare of the suspect
  - a Medical attention
  
- 3 Transport witnesses to a suitable location for interviews
  - a Other field personnel
  - b Civilian witnesses
  
- 4 Get a verbal first report
  - a For briefing to higher ranking persons
  - b Begin documentation
  
- 5 Significant force
  - a Locate and interview potential witnesses
  - b Document statements

c Photograph the scene

incident as possible 1 Try to capture the conditions as near to the

used on d Complete suspect report on each person that force was

e Interview medical staff

statements 1 Are injuries consistent with officers

f Photograph injuries to department personnel

6 Less significant force

technique a Resistance by suspect during search or handcuffing

takedown b Use of department approved control hold, come along,

c Use of a hobble

d Use of O/C spray

or lasting pain -only if it causes discomfort and does not involve injury

D Watch Commander / Supervising Lieutenant Responsibilities

1 Must immediately examine suspect

a Must physically look at suspect

b Must personally interview

c Will re-iterate

1 What happened?

2 Do you need medical attention?

d Must tape record

e Fill out force review package

E Additional Units of Notification

\*\*\*Agencies other than the Los Angeles County Sheriff

Department may or may not have the following types of

units, or may have units similar to those listed

- 1 Internal Affairs Bureau
- 2 Internal Criminal Investigation Bureau
- 3 Homicide Bureau
- 4 Shooting Teams
- 5 Unit Commander
- 6 PSTD Team
- 7 Training Division

III. Situational Options Chart- This chart is unique to the Los Angeles County Sheriff Department. Other Agencies may have similar displays that are unique or specific to that agency

A Pie Chart

- 1 Cooperative
  - a Professional presence
  - b Verbal

- c Non verbal
- d Control search

2 Resistive

- a Firm grip
- b Defensive tactics
- c Control holds
- d O/C spray
- e Intermediate weapons

3 Assaultive/High Risk

- a Impact weapons
- b Less lethal
- c Personal weapons

d Carotid Restraint

e Canine

4 Life threatening

a Firearms

b Impacting vital areas

IV Striking Charts- This strike chart is unique to the Los Angeles County Sheriff Department . Other agencies may have similar charts.

A Primary Strike Areas

1 "Green" areas

a Limbs

b Meaty areas

c Non vital areas

B Secondary Strike Areas

1      “Yellow” areas

a      Groin

b      Solar plexus

c      Kidneys

C      Vital Areas

1      “Red” areas

a      Head

b      Neck

c      Spine

d      Clavicle

D      Nerve Motor Points

1      Femoral



2      Brachial

V      Officer Survival

A      Proper Training and Preparation

1      Limitations

a      Physical training

b      Cardio training

c      Lack of training

2      Outside stress

a      Stress from home

b      Self imposed stress

c      Peer pressure

3      Mental preparation

a Self motivation

b Prior planning

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**DOMESTIC VIOLENCE**

**INSTRUCTORS:**

A.O.T. Staff

**HOURLY BREAKDOWN:**

3 Hours

**INSTRUCTIONAL AIDS:**

Whiteboard

Markers

Handout

RESEARCH MATERIALS:

Los Angeles County Policy and Procedure Manual

Field Operations Directives

Newsletters

Directive Updates

Find Law.com

PERFORMANCE OBJECTIVE:

The students will come to recognize, through the use of role playing and scenario based activities, the elements and information that make up domestic violence.

COURSE OBJECTIVE:

I Domestic Violence Awareness

A What is Domestic Violence?

1. Violence
2. Relationships

B Definitions and related Terms

1. Domestic Violence
2. Co- habitant
3. TRO (Temporary Restraining Order)
4. EPO (Emergency Restraining Order)

C Awareness Dynamics

1. Emotions of the victim
2. Emotions of the family
3. Reluctance of the victim to report
4. Reluctance of the victim to prosecute

II What Do I Do?

A Command Presence

1. Remain Calm and Composed
2. Firmly reassure the victim
3. If both parties are there, keep them separated

B Gather Information

1. Notify Duty Deputy
  - a. Pre-lim report
  - b. Location
  - c. Needs
2. Provide for Medical needs

3. Descriptions

a Suspect(s)

b Last seen

c Weapons?

4 Identify Witnesses

a Get witness info

b Keep separated

III Conclusion

A Awareness

1 Know all of your players

2 Know your areas

- a Avenues of escape?
- b Cover and concealment
- c Construction

1 Are There Other Family Members  
Around?

B Prepare To Act , But DON'T!!

1 Eyes and Ears

- a Stop , look and listen
- b Gather and record all necessary information

2 Don't get pulled into the problem

- a Don't let the problem overcome you
- b Watch your emotions

- c Don't take sides

REMEMBER: WE ARE NOT HERE AS A PERSONAL VALET OR ESCORT, WE ARE HERE TO MAINTAIN THE PEACE. DON'T GET DEEPLY INVOLVED IN THE PROBLEM.

C Support Deputy Personnel

- 1 Remember legal foundation
- 2 Remember parameters of abilities
- 3 Supplemental report
  - a Actions you took
  - b Chronological



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

## **FOOT PURSUITS**

### **INSTRUCTORS:**

AOT Staff

### **HOURLY BREAKDOWN:**

2 Hours

### **INSTRUCTIONAL AIDS:**

Computer

LCD Projector

Handouts

### **RESEARCH MATERIAL:**

Los Angeles County Sheriff's Department Policy & Procedure Manual

Los Angeles county Sheriff's Department Field Operations Directives

Newsletters

### **PERFORMANCE OBJECTIVE:**

The students will become familiar with current department policy on foot pursuits. Students will also become familiar with the steps necessary to successfully conclude a foot pursuit.

#### COURSE OBJECTIVE:

The students will be led through a hands on exercise on call coordination and containment. The students will watch an interactive video on containments and utilize the instruction given to them regarding coordination and placement. Upon completion of the classroom exercises, the students will participate in a foot pursuit exercise. Students will run at a slow to moderate pace and broadcast via radio, foot pursuit radio traffic. Monitors and staff will be with the groups and provide guidance, feedback and response.

#### I Policy

##### A Dept policy

##### 1 Definition

##### 2 Implementation

##### 3 Interpretation

##### a Line deputies

##### b Sergeants

c Lieutenants

## II Procedures

### A One vs two man foot pursuits

1 Safety factors

2 Environment parables

a neighborhood familiarity

b Community support

### B Pursuit vs Containment

1 When to pursue

2 Safety in containment\

### C Pursuit ability

1 Physical ability

a cardio

b muscle

2 Area awareness

a Familiarity

b Location awareness

### III Pursuit Exercise Classroom

A Interactive video

1 Plot pursuit course

2 Plot containment positions

B Pursuit Dynamics

1 One vs two man

2 Area movement

IV Pursuit Exercise Outside

A Track

1 Full gear

2 Vests

B Neighborhood

1 Groups

a Calling pursuits

b Calling pursuits under stress

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**LASER VILLAGE**

**INSTRUCTORS:**

AOT Staff

TAS Staff

**HOURLY BREAKDOWN:**

8 Hours

INSTRUCTIONAL AIDS:

LASER Village area

Props

Simulation Trailer

Radio cars

Less lethal weapons

Classroom

RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy & Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

California Penal Code

California Vehicle Code

Los Angeles County Sheriff's Department Radio Code Book

PERFORMANCE OBJECTIVE:

The students will participate in a continuous training environment in which they will be able to implement all of the training, lecture material and information via active scenarios and written tests.



COURSE OBJECTIVE:

Practical Application Day is not a specific block of instruction but a day of events where the students will participate in scenarios and testing.

The students will be divided into 3 groups. Each group will start at a particular location and take part in the scenarios and application there. The breakdown is as follows:

I      SIMS training

A      Students will engage in a bldg clearance

1      Movement

2      Team

B      Students will conduct a deputy rescue

1      Movement

2      Post rescue

II      SIMS training part II

A      Students will participate in a shoot / don't shoot scenario

1 Critical Decision Making

2 Tactical Movement

B Students will familiarize and use Less Lethal

1 ARWEN

2 Stunbag

3 Taser

III SIMS training part III

A Students will engage in shooting assessment scenarios

1 Critical Decision Making

2 Tactical Decision Making

B Students will engage in team movement

1 Tactical Movement

IV     SIMS training part IV

A     Students will engage an active shooter

1     Cover and Concealment

2     Tactical Decision Making

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**MDT CERTIFICATION**

INSTRUCTORS:

MDCS Staff

HOURLY BREAKDOWN:

8 Hours

INSTRUCTIONAL AIDS:

Computer

MDC Terminal

MDT Terminal

JDIC Terminal

#### RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy & Procedure Manual

Mobile Digital Systems Training Course

#### PERFORMANCE OBJECTIVES:

The students will become familiar with the common procedures and applications of the Mobile Digital Terminal.

#### COURSE OBJECTIVES:

##### I Introduction

##### A Configurations

##### 1 Screen

##### 2 Lights

3      Sounds

4      Keyboard

B      Procedures

1      Log on

2      Observation screen

3      DMV screen

4      Wanted persons screen

5      URN screen

C      Functions

1      Enroute

2      10-97

3 10-98

4 Booking number

5 Property screen

6 License plates

7 Code 6

8 902H

## II Call Handling

### A Receive priority call

1 Dispatch procedures

2 Keyboard functions

### B Receive emergency call

1 Dispatch procedures

2 Keyboard functions

III Administrative procedures

A SRF messages

1 Received

2 Send

B Monitor

1 Monitor initiate

2 Monitor terminate

C Vehicle exchange

1 Vehicle info

2 Operator info

D Sign on / off

1 Sign on procedures

2 Sign off procedures

E Password exchange

NOTE: Students receive their MDT certification from MDCS (8hrs). Students are also allowed and encouraged to operate MDT's during Patrol School. Students are given opportunities throughout Patrol School to work on the MDT's. Students can be assessed by the Monitors or Staff on the basic functions of the MDT.



**LOS ANGELES COUNTY SHERIFF DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**MDT USE**

**INSTRUCTORS:**

A.O.T. Staff

Field Training Officers ( Monitors)

**HOURLY BREAKDOWN:**

3 Hours

**INSTRUCTIONAL AIDS:**

Radio Cars

MDT's

MDT Guide

MDT Field Cheater

RESEARCH MATERIAL:

Los Angeles County Sheriff Department Radio Code Book

Mobil Digital Computer Service Guide Book

MDT Function Checklist

PERFORMANCE OBJECTIVE:

The students will, through repetitive use learn to operate the basic functions of the MDT terminal.

COURSE OBJECTIVE:

The students will be provided time during the Patrol School to manipulate the MDT terminals. The students can operate the MDT on their own or with Monitors and Staff. The terminal operation is in addition to the 8 hour orientation course at SCC. The students will be assessed on the basic functions of the MDT. These functions include log on and off, create obs, run people and vehicles and clear calls. The students will receive calls for service from training dispatch and will have to handle them accordingly.

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**MENTALLY ILL PERSONS**

**INSTRUCTORS;**

A.O.T. Staff

**HOURLY BREAKDOWN:**

1 Hour

**INSTRUCTIONAL AIDS:**

Power Point

LCD

VCR

Computer

**RESEARCH MATERIAL**

Manual Policy and Procedure

Field Operation Directives

Newsletters

W.I.C. Code

Handouts

PERFORMANCE OBJECTIVE:

Students will recognize the signs of a mentally unstable person and how to react and talk to them.

COURSE OBJECTIVE:

I Understanding Mentally Ill Persons

A What is 5150 W.I.C.?

1 California Penal Code section for a mentally ill person

a A danger to others

b A danger to himself

c Gravely disabled (unable to provide necessary

personal needs to oneself)

B What is a mentally ill person?

1 Lack of medication

a not taking meds

b too much medication

c wrong medication

2 Physical or Psychological Instability

a medically diagnosed

b trauma

c life infused emotional duress

II How Do I Deal With A Mentally Ill Person?

A Do not talk down or degrade them

1 Lowkey approach

- a firm but low voice
- b no furtive or sudden movements
- c one person talk at a time

B Officer Safety

1 Do not compromise safety

- a Treat as a real threat to you
- b Treat as unknown
- c Render problem "safe" first

2 How to deal with them

- a Talk evenly
- b watch language, do not spark anger

- c Attempt to understand perceived problem

### III What can I do?

#### A Safety is first

- 1 If you feel uncomfortable do not contact

- a Notify your Deputy

- b Get back up

- c Monitor the person

- 2 Public Safety first

- a Protect the public

- b Secure the area

- c Insure adequate logistics

#### B Notifications

1 On Duty Deputy First

- a advise situation
- b time frame of events
- c M.E.T. Team

2 Monitor Situation

- a Do not assess
- b contain the area
- c monitor the person
- d watch out for additional persons

The authority to take mentally disordered persons into custody is found in Section 5150 of the Welfare and Institution Code. Which states in part:

When an person is a danger to others, or to himself, or gravely disabled as a result of mental disorder, a peace officer ( or other specified person) may, upon probable cause, take the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72 hour treatment and evaluation.

**REMEMBER: DO NOT GET SUCKED INTO THE PROBLEM!!!!**



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**NARCOTIC RECOGNITION**

**NARCOTIC SYMPTOMOLOGY**

**INSTRUCTORS:**

Narcotics Bureau Detectives and Investigators

**HOURLY BREAKDOWN:**

2 Hours

**INSTRUCTIONAL AIDS:**

Packaged Narcotics (To be provided by Narcotics Bureau) for display only

Narcotics Paraphernalia

**RESEARCH MATERIAL:**

Los Angeles County Sheriff Department Manual of Policy & Procedure

Los Angeles County Sheriff Department Field Operations Directives

PERFORMANCE OBJECTIVES:

Through direct interaction with the Detectives and Investigators, the students will become familiar with narcotics and narcotics paraphernalia and how to recognize the materials and the symptomology of a person under the influence.

COURSE OBJECTIVE:

The Detectives and Investigators of the Narcotics Bureau conduct a very interactive and informative lecture based on directing the students to become involved in discussion and recognition. They respond to direct questioning and will illicit discussion on the student experience and knowledge. Their foundation for the class revolves around the current trends and activities occurring on the streets. Due to the ever changing world of narcotics, they prefer open discussion as opposed to direct lesson planning where they can direct discussion of narcotics based on demographics, ethnicity, social status, and environment.

I Symptomology

A Narcotics

1 Symptoms

B Alcohol

1 Symptoms

C Under the influence procedures

- 1 DSR
- 2 Rohmberg
- 3 Bruxism
- 4 Body language
- 5 Pupils
- 6 pulse rate

II Field procedures

A Sales

- 1 Undercover buys
- 2 Sales
- 3 hiding places

B Person

1 Packaging

a Individual wraps

b Money

C Surroundings

1 Ground

2 Vehicle

III Legal Update

A 4<sup>th</sup> Amendment

1 Searches

2      Seizures

3      Wall stops

a      Need probable cause

#### IV      Recognition

##### A      Types

1      Methamphetamine

2      Cocaine

3      PCP

4      Ecstasy

5      Designer drugs

##### B      Stash locations

1      Vehicle

2 Props

C Packaging

1 Individual

a Baggies

b Bindles

c Bricks

2 Scent deterrent

a Coffee

b Pharmaceuticals

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING**

**OFFICER SURVIVAL**

INSTRUCTOR:

Dep R. Jones

HOURLY BREAKDOWN:

2 Hours

INSTRUCTIONAL AIDS:

LCD

Computer

Videos

Dryboard

RESEARCH MATERIALS:

Los Angeles Sheriff Dept Manual of Policy and Procedures

Los Angeles Sheriff Dept Field Operations Directives

Field Operations-Deputy Course Curriculum

PERFORMANCE OBJECTIVES:

Upon completion of this block of instruction the students will be able to self assess their own mental and physical preparedness to stressful and fast and evolving situations.

COURSE GOAL:

To improve the student awareness of Mental Attitude, Physical Training, Tactical Training, Equipment, and shooting Skills.

I Mental Attitude:

A High Risk encounters

1 Any encounter could be high risk

a Maintain a mental attitude of being safe and knowing  
your surroundings

b Maintain an "I will survive" attitude

B Mentally condition yourself to overcome the forces, attack an individuals ability to survive deadly encounters

1 Pain

2 Blood



3      Fatigue

4      Fear

5      Being shot

C      The human body is amazing at survival

1      Understand that the fact you are bleeding does not mean you are  
going to die!

## II      Physical Training:

A      Endurance and Strength is necessary for Survival

1      Incorporate and maintain a physical training program into your  
routine

B      Cardiovascular Training

1      Run, Walk, MOVE

2 Get your heart rate up and improve your stamina and endurance

3 Lift weights to improve muscular enhancement for strength

C Discussion of shootings

1 Past experiences are discussed regarding Officer Survival

2 How training saved the deputy's life

3 How lack of physical and mental training factored into the death of a deputy

III Training

A Defensive Tactics

1 The importance of quality training

a The necessity of proper response

b The reduction of lag time

B Tactics

1 The importance of a proper tactical response to police situations

a There is no perfect tactic

b Each deputy must develop a tactic in each situation  
that “works” for him/her

c Tactics are chosen for its strengths, but all tactics  
have a weakness

2 Discussion regarding various tactics

C Equipment:

1 Essential item for survival:

a Body armor

2 Shootings are reviewed

a Body armor played a significant roll in the survival of  
the deputy

D Shooting Skills

- 1      The ability to deploy and be proficient with a handgun and shotgun
  - a      Tactical considerations for close quarter battle
  - b      Rapid and immediate incapacitation
  - c      Hit ratio of law enforcement
  - d      One hit stopping potential
  - e      Head shots
  - f      Bullet effects

E      Radio Procedures

- 1      Stay on the working frequency
  - a      May forget to switch over
  - b      May miss emergent traffic

2 L-tac

a Use for short transmissions

b After call switch back

3 Verbage

transmissions a Always use unit identifiers before and after

radios 1 Most foot units not logged on with

2 Easier to look and identify you

b Speak methodically

1 Slow and clear

2 Hold mike close to mouth

3 Don't "eat" the mike

4 Keep transmissions short

a Prevents cut off

5 Follow format identifiers

a Who you are

b Where you are

c What you have

d Other pertinent info

6 Radio Codes

a Know them

1 Wont walk  
into a situation

2 Will  
understand radio traffic

3 Keeps  
average citizen out of enforcement matters

7      Crime Broadcasts

a      Clear and concise

b      Quickly

c      NO PURSUITS

- AUTHORIZED

1      NOT
- 2      Not trained
- 3      Dangerous
- foot and vehicle

4      Includes
- to inform

5      Can follow

a      ONLY WITH DEPUTY PERMISSION

b      In very limited circumstances



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**PATROL OPERATIONS DAY**

**INSTRUCTORS:**

AOT Staff

FTO Monitors

**HOURLY BREAKDOWN:**

8 Hours

**INSTRUCTIONAL AIDS:**

(MOCK CITY AREA) - Pontevista

27500 S Western Av

Rancho Palos Verdes, Ca 90275

Radio Cars

Radios

Radio Frequency

Dispatcher

CAD Dispatcher System

CP Trailer

RD Maps

FTO's

Role Players

Props

Housing

#### RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy & Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

Department Newsletters

Station Unit Orders

#### PERFORMANCE OBJECTIVES:

The students will participate in a continuous training environment in which they will be able to implement all of the training, lecture material and procedure they have learned. Students will be have to make decisions and handle the problems they are presented with.

#### COURSE OBJECTIVE:

Patrol Operations Day is not a specific lecture block of instruction but day of events where the students will be able to participate in scenarios and problems they will cause them to make decisions, respond to calls and handle situations.

The students will be divided into 3 groups. Each group will start at a particular location and take part in the scenarios at each location. The locations are as follows:

I Patrol Operations Day

A Students will work in 2 person radio cars

act as an FTO

1 FTO Monitor will ride with students and

B Students will participate in and be assessed in

- and/or MDT
- 1 Respond to calls dispatched via radio
- 2 Handle calls for service
- 3 Make "observations" and handle
- accordingly
- 4 Make critical decisions
- 5 Coordinate calls
- 6 Put out broadcasts
- 7 Multi task
- 8 Make arrests

W/C

9      Run arrests by W/S and

10     Tactical communication

11     Use the MDT

“on patrol”

C      Students will in essence be 10-8 and

1      Handle segment as if on patrol

2      Make the necessary decisions

3      FTO’s will critique as necessary

Students will handle all calls for service as sent to them via MDT and radio. Monitors will not act unless team has lost control of the problem and can not recover. Students will also be afforded the opportunity to see or “obs” pedestrian, bike and car stops. All arrests made will be relayed to the “Watch Sgt”.

II      Building  
Clearance / Weapons  
Draw

A      Conduct Building Clearances

1      Stress level

a      SIMS gear

2      Monitor will shadow the team

a      Critique

b      Assess

c

Evaluate

3      Weapons Draw

a      Seated in car

b      Standing

c      Crouched

d      Laying down

e      Back up

Students will also participate in weapons draws from various positions. These positions include seated in a car, laying down, crouch position and kneeling. Students will draw both duty and back-up weapons. Drawing back-up weapons will give the students the opportunity to see how effective they would be at drawing the weapon from their front or back pocket or ankle holster. Students will critique themselves on weapons draws.

III      Officer Rescue

A      998 Call

1      Assist request

2      arrive at scene

a      Observe

b      Evaluate

c      Assess

action

d      Implement course of

e      Escape

f      Re-evaluate

The students will participate in an officer rescue scenario. The “wounded” officer has responded to a call for service and was shot. The “wounded” officer puts out emergent radio traffic and responding units will have to assess and coordinate response. The scenario is critiqued and the students are encouraged to actively engage in discussion and dialogue.

#### IV      Felony Traffic Stop

##### A      High Risk Stop

1      Positioning

2      Safety

3      Cover

4      Commands

5      Control

The students will participate in a High risk traffic stop. The students will conduct the traffic stop and respond to the situation at hand. The students will de-brief each stop and are actively encouraged to participate in discussion and dialogue.

Patrol Operations Day is designed for the students to self assess their learned knowledge and skills and apply them in an interactive environment. The patrol area is enclosed and guarded and provides a safe arena for the students to conduct their activities. Students get to interact with “suspects” and Field Training Officers. This operation is a culmination of all the classes they have received during Patrol School.

**LOS ANGELES COUNTY SHERIFF’S DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**PULLOVER & APPROACH**

INSTRUCTORS:

AOT Staff



FTO Monitors

HOURLY BREAKDOWN:

3 Hours

INSTRUCTIONAL AID:

Radio Cars

Deputies

Role Players

RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy & Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

Advanced Officer Training Unit Powerpoint Presentation

PERFORMANCE OBJECTIVE:

The students will become familiar with basic procedures regarding conducting high risk and unknown traffic stops. Students will participate in hands on training scenarios involving role players and FTO monitors

COURSE OBJECTIVE:

I General guidelines

A Contacts

1 Violations

2 Consent

3 Arrest

4 Investigations

B Vehicles stops

1 Detention

a Commands

b Red lights / sirens

2 Stops

a Unknown Risk

1 Traffic / Equipment violations

2 Suspicious activity

3 Citizen request

4 Certain misdemeanors

b High Risk

1 Felony violations

2 Serious misdemeanors

3 Broadcasted descriptions

C Location

1 Know your locations

2 Enter in MDT

a When convenient

b When safe

3 Request via SCC

D Tactics

1 Dictate location of stop

2 Distance between cars

3 Safety corridor

4 Cover locations

5 Back up

6 Lighting

a Spotlights

b Street lights

7 Avenues of escape

II Stops

A Unknown risk

1 2 man car

- a 12-15 feet between vehicles
- b Scan for cover spots
- c Radio car is dissected by suspect car

2 1 man car

- a 12-15 feet between vehicles
- b Scan for cover spots
- c Radio car is dissected by suspect vehicle
- d Back up request
- e Scan area for people

B High risk

1 Vehicle positions

a 2 cars minimum

b Radio cars side by side

c 15-20 feet

d Directly behind suspect vehicle

e Cover car off driver side

**LOS ANGELES COUNTY SHERIFF DEPARTMENT**

**ADVANCED OFFICER TRAINING UNIT**

**RADIO NOMENCLATURE & PROCEDURES**

INSTRUCTORS:

A.O.T. Staff

HOURLY BREAKDOWN:

2 Hours

INSTRUCTIONAL AIDS:

Whiteboard

Markers

Radios

RESEARCH MATERIAL:

Los Angeles County Sheriff=s Department Manual Policy and Procedures

PERFORMANCE OBJECTIVE:

The students will, through facilitated role playing, recognize the aspects of good and bad personal communication skills.

COURSE OBJECTIVE:

I Interpersonal Communication

A Oppressive mannerisms

- 1 Disrespectful Attitude
- 2 Negative Body Language
- 3 Overbearing tone

B Reading People

- 1 Anger
- 2 Emotional instability
- 3 Age
- 4 Under the influence
- 5 Extremist Views

II Tactical Communication



A Radio familiarity

1 Equipment Knowledge

2 Knowing all signs

a recognize signs

b recognize traffic

c understand what=s going on

3 Codes

a memorize

b proper use

c context

B Radio Traffic

1 Use of Radio

a firm voice

b talk into mike

c don=t rush

## 2 Limitations

a overstepping

b feedback

c busy signal

## III Positioning

### A Good stances

1 Gunside back

2 APersonal space@

3 Observe subject

### B Know you surroundings

1      Escape routes

2      ADefensible positions@

3      Cover & concealment

4      Limited space to move

C      Partner concepts

1      Don=t split Partners

a      Don=t be too far away from

b      Distance judged by:

2      How quickly you can help partner

3      How fast you can move

- a Always keep partner in view
  - b Turn the subject(s)
  - c Watch the hands
- 4 Availability of back-up
- a Back up officers
  - b Assistance response
  - c Other agencies

The students will wear a handheld radio for the duration of patrol School. During their attendance in

patrol School students are encouraged to conduct broadcasts and coordinate containments. Monitors and Staff will also request students to put out various radio traffic. The students will request needs and relay information via the radio. The time of radio use by students during the course of Patrol School is included in this instruction block. Students will practice their 10-38, containments, broadcasts and coordinations with AOT staff and FTO monitors. Radio use is conducted throughout the entire length of Patrol School.

**LOS ANGELES COUNTY SHERIFF DEPARTMENT**

**ADVANCED TRAINING BUREAU**

**RANGE WEAPONS QUALIFICATION**

**INSTRUCTORS:**

P.D.C. Staff (PDC Range Staff)

**HOURLY BREAKDOWN:**

10 Hours

**INSTRUCTIONAL AIDS:**

Gunbelts

Personal Issued Handgun

Ammunition & Magazines

Silhouette Targets

Eye Protection

Ear Protection

**RESEARCH MATERIAL:**

Los Angeles County Sheriff's Department Policy and Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

Los Angeles County Sheriff's Department Range Manual

P.O.S.T. Basic Course Learning Domain #35

#### PERFORMANCE OBJECTIVES:

The students will become familiar with the safety guidelines for handling and shooting a handgun. The students will demonstrate proficiency in shooting by qualifying on standard targets.

#### COURSE OBJECTIVES:

##### I. Introduction

The mental and physical standards that face police recruits today are some of the highest in any job specific description. This has been consistently demonstrated by the high percentage of students who graduate from the academy. One such standard that graduating students achieve is in the field of handguns and shooting.

- A. The students, through repetitive exercise, will competently perform various techniques in the proper operation of a handgun.

1 A proper over all sight picture will insure proper sight alignment.



a Proper grip

b Sight alignment

c Sight picture

2 Proper body control is a vital part of a good shooting technique.

a Breath control

b Stance

c Follow  
through

## II Shooting techniques- body position

A. Grip primary hand (2 hand grip)

1. 

Place the grip of the weapon in the web of the shooting hand allowing the trigger finger to be placed on the trigger at the first joint with the tip angled slightly to the rear.

    - a firm grip but not to a point where the hand begins to tremble.
    - b fit snugly in the “pocket” of the hand
    - c weapon should be a natural extension of the arm
  2. 

The lower three fingers are wrapped around the grip with the thumb down against the second finger

    - a Firm grip
    - b No gaps between fingers
- B Grip support hand (2 hand grip)
- 1 

Wrap fingers of support hand around the fingers of the primary hand.

    - a Firm grip , but not tight
    - b Snugly over the fingers of the primary hand

- c Comfortable grip to support weight

2 The thumb should be clamped over the thumb of the primary hand or the back of the primary hand

- a Low on the hand to prevent interference with the slide

- b Natural grip across the hand

#### C Triangle arm formation

1 Wrists, elbows and shoulders should be locked, in place forming a triangle

- a Apex of triangle should be the end of the line of sight.

b Locked triangle stance will greatly assist in night shooting.

- c Emphasize practical repetition

#### D Body position

1 Parallel to the target

- a Facing squarely
- b Feet shoulder width apart
- c Lean back slightly to counter balance the weight of the  
weapon

E Breath control

1 Normal breaths between firing, during commands

- a Deep breaths
- b Breath during commands
- c Deep breath intake prior to target acquisition

F Control breathing

1 Prevents hyperventilation

2 Controls body movement

III Shooting technique

A Sight alignment

1 Front sight centered in notch of rear sight

a Equal light on both sides

b Both sights are even across the top

c Sight aligned center mass on target

B Eye focus

1 Primary focus is on the front sight

a Dominant eye should be used

b Close weak eye

c Do not look downrange to target, will unfocus sight  
alignment

C Sight picture

1 Center mass theory should be emphasized

a Don't pinpoint shoot, tends to cause jerking

b Normal arc motion (wobbling) will not adjust sight  
picture unless the motion is violent

c Focus on the front sight. The target should be a blur in  
the rear of the sight.

D Trigger control

1 Trigger finger angled to the rear and at the first joint

a Tip of finger should touch trigger guard before firing

b Helps control trigger jerking

c Central positive proper trigger control with  
uninterrupted

d Shot should “surprise” the shooter

IV Range Qualification

A Timed Course Relay

1 Combat Stance

a 25 yard line

b Standard Firing Stance

2 Triangle Position

3 Target Acquisition

a Center Mass

b 3 rounds in 5 seconds

4 Standard Score

a 10, 9, 8, 7

1 Critique

2 Shot grouping

V 832 P.C. Qualification

A Standard 832 P.C. Course

1 1 handed- shoot from hip

a 3 yard line



b 2 rounds every 5 seconds

c total 12 rounds

d total 30 seconds

2 2 hand point shoulder (standard combat stance)

a 7 yard line

b 2 rounds every 5 seconds

c total 12 rounds

d total 30 seconds

3 2 hand point shoulder (standard combat stance)

a 15 yard line

b 2 rounds every 5 seconds

c total 12 rounds

d total 30 seconds

4      Score

a      Minimum score 29 hits out of 36 rounds

b      7 ring or better

5      Remedial

a      1 remedial re-shoot allowed per student

b      remedial failure

1      re-take entire course  
again

IV      Conclusion

A      Repetition and practice

Grip, stance and breathing are most easily controlled by the shooter. Too an extent so is sight picture and alignment which through training and practice can be improved.

1      Adherence to instruction

a Follow instructors instructions

b Practice

c Repetitive

B Safety

1 Follow instruction

a Wear proper equipment

b Strict compliance with rule and regulations

c Familiarity with equipment

C Emphasize the need to continue training to improve upon or hone skills. Although shooting is a last stand issue, proper preparation and training may make the difference in survival. Reverence for human life is a term implied by the department to instill common sense and decency to a trying situation. The term can also imply reverence to the shooter and the sanctity of his life. In either case the bottom line is practice repetition and familiarity.



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**REPORT WRITING**

INSTRUCTORS:

AOT Staff

HOURLY BREAKDOWN:

6 Hours

INSTRUCTIONAL AIDS:

Power Point

Computer

LCD

Whiteboard

Pencils

Sheriff dept forms

SCAR Report

Arrest Report

PCD

CHP-180

RESEARCH MATERIAL:

Los Angeles County Sheriff's Department Policy and Procedure Manual

Los Angeles County Sheriff's Department Field Operations Directives

Los Angeles County Sheriff's Department Newsletters

Report Writing Handout

Previous Written Reports

P.O.S.T. Basic Course Learning Domain #18

PERFORMANCE OBJECTIVES;

The students will become familiar with the various Dept report

Forms and implement basic interview and organizational skills necessary to complete the reports.

COURSE OBJECTIVE:

I. Introduce Complaint Report Form:

A Face page

**Note:** The face page is always numbered as page one.

1 Action

a Active, Inactive, or Pending

b Assess according to case screening guidelines

2 Non-Criminal

- report
- i.
    - a If there are no criminal violations contained in the
    - b Adult arrests
    - c Enter the number of adults arrested
    - d An adult is reported as “arrested” if a booking number has been drawn for the individual

3 Subjects Detained

- a Enter the number of Subjects detained
- b This section includes adults taken into custody under 5150 W.I.C. and
- c Those persons “Detained Only” under 849 P.C.

4 Classification

- a Use one line for each classification



b For criminal classifications, cite the verbiage of the section followed by the level (Felony/Misdemeanor/Infraction) and the statistical code

c Use the check box to indicate whether the crime was attempted or completed

5 Penal Code 664 is no longer used on the classification line

a Only three classifications can be reported on the face page

b Additional classifications are placed on "Face page Continuation" pages as necessary

6 Prints Requested/Completed

a Check the upper box if prints were requested

b Enter the name of the person who transmitted the request to SSB along with the time of the request

c If prints were taken prior to the completion of the report, check the lower box, enter the name of the person taking the prints and the time that they were taken

7 Date, Time, Day of Occurrence

a Enter date, then time, then day of occurrence (i.e. Monday).

**\*\*\*\*IMPORTANT\*\*\*\***

**Note:** Be sure to the time of occurrence agrees with the time of the call for service or your observations, i.e. the crime occurred before you received the call for service or your observations were made at the time of the crime occurrence.

8 Location of Occurrence

a Enter the location by street address if possible, otherwise give geographic location

b In the case of a business also include the business name

9 Domestic Violence

a Complete this section only in the case of Domestic Violence incidents

- b      The “Non-Personal” box is checked if non-personal weapons were used
- c      The “Personal” box is used if personal weapons were used in the incident
- d      i.e., hands, feet, fists, etc.
- e      The injury boxes are used to report only those injuries resulting from Domestic Violence
- f      They are not to be checked in the event of injuries resulting from other types of crimes
- g      The “Non-Criminal” box is checked for those reports in which there are no criminal violations, but for which a report is required
- 1      This box is redundant to the “Non-Criminal” box on the first line of the face page

2 It appears here for clarity within the  
“Domestic Violence” section

3 Both should be checked in the case of Non-Criminal Domestic  
Violence reports

10 Participation

a Self explanatory

b Note that “Party” and “Reporting Party” are only used  
in Domestic Violence reports

11 Race

a Enter the described persons race according to the  
following table:

A- Asian

B- Black

H- Hispanic

I - American Indian

M - Multi-Race

N - Alaskan Native

P - Pacific Islander

U - Unknown

W - White

12. Ethnic Origin

a Cite a specific country

<sup>1</sup> In those cases where a specific county cannot be cited, use a regional ethnicity from the following table:

African

Australian

North American

Central American

South American

European

Eastern European

Middle Eastern

Asian

Pacific Rim

13      Date of Birth

a      Enter in MM/DD/YY format

b      If the DOB is unknown, do not estimate

c      The previous practice of coding an approximate age  
using 02/30/(approximate year) has been discontinued in LARCIS

14      Age

a      Use this field only if the DOB is unknown

blank                      b              If a DOB is entered, leave this field

15              Day Phone

   a              Check this box on the line corresponding to the  
party's daytime phone

16              English Speaking

communicate in              a              Check "Yes" or "No" to indicate the party's ability to  
English

   b              If "No" is checked, indicate in the narrative which  
language(s) is/are spoken by the participant

17              Vehicle

   a              Use the "# \_\_\_\_" to indicate which Victim # or Suspect  
# is associated with the vehicle

b Check the "Outstanding" box only when the vehicle is currently wanted and a corresponding entry has been made in SVS (i.e., Stolen, Felony Vehicle, Dangerous)

18 Authoring Deputy

a Note that the order of the Authoring Deputy and Partner Deputy has changed

b The Authoring Deputy is now cited in the Left column of the report

c The "Court Exp/Vacation Dates" may be optionally used to communicate the Prop 115 qualification status of the deputy and his/her vacation dates

19 Unit/car#

a Enter the MDCS call sign identifier (i.e., 31A) or the car number identifier (i.e., E9) of the unit to which the authoring deputy is assigned

b Do not enter the vehicle number (i.e., 51334) of the patrol vehicle being driven by the authoring deputy



20 HQ Notification Required

a Check "Yes" or "No"

b If "Yes," provide the name of the deputy making the notification in the block along with the date/time of the notification

c Place the remainder of the required notification information in the narrative of the report

21 TT B/C By

a If a JDIC Broadcast is issued, identify the secretary who sent the broadcast along with the date and time

22 Secty

a Leave this box blank in all cases

b It is used to identify the secretary who processed the report

B Face Page Continuation:

1 The Face Page Continuation blocks are completed exactly as on the face page

a You may add as many continuations as are needed to fully report all information

b When these pages are used, they are numbered as page 2, 3, ... up to the number of pages used

C Property/Evidence/Case Screening Page:

1 Tag#:

a Enter the truncated portion of the MDCS Incident Number (i.e., T-032)

b      The Station and Julian date components of the  
number are not required

c      Leave this block blank if the report is not connected to  
a MDCS recorded event

2      Evidence Entered in:

a      There are three sections so that multiple items of  
evidence can now be clearly recorded in multiple ledgers

3      Evidence held:

a      Check all applicable boxes

b      There is a "Blank Line" box to include any items not  
listed

**Note:**      If you have more property items than can be placed onto the narrative  
section of this page, use a "Narrative Page" for the continuation in the same manner as  
is currently done with the Complaint Report.

4      Property released to:

a      Name and signature of person receiving released

property

D Narrative portion:

1 Documenting Evidence, Stolen property, etc.

a Utilize the code menu to select the appropriate code

b Be sure to number the item and quantity of that item

c Describe the item in detail, utilizing the format given in  
the menu

2 Narrative:

a The Incident Report narrative is completed in  
substantially the same manner as the present Complaint Report narrative

b Report information that is fully contained within the  
report check boxes should not be redundantly included in the narrative unless that  
treatment would provide a clearer presentation of the information

c The narrative page(s) are numbered in sequence  
following the last Property/Evidence/Case Screening page

E Crime Analysis:

1 Suspect/Subject page:

a This page is designed to report information relating to two (2) different Suspects/Subjects

b The page is laid out in columns with check boxes for each item

c In each column, the first check box relate to Suspect/Subject #1

d The second check box relates to Suspect/Subject #2

e If you have more than 2 Suspects/Subjects, use additional pages to fully report all Suspects/Subjects

f The same column convention applies

g The second page would report Suspects/Subjects #3 and #4 and so on

2 Clothing Description:

a In order to make best use of the limited space available on the form, this section provides for narrative entry

b The list of items is provided as a reminder of those categories for which data may be entered

c Use the narrative space to describe any of the listed items

3 Scars/Marks/Tattoos/Oddities

a Check the "L" - Left, "R" - Right or "Unknown" box to describe which side of the Suspects/Subjects body contains the described item

b Use the narrative space to fully describe that item

4 Relationship of Victim to Suspect

a In every case where one of the listed relationships exists between any of the victims and any of the suspects, place the corresponding victim number in the box on the line corresponding to the relationship and in the column corresponding to the Suspect/Subject

**Note: The Crime Analysis - Suspect/Subject Page(s) are numbered following the final narrative page.**

F Crime Analysis - M.O. Factors Page:

1 Point of Entry/Exit

a This section contains two columns

1 The "In" column is used to describe how the suspect(s) entered the location

2 The "Ex" column is used to describe how the suspect(s) exited from the location

III. The Post Report Writing Process:

A Where reports go (not always in this order)

1 You

a Complete the report

2 F.T.O.

a Proof reads for accuracy and clarity

3 Sergeant

a Checks the report for clarity, accuracy, and crime  
elements

4 Detective Bureau (D.B.)

a Investigates based on the information in your report

b Files the case

5 D.B. Lieutenant

a Reviews the report in some cases

6 News media

a Provides information to the public regard the incident



7 District Attorney

a Files the

8 Defense

a Attempts to find defend the suspect(s) based  
on errors, etc in your report

9 Captain

a Reviews reports in some cases (news worthy, etc.)

10 Chief

a Reviews reports in some cases (news worthy, etc.)

11 Sheriff

a Reviews reports in some cases (news worthy, etc.)

12 Judge

- a Reviews your report during court process

13 Jury

- a Reads your report during court process

suspect(s) b Based on your report, decides the fate of the

based on how your c Formulates opinions regarding you and your peers  
report is prepared

#### IV Things to Remember

A While writing a report

1 Legible:

- a good penmanship
- b Minimize erasures (use a white eraser)
- c Do not leave large spaces in the midst of a sentence

1 The defense attorney could allege that  
you omitted pertinent information

2 Accurate

a Maintain accuracy in reporting the incident

b When Quoting statements in your report, place  
quotation marks around the statement and use the same words that were said

1 Do not “paraphrase” in this instant

2 A quote is exactly that – A QUOTE

3 Clear

a No ambiguities

1 Ask yourself the question, “could

someone that was not at the scene take what I have written to mean something else?”

2 If so, be more specific

4 Concise

a Be direct and to the point

b Active voice vs. Passive voice

5 Objective

a report the incident, do not editorialize

1 Provide the facts without a “personal  
slant” based on emotion

## V. Practical Application:

A Written exercises

1 Three reports to be written by the groups in class (459 PC vehicle, 594 PC, and 11377 (A) HS)

2 Residential Burglary report to be written individually

a To be turned in at a later date to the instructor

1 Instructor will review, make corrections, give advise, and return the report to the student prior to the end of patrol school

3 Use of force report to be written on the force practical application day.

a The students will document their use of force. Instructor will review, make corrections, give advise, and return the report to the student prior to the end of patrol school

4 CHP-180

a Students will fill out at least 2 CHP-180's. One will be an abandoned car and the second will be a stolen vehicle. The students are not limited to the 2 reports and can have more depending on the course lectured

5 Arrest Reports

a Students will complete at least one arrest report

including PCD and booking packet. Students are not limited to one arrest report and can have more arrest reports per the FTO monitor and staff.

6 SCAR Report

a Students will receive at least one SCAR report. The report will be in response to a SCAR report they will be given by the staff.

**Note:** The Field Training Officer's who monitor the Patrol School will correct, critique and re-distribute the corrected reports to the students.

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**ADVANCED OFFICER TRAINING UNIT**

**SEARCH AND SEIZURE**

INSTRUCTORS:

A.O.T. Staff

HOURLY BREAKDOWN:

4 Hours

INSTRUCTIONAL AIDS:

Powerpoint

Computer

Whiteboard

Markers

VCR

Video

Flipcharts

RESEARCH MATERIAL:

Los Angeles County Sheriff Department Policy and Procedure Manual

Los Angeles County Sheriff Department Field Operations Directives

Los Angeles County District Attorney Legal Update Manual

Legal Source Book

Penal Code of California

Vehicle Code of California

P.O.S.T. Basic Course Learning Domain # 15

PERFORMANCE OBJECTIVE:

The students will gain knowledge and an understanding of the basic laws of arrest as well as the laws, codes and regulations that dictate general compliance with the laws.



COURSE OBJECTIVE:

I Legal Standing

A Reasonable Suspicion

1 Articulate in court

2 Activity related to a crime

a Has occurred

b Is occurring

c Will occur

1 Person detained may be involved

a Detention may be justified

b Observation

c Experience

d Witnesses

2 Supporting factors for reasonable suspicion

a Physical resemblance

b Vehicle resembles the one sought

c Close proximity to the crime

d Suspect casing the area

3 Non supportive factors

a Suspect ethnically does not fit the area

b Nervous

c Furtive gestures

d Prior arrests

e High crime area

B Reasonableness Rule

1 Totality of circumstances

a One fact by itself is not enough

b Several facts together

c Reasonable officer rule

2 Terry vs Ohio

a Reasonable suspicion

b Reasonable caution

c Don't act in haste

C Probable Cause

1 Group of facts

2 Totality of circumstances

3 Generate reasonable belief

4 Fourth Amendment

5 Probable cause search

a Reasonableness

## II Arrest Defined

### A Elements of an Arrest

1 Definition

a Take person

b Into custody

c Manner authorized by law

2 Who can arrest

a Private

b Officer

3 How arrest is made

a Actual restraint

b Submission to authority

4 Force level

a Reasonable force

b Necessary to arrest

c Prevent escape

d Overcome resistance

5 Required information at time of arrest

a Notify of intent to arrest

b Give authority to arrest

c Reason for arrest

d Exceptions

6 During commission of a crime

a Pursuit

b Scope of authority

1 Warrant

7 Obedience to warrant instructions

a In writing

b Signed by a magistrate

8 Warrantless

a Committed in your presence

b Felony committed not in your presence

c Probable cause to belief

d Violation of a protective order

e Juvenile committed a misdemeanor not in presence

9 Civil liability

a Acting within the law

1 Lawful scope of duties

2 In accordance with current law

b Ordered by magistrate

c Accept private person's arrest

### III Private Person Arrest

#### A Authority to Arrest

1 Crime committed in presence

a Includes attempts

2 Suspect committed felony not in private persons  
presence

3 Felony occurred- reasonable cause to believe person  
did it

#### B Steps to Private Person Arrest

1 Inform person that they are under arrest

2 Inform person of charge



3 Take before a magistrate or peace officer

C Arrest Exemptions

1 Stale misdemeanor rule

a Reasonable time

2 Diplomatic Immunity

a Immediately call Office of Emergency Service

b Immediately call State Department

c Immediately notify supervisor

3 There are no congressional exceptions

IV Arrest Related Definitions

A Private Dwellings

1 Residence

- a Receives mail there
- b Calls it home
- c Applies to any dwelling or structure

2 Entering private dwelling

- a Need probable cause
- b Knock and notice applies

B Exceptions to Warrant Arrest

1 Consent

- a Voluntary
- b Implied
- c Must have legal domain over property

2 Exigent circumstances

a Imminent threat to life or property

b Escape of suspect

c Destruction of evidence

d Continuance of violent crimes

e Fresh pursuit

C Time Constraints

1 Felony

a Any time

b Any place

c Any day

2 Misdemeanor

a Can't be between the hours of 2200 and 0600  
unless...

- 1 Occurs in your presence
- 2 Occurs in a public place
- 3 Pursuant to a warrant
- 4 Person is already in custody

D Disposition of Arrestee

- 1 Booked
  - a Local jail
- 2 Magistrate appearance
  - a Within forty eight hours
- 3 Warrant compliance
  - a Terms
- 4 Warrantless arrest

a Forty eight hour arraignment

5 Phone calls

a Three for three

1 three calls

2 Within three hours

3 Booking process excluded

6 Visits

a During normal hours

1 Comply with agency policy

b Any time visits

1 Attorney

2 Personal physician

E Release of Arrestee

1 Felony

a Authorized by a magistrate

b Bail or bond

c 849 (b) (1) PC

2 Misdemeanor

a Citation

b Bail

c Own Recognizance

3 Infraction

a Proof of identity

b Citation

- 4      Without a warrant
  - a      849 (b) (1) PC
  - b      849 (b) (2) PC
  - c      Drug Intoxication

V      Miranda Warnings

A      Arizona vs Miranda

- 1      Right against self incrimination
- 2      Fifth Amendment

B      Parts of Miranda

- 1      Warning
  - a      Advise of rights
  - b      Right to silence

- c Know consequence of talking
  - d Right to counsel
- 2 Understanding
  - a Acknowledgement of understanding
  - b Comprehends content
- 3 Waiver
  - a Knowing, voluntary and intelligent release of rights
  - b Dictated by suspect
- 4 Basic form of Miranda warning
  - a Agency specific regarding format
  - b Agency specific regarding understanding
  - c Agency specific regarding waiver



5 Juveniles and Miranda

a Required for all juveniles

1 regardless if interrogated or not

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• **Background Investigations**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

BACKGROUND INVESTIGATION – 1820-30340

EXPANDED COURSE OUTLINE

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I. INTRODUCTION TO THE PRE-EMPLOYMENT BACKGROUND INVESTIGATION PROCESS

A. Reasons for Conducting Pre-employment Background Investigations

1. Legal Requirements
2. POST Requirements
3. Agency Requirements
4. Vicarious Liability (negligent hiring)

B. Peace Officers: (POST regulations and requirements regarding pre-employment background investigations per POST Regulations 1002)

1. Verification of appointment eligibility

C. Public Safety Dispatchers: (POST regulations and requirements regarding pre-employment background investigation per POST Regulation 1018)

1. POST minimum selection standards for public safety dispatchers are less specific than those for peace officer candidates. The minimum requirements relate to three specific areas
2. Minimum elements of a *thorough* public safety dispatcher background investigation.
3. Retention of public safety dispatcher background investigation files

## II. ROLES AND RESPONSIBILITIES OF BACKGROUND INVESTIGATORS, APPOINTING AGENCIES, AND THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

A. The fundamental responsibilities of pre-employment background investigators are to:

1. Conduct an **objective** investigation of pre-employment suitability for appointment
2. Conduct a **thorough** investigation
3. Conduct a **defensible** investigation
4. Conduct a **culturally-appropriate** investigation
5. Conduct a **professional** investigation
6. Adhere to agency policies and procedures

B. The basic role and responsibilities of the California Commission on Peace Officer Standards and Training (POST) with respect to the selection and appointment of peace officers and public safety dispatchers

1. POST has a statutory obligation to establish *minimum* selection standards for specified California peace officers and for public safety dispatchers participating in the POST program (California Penal Code Sections 13510, et. seq.).
2. POST also publishes a variety of documents containing helpful *guidelines* related to pre-employment selection (e.g., the POST Medical Screening Manual and the POST Psychological Screening Manual).
3. POST has a statutory obligation to conduct compliance inspections to ensure that law

enforcement agencies participating in the POST program are adhering to the standards for recruitment and training required by law (California Penal Code Section 13512)

4. The POST compliance process, with respect to selection standards, normally involves an annual inspection of the background files of peace officers and public safety dispatchers appointed by the law enforcement agency since the last POST inspection.

C. Roles and responsibilities of local agencies with respect to peace officer and public safety dispatcher selection.

1. Individual law enforcement agencies have the ultimate responsibility for setting selection standards for their personnel, consistent with the limitations imposed by prevailing law.
2. Agencies may establish job-related selection standards which exceed the minimum requirements contained in law or in POST Regulation. In such cases, the hiring agency assumes the burden of substantiating the validity of such standards.
3. Law enforcement agencies may elect to selectively or globally adopt POST selection *guidelines* (e.g., color vision guidelines versus full content of the POST Medical Screening Manual) as their individual selection threshold.
4. Individual agencies may establish their own requirements regarding background documentation or file packaging protocols so long as they meet or exceed prevailing legal requirements.
5. Whether or not a background file contains a background investigator's recommendation for hire is a matter of local agency discretion.

D. The Background Investigation Arena

1. An effective pre-employment background investigation is the product of a collaborative relationship among the three fundamental areas which are illustrated in the graphic below:
2. As illustrated below, compliance with statutory/regulatory requirements (e.g., GC§ 1029, 1031) are non-discretionary. POST is obligated to verify compliance of their constituent agencies with Government Code provisions and POST regulations. Whereas training and consultation are relevant to any area, agency policy cannot conflict with legal requirements.



### III. BACKGROUND DIMENSIONS

#### A. The origin of the POST Background Dimensions

1. The POST background investigation dimensions were developed as the result of a comprehensive review of multiple job analyses of both the peace officer and public safety dispatcher positions.
2. Based on these analyses, it was determined that, despite the significant difference between the tasks and duties of these two positions, they share strikingly similar worker requirements (e.g., integrity, stress tolerance, communication skills).
3. Given this similarity, one common set of 10 background dimensions was created for peace officers and public safety dispatchers. It is divided into five major categories.
4. The ten individual background dimensions have been grouped into five categories

#### B. Background dimensions related to **moral character**:

1. Integrity (Background Dimension #1)
2. Impulse Control/Attention to Safety (Background Dimension #2)
3. Substance Abuse and Other Risk-Taking Behavior (Background Dimension #3)

C. Dimensions related to handling stress and adversity:

1. Stress Tolerance (Background Dimension #4)
2. Confronting and Overcoming Problems, Obstacles, and Adversity (Background Dimension #5)

D. Dimension relating to **work habits**:

1. Conscientiousness (Background Dimension #6)

E. Dimension relating to **interactions with others**:

1. Interpersonal skills (Background Dimension #7)

F. Dimensions Related to **intellectually-based abilities**:  
Decision-Making and Judgment (Background Dimension #8)

1.

2. Learning Ability (Background Dimension #9)
3. Communication Skills (Background Dimension #10)

#### IV. LEARNING ACTIVITY 1

A. Students need to be adept at utilizing the background manual to conduct pre-employment background investigations

1. Conduct initial searches for legal requirements
2. Selection Criteria
3. Procedural guidance

#### V. LEGAL ASPECTS OF PRE-EMPLOYMENT BACKGROUND INVESTIGATIONS

A. Employee selection

1. Hiring practices are regulated by a variety of laws
2. Fair employment law specifies that selection devices
3. Statutory and case law have consistently supported the responsibility of government agencies to be able to swiftly eliminate those applicants *most likely* to commit misconduct and exercise bad judgment.
4. Problems can be minimized

B. Fundamental fair employment definitions

1. An applicant is **anyone** who inquires about, applies for, or who is deterred from applying by past practices, for any position within an agency (including application for promotion).
2. An employee can be anyone, paid or unpaid, who is allowed to perform any function for the employer (e.g., full-time, reserve, independent contractor, explorer, volunteer employees, etc.), although remuneration is often a requirement.
3. Discrimination is treating an individual(s) differently based upon a protected classification. There are two categories of discrimination
4. Protected classification refers to any category of individuals defined by legislation (FEHC, ADA, Title VII, Age Discrimination in Employment Act and California legislation) to be protected. These include, but are not limited to:
5. Under the Americans with Disabilities Act of 1990 (ADA), a person with a disability is a person who:
6. The *California Fair Employment and Housing Act (FEHA)* includes provisions which prohibit discrimination on the basis of the protected classifications defined above and makes no requirement that the impairment substantially limit the major life function, or that the impairment even be permanent.
7. The Americans with Disabilities Act of 1990 (ADA) refers to a federal body of law which prohibits discrimination based upon actual or perceived disabilities.
8. Conditional Offer of Employment (COE) is a **legitimate, bona fide** job offer that deems an individual qualified on all assessments conducted to that point. To be considered bona fide, a conditional offer should not be extended until after the candidate has been judged as qualified on **all** selection steps that do not include medical, psychological, or other pre-offer inquiries prohibited by ADA and FEHA.
9. Pre-offer inquiry refers to any inquiry made prior to the extension of a conditional offer of employment.
10. Post-offer inquiry refers to any inquiry made after the extension of a conditional offer of employment.
11. Essential job functions refer to those tasks which, unlike marginal job functions, are absolutely necessary to perform on the job with or without reasonable accommodation.
12. Reasonable accommodation is anything which is reasonably necessary to accommodate an applicant or employee's ability to perform an essential job function. (Reference Government Code Section 19231)
13. Background dimensions refer to the ten dimensions identified and validated by POST for use in conducting pre-employment background investigations of peace officers and public safety dispatchers. The background dimensions are identified in Section 1 in this document and are

described in greater detail in the POST document *Background Investigation Manual: Guidelines for the Investigator*.

14. Medical examinations are procedures or tests that seek information about the existence, nature, or severity of an individual's physical or mental impairment, or that seek information regarding an individual's physical or psychological health. This typically includes physical and psychological examinations.

C. Regulatory agencies involved in fair employment practices and enforcement.

1. Equal Employment Opportunity Commission (EEOC)
2. Department of Fair Employment and Housing (DFEH)
3. The Department of Justice (DOJ) refers to both the State and Federal-level agencies which initiate legal action for violation of the Americans with Disabilities Act or other civil rights violations
4. Local Human Rights, Civil Rights, or Affirmative Action Boards and Commissions may also have jurisdiction over the employment practices of the law enforcement agency

D. Pre-employment inquiry areas

1. Problems have resulted for employers when inquiries into certain background areas were proven to be unrelated to the job.
2. As a result, EEOC, DFEH, and other regulatory bodies have adopted specific laws and regulations which may impact inquiry into any of the following areas.
3. It is imperative that instructors become conversant with the extent to which inquiries into these areas may be lawfully initiated.
4. Specific areas of inquiry

E. Minimum standards for appointment

1. The minimum standards for the appointment of entry-level and lateral peace officer applicants
2. Additional requirements for lateral peace officer applicants
3. Reserve peace officer applicants must meet similar standards for appointment as regular peace officers.
4. Minimum standards for the appointment of public safety dispatcher applicants
5. Other criminal justice/public safety positions

F. Valid disqualifiers for peace officer applicants

1. Inability to lawfully possess a firearm
2. Felony Conviction (Government Code Section 1029)
3. Failure to meet citizenship requirement (or fails to meet the criteria identified in Government Code Sections 1031(a), 1031.5 and Vehicle Code Section 2267).
4. Failure to meet the minimum age requirement (e.g., the appointee is under 18 years of age in conflict with the provisions of Government Code Section 1031(b).
5. Is “adjudged addicted or in danger of being addicted to narcotics, convicted, and committed to a state institution” per the provisions of Section 3051 of the Welfare and Institutions Code.
6. Has been found “not guilty” by reason of insanity for a felony offense
7. Has been legally designated as a sexually violent predator
8. Fails to meet any other valid, job-related published standard (e.g., fails to meet a higher educational standard imposed by the employer, etc.)

#### G. Disability Laws

1. The Americans with Disabilities Act of 1990, Title 1 (ADA), and California Fair Employment and Housing Act (FEHA) regulations
2. The ADA prohibits an employer from making any inquiries which may reveal information regarding any real or perceived disability until the applicant is determined to be otherwise qualified.
3. In order to comply with the provisions of the ADA and FEHA, a “conditional job offer” is made **after** the background investigator has completed inquiries into all non-medically-related areas which can legally and practically be obtained.
4. Following a conditional job offer, the applicant can be medically and psychologically evaluated.
5. The background investigation can continue after the conditional job offer.
6. Detection of deception examinations (i.e., Polygraph, Voice Stress Analysis, etc.), if conducted before a conditional job offer, cannot address medically-related issues.
7. Examples of prohibited types of employment discrimination under the ADA and FEHA

#### H. Other Fair Employment Issues of Relevance to Background Investigators

1. Civil Rights Act of 1964 (Title VII)
2. The EEOC Act of 1972 subjected state and local governments to Title VII



I. Legal issues associated with medical and psychological screening

1. Government agencies have a responsibility to swiftly eliminate those applicants who are most likely to commit misconduct or exercise bad judgment. Individuals cannot allege that they have a constitutional right to employment as peace officers or other government employment.

2. In California, Government Code Section 1031(f) **requires** both a medical and psychological evaluation of peace officer candidates and states in pertinent part:

*“Each class of public officers or employees declared to be peace officers shall meet all the following minimum standards:*

*(f) be found to be free from any physical, emotional or mental condition which might adversely affect the exercise of the powers of a peace officer... Emotional and mental condition shall be evaluated by....”*

3. The California Code of Rules and Regulations, Title 11, Division 2, Article 1 ‘ 1018 **requires** a pre-employment medical examination of public safety dispatcher applicants. A psychological evaluation is discretionary.

4. Recency of the evaluations

5. Pre-employment psychological evaluations, medical histories, and physical examinations are medical inquiries under the ADA.

6. Rejections and appeals

J. Civil and Criminal Liability Issues

1. Background investigators and their agencies can be held liable for defamation, harassment, or other violations of a person’s civil rights.

2. Employers can be held liable for negligent appointment, negligent entrustment, and negligent assignment.

K. Release of information

1. Waivers

2. Confidentiality of information

L. Obtaining information related to criminal conduct

1. Arrest records

2. Convictions
3. Undetected criminal conduct
4. Probation and Diversion
5. Conduct as a juvenile
6. Other inquiries
7. Restoration of rights following arrest and/or conviction

M. Civil court actions

1. Investigators may inquire as to the applicant's involvement, as a plaintiff or defendant, in any civil court action.
2. As with other inquiries, investigators should carefully evaluate the specific circumstances surrounding the underlying event leading to the litigation.

N. Investigative Consumer Reporting Agencies Act (ICRA) - Civil Code '1786

1. Third party investigative consumer reports

O. Non-selection of applicants

1. Reasons for non-selection must be thoroughly documented.
2. Applicants found unsuitable for employment should be informed in writing at the time of the decision as to the reason(s) for their non-selection.
3. Local agency policies will govern any subsequent appeals process.
4. The Fair Credit Reporting Act (FCRA) requires written notification to the applicant where their rejection is based solely, or in part, upon credit information.

VI. AREAS OF INQUIRY

A. Mandatory areas of investigation

1. POST Commission Procedure C-1 (Section 1-5 (a) through (I)), identifies 12 specific areas which must be investigated during the conduct of a **peace officer** background investigation.
2. According to POST Commission Procedure C-1:

B. The POST Personal History Statement (PHS)

1. Personal Identifying Information

2. Relatives and References
3. Education
4. Residence
5. Experience and Employment
6. Military
7. Financial
8. Legal
9. Motor Vehicle Operation
10. Other Topics

VII. LEARNING ACTIVITY 2  
Personal History Statement

A..Review a mock POST

1. Completeness
2. Discrepancies  
Missing blocks of time  
determining eligibility
3. Other factors
4. Other factors

VIII. INFORMATION SOURCES

A. Major Sources of Information (The three “Ps” of information: people, paper, and personal observation)

1. People (interviews)
2. Paper (documents)
3. Personal Observation

B. Automated Information Systems

1. Internet resources
2. Criminal justice information systems

C. Document Evaluation

1. Original or certified documents obtained by the investigator are the most reliable source of information.
2. The original documents or certified copies of documents should be incorporated into the

completed background investigation package.

3. Common problems with documents

## VIII. PRE-EMPLOYMENT INTERVIEWING

### A. Introduction to interviewing

1. Interviewing is how we gain information from others.
2. Interviewing is the main tool of the background investigator.
3. Interviewing is a dialogue, not a monologue.
4. Pre-employment interviewing is different from criminal interviews

### B. Standard interview technique

1. Establish rapport.
2. Free narrative
3. Initial inquiries
4. Clarification
5. Closing

### C. Interview preparation

1. Setting
2. Proper preparation for the interview

### D. Tools for the interviewer

1. Questions are the principal tool of the interviewer.
2. Questions have two meanings
3. Types of questions
4. Question composition
5. Question sequencing

E. The Five Steps of Interviewing

1. Rapport building
2. Free narrative
3. Initial inquiry
4. Clarification
5. Closing

F. Other considerations for the Interviewer

1. Professional appearance
2. Demeanor
3. Recording and “memorialization”
4. Professional impressions

G. Potential indicators of deception include, but are not limited to:

1. Body language
2. Word choice

H. When deception is suspected

1. Consider confronting the interviewee
2. Stress the need for truth.
3. Be polite but firm.

I. Applicant Discrepancy Interviews

1. Ensure that preparations for the discrepancy interview are completed.
2. All discrepancy interviews should be recorded.
3. The applicant should provide a written explanation of each discrepancy.
4. Interviewers should not make a commitment as to the outcome of the background investigation process.

## IX. PRE-EMPLOYMENT PSYCHOLOGICAL EVALUATIONS

### A. Legal requirements

1. Psychological suitability examinations are considered medical inquiries, in compliance with ADA and FEHA, and therefore must be conducted post- conditional job offer.

2. Peace officer applicants

3. Public Safety Dispatcher candidates

### B. Guidelines for Interactions between Psychologist and Background Investigators

1. Psychologists should be provided with information sufficient to gain a full understanding of the peace officer position, including essential job functions, job requirements and demands, and the Background Dimensions.

2. The working relationship of the psychologist and the background investigator and/or polygraph examiner is largely determined by agency policy.

3. Any information exchange between background investigators and screening psychologists must abide by the confidentiality provisions of the ADA/FEHA.

4. Examination Documentation

### C. Second Opinion Requests

1. California Regulations (CCR, Title 2, Section 7294(d) (2)) entitles candidates who are disqualified on the basis of medical or psychological examination results to submit an independent medical/psychological opinion for consideration before a final determination is made

■

## X.. LEARNING ACTIVITY 3

A. Review a mock detection of Deception Report  
deception or admissions

1. Address evidence of

## XI. DEVICES FOR THE DETECTION OF DECEPTION

A. There are two main devices used for the detection of deception:

1. Polygraph - a device which measures and records several areas of the autonomic nervous system reaction including breathing, blood pressure, and galvanic skin response

2. Voice Stress Analysis – a device which measures the micro-muscle tremor of Lippold.

B. Legal considerations

1. Government agencies are exempt from the Federal Employee Polygraph Protection Act of 1988 (29 USC. 2001 et. seq.) which prohibits most private employers from requiring a polygraph examination as a condition of employment.
2. Government agencies are exempt from California Labor Code 432.2 which prohibits most private employers from requiring a polygraph examination as a condition of employment.
3. Applicant cannot be disqualified on the basis of the results of detection of deception examinations alone (notwithstanding self-admissions or substantive inconsistencies between information supplied during the examination and that provided by the applicant previously).

C. Benefits of detection of deception examinations

1. Detection of deception examinations aid in establishing and confirming background information (e.g., the content of the Personal History Statement)
2. The examinations also aid in uncovering disqualifying information not available from other sources (e.g., self-admissions)
3. Examinations encourage candid responses to lawful inquiries

D. Limitations of detection of deception examinations

1. Cannot predict future behavior
2. Cannot ask about intentions
3. Examinations are based on applicant=s knowledge and perceptions (e.g., they did not realize they were Arrested,@ were not aware of a collection account on their credit report, etc.)

E. Placement within the selection process

1. Pre-job offer
2. Post-job offer
3. Bifurcated exams

F. Reports

1. Summary of all relevant information reported during the examination.
2. Indicates one of the following conclusions
3. May include examiner=s observations and comments
4. Must be directed to the hiring authority or designee. The background investigator should be

privy to the contents of the report.

5. Must be kept confidential

6. All material used in the evaluation process (including forms, analog and/or computer charts, audiotapes, videotapes, etc.,) must be maintained by the examiner for two years.

G. Other issues associated with detection of deception

1. Employers are responsible for all acts of their agents upon whose work the employer relies (employees and contractors) and must ensure that examiners ask only lawful and appropriate job-related questions. Employers should periodically review the pre-examination questionnaires to ensure job-relevance, appropriateness, and usefulness.

2. In many instances the background investigator will have little or no input as to the selection of examiners, placement of the examination in the selection process, or the specific questions asked.

3. Audio and/or audio-visual recordings of applicant interviews has specific benefit.

H. Working relationships among the examiner, background investigator, and psychologist/medical examiner

1. Working relationships among background investigators and support personnel should be one of information exchange to resolve discrepancies.
2. Background investigators and support personnel should have knowledge of how their particular examiner operates
3. Background investigators, at their agency=s discretion, may wish to monitor detection of deception examinations
4. Information must be kept confidential

XII. LEARNING ACTIVITY 4

A. Assess supporting background documents

1. Legibility
2. Validity
3. Adequacy

XIII. DOCUMENTATION AND COMPLIANCE INSPECTION:

A. Format and organization of background investigations are dictated by agency/department head policies and/or preferences.

B. Organizing the investigative report



1. Non-bifurcated schemes
2. Bifurcated schemes
- C. Investigative notes
- D. Supporting documentation
  1. Methods of collection
  2. Sufficiency
- E. Specialized (executive) summaries
  1. Agency driven
  2. Often confidential communications
  3. Disqualified applicants
- F. Retention of information
  1. Statutory requirements
  2. Regulatory requirements
  3. Agency requirements
  4. Special requirements
- G. Disclosure
  1. Legal issues
  2. Agency policy and legal duty
- H. POST Compliance
  1. Inspections are required by statute
  2. Compliance Inspection Checklists
  3. Common background file deficiencies
  4. Importance of letters attesting to compliance

### XIII. LEARNING ACTIVITY 5

#### A.Credit Report Evaluation

#### 1. Clarify

Information

XIV. LEARNING ACTIVITY 6

A. Develop discrepancy interview questions

1. Resolve significant issues

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- **Basic Auditor Course**

**Auditor Course, Basic**

**22711**

**Peace Officers Standards and Training**

**COURSE CERTIFICATION I**

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## **CERTIFICATION COURSE**

### **I. Statement of Purpose**

On September 28, 2012, the Citizen's Commission on Jail Violence (CCJV) released a report identifying 63 jail reform recommendations, one of which was to create a Department wide Internal Audit and Inspection Division (recommendation 4.12). The Audit and Accountability Bureau was created to conduct and train auditors to conduct Law Enforcement Internal Performance Audits, Attestation and Inspections to identify deficiencies.

### **Purpose**

The purpose of this course is to provide and ensure that Auditors remain current with the latest auditing practices and that audits conform to the Government Auditing Standards (GAO).

### **II. Learning Outcomes**

Auditors (students) will learn the purpose of performing an auditing, identify the risk management issues, the stakeholders (auditee), understand how to document audit work papers, how to conduct analysis, and at the conclusion be able to conduct an audit report from start to finish.

The student will be introduced to the audit process that includes, but not limited to

1. Risk assessment and audit planning
2. Development of an audit work plan
3. How to develop an audit population and sampling
4. Field work and interviews
5. Capturing and analyzing field work
6. Report writing

The students will also be able to identify the components of an audit and thoroughly understand the process needed to complete a comprehensive Audit. The audit will include the follow, but is not limited to:

1. Purpose
2. Background
3. Methodology
4. Time period
5. Population

6. Objective and criteria
7. Testing procedures
8. Findings
9. Recommendations

The students will also gain an understanding of other audit functions that include attestations, inspections and non-audit functions. The student will have a good understanding of the Generally Accepted Auditing Standards (GAGAS), as it pertain to the Government Auditing Standards (GAO).

At the conclusion of this course, the student will be able to conduct a complete and thorough performance audit, attestation or inspection. Their audit will conform to the Generally Accepted Auditing Standards (GAGAS).

## **WELCOME AND ORIENTATION**

### **Learning Activity Summary #1 – Student Introductions**

#### **Purpose:**

Create a positive learning environment for student. Introductions and “ice breakers” will encourage participations and produce a great leaning atmosphere.

#### **Description:**

Students participate by conducting introductions and begin a network system with their peer students.

#### **Key Learning Points:**

Students will learn about their peer classmates and develop resources for future projects.

#### **Time:**

90 minutes

#### **I. Enforcement Auditing Course.**

##### **A. Student Instruction for introductions.**

##### **1. Each student will introduce themselves**

##### **a. Information to introduce.**

1. Name
2. Agency
3. Current assignment
4. How long have you been in law Enforcement
5. How long have you been an auditor
6. What are your learning goals

2. Introduce purpose of the course.
  - a. Course designed for Law Enforcement Performance Auditors:
    1. To understand the challenges in L.E. auditing
    2. Identify Risks Management issues in L.E.
    3. Have basic understanding of generally accepted government auditing Standards (GAGAS)
    4. Identify the steps to a successful audit
    5. Develop a sound basis for the duties and responsibilities expected by L.E. performance auditors.
  - b. Course Curriculum
    1. Course is 24 hours of instruction; 24 hours of Continuous Professional Education credit (CPE)
    2. Course credit of 24 hours tracked in the Learning Management System (LMS) for LASD personnel
    3. Course is certified by the Commission on Peace Officers Standard and Training (POST); credit for 24 hours of POST credit
    4. Course covers and follows the Government Auditing Standards; "Yellow Book" and "Red Book"
3. Course expectations and classroom guidelines
  - a. Course schedule (handout)
    1. Observation of class hours and breaks
    2. Classroom attire
    3. Cell phone courtesy
    4. Tape recording of instructor
    5. Taking course notes
  - b. Attendance
    1. Absences
    2. Daily sign in rosters
  - c. Student expectations
    1. Participation
    2. Be on time
  - d. Facilities
    1. Restrooms
    2. Parking
4. Course completion
  - a. Complete course critiques
  - b. Group presentation of Audit

- **Activity:**

-

Activity #1 – “ice breaker” for all students to get to know each other and to develop networking among the group.

Instructor will first introduce themselves following list of introductions. Have the students give a thorough introduction, however make sure to manage the time to allow enough time for all students to participate.

**PowerPoint presentation for the remaining content. Interact with the students to see their level of understanding of L.E. concepts.**

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### **Learning Activity Summary #2 – Systemic Risk Management Issues**

#### **Purpose:**

Identifying what is a risk management issue and selecting a meaningful audit topic is essential for a successful audit report. The activity is designed to provide student with the opportunity to understand that an audit is not for one individual person, group or organization. When identifying a relevant audit topic, the student will understand that the stakeholders may view the audit from different prospective but if done correctly, they should all concur with the audit's relevancy.

#### **Description:**

- Students will consider their agency's risk management issues and identify relevant topics.
- Student will be placed in groups to represent a stakeholder and from that point of view, provide what they see as a risk management issues in an agency.

Each group will represent a stakeholder consisting of:

- patrol personnel (patrol officers and sergeants)
- executive management of an agency ( captains and above)
- external oversight monitor or organization (FBI, OIG monitor, etc. )
- political community group (mayor, city council, city attorney)
- community action group or watchdog group
- news media/bloggers
- Students will brainstorm and discuss the risk issues and identify the management tools used to control

the risks.

- Students will list the risk management issues and prioritize them on a flipchart.
- Facilitate a group discussion on the following questions:
  - Are there any risk issues that are the same in all groups?
  - Are the management tools that were identified the same? Why or why not? Perspective?
  - By identifying an appropriate risk management issue for an audit, how does this make the audit relevant?
  - How do different stakeholders view risk? Do they all view it the same? Why or why not?
  - How can all stakeholders benefit from law enforcement audits?
- Students can now begin a relevant performance audit. The discovery of all potential stakeholders, with the auditor's experience and modeling of risk issues can ensure a complete audit review.

### **Key Learning Points:**

- Experiential learning uses experience with their agency to identify a systemic risk management issue that will assist in identifying a relevant Performance Audit.
- Learners are exposed to potential stakeholders' points of view that will provide a broader perspective on how the audit will be used as a management or accountability tool.
- Learning and evaluating the concerns from stakeholders will aid in identifying risk management issues for auditing and areas to be reviewed.

### **Activity:**

Learning activity #1- Students will identify systemic risks in an organization and the management tools that are in place.

Divide the class into 4 or 5 groups. Ensure each has a mixture of student background and experience.

Each group will represent a stakeholder consisting of:

- patrol personnel (patrol officers and sergeants)
- executive management of an agency (captains and above)
- external oversight monitor or organization (FBI, OIG monitor, etc.)
- political community group (mayor, city council, city attorney)
- community action group or watchdog group
- news media/bloggers

Give each group time (15 minutes) to brainstorm their ideas and have them chart the ideas on a flip chart.

After charting their selections, have the group prioritize the risk issues (most to least) and identify what management tool is in place to manage the risk.



Bring the groups back into class formation. Have each group present their findings and explain their reason for their list and why they were prioritized in that order.

**ASK:**

- Are there any risk issues that are the same in all groups?
- Are the management tools that were identified the same? Why or why not? Perspective?
- By identifying an appropriate risk management issue for an audit, how does this make the audit relevant?
- How do different stakeholders view risk? Do they all view it the same? Why or why not?
- How can all stakeholders benefit from law enforcement audits?

**Conclusion:**

Have each group select the most important risk management issue from their group, considering the feedback from the other groups. This selection will now be their “Audit Topic” for the remainder of the course. Students can now begin a relevant performance audit. The discovery of all potential stakeholders, with the auditor’s experience and modeling of risk issues can ensure a comprehensive audit review.

**Time:**

90 minutes

**Assessment**

**Written Exam:** Students will be given a written exam at the end of the course. The exam will consist of multiple choice, matching and fill in questions.

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• **Traffic Collision Investigations**

- I. Introduction
  - A. Course Registration
    1. POST Forms
    2. Department Forms

- B. Course Review
  - 1. Expectations
  - 2. Goals
- II. Collision Investigation Manual
  - A. Definitions
  - B. Sketches
  - C. Utilization of C.I.M.
- III. CHP-555 Long Form Report
  - A. Face pages
    - 1. Proper coding
    - 2. Section requirements
  - B. Scenario (practical application)
  - C. Narrative
    - 1. Proper formatting
    - 2. C.I.M. requirements
- IV. CHP-555-03 Property Damage Only Reports
  - A. Face page
    - 1. Proper coding
    - 2. Section requirements
  - B. Scenario (practical application)
  - C. Narrative
    - 1. Proper formatting
    - 2. Required Information
- V. Homework (in class)
  - A. C.I.M. exercise
  - B. CHP-555 exercise
- VI. Skid Mark Identification
  - A. Definition
  - B. Types
    - 1. Locked wheel
    - 2. Impending
    - 3. Spin
    - 4. Critical Speed Scuff
    - 5. Scrub
    - 6. Acceleration
    - 7. Skip
    - 8. Gap
  - C. Measurement methods

- D. Slide presentation of skid types
- E. Speed determination using nomograph

VII. Primary Causal Factors

- A. Right of way issues

- B. PCF Vehicle codes

- 1. Right of way
- 2. Passing
- 3. Pedestrian

VIII. Area of Impact Determination

- A. Factors to consider
  - 1. Measurements

IX. Staged Automobile Collisions & Fraud

- A. What to look for
- B. Fraud rings
- C. Common fraud practices
- D. Related penal codes
- E. Resources available

X. DUI Related Laws

- A. DUI as a PCF
- B. Underage dui drivers
- C. Admin Per Se
- D. Arrest authorities

XI. Homework (in class)

- A. CHP-555-03 exercise

XII. Diagraming

- A. Methods of measuring
  - 1. Coordinate method
  - 2. Station line
  - 3. Triangulation
- B. Instruments of measurement
  - 1. Pacing
  - 2. Roll-a-tape
  - 3. Tape measures
  - 4. Electronic

C. Diagraming practical application exercise

XIII. Physical Evidence

A. Crime lab functions

1. Paint and blood analysis
2. Tire tread matching
3. Fingerprinting
4. Damage and injury patterns
5. Evidence collection

XIV. Practical Application (Final Exam)

- A. Role playing, Fatal traffic collision
- B. Role playing, Property Damage Only collision

XV. Vehicle Factors

- A. Equipment failures
- B. Obstructions
- C. Restraint systems
  1. Air bag
  2. Seat belts

XVI. Human Factors

- A. Driver experience
- B. Driver conditions
- C. Identify driver and passenger through injuries

XVII. Scene Management and Investigations

- A. Environmental conditions
- B. Procedures
- C. Considerations

XVIII. Hazardous Materials

- A. Potential exposure factors
- B. Placarding
- C. Permitting
- D. Response guidelines
  1. Emergency response guidebook
- E. Video

XIX. Courtroom Testimony

- A. Citation testimony
  1. Citation notes

2. Court expectations

B. Courtroom and deposition testimony

XX. Course Review (game)

XXI. Written Final Exam

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• **Traffic Collision Investigation Intermediate**

COURSE DESCRIPTION

This course is focused on the basics of tire mark identification and analysis. Course content will include the following: definitions and terminology; documentation and measurements; identifying and naming various types of tire friction marks; determination of drag factors; calculating speeds from tire friction marks; “Laws of Motion”; time and distance analysis. This forty hour course will be instructed over a period of five days for eight hours each day.

**COURSE OUTLINE**

- |             |   |                        |
|-------------|---|------------------------|
| I.          |   | Definitions and        |
| Terminology | 2 hours   |                        |
| A.          | Definitions   |                        |
| 1.          | The three basic causes of producing visible tire friction marks |                        |
| a.          | Extreme deceleration  |                        |
| b.          | Extreme change of direction                                     |                        |
| c.          | Extreme acceleration  |                        |
| 2.          | Types of tire friction marks                                    |                        |
| a.          | Skid mark   |                        |
| b.          | Scuff mark  |                        |
| c.          | Tire imprint  |                        |
| B.          | Terminology   |                        |
|             | 1.  | Impending skid mark    |
|             | 2.  | Locked wheel skid mark |

3. Skip skid mark
4. Gap skid mark
5. Side skid mark
6. Spin skid mark
7. Scrub skid mark
8. Critical speed scuff mark
9. Acceleration scuff mark

- |              |                                |                   |   |
|--------------|--------------------------------|-------------------|---|
| I.           |                                |                   | Documentation and                               |
| Measurements |                                | 3 hours           |   |
| A.           | Tools for measurements         |                   |   |
| 1.           | Total Station                  |                   |   |
| 2.           | Measuring wheel (Rolatape)     |                   |   |
| 3.           | Tape measures                  |                   |   |
| 4.           | Pacing (inaccurate)            |                   |   |
| 5.           | Visual estimation (inaccurate) |                   |   |
|              | B.                             | Documentation     |   |
|              | 1.                             | Coordinate system |   |
|              |                                | a.                | Establish a "x" and "y" axis                    |
|              |                                | b.                | Measure at 90 degrees to each                   |
|              |                                |                   | axis.   |
|              | 2.                             | Triangulation     |   |
|              |                                | a.                | Establish two reference points                  |
|              |                                | a.                | Measure from the two reference                  |
|              |                                |                   | points to an evidence point forming a triangle. |
|              | 3.                             | Station line      |   |

if the collision scene.

a. Establish a station line the length

left or right of the station line.

b. Measure at 90 degrees to the

C. Photography

1. Collision scene photos-locating tire friction marks in  
relation to scene.

2. Vehicle photos- locating tire friction marks in relation  
to vehicles involved.

3. Special conditions

a. Day time photos

b. Night time photos

I. Identification of Tire  
and Skid Marks 2 hours

A. Types of tire friction marks

1. Impending skid mark
2. Locked skid mark
3. Skip skid mark
4. Gap skid mark
5. Side skid mark
6. Spin skid mark
7. Scrub skid mark
8. Critical speed scuff mark
9. Acceleration scuff mark

B. Other types of marks on roadway

1. Gouge marks

marks 2. Scrape

3. Scratch marks

fluids 4. Vehicle

5. Human tissue transfer

6. Fabric transfer

C. Mechanism of transfer

1. Friction and heat

2. Abrasion and tearing

3.

Temperatures

4. Artificial or natural compounds

5. Sliding tire mark

6. Rotating tire mark

7. Weight transfer

8. Steering input

9. Intermittent tire marks

- I. Newton's Laws of Motion 1 hour
- A. Law 1-Every body at rest tends to remain at rest, while every body in motion tends to remain in motion, unless acted upon by an unbalanced external force.
- B. Law 2- The acceleration of any body is directly proportional to the force acting on the body, while it is inversely proportional to the mass of the body.
- C. Law 3-For every force exerted on a body by another, there is an equal but opposite force reacting on the first body by the second.

- I. Math Review 1 hour
- A. Basic principles
1. Addition
2. Subtraction
3. Multiplication
4. Division



5. Order of Operations

B. Calculations and Identification

1. Square
2. Square root
3. Decimals
4. Whole numbers
5. Unit conversions
6. Percentage conversions

7. Algebra

review

C. Calculator

1. Functions
2. Operation
3. Mathematical problems

- I. Computations Drag Factor
- 3 hours
- A. Definitions
1. Drag Factor- a numerical value which represents the horizontal pulling force, in pounds, required to cause an object to move in the direction of force, uniformly, divided by the weight of the object being moved.
  2. Coefficient of Friction-represents the resistance of one body to another when they are sliding or rubbing against each other, for example, a tire sliding over a level road surface.

B. Methods of Determining Drag Factors

1. Drag Sled
  - a. Weight of drag sled

- b. Horizontal pulling force required to pull drag sled
- c. Drag factor equals the horizontal pulling force divided by the weight of the drag sled.

## 2. Test Skids

a.

- b. Use longest skid for skid distance.
- c. Conduct a minimum of two tests.
- d. Calculated drag factors must be within 5%.

## 3. Published Data

- a. Northwestern University Traffic Institute
- b. Institute of Police Technology and Management

## 4. Accelerometer (Vericom 3000)

### C. Braking Efficiency

#### 1. Braking Percentages for Different Types of Vehicles

- a. Rear-wheel drive vehicles
- b. Front-wheel drive vehicles
- c. Tractor/Trailer combination vehicle

d. Motorcycles

2. Defective Brakes

D. Factors Affecting the Coefficient of Friction

1. Roadway surface

2. Tires

3. Grade/superelevation

4. Weather

E. Resultant/Adjusted Drag Factor

F. Other Drag Factors

1. Pedestrians

2. Sliding motorcycle

3. Rollovers

4. Locked vs. Rolling wheel

5. Wet grass

6. Dirt

I. Computations

Speed  
12 hours

A. Speed from skid marks

1.

2.

A. Combined Speed Formula

1.

■

2.

C. Critical Speed Scuff mark

1.

2.

VIII. Time and Distance Calculations

4 hours

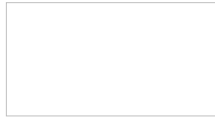
A. Conversion Factors

1.

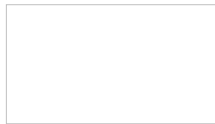
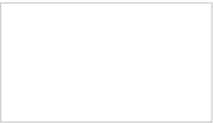
2.

B. Time Calculations

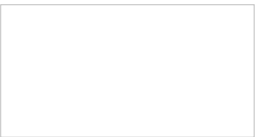
1.



2.



3.



C. Distance Calculations

1.

2.

3.

I. Practical Exercises

10 hours

A. Demonstrations and Analysis

1. Low Speed Skids
2. High Speed Skids
3. Anti-lock Brake Skids (ABS)
4. Critical Speed Scuff Marks

A. Determining Drag Factor

1. Using drag sled
2. Conducting test skids
3. Using Vericom 3000

C. Problem Exercises and Analysis

1. Nine Problems are completed by groups of students
2. Student must determine the following:
  - a. Collision skid or test skid
  - b. Identify type of skid/scuff mark
  - c. Measure tire marks
  - d. Determine drag factor
  - e. Calculate speeds
3. Groups compare results in classroom
4. Known results are shared with students

I.

2 hours

Final Exam

- A. Open book exam
- B. Fifty comprehensive questions
- C. Multiple choice and word problems

**Total 40 hours**



## • Traffic Collision Investigation Advanced

Los Angeles County Sheriff's Department

### ADVANCED TRAFFIC COLLISION

### INVESTIGATION COURSE

80 HOURS

Course Outline

### COURSE DESCRIPTION

This course is designed to improve the students' skills and knowledge of the advanced techniques used to determine the sequence of events that result in a traffic collision and how to properly document the available information. The students will have the opportunity to become proficient in the following areas:

1. Advanced collision photography and photogrammetry

-

1. Environmental examinations and collision scene measurements
2. Techniques for preparing scale diagrams
3. Vehicle systems and vehicle related collision factors
4. Human factors and mechanisms of injury
5. Mathematics, time-position analysis and freefall analysis

### COURSE GOALS

1. To develop a relatively high degree of technical expertise in traffic collision investigation.
1. To recognize, interpret and prepare physical evidence for further use in collision reconstruction.

## **COURSE PREREQUISITE**

Intermediate Traffic collision Investigation Course

-

## **RECOMMENDED TEXTS**

1. Basic Collision Analysis and Scene Documentation, Casteel and Moss, P.M., 1982
2. Traffic Accident Investigation Manual, J. Stannard Baker, 1985

## **SUGGESTED REFERENCES**

1. Accident Causation, SAE SP-461, 1980
2. Accident Reconstruction, James Collins, 1979
3. Auto-Pedestrian Collision Experiments, Severy, SAE 660080
4. California Vehicle Code
5. CHP Handout, "Stopping Distances for Vehicles Equipped with Air Brakes"
6. CHP Speed From Skid Chart
7. Classical Mechanics: A Modern Perspective, Barger and Olsson, McGraw-Hill, 1973
8. Comparative Study of Vehicle Roll Stability, Ervin, UMTRI
9. Crash Avoidance, SAE SP-544, 1983
10. Crash III Users Guide and Technical Manual
11. Demonstrative Evidence Handbook, Filter, 1985

12. AAA Club Handout, "Electronic Detonator"
13. Energy Basis for Collision Severity, Campbell, SAE 740565
14. Field Accidents. Data Collection, Analysis, Methodologies and Crash Injury
  1. Reconstruction, SAE P-159, 1985
  2. Fundamentals of Physics, Halliday and Resnick, Wiley, 1981
  3. Handbook for the Accident Reconstructionist, M.J. Lofgren, 1983
  4. Human Factors in Highway Traffic Safety Research, Forbes, 1972
  5. Human Factors, Johansson, Gunnar and Rumar Drivers Brake Reaction Times
  6. Manual on Uniform Traffic Control Devices, US DOT 5001-0021
  7. Mechanics of Vehicle Collisions, Reizes, C. Thomas Publishing
  8. Motor Vehicle Accident Reconstruction and Cause Analysis, Rudolf Limpert, 2nd Edition, 1984
1. Motorcycle Accident Cause Factors and Identification of Countermeasures, US DOT HS-5-01160, 1979
  1. Motorcycle and Recreational Safety, Hurt, US DOT 73051
  2. Motorcycle Collision Experiments, Severy, SAE 700897
  3. Pedestrian impact Injury and Assessment, SAE P-121, 1983
  4. Scientific Automobile Accident Reconstruction, Barzelay and Lacy, 1987
  5. Traffic Accident Field Measurements and Scale Diagrams, R.W. Rivers, 1983
  6. Traffic Accident Investigation Handbook, R.W. Rivers, 1980
  7. Vehicle System Components, Limpert, John Wiley Publishing, 1982

## **EQUIPMENT**

1. Scientific Calculator

-

1. Drafting Instruments

- a. Template
- b. Flexcurve
- c. Engineers Scale
- d. Protractor
- e. Compass
- f. Pencil
- g. Eraser

## **METHODS OF INSTRUCTION**

1. Lecture/Demonstration

1. Visual Aids (Overhead Projector, Slide Projector, VCR/Monitor, Chalkboard)

2. Practical Application

## **METHODS OF EVALUATION**

1. Practical Exercises

1. Comprehensive Written Examination

1. Case Studies

**TOPICAL OUTLINE**

Recommended

Minimum Hours

I.	Introduction and Orientation	1.0
II.	Legal Aspects	4.0
III.	Photography	8.0
IV.	Environmental Factors	8.0
V.	Diagramming	8.0
VI.	Vehicle Factors	16.0
VII.	Human Factors	8.0
VIII.	Mathematics and Basic Physics	7.0
IX.	Time-Position Analysis (Kinematics)	8.0
X.	Freefall Analysis	8.0
XI.	Final Examination and Critique	4.0

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**Total            80.0**

## **EXPANDED COURSE OUTLINE**

### **I. Introduction and Orientation**

**1 Hour**

- A. Orientation
- B. Overview of Course
- C. Schedule
- D. Course Goals

### **II. Legal Aspects**

**4 Hours**

- A. Vehicle Code
  - 1. Updates
  - 2. Relevant Sections
- B. Penal Code
  - 1. Updates
  - 2. Relevant Sections
- C. Search and Seizure Review and Updates
  - 1. Discussion of current changes in search and seizure laws and court decisions.
  - 2. Review of evidence code and case law relevant to the collection of evidence.
  - 3. Elements of Major Violations
- D. Definition and elements of: Homicide/Felonies
  - 1. Murder
  - 2. Manslaughter (Gross/ordinary negligence)
  - 3. Felony hit and run
  - 4. Felony driving-under-the-influence
  - 5. Other major violations
- E. Civil Aspects
  - 1. Criminal procedures
  - 2. Civil procedures
- F. Case Law
  - 1. Introduction to case law research procedures
  - 2. Discussion of applicable decisions

### **III. Photography**

**8 Hours**

- A. Review of Photographic Equipment
  - 1. Use of the digital camera
  - 2. Lenses and filters
  - 3. Flash equipment
  - 4. Other accessories
- B. Advanced Techniques
  - 1. Advanced shutter/aperture techniques
  - 2. Advanced flash techniques
  - 3. Infrared photography
  - 4. Aerial photography
- C. Introduction to Photogrammetry
  - 1. Perspective grid photography
  - 2. Terrestrial photogrammetry

### **I. Environmental Factors**

**8 Hours**

- A. Definitions of engineering terms relevant to the roadway environment
- B. Examination of the Scene
  - 1. Roadway environment
  - 2. Roadway configuration
  - 3. Roadway delineation
  - 4. Controls
  - 5. Roadway surface compositions
  - 6. Weather and temperature

### **II. Diagramming**

**8 Hours**

- A. Purpose of scale diagrams
  - 1. Medium for graphically recording collision site and physical evidence measurements.
  - 2. Provides the collision investigator with a perspective of the collision site, the evidence it contains, and their relation - ships that can be used to enhance the determination of collision cause factors.
  - 3. Utilized in all phases of collision reconstruction from the interpretation of physical evidence to the determination of area of impact, direction of travel, and velocities of collision-involved vehicles.
- B. Equipment
  - 1. Traffic template

2. Compass
  3. Protractor
  4. Engineer's scale (scale rulers)
  5. Curves (French, flex, templates)
  6. Straight edges, triangles, etc.
  7. Pencils, paper, erasers, etc.
  8. Lettering templates/devices
  9. Computer Programs
  10. Other implements
- C. Information Required
1. When to prepare scale diagrams
  2. Purpose of a scaled diagram
- D. Information needed in a diagram
- E. Diagramming Techniques
1. Planning the diagram
  2. Straight roadways
- F. Curved roadways
- G. Intersections
1. Center and lane lines
  2. Edge lines, pavement edges and shoulders
  3. Fixed objects
  4. Vision obstructions
  5. Tangent points
  6. Angle of intersection
  7. Crosswalks, curbs, sidewalks and other features
  8. Intercept points
  9. Traffic controls
  10. Physical evidence
- H. Special circumstances
1. Off-road collisions
  2. Parking lots
  3. Cross-sectional diagrams
  4. Vertical curves
  5. Roadway collisions
  6. Freefall collisions
- A. Practical Exercises
1. Physical evidence
  2. Points of rest



- 3. Tire marks
- 4. Gouge marks
- 5. Debris
- 6. Fluid spatter, trails, pools, and other collision scene evidence

J. Measuring the Roadway Environment

- 1. Straight roadways
- 2. Curved roadways

K. Coordinate method

- 1. Linear
- 2. Polar

AX. Spot-coordinate method

ALL. Trilateration (Triangulation)

N. Grid method

O. Use of photogrammetry techniques

P. Engineering Diagrams

- 1. Use of engineering diagrams (As-built plans)
- 2. Interpretation

Q. Photography

- 1. Photographing the roadway
- 2. Photographing physical evidence

R. Case Law

- 1. Examination and measurement of roadway site
- 2. Engineering diagrams
- 3. Environmental photography

**III. Vehicle Factors**

**16 Hours**

A. Major Components

- 1. Tires and wheels
- 2. Brakes
- 3. Steering
- 4. Suspension
- 5. Glass
- 6. Electrical
- 7. Power trains
- 8. Exhaust
- 9. Restraints

B. Lighting

C. Reasons for Inspection

1. Record damage
2. Determine force lines
3. Possible mechanical defects
4. Occupant contact

D. Inspection Process

E. General walk around

1. Establish what basic factors are involved
2. Note unusual conditions

F. Vehicle Damage

1. Exterior
2. Contact damage
3. Definition
4. How to record
5. Vehicle outline sketches
6. Vehicle profiles
7. Vehicle damage records

G. Interior

1. Contact damage
2. Induced damage
3. Reason for distinguishing between contact and induced
4. Imprints and transfers

H. What to measure

1. All damage, whether new or old
2. Emphasis on major component displacement
3. Importance of not overlooking minor component damage
4. Horizontal, vertical and crush dimensions
5. Establishment of pre-crush dimensions
6. Occupant contact damage

A. How to measure

1. Station line method through longitudinal axis of vehicle
2. Body line extension
3. Base line along the side or front of the vehicle
4. Rectangular stationing
5. Stand and cord

J. Motorcycle damage measurements

1. Measurement of wheelbase displacement
2. Examination of fork damage to determine extent of braking at impact
3. Usefulness in speed analysis

K. Force Line Determination

1. Methodology
2. Explanation of changes in force magnitudes during impact
3. Resultant force or direction of principle force
4. Flow of the damage
5. Occupant kinematics
6. Accuracy of determination
7. Force line estimates and their use in the accident reconstruction process

AX. Collision Deformation Classification (CDC)

ALL. Photography

1. Exterior
2. Interior
3. Mechanical defects

N. Vehicle Damage Diagrams

1. Selection of appropriate scale
2. Plotting measurements from reference lines
3. Vehicle damage profiles
4. Use in the accident reconstruction process

O. Use of Mechanics and Automotive Engineers as Experts

1. Mechanical inspections of vehicles
2. Analysis of component parts and systems failures
3. Expert witness testimony

P. Lamp Analysis to Determine On or Off at Impact

Q. Legal Aspects of Vehicle Inspections

R. Practical Exercises

1. Measure, Diagram, and photograph a damaged vehicle
2. Determine lines of force
3. Lamp analysis

**I. Human Factors**

**8 Hours**

A. Introduction to Human Factors/Overview

B. Psychological Factors

1. Cultural
2. Emotional Suicidal Homicidal

C. Physiological Factors

1. Nervous system
2. Senses
3. Reaction times

- 4. Perception
- 5. Decision
- 6. Reaction

- D. Physical handicap
- E. Medical condition
- F. Alcohol and drugs
- G. Fatigue
- H. Review of the Nine-Cell Matrix
  - 1. Human Factors
  - 2. Vehicle Factors

A. Environment

- J. Witnesses
  - 1. Ability to perceive
  - 2. Field of view
  - 3. Education and experience
  - 4. Emotional condition
  - 5. Bias/Prejudice

- K. Mechanisms of Injury
  - 1. At-scene investigation
  - 2. Hospital follow-up
  - 3. Description
  - 4. Photographs
  - 5. Medical records

- AX. Morgue follow-up
  - 1. Description
  - 2. Photographs
  - 3. Medical records
  - 4. Autopsy evidence
  - 5. Collision trauma
  - 6. Intentional versus accidental

ALL. Case Law

**I. Mathematics and Basic Physics**

**7 Hours**

- A. Mathematics
  - 1. Algebra review
  - 2. Right-angle trigonometry
  - 3. Quadratic equations
  - 4. Cartesian coordinate systems

**B. Basic Physics**

1. Laws of motion
2. Inertial reference systems
3. Velocity and acceleration
4. Constant, average, and instantaneous
5. Objects in freefall
6. Resultant drag factor

**I. Time – Position Analysis: Kinematics**

**8 Hours**

**A. Equations of motion with constant acceleration**

1. Refer to Advanced Traffic Accident variable list and' equation sheet
2. Outline and demonstration of solution process
3. Time-position analysis problems

**I. Freefall Analysis**

**8 Hours**

**A. Freefall equation and derivation**

1. Refer to Advanced Traffic Accident variable list and equation sheet
2. Trigonometry review

**B. Evidence associated with freefall accident**

1. Evidence of launch
2. Evidence of trajectory
3. Evidence of landing

**C. Freefall analysis problems**

**D. Means to ensure the calculated speed is consistent with all parameters of the collision**

**I. Final Examination**

**4 Hours**

**A. Test**

1. Theory
2. Mathematics

**B. Case Study - A combination of no more than one hour cognitive evaluation and no less than three hours of case evaluations**

**C. Number of cases will be based on case complexity**

**D. Practical Application**

1. Photography
2. Diagramming
3. Damage Profile

- **Vehicle Theft Investigation**

**I. REGISTRATION**

- A. Describe class goals
- B. Advise participants of safety during class and injury reporting
- C. Introduce Instructors

**II. GENERAL & ALTERED VEHICLE IDENTIFICATION**

- A. Vehicle Identification Number
  - 1. Vehicle Identification Number History - Past & Present
  - 2. Vehicle Identification Number Labels
  - 3. Vehicle Identification Number Decoding Resources
- B. Methods Of Identification
  - 1. Public VIN
  - 2. Vin Labels
  - 3. Confidential Identifiers
  - 4. Component Part Serial Numbers
- C. Locating Stolen Vehicles
  - 1. Initial Indicators
  - 2. Tampered Identification Numbers
  - 3. Replaced Identification Numbers
  - 4. Removed Identification Numbers
- D. Report writing
  - 1. Omit "Confidential Locations & Information"
- E. Resources Available
  - 1. State Task Force
  - 2. Manufacture Contacts
  - 3. Insurance Company
  - 4. Training Seminars

### **III. VEHICLE THEFT LAWS**

#### **A. Applicable State Penal Code**

1. 487 d (1) P.C.
2. 499 b P.C.
3. 496 d (a) P.C.
4. 548 (a) P.C.

#### **B. Applicable State Vehicle Code**

1. 2805 C.V.C.
2. 10751 C.V.C.
3. 10801 C.V.C.
4. 10802 C.V.C.
5. 10803 C.V.C.
6. 10851 (a) C.V.C.

#### **C. Applicable State Evidence Code**

1. 1040

#### **D. Search & Seizure**

1. Warrant
2. Consent
3. Auto Searches

#### **E. Defendant Statements**

1. Showing Intent

### **IV. VEHICLE THEFT M. O. 's**

#### **A. Statistics**

1. Stolen
2. Recovered
3. Outstanding
4. High Theft vehicles

#### **B. Reasons For Vehicle Theft**

1. Easy to steal
2. Easy to sell
3. Interchangeable

#### **C. Trends In Vehicle Thefts**

1. V.I.N. Switching

- 2. Cold Plated Vehicles
- 3. Chop Shop
- D. Methods Of Vehicle Theft
  - 1. Tools used to gain entry
  - 2. Tools used to steal vehicles
  - 3. Use of tow trucks and car carriers
  - 4. Locations where thefts occur
- E. In The Field Investigations
  - 1. Interview Techniques
- F. Scenario and Closing Discussion

## **V. SUBPLATING AND V.I.N. SWITCHING**

- A. Explain Subplating
  - 1. Passenger Vehicle License Plate Sequential Issuance
  - 2. Commercial Vehicle License Plate Sequential Issuance
- B. DMV Codes
  - 1. On Registration Forms
  - 2. On Mobile Digital Terminals
- C. Subplating Scenario
  - 1. Break into groups and discuss scenario
- D. V.I.N. Plate Examination
  - 1. Examine Manufacturer VIN Plates
  - 2. Examine Counterfeit VIN Plates
  - 3. Discuss Security Features
- E. Video Depicting a Suspect VIN Switching a Vehicle
  - 1. Removing VIN's
  - 2. Replacing VIN's
  - 3. Changing Confidential VIN's

## **VI. WATERCRAFT IDENTIFICATION**

- A. Hull Identification Numbers HIN
  - 1. History
  - 2. Format Variations
  - 3. Current Format
  - 4. HIN Breakdown



- 5. Altered HIN's
- B. Locations For HIN's & Secondary HIN's
  - 1. Boats
  - 2. Personal Watercraft
- C. Vessel Component Identification
  - 1. Mercury Outdrive
  - 2. Volvo OMC Outdrive
  - 3. Gimble Numbers
  - 4. Inboard Engine Numbers
  - 5. Outboard Engine Numbers
- D. CF an Registration Numbers
  - 1. CF Number Breakdown
  - 2. Non-California Registration
- E. Special Construction Watercraft
  - 1. CFZ Numbers
- F. Applicable Laws Pertaining to Watercraft
  - 1. 9845 C.V.C.
  - 2. Other Vehicle Code Sections
- G. Trailer Identification
  - 1. Manufacturer Markings and Labels
  - 2. Special Construction Labels
  - 3. Secondary Locations

## **VII. IDENTITY THEFT & FRAUD**

- A. How Does Identity Theft Begin
  - 1. Through Theft
  - 2. How Identity Thieves Use Your Personal Information
  - 3. Through Purchases
- B. Resources
  - 1. Credit Bureaus
  - 2. Social Security
  - 3. U. S. Postal Service
  - 4. Mail Box Drops
  - 5. Department Of Motor Vehicles
  - 6. Direct Marketers
  - 7. Banks & Lenders
- C. Applicable State & Federal Laws

**VIII. BAIT CAR OPERATIONS**

- A. Nomenclature of TRAP's (Taskforce for Regional Autotheft Prevention) Vehicles
  - 1. Audio & Video Capabilities
  - 2. Ignition shut-off
  - 3. Controlled Environment
- B. Requirements Necessary for an Operation
  - 1. Operation Plan
  - 2. Local Statistics
  - 3. Reporting Procedures
- C. Video of Past Operations

**IX. CARGO THEFT & COMMERCIAL VEHICLE IDENTIFICATION**

- A. Applicable State Laws
  - 1. 487 h (a) P.C.
  - 2. 487 h (b) P.C.
- B. Cargo Crime Classification
  - 1. Larceny
  - 2. Grand Theft
  - 3. Burglary
  - 4. Robbery
- C. Cargo crime Impact
  - 1. Monetary Loss
  - 2. Delay in Supply Chain
  - 3. Passed-On Cost To Customers
  - 4. Devastating To Smaller Businesses & Independents
- D. Methods Of Thefts
  - 1. Hi-Jacking
  - 2. Driver Give-Ups
  - 3. Burglaries
  - 4. False Documentation
- E. Reporting & Tracking
  - 1. Enter Vehicles in S.V.S
  - 2. Enter Property in A.P.S.

3. Make Immediate Notifications

F. Cargo Theft Investigations

1. Informants
2. Surveillance
3. Buy/Bust Operations
4. Undercover Operations
5. Search Warrants
6. Filing/Prosecutions

G. Vehicle Identification Numbers Pertaining To Cargo

1. Equipment I.D.
2. Tractors
3. Trailers
4. Containers
5. Chassis
6. Cargo Vans

H. Indicators of Theft

1. Broken Seal
2. Broken Door
3. Illegally Parked
4. Un-Attended

**X. CONSTRUCTION EQUIPMENT IDENTIFICATION**

A. Problem Awareness

1. Statistics

B. Different Types of Equipment

1. Track-Type Tractors
2. Wheel-Type Tractors
3. Skidders
4. Graders
5. Compactors
6. Lift Trucks
7. Rippers
8. Backhoes

C. Different Manufacturers

D. Product Identification Number P.I.N.

1. P.I.N. History

2. P.I.N. Labels

3. P.I.N. Plates

E. Methods Of Identification

1. National Insurance Crime Bureau (NICB)

1. Crime Prevention Program (CPP)

2. National Equipment Registry (NER)

3. Stolen Vehicle System (SVS)

B. DMV Registration Requirements

C. Locating Stolen Equipment

1. Types of Transporters

2. Late hour Transporting

3. Initial Indicators

4. Tampered Product Identification Numbers

5. Replaced Product Identification Numbers

6. Removed Product Identification Numbers

D. Report writing

1. Omit "Confidential Locations & Information"

E. Resources Available

1. State Task Force

2. Manufacture Contacts

3. Insurance Company

4. Training Seminars

## I. **MOTORCYCLE IDENTIFICATION**

A. Vehicle Identification Number

1. Vehicle Identification Number History - Past & Present

2. Vehicle Identification Number Labels

3. Vehicle Identification Number Decoding Resources

B. Methods Of Identification

1. Frame VIN

2. Vin Labels

3. Engine Numbers

4. Confidential Identifiers

5. Component Part Serial Numbers

C. Locating Stolen Vehicles

1. Tampered Identification & Engine Numbers
2. Replaced Identification & Engine Numbers
3. Removed Identification & Engine Numbers

D. Report writing

1. Omit "Confidential Locations & Information"

E. Resources Available

1. State Task Force
2. Manufacture Contacts
3. Insurance Company

**I. PRACTICAL APPLICATION**

A. Individual Scenario Stations

1. The student will demonstrate his ability to apply his new acquired knowledge at each of the six stations
2. The instructor will pass or fail each of the assigned learning activities

**I. WRITTEN TEST & COURSE EVALUATION**

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• **Four-wheel Drive Vehicles and Equipment Course**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

-

**SPECIAL OPERATIONS OF FOUR-WHEEL DRIVE VEHICLES AND EQUIPMENT COURSE**

**EXPANDED COURSE OUTLINE**

**DAY ONE**

**I . INTRODUCTION AND  
ORIENTATION**  
**½ HOUR**

A. Orientation

1. Administrative process

B. Overview of Course

1. This sixteen-hour course consists of six hours of lectures and ten hours of practical application on an off-road driving course. The lectures include off-road driving techniques, four-wheel drive systems, dynamics of winching, off-road tires and accessories, and vehicle dynamics. The practical application includes winching, performance driving, driving through streams, in sand, hill climbing, and over rough terrain. Each agency is required to furnish one four-wheel drive vehicle for each two officers that attend.

C. Course Objective

1. The objective of this course is to provide specialized four-wheel drive vehicle and equipment training and to improve the skills of those officers who drive off-road during rescue operations and enforcement activities. The students will learn the performance capabilities and limitations of themselves, their vehicles, and off-road equipment. The course is designed to minimize personal injuries and vehicle damages that occur during off-road rescue operations or during routine off-road patrol.

2. The course instructors are the leading experts in their fields. The sixteen-hour course consists of six hours of lectures and ten hours of practical application on an off-road driving area. The practical application included winching, performance driving, driving through streams, in sand, over rough terrain, and hill climbing.

**11. OFF-ROAD DRIVING  
TECHNIQUES**  
**1 HOUR**

**A. Rocks and Hills**

1. Vehicle speeds
2. Gear selection
3. Use of clutch
4. Use of starter motor
5. Momentum
6. Vehicle compression
7. Brakes
8. Large rocks and ruts
9. Downhill sliding
10. Looking over hood
11. Tire air pressure

**B. Mud, Snow, and Sand**

1. Vehicle speeds
2. Use of clutch
3. Steering techniques
4. Momentum
5. Gear selection
6. Tire air pressure

7. Hidden obstacles

C. Water Crossings

1. Width
2. Depth
3. Rate and direction of flow
4. River banks
5. Walking vs. Driving
6. Disconnection of fan belt
7. Air intake mounts
8. Vehicle speeds
9. Direction of travel
10. Alternate routes

D. Safety

1. Vehicle's and Driver's limitations
2. Seat belt and shoulder harness
3. Vehicle inspection
4. Safety equipment
5. Vehicle speeds
6. Roll-overs

7. Steering wheels

8. Fatigue



9. T.V. Commercials vs. Reality
10. Driving at night

### **III. FOUR-WHEEL DRIVE SYSTEMS**

**½ Hour**

- A. Different types of systems
  1. Standard four-wheel drive
  2. Full-time four-wheel drive
- B. Advantages of each four-wheel drive
  1. Standard four-wheel drive
  2. Full-time four-wheel drive
- C. Advantages of four-wheel drive
  1. Acceleration and traction
  2. Braking and steering response
- D. When to use four-wheel drive
  1. Pavement
  2. Off-road driving
- E. Engaging different types of systems
  1. Hubs
  2. On the fly

**IV.**  
**DYNAMICS**  
**½ Hour**

**VEHICLE**

A. Vehicle Maneuvers

1. Efficiency of four-wheel drive vehicles
2. Driver capabilities
3. Vehicle capabilities
4. Four-wheel drive vs. Two-wheel drive
5. Oversteer vs. Neutral steering
6. Understeer vs. neutral steering
7. Two-wheel vs. Four-wheel deceleration
8. Cornering advantages in adverse conditions

**V .**  
**TERRAIN**  
**½ Hour**

**READING OFF-ROAD**

A. Location of hills/ mountains relative to traveled surface

1. Ahead of vehicle
2. Behind vehicle
3. Left or Right of vehicle

B. Location of bodies of water relative to traveled surface

1. Lakes

2. Springs
3. Streams
4. Terrain rise relative to water

C. General Geological Formation

1. Rock Out-cropping
2. Bedrock
3. Sand
4. Changeable surfaces

D. Terrain color change

1. Flora and Fauna
2. Rock and / or surface color

**V I . DYNAMICS OF**  
**WINCHING**  
**1 Hour**

A. History of the Winch

1. Definition of a winch
2. Manual
3. Crank Shaft
4. Power take-off
5. Electric Direct Current
  - a. Commercial / Industrial winches

b. Electric front mount self recovery winches

6. The principle of leverage in reverse
7. Maximizing line pull on upper layers

B. Characteristics

1. Exterior mounted winch
2. Hidden winch
3. Worm gear drives
4. Planetary gear
5. Spur gear
6. Intermittent duty
7. Owners manual
8. Size and types of cables
9. Breaking strength
10. High line winch

C. Operations of a winch

1. Winch mounting
2. Electrical connection
3. Battery
  - a. Alternator
  - b. Recharging batteries
4. Clutch operation

5. Remote control
6. Lubrication
7. Motor temperature
8. Cable installation
9. Damaged cable
  - a. Birdnest, etc.
  - b. When to replace cable
  - c. Loss of strength
10. Winch Guides

D. Techniques

1. Anchoring vehicle for self recovery
2. Stakes driven in solid earth
  - a. Chained together
3. Burying a log or spare tire
4. Two-parting
  - a. Multiple power
  - b. Winch kit
5. Wheel Power to assist winch
6. Righting a rolled vehicle
  - a. Wrapping cable
  - b. Multiplying power
  - c. Control
7. Angle of pull

E. Winch Safety

1. Covering cable
2. Opening hood
3. Gloves
4. Blocking vehicles on incline
5. Minimum wraps of cable to hold rating load
6. Accessory kits
7. Disengage clutch when not in use
8. Cable inspections
9. Spare cable clamps and hooks
10. Dangers of attaching hook to cable
11. Wet winch motor
12. Practicing with winch

**V I I . TIRE SELECTION**

**1 Hour**

A. Radial vs. Bias-ply

1. Radialization of tires
2. Design
3. Advantages of each
4. Concentric
5. Type of tread

B. Computer designed tread

1. Symmetrical
2. Asymmetrical
3. Harmonics
4. Concentric
5. Types of tread

C. Types of tires available

1. Specific needs
2. Highway tread
3. All-purpose tread
4. Off-road tread

D. Tire Characteristics and purposes

1. Wide tires
2. Narrow tires
3. Large tires
4. Flotation tires
5. Mud tires
6. Snow tires
7. Safety bead / angle of bead
8. Gear ratio for different tires
9. Tire ratings

- a. M/S rating
- b. C rating
- c. Other ratings

E. Tire Pressure

- 1. Rocks vs. Sand
- 2. Rim cuts
- 3. When to “air down”
- 4. Manufacturer’s recommended tire pressure
- 5. Air leaks
- 6. Metal vs. rubber valve stems

F. Tire efficiency

- 1. Tire pressure
- 2. Cost per mile
- 3. Rotation
- 4. Use vs. abuse

**V I I I . PRACTICAL**  
**APPLICATION, OFF-ROAD**  
**DRIVING**      **3 Hours**

A. Winching

1 .Winching Commands



2. Winching Safety (cable cover)

3. Demonstration

B. Hill Climbing

1. Spotting

2. Wheel placement

3. Forced crossed axle situation

C. Driving in soft sand

1. Airing down tires

2. Turning while in sand

3. Sand recovery

D. Stream crossings

1. Checking water depth

2. Scouting for underwater obstacles

3. Speed of crossing

E. Performance driving

1. Course description

2. Pre-drive with instructor

3. Timed student lap



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

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**SPECIAL OPERATIONS OF FOUR-WHEEL DRIVE VEHICLES AND EQUIPMENT COURSE**

**EXPANDED COURSE OUTLINE**

**DAY TWO**

**IX. PRACTICAL  
APPLICATION - ROUGH  
TERRAIN      7 Hours**

A. The class will caravan across rough terrain (Cattle Canyon, Angelus National Forest) for approximately 7 hours. The Driving area may include abandoned fire roads, wash areas, mountain / rock Climbing, snow covered hills (when available), and stream crossings.

1. Frequent stops to monitor driver experience
2. Monitor ground clearance on rocky areas
3. Discuss trail safety and Forest rules (signage, etc)

B. A driving area will also be chosen to include practical applications in Self recovery

winching.

**X. COURSE  
EVALUATION**  
**1 Hour**

A. Instructor / Student critique

1. Debrief Practical application

B. POST course evaluation critiques

C. Vehicle Inspection

1. Out of Four wheel drive

2. Brake check

3. Underbody visual inspection

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• **Post Veteran Cultural Competencies for First Responders**

**CERTIFICATION II**

**POST VETERAN CULTURAL COMPETENCIES FOR FIRST RESPONDERS COURSE (8 Hours)**

**Course Purpose** – This course is designed for law enforcement, fire, EMS and other public safety personnel who may encounter Veterans and military personnel in crisis in their communities.

**Learning Outcomes** (Optional) - When responding to incidents involving Veterans and military personnel, public safety personnel will be able to appropriately identify Veteran and Military members, recognize signs and symptoms of Veterans with mental health issues, identify Veterans in crisis, use learned officer safety skills to help stabilize and secure the scene, employ de-escalation techniques when applicable and know of appropriate resources to further assist Veterans.

**Registration, Introduction, Orientation, and Course Overview**

**I. Military and Veteran culture.**

A. Active Duty vs Veteran

- Understanding the differences between active service in the military and what constitutes being a Veteran.

A. Reserve Service vs Veteran

- Understanding the difference of being in the military reserve or National Guard as opposed to Veteran status.

A. Types of Discharges – the difference in the types of discharges military members receive and how that impact the types of care they can receive at the VA

- Honorable discharges
- Dishonorable discharges
- Bad Conduct discharges
- Medical discharges
- Administrative Discharges

A. Combat vs Non-Combat Vets

- How being in combat vs non-combat situations can affect a Veterans MH and perspectives towards law enforcement.

A. Stolen Valor

- Federal Statute - **18 U.S.C. § 704 - U.S. Code**
- Ca Penal Code - **532b**

A. The differences between cultures

- The experience Veterans have upon returning back to civilian life and the struggles they have.

## II. Indicators of military service.

A. Overview of military services – Discussion on the differences in the services, terminology and rank structure of each service.

- Army
- Navy
- Air Force
- Marines
- Army National Guard
- Air National Guard
- Space Force

A. Mission, Vision and Values of Military services

- Discuss the training and indoctrination of the military services and the correlations between first responders and military members.

A. Signs, Symbols and Indicators of Military and Veteran Culture

- Graphics and pictures that display common military and Veteran uniforms, customs, rituals and types of clothing associated with the Veteran community.

### **III. Basic understanding of mental health issues facing military and Veterans.**

#### **A. Introduction to Military PTSD and associated Mental Health conditions.**

- Definitions of common mental health conditions that affect the military and Veteran community. Overview of symptoms and how Veterans might present to first responders with mental health conditions.

#### **A. Overview of veteran Suicide statistics/demographics.**

- Discussion of current suicide levels within the Veteran community and where the most Veterans and Military communities are located.

### **IV. Rapport building and de-escalation techniques.**

#### **A. Engagement strategies designed to build rapport and lower anxiety of situation.**

- Discussion of crisis intervention strategies to utilize with Veterans.
- De-Escalation tactics.
- How to gain voluntary compliance.

#### **A. High risk w/o use of force.**

- Discussion of military combat training and officer safety
- Barricade situations
- Utilizing time and talk to get Veteran to get help.

#### **A. MILO Simulator scenarios to demonstrate competency.**

- Simulated scenarios in which officer have to demonstrate good verbal commands, weapons manipulation, use of force vs de-escalation decision making. Focus is on crisis intervention techniques, verbal skills, officer safety tactics and positive outcomes.

### **V. Resources available to assist first responder.**

#### **A. Regional Resources available to First Responders to help Veterans**

- Veteran Mental Evaluation Team – VA program that pairs a VA Police Officer and a VA clinician that responds with local agencies to assist Veterans in crisis
- Veteran Peer Access Network – A peer program developed by the LA County Department of Mental Health that provides further supportive services to Veterans after they are out of crisis.
- TAPS- Transition Assistance Program – Military program designed to help active service member have a smooth transition back to civilian status.

A. Public Safety Resources Guide (Handout)

- Useful numbers and links to federal, state and local agencies that provide services or can assist Veterans and Military members.

A. **Offer/Engage VA resources to assist Veteran**

- Utilizing course information, students will perform classroom scenarios on how to approach Veterans and what services they could relay that would be beneficial to a Veteran in need or in crisis.

**Review and Evaluations**

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• **Wellness**

**Day One**

(A) Course Purpose

1. The purpose of this course is to provide participants (sworn Patrol personnel) with the opportunity to reflect candidly on functioning in various facets of their personal and professional lives. Participants will be provided with education and practical tools that can be self-administered outside of the course to assess functioning on an ongoing basis.

2. Learning Outcomes: Upon completion of this course, students will have operational knowledge of healthy functioning in the areas of intimate-partner, family, and peer relationships. Students will understand factors that affect physical and emotional wellness, and the consequences of not attending to functioning in these areas. Students will understand the motivation and the risk factors associated with excessive substance use. Students will have the necessary skill to assess functioning in the areas of relationships, emotional wellbeing, and substance use in order to maintain or self-correct toward optimal functioning.

(B) Course Introduction

1. Law Enforcement Mental Health and Wellness Act (2017)

- a. Instructor will provide information on the Law Enforcement Mental Health and Wellness Act of 2017. The bill acknowledges the importance and need to safeguard one's emotional health while in the Law Enforcement (LE) profession.

2. Ice Breakers

- a. SMALL GROUP ACTIVITY: Each small group will discuss what they would like to get out of the course, including topic areas they would like addressed. Each group will create a list and choose a spokesperson to present back to the larger group. Instructors will review the course syllabus with

students.

- b. **SMALL GROUP ACTIVITY:** Classmate Introductions-Instructor will pair off students into groups of two. Students will tell their partner about themselves. Partners will draw a minimum of three pictures illustrating facts about each other. Partners will introduce each other to the class using the drawings.

### 3. Career Maze/Honesty vs. Denial

- a. Instructor will introduce the maze concept, describing how all LE personnel start their career at the beginning of a maze. Successful navigation through the maze, and finding the exit to a healthy, fulfilling retirement, involves honestly addressing the topics discussed over the next two days.

- b. **CLASS ACTIVITY:** Denial Discussion-Instructor will write the word “DENIAL” in large letters on white erase board. Instructor will facilitate brief group discussion regarding the areas of life that LEOs (Law Enforcement Officers) are typically in denial about. Instructor will normalize these areas and emphasize the opportunity for students to personally come to terms with what they deny about their own lives.

## (C) Substance Abuse

### 1. Defining/Problematic Use

- a. Instructor will explain the differences between misuse, abuse, dependence, and withdrawal, providing information (if applicable) on variation for each substance category of focus (Alcohol, Pain Medication, Performance-Enhancing Drugs [Anabolic Steroids], and Caffeine).

- b. Personal use self-assessments will be distributed: Alcohol-The Alcohol Use Disorders Identification Test (AUDIT); Pain Medication-Opioid Risk Tool (ORT); Caffeine-Caffeine Consumption Questionnaire (CCQ). Instructor will provide information regarding origin and use of the measures. Instructors will emphasize that measures are to be used to gain personal insight into use, and that measures can be completed on the student's own time, confidentially, or as applicable substance categories are discussed.

- c. “Action/Reaction” concept will be introduced and applied to each substance category of focus (Alcohol, Pain Medication, Performance-Enhancing Drugs [Anabolic Steroids], and Caffeine). Instructor will explain that for each substance category, there is an “Action” mechanism, which provides a rationale for why the substance is being used, and a “Reaction” mechanism that addresses the consequences or repercussions of the use. Instructor will provide information and engage class in a discussion regarding the Action and Reaction dynamics associated with use of each category of focus.



## 2. General Implications of Misuse, Abuse, and Dependence

a. Instructor will provide information and engage students in a discussion regarding the general implications of substance misuse, abuse, and dependence as they pertain to Officer Safety, Home Life, Value System, Work Ethic, and Finances.

## 3. Assisting Peers

a. Instructors will provide conceptualization of the differences in options for providing peer intervention for a LEO when substance use becomes an issue. Examination of preferred first-half career interventions vs. second-half career interventions.

b. **SMALL GROUP ACTIVITY:** Each small group will choose a specific substance from one of the four categories (Alcohol, Pain Medication, PEDs, Caffeine) and create a hypothetical scenario describing a partner's misuse/abuse of the substance, including what symptoms or behaviors they have noted, and how they would intervene. Each group will pick a spokesperson(s) to present basic scenario back to the larger group for discussion.

## (D) Relationship and Family

### 1. Healthy Relationships

a. **SMALL GROUP ACTIVITY: Discussing/Defining Healthy Relationships-** Each small group will create a list of qualities/characteristics that reflect healthy intimate-partner relationships, chart the stated characteristics, and pick a spokesperson(s) to present findings back to the larger group.

b. **Defining/Operationalizing Healthy Relationships:** Instructor will provide information and engage class in a discussion regarding qualities present in healthy relationships. Instructor will provide self-assessment measure pertaining to general qualities of healthy vs. unhealthy relationships.

c. **Detecting Trouble:** Instructor will provide information on Gottman's "Four Horsemen of the Apocalypse": Criticism, Contempt, Defensiveness, and Stonewalling.

### 2. Side Relations (Infidelity)

a. Instructor will provide information including statistics and engage students in discussion of factors that precipitate emotional and physical infidelity. Instructor will facilitate a discussion regarding cultivating healthy intimate-partner relationships.

### 3. Professional Responsibility vs. Family Commitment

a. Instructor will provide information and engage students in discussion regarding negotiating professional responsibility and family obligations. Instructor will emphasize importance of communicating and educating family about experience and realities of the job, and the importance of nurturing family relationships.

### 4. Drafting/Schedules

a. Instructor will engage students in discussion regarding the impact of drafting (mandated overtime), current demands of Patrol training, and cycle of schedule/logistical changes when a new position, rank, or promotion is attained. Instructor will emphasize importance of accounting for family need at the time of prospective transition.

### 5. Intimate Partner Violence (IPV)

a. Instructor will provide students with information regarding IPV and Walker's 4-Stage Cycle of Abuse: Tension Building, Acute Violence, Reconciliation, Calm. Instructor will engage students in discussion regarding the cycle and relevant information including current statistics, risk factors, and personal and professional implications (applicable law and sections of agency policy) as it pertains to LEO involvement in such occurrences.

b. Instructor will distribute Intimate Partner Violence fact sheet, self-screening tool, and resource page. Instructor will provide information regarding origin and use of the disseminated information. Instructors will emphasize that information is offered to increase personal insight into intimate partner violence and can be used on the student's own time, confidentially, and that assistance is available should it be needed.

### 6. Divorce

a. Instructor will provide information pertaining to divorce (including statistics regarding identified reasons for divorce, percentages of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marriages that end in divorce), and co-parenting.

b. Instructor will engage class in discussion, surveying students by asking for a show of hands of how many have been divorced or are currently going through divorce. Instructor will prompt students to share challenges, consequences, and ramifications they have encountered.

Instructor will underscore the importance of making an informed (vs. reactive) decision for self and family.

- a. Instructor will provide information and engage students in discussion regarding ramifications of divorce in several areas, emphasizing that an informed decision is only the first step in transition. Areas of discussion will include: impact of legal proceedings (mediation vs. private attorney, pension, finances, alimony/child support, child custody, living arrangements), emotional impact (internalizing failure, reduced time with children/psychological impact on children, impact on support system), and co-parenting (potential changes in parental figures, benefits of respect/civility with ex, consistency in discipline, collaborative childcare scheduling).

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## **Day Two**

### **(E) Day One Review**

1. Instructor will review main learning points and subject areas of discussion from previous day. Instructor will answer student questions related to course material.

### **(F) Health**

#### **1. Physiological and Physical Impact of the Job**

a. Instructor will provide information and engage students in discussion regarding hypervigilance (physiological hyperarousal), and the cycle of Autonomic Nervous System symptoms that can impact personal and professional functioning.

b. Instructor will provide information and engage students in discussion regarding the most common types of physical/physiological injuries sustained

by LEOs on the job, including an array of soft tissue injuries and stress-related health problems such as diabetes, heart disease, circulatory and digestive disorders, etc. Instructors will provide data and current literature regarding treatment options for frequently occurring conditions.

#### **2. Mental and Emotional Impact of the Job**

a. Instructor will provide information and engage students in discussion regarding critical incident exposure, examining how factors of physical, emotional, and psychological proximity, duration of involvement, and perceived efficacy handling incidents can lead to the development of vicarious trauma (Perlman & Saakvitne).

b. Personal use self-assessments will be distributed: PTSD-Posttraumatic Checklist for

DSM-5 (PCL-5); Anxiety-Generalized Anxiety Disorder 7-Item Scale (GAD-7); Depression-Patient Health Questionnaire (PHQ-9). Instructor will provide information regarding origin and use of the measures. Instructor will emphasize that measures are to be used to gain personal insight, and that measures can be completed on the student's own time, confidentially, or as applicable mental health categories are discussed.

c. Instructor will provide information regarding symptoms of PTSD, Anxiety, and Depression, normalizing the inherent potential for development of symptoms due to the nature of the work. Based on current literature, instructor will define/operationalize treatment options for each category, including the benefits, misconceptions and stigma surrounding use of psychotropic medication.

d. Instructor will provide information and engage students in discussion regarding LE Suicide, including current statistics and risk factors: Relationship/Child Custody Issues, Substance Abuse Issues, Financial Issues, being Relieved of Duty/Under Investigation, Serious Illness/Chronic Pain, Retirement.

e. Instructor will engage students in a discussion regarding common misconceptions about getting assistance when a mental health need exists. Instructor will address stigma of getting support in LE culture (exhibiting weakness/compromising image), voluntary vs. involuntary hospitalization, personal beliefs around mental health, conflict LEOs can face when uncertainty exists about how to address concerns with peers.

f. **SMALL GROUP ACTIVITY: Difficult Conversations with Partners (Lessons Learned)**- Instructor will pair off students into groups of two and prompt them to share an instance(s) with each other where they encountered a partner struggling with a personal issue involving the mental health or substance-related symptoms discussed in the previous section. Students will be asked to discuss how they handled the concern with the peer (including the verbiage they used to address the issue), what worked well/did not, what they would do differently in retrospect, and how the situation was resolved. Students will discuss findings with the larger group.

## (G) Identity

### 1. Peer Influence

a. Instructor will provide information on "Peer Influence" (encouragement to follow peers by changing attitudes, values and/or behaviors to conform to the influencing group/individual) and discuss how concept relates to Social Psychology principles of Conformity, Obedience, Bystander Affect, and Ethical Drift.

b. Instructors will split students into four groups. Students will be asked to discuss and chart the role Peer Influence plays in each of four areas: formation of Professional Identity, formation of Personal Identity, On-duty Conduct, Off-duty Conduct. Students will be asked to chart both the positive and negative impact in each area and share findings with the larger group. Instructor will lead students in discussion, highlighting relevant examples such as peer

accountability, reputation management, social drinking behavior, aggression, use of force, professionalism, and clique membership.

## 2. Self-Identity

a. CLASS ACTIVITY: Self-Identity-Instructor will divide white erase board into two categories "Then" and "Now." Instructor will facilitate a group discussion regarding reconciling who students were as individuals (attributes of personality, belief system, self-image) pre-academy with who they are currently. Instructor will highlight significant changes (i.e., less empathy, cynical, emotionally numb, disconnected, irritable, angry, etc.) and ask students what barriers exist to self-correction.

b. Personal use self-assessment will be distributed: "Who Am I?" exercise (Gottman). Instructor will provide information regarding origin and use of the

exercise. Instructor will emphasize that exercise is to be used to gain personal insight into self, and that it can be completed on the student's own time, confidentially.

## (H) Balance

### 1. Stress Management

a. Instructor will engage students in discussion regarding importance of comprehensive stress management including scheduling of hobbies/activities, proper nutrition, and cardiovascular exercise. Instructor will provide information and resources relevant to stress management.

b. Instructor will discuss the many ways the job exposes students to trauma (threats to physical safety, abuse of children, death, work with suspects/offenders). Instructor will discuss limiting exposure, emotional care, and the importance of annual psychological check-ups to address cumulative trauma exposure.

### 2. Management of Finances

a. Instructor will engage students in discussion regarding financial management. Areas of discussion will include creating a budget (debt-reduction, pitfalls of including overtime funds in regular budget, importance of allocating resources for emergency medical and living expenses, travel, hobbies/interests, date nights, etc.), retirement planning.

## (I) Planning

### 1. Developing a Personalized Health Plan

a. CLASS ACTIVITY: Instructor will write main subject areas of discussion over last two days on white erase board (Substance Abuse, Relationship and Family, Health, Identity, Balance). Instructor will prompt students to demonstrate their knowledge of the subject areas discussed

over previous two days by sharing points of learning or interest from each area.

b. EXERCISE: Students will demonstrate their knowledge of the course content by completing a personalized health plan. Instructor will provide students with copies of the Action Plan for Health template and direct them to pick at least two of the subject areas in which they want to improve their functioning.

c. Students will create a SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal for each identified area, and complete one copy of the Action Plan for Health template for each goal.

#### (J) Wrap-Up

##### 1. Course Conclusion

a. Instructor will provide closing remarks, answer final questions related to course material, and pass out course evaluations.

b. Information on available resources will be disseminated including the LASD Psychological Services Bureau (PSB), LASD Peer Support Program, Peace Officer Fellowship (POF), and First Responder-appropriate Counseling, Alcohol, and Substance-Abuse Treatment facilities.

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## • Respect Based Leadership

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

RESPECT BASED LEADERSHIP

1820

EXPANDED COURSE OUTLINE

## I. INTRODUCTION

### A. Welcome and opening comments

1. Set the context
2. Acknowledge mindset in room
3. Build on pride of LASD

### B. Leadership video

1. Key points for Sheriff to make
2. Key points for facilitators

### C. Workplace and individual model

1. Values and behaviors
2. Core values

### D. Agenda and objectives

1. Review agenda and objectives
2. Interactive
3. Video driven discussion, skill practice, small group exercises
4. Regular breaks
5. Working agreements/ground rules

### E. Introductions

### F. Pre-test

## II. BUSINESS CASE

### A. Inputs and influence

1. How the LASD culture has been shaped
2. Major inputs and influences
3. Acknowledge Bouman and share history
4. Acknowledge journey and milestones

### B. Business case for change

1. Small group exercise and debrief

## III. THE POLICY

### A. The Policy of Equality

1. Replaced policies
2. Key aspects
3. Old policy contrast



4. Key related policies
5. Your role
6. Associated procedures
7. Jeopardy game

B. Application and personalization of Policy of Equality

1. 4 vignettes
2. How values protected/embraced or violated
3. How prevented
4. Policy violation
5. Respectful behavior

IV. MOVING FORWARD

A. Respect-based skills

1. Self-insight, suspend judgment, manage emotions, listening, reaching out, handling difficult situations, empathy
2. Behaviors that demonstrate above skills

B. Discussion scenarios

V. APPLYING CARE (CORE VALUES, ACCOUNTABILITY, RESPECT AND EMPLOYEE COMMITMENT) TO POLICY OF EQUALITY

A. Commitment/action planning

1. Expectation of colleagues
2. Expectation of leadership
3. Individual action planning

B. Executive Visit

C. Post-test

## VI. CLOSING COMMENTS

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### • Radar Operator

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

#### **R.A.D.A.R. OPERATOR COURSE (1820-23300)**

- I. Speed and Enforcement
  - A. Speed in relation to traffic safety
    1. Relationship between speed and stopping distances.
    2. Relationship between speed and the severity of injuries sustained.
    3. Correlation between speed and the probability of having a collision.
  - B. Speed Enforcement
    1. The benefits of an effective speed enforcement program.
    2. Types of speed offenses.
    - 3.
- II. History and theory of police traffic radar
  - A. Doppler principle
    1. Founder Christian Johann Doppler
    2. Definition

3. Based on sound waves

4. Examples

B. R.A.D.A.R.

1. Acronym

2. Radio waves

3. Detects relative motion

4. Band identification (S,X,K,K<sub>a</sub>)

C. Radio waves

1. Frequency

2. Wave length

3. Travel at the speed of light

D. Doppler principle

1. The difference between the transmitted and returned frequency

2. Caused by the relative motion of an object

3. Examples

E. Beam length is infinite unless:

1. Reflected

2. Refracted

3. Absorbed

I. Stationary radar operation

A. Radar beam

1. Shape and characteristics

2. Main beam

3. Beam axis

4. Zone of influence

5. Side lobes

6. Beam width

1. Beam range
2. Antenna position
- B. Cosine angle
  1. Define
  2. Effect
  3. Cosine error equation
  4. Calculations
- C. Components
  1. Antenna(s)
  2. Box (counting unit)
  3. Current (power source)
- D. Installation
  1. Cable connections
  2. Power up unit last
  3. Unit should be turned off
  4. Location in vehicle
  5. Air bag caution
- E. Testing
  1. Internal circuitry test
  2. Light segment test
  3. External test (tuning fork)
  4. When to test radar device
- F. Audio Doppler
  1. Significance of audio Doppler
  2. Pitch
  3. Clarity
  4. Volume level
  5. Unfiltered signal
  6. Consistent with target window
- G. Features / modes
  1. Stationary mode
  2. Target window
  3. Switching between front and rear antennas
  4. Anti-detection switch / hold button
  5. Lock button / lock window
- H. Circuitry diagram
  1. Transmitted frequency
  2. Received frequency

3. Mixer diode
4. Filter
5. Time base counter
6. Verifiers
7. Target window readout

A. Tracking history

II. Moving radar operation

A. Radar beam

1. Shape and characteristics
2. Main beam
3. Beam axis
4. Zone of influence
5. Side lobes
6. Beam width
7. Beam range
8. Antenna position
9. Basic moving radar equation
10. Moving radar opposite direction

B. Cosine angle

1. Define
2. Effect
3. Moving radar cosine error formula
4. Calculations

C. Components

1. Antenna(s)
2. Box (counting unit)
3. Current (power source)

D. Installation

1. Cable connections
2. Unit should be turned off
3. Location / position in vehicle
4. Power up unit last

E. Testing

1. Internal circuitry test
2. Light segment test
3. External test (tuning forks)
4. When to test radar device

F. Audio Doppler

1. Significance of audio Doppler
2. Pitch
3. Clarity
4. Volume level
5. Unfiltered signal
6. Consistent with Target window

G. Features / modes

1. Moving mode
2. Target window
3. Patrol window
4. Anti-detection switch / hold button
5. Lock button / lock window
6. Switching between front and rear antennas

1. Same direction
2. Faster / slower

B. Circuitry diagram

1. Transmitted frequency
2. Received frequency
3. Mixer diode
4. High pass filter
5. Low pass filter
6. Time base counter
7. Verifiers
8. Patrol window readout
9. Subtraction of low Doppler from high Doppler
10. Target window readout

C. Double cosine effect

1. Cause
2. Effect
3. Low Doppler
4. High Doppler
5. Moving radar double cosine error equation
6. Calculations
7. Detection / elimination

D. Shadowing effect

1. Cause

2. Effect
3. Low Doppler
4. High Doppler
5. Moving radar shadowing error equation
6. Calculations
7. Detection / elimination

E. Moving radar same direction

1. Add or subtract relative motion
2. Target faster mode
3. Target slower mode

F. Tracking history

I. Radar effects

A. External mechanical interference (EMI)

1. Caused by moving objects
2. Avoidance / elimination

B. Random radio frequency interference (RFI)

1. Internal interference
2. External interference
3. Avoidance / elimination

A. Harmonic signal interference

1. A multiple of a base frequency
2. Causes
3. Avoidance / elimination

B. Own speed capture effect

1. Applies only to moving radar mode
2. Simultaneous display
3. Caused by multiple reflections
4. Avoidance / elimination

C. Pulsating signal amplitude effect

1. Applies only to moving radar mode

2. Caused by irregular surfaces
  3. Avoidance / elimination
- D. Feedback / scanning
1. Possible only with two piece equipment
  2. Caused by improper installation or use
  3. Avoidance / elimination
- E. Audio effect
1. Caused by extremely loud radio
  2. Avoidance / elimination
- F. Antenna vibration effect
1. Caused by movement of antenna
  2. Avoidance / elimination
- G. Dented antenna horn effect
1. Causes a distorted beam
  2. Avoidance / elimination
- H. Windshield obstruction effect
1. Reduced range
  2. Distorted signal
  3. Avoidance / elimination
- A. Beam reflection effect
1. Caused by reflective surface
  2. Reads speeds from opposite direction
  3. Avoidance / elimination
- J. Weather effects
1. Rain or snow reduces range
  2. Low Doppler pick up difficult
  3. Avoidance / elimination
- K. Heat build-up effect
1. Causes component values to change
  2. Causes circuitry damage
  3. Avoidance / elimination
- AX. Power surge effect
1. Occurs when power is first turned on
  2. Avoidance / elimination



- A. Automatic gain control
    - 1. Increases sensitivity
    - 2. Avoidance / elimination
  - B. Panning effect
    - 1. Caused by sweeping motion of antenna
    - 2. Avoidance / elimination
  - C. Batching effect
    - 1. Caused by a rapid change in the patrol vehicle speed
    - 2. Avoidance / elimination
  - D. Multi-path signal effect
    - 1. Caused by a reflected signal
    - 2. Avoidance / elimination
- I. Legal aspects of speed enforcement
- A. Court decisions
    - 1. National case law
    - 2. California case law
  - B. Federal regulations related to radar
    - 1. Federal Communications Commission (FCC) license not required by operator
    - 2. Nation Highway Traffic Safety Administration (NHSTA) set minimum standards for radar training
    - 3. Radar must be accepted type approved by the International Association of Chiefs of Police (IACP)
- I. Vehicle code law
- A. Speed offenses
    - 1. Section 22348
    - 2. Section 22349
    - 3. Section 22350
    - 4. Section 22356
    - 5. Section 22400
    - 6. Section 22406
    - 7. Section 22406.1
  - B. Speed traps
    - 1. Speed trap prohibition-Section 40801 C.V.C.
    - 2. Speed trap defined-Section 40802 C.V.C.
    - 3. Speed trap evidence-Section 40803 C.V.C.

C. Speed surveys

1. Defined by California Vehicle Code- Section 627 C.V.C.
2. Criteria for determining speed limits in surveys
3. State Traffic Manual sets guidelines
4. Define 85<sup>th</sup> percentile / critical speed

1. Discuss when speed surveys are required
2. Prima facie speed limits- Section 22352 C.V.C.
3. Discuss who conducts speed surveys

B. Radar detectors

1. Radio receivers
2. Potential effectiveness
3. Defeat of detectors
4. State laws restricting detectors

C. Radar jammers

1. Radio transmitter
2. Federal Communications Commission (FCC) regulations
3. State law
4. Detection of radar jammers
5. Law enforcement response to potential violators

I. Radar evidence

A. Subpoena duces tecum

1. Define
2. Application to radar

B. Documents

1. Certification of operator
2. Vehicle speedometer calibration
3. Vehicle maintenance record
4. Departmental FCC licensing for radar devices
5. Radar operator's manual
6. Radar certification
7. Tuning fork certification
8. Radar maintenance record
9. Officer's daily activity log

- I. Practical exercises and testing
  - A. Introduction
    - 1. Safety rules
    - 2. Testing procedures
    - 3. Supervise speed estimate practice and testing
    - 4. Review of project work exercises
  - B. Speed estimate practice
    - 1. Stationary
    - 2. Moving
  - C. Speed estimate testing
    - 1. Stationary
    - 2. Moving
  
- I. Courtroom testimony
  - A. Techniques of effective courtroom testimony
    - 1. Advance preparation
  
    - 1. Proper dress
    - 2. Proper demeanor
  - B. Considerations for radar case examination
    - 1. Officer's qualifications
    - 2. Knowledge of related California vehicle code law
    - 3. Knowledge of equipment
    - 4. Knowledge of principles
    - 5. Knowledge of beam width and range
    - 6. Knowledge of radar effects
    - 7. Application of tracking history
    - 8. Target determination
  
- I. Written examination
  - A. Multiple choice
  - B. Calculations

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- **Radar Laser Course**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**L.I.D.A.R. OPERATOR COURSE (1820-23320)**

-  
-

- I. Scientific principles of L.I.D.A.R. speed measurement
  - A History and theory
    - 1. L.I.D.A.R. / L.A.S.E.R.
    - 2. How L.A.S.E.R. was invented
    - 3. How the device works
  - B L.A.S.E.R. characteristics
    - 1. Signal speed
    - 2. Wavelength
    - 3. Frequency
  - C L.A.S.E.R. properties

1. Infrared spectrum
2. Narrow beam width
3. Range
1. Reflected
2. Refracted
3. Absorbed

D Cosine angle

1. Define
2. Effect
3. Formula

1. Calculations

II General operation considerations

A. Pre-operational considerations

1. Initial considerations
2. Transportational considerations

A. Accuracy checks

1. Internal checks
2. External checks

B. Site selection considerations

1. Site safety
2. Site enforcement
3. Traffic considerations
4. Environmental considerations

C. L.A.S.E.R. effects

1. Radio frequency interference (R.F.I.)
2. Panning
3. Cosine
4. Other interferences

D. Target selection

1. Clear line-of-sight to the target vehicle

1. Visibility conditions
  2. Long range vs. short range
  3. Reflective surfaces on target vehicle
  4. Aiming
- B. Tracking history
1. Visual speed estimation
  2. Target acquisition
  3. Digital readout
- C. Care and maintenance
1. Periodic cleaning of external lenses
  2. Use in inclement weather
  3. Durability
  4. Storage
- D. Safety and health considerations
1. Classified as a class 1 device by the Food and Drug Administration
  2. Avoid direct eye exposure
  3. Low radiation

### III Operation of specific L.A.S.E.R. devices

- A. Functional components of L.A.S.E.R. devices
- B. Field exercise
1. Set-up
  2. Testing
  3. Operational procedures
  4. Hands-on training

### IV Legal considerations and testifying in court

- A. California vehicle code
1. 40802

2. 40803

1. Other related sections

A. Case law affecting speed measurement

1. R.A.D.A.R.

2. L.I.D.A.R.

C. Courtroom testimony

1. Preparation

2. Considerations

3. Evidence

1. Field notes

V Final examination

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## • Search Warrants

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

SEARCH WARRANT & INFORMANT MANAGEMENT

### SEARCH WARRANT

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I. SEARCH WARRANT AND AFFIDAVIT- DEFINITIONS AND COMMENTS

A. Introduction- Assist police officers in the preparation of valid search warrants. Dealing with the service of warrants, informant motions, court proceedings and other related topics.

B. Search Warrant Defined

1. Form of Warrant
2. Statutory grounds for issuance
3. Magistrate defined

\_\_\_\_\_C. Affidavit Defined

1. Form and Contents of Affidavit

D. Jurisdiction – Including Out of County Search Warrants

E. Search Warrant in California for Crimes Committed Outside the State

F. Use of A Search Warrant to Serve an Arrest Warrant

G. Preference Given to Search Warrant

H. United States Supreme Court Decisions Governing Search Warrants

1. Illinois v. Gates – Totality of the Circumstances Test
2. United States v. Leon – Good Faith Exception
3. Franks v. Delaware – Traversal of Warrant
4. People v. Wilson – Presumption of Validity

I. Other Advantages of Search Warrant

1. Ramey Problems
2. Withdrawal of Consent
3. Keeping Informant Confidential
4. Officer Protection

J. Alternatives to a Search



## Warrant

1. Probation
2. Parole Search
3. Consent
4. Exigent Circumstances
5. Inspections of Auto Repair Facility
6. Search of a Car
7. Search Following Arrest
8. Plain View

### K. Use of Search Warrant for AIDS Blood Test

## II. DESCRIBING THE PLACES, VEHICLES, AND PERSON(S) TO BE SEARCHED

### A. Introduction

1. Description in General
2. Search of Premises

### B. Describing Places – Address Known – Examples

1. House
2. Apartment
3. Store or Business

### C. Describing Places – Address Unknown – Examples

D. “Special” Handling Places at or Within a Location

E. Describing Vehicles

1. General Description

2. Search Warrant for “Any Vehicle”

3. Seizure of the Vehicle

F. Describing Persons – Examples

G. Use of Photographs and Diagrams

H. Including Unique Features

I. Accuracy – Mistakes Do Not Necessarily Invalidate Search Warrant

J. Number of Places, Vehicles or Persons per Warrant

K. Searches of Other Than Places, Vehicles and Persons

L. “Newsroom” Searches

M. Officer of Attorney - Doctor - Psychotherapist - Clergyman

N. Telephone Records and Computer Records in Possession of  
Foreign Corporations

O. Crime Scene Searches

P. Severability

Q. “Good Faith’ Exception – Description

### III. DESCRIBING THE PROPERTY AND PERSON(S) TO BE SEIZED

A. Introduction

B. Controlled Substances

1. Cocain Dealer

2. Heroin Dealer

3. Marijuana

4. Methamphetamine Dealer

5. Methamphetamine Laboratory

C. Bookmaking

D. Telephone Calls

1. In Affidavit or in Statement of Probable Cause

2. In Warrant and in Combined Warrant/ Affidavit Form

E. Stolen Property

F. Property Used to Commit Felony; Property Tending to Identify  
Perpetrator

G. Bank Records

1. Customer Authorization

2. Administrative Subpoena or Summons

3. Search Warrant

4. Judicial Subpoena or Subpoena Duces Tecum

5. Police Request

6. Victimized Financial Institution Turns over Records

H. Phone Records

1. Unlisted Service

2. Telephone Records

3. Certification for Non-Disclosure

4. Out-of-State Telephone Companies

I. Dominion and Control Evidence

J. Credit Balance in Bank Accounts

K. "Peer Review" Medical Records

L. Pen Registration and Trap-and-Trace Devices

M. Credit Card Information

N. Records

O. Computer Services Records Involving Foreign Corporation

P. Computer Searches

1. Overview

2. Federal Cases

3. Describing the Hardware to be Searched

4. Describing the Data to be Seized

5. Searching the Computer

Q. Fraud Cases – Business "Permeated with Fraud"

R. Evidence of Sexual Exploitation of Children and/or Minors

S. Child Molestation Cases

T. Search Warrant to Seize a Person for Whom a Warrant of Arrest  
Has Been Issued

U. "Good Faith" Exception – Descriptions

V. Checklist

1. Be Specific

2. Be Thorough

3. Proofread

4. Include List of Items to be Seized

#### IV. STATEMENT OF PROBABLE CAUSE

A. Introduction

1. Use of Informants – Two Prong Test
2. Use of Informants – Totality of Circumstances Test

B. Affiant – Establishing Identity, Training and Experience

1. Narcotics
2. Burglary
3. Explosives

C. Establishing Credibility of Informants

1. Police Officers
2. Citizen Informants
3. Tested Reliable Informants
4. Untested Informants
5. Statements Against Penal Interest of Suspects and Accomplices
6. Informant Sworn Before Magistrate
7. Information about Informants Background and Motivation to Assist Police
8. Other Sources of Information – Official Channels

D. Establishing Factual Basis of Information – Personal Knowledge

1. Confidential Reliable Informant
2. Citizen Informant
3. Declaration Against Interest
4. Observations of the Affiant

E. Double Hearsay

F. Corroboration – Detailed Information; innocent Behavior as Corroboration

1. Use of Corroboration
2. Detailed Information

G. Staleness

1. General
2. Narcotics Cases
3. Special Fact Situations
4. Information as to Suspect's Residence
5. Specific Time Reference

H. Use of Police Reports as Exhibits in Affidavit

I. Sufficiency of Information

1. Narcotics Offenses
2. Controlled Delivery/Anticipatory Search Warrant
3. Narcotics Traffic
4. Growing Marijuana
5. Burglary, Robbery and Other Offenses – Search of Suspect's Residence
6. Airport Searches Involving Trained Dogs
7. Sex Offenses

J. Crime Scene Searches

1. Generally
2. Arson Scene Searches

K. Covert Searches Under Warrant – “Sneak-and Peak” Search Warrant

L. Justification for Answering the Telephone

1. Bookmaking
2. Narcotics Sales

V. NIGHTTIME SEARCHES

- A. Introduction
- B. "Good faith" Exception – Effect of Proposition 8
- C. Requirement of Magistrate's Direction on Warrant
- D. Requirement of "Good cause" in Affidavit

1. Heroin Sales at Night
2. Suspect Arrested – Confederates Outstanding
3. Arrest of an Occupant – Avoiding All Night Vigil
4. Premises Unoccupied
5. Items "Perishable"
6. Item "Consumable"
7. Prevention of Additional Crimes
8. Suspect Has Discovered Investigation
9. Probable Disposal of Stolen Items
10. Officer's Safety – Public Safety
  - E. Noting Nighttime Service Request on Search Warrant Forms
  - F. Serving a Nighttime Warrant
  - G. Search Commences Before 10:00 PM But Continues After  
10:00 PM
  - H. Exceptions

VI. INFORMANTS – PROTECTING IDENTITY

A. Introduction

B. Informant Disclosure – General Principles

1. No Disclosure to Attack Probable Cause

2. Lutenberger motions

a. Raise a Reasonable Doubt

b. Specify Information Sought

c. Demonstrate Materiality of Information Sought

3. Disclose Informant Only if “Material”

4. Burden of Proof on Defendant – Exonerating Evidence Only

Disclosure C. Defendant in Possession; Overwhelming Evidence of Guilt 00 No

D. Lapse of Time Since Informant’s Observation

Only E. Informant Not Material on All Counts; Not Material for Possession

F. Court Proceedings – Open Court Hearing, In Camera Hearing

G. Reducing Likelihood of Disclosure

H. Compliance With Disclosure

I. Sealing the Affidavit to Protect Informant’s Identity “Hobbs Warrant”

1. “Hobbs Warrant”

2. Court Order

J. “Crimestopper” Informants

K. Narcotics Surveillance Point Disclosure

VII. MECHANICS OF PREPARATION

A. Introduction



- B. Preparing the Search Warrant and Affidavit
- C. Presenting the Search Warrant and Affidavit to Magistrate
- D. Making Copies Affidavit and Warrant Are Signed
  - 1. Making Copies AFTER Affidavit and Warrant Are Signed
  - 2. Making Copies BEFORE the Affidavit and Warrant Are Signed
- E. Sealing the Affidavit
  - 1. Sealing to Protect the Identity of an Informant
  - 2. Sealing to Protect an Ongoing Investigation
- F. Return of the Warrant

#### VIII. SEARCH WARRANT CHECKLIST – SEARCH WARRANT FORMAT

- A. Introduction
- B. Checklist
- C. Search Warrant Format

#### IX. ORAL AFFIDAVITS

- A. Introduction
  - 1. Oral Affidavits
  - 2. Telephonically Authorized Search Warrants
  - 3. Facsimile Search Warrants
  - 4. Electronic Mail Search Warrants
- B. Oral Affidavits
  - 1. Oral Affidavit Procedures
- C. Telephonic Authorized Search Warrants

1. Telephonic Procedures

2. Failure of Recording Equipment

3. Helpful Hints

D. Facsimile Search Warrant – Penal Code Section 1526(b)(2)

E. Electronic Mail Search Warrant – Penal Code Section 1526(b)(2)

X. SERVICE OF THE SEARCH WARRANT

A. Time Limit for Execution of Search Warrant

B. Occupying Premises before Search

1. Prior Illegal Entry – Effect Thereof

C. Approaching the Premises; No News Media Entry

D. Knock and Notice Requirements – Penal Code Section 1531

1. General Rules

2. Evidence is not Excluded Because of Knock-Notice Violation

3. Compliance with Penal Code Section 1531

4. Justification for Noncompliance with Penal Code Section 1531

a. Knock-Notice Cannot be Excused in Advance

b. Standard for “No-Knock” Entry

c. Safety of Search Team or Others

d. Items Sought Will Be Destroyed or Disposed

5. Substantial Compliance

a. Officer’s Purpose Clear

b. Running Footsteps – Destruction of Evidence

c. Occupants Arming Themselves

- d. "Walled" Residence
  - 6. Ruse to Get Door Open
  - 7. Vacant Premises
  - 8. Stores
  - 9. Inner Doors
  - 10. Occupant Cannot Resist Entry
- E. Use of Motorized Battering Ram – "The Tank"
- F. Conduct the Search
  - 1. Only Peace Officer May Serve Search Warrants
  - 2. After Entry is Made
  - 3. Questioning Occupants
  - 4. Conduct a Thorough Search
  - 5. Searching Container Within the Premises
  - 6. Using "Evidence Collectors"
  - 7. Leave an Inventory of Item Seized
  - 8. Restraining Orders
  - 9. Warrant Authorizes Single Search
  - 10. Continuous Search
    - G. Search of a Person
    - H. Reading/Seizing Documents
    - I. Seizure of Items Not Described in the Warrant
      - 1. Contraband
      - 2. Mere Evidence
      - 3. Preparing a Second Warrant

4. Amending the Warrant

- J. “Flagrant Disregard” of Authorized Scope of Search
- K. Safes and Locked Containers
- L. Answering Phones
- M. Special Master
- N. Return to the Search Warrant
- O. Effect of Late and Deficient Returns
- P. Releasing Property Seized Pursuant to a Search Warrant
- Q. Warrantless Arrests While Serving Warrant

XI. COURT PROCEEDINGS IN SEARCH WARRANT CASES

- A. Proposition 8 – “Truth-In-Evidence”
  - B. Standard of Review – “Totality of Circumstances Test”
  - C. Penal Code Section 1538.5 Motions
    - 1. Sole Suppression Remedy
    - 2. Five Days Notice and Written Motion Required at Preliminary Hearing
    - 3. Precise Grounds for Suppression Must be Specified
    - 4. One Evidentiary Hearing Only
    - 5. Application of 1538.5, Subd. (I)
    - 6. Dismissal on Search and Seizure Grounds – Penal Code Section 995
      - D. Standing to Challenge Search
      - E. Prosecution Should not Concede Standing
      - F. Defendant’s Disclaimer/Abandonment on Issue of Standing
1. Disclaimer

2. Abandonment

G. Motion to Quash Search Warrant

H. Motion to Traverse Search Warrant

1. General Rules

2. Procedures – Franks v. Delaware

3. Luttenberger Motions

4. Responding to Defense Affidavits

5. Details Surrounding Informant's Criminal Background/Defense Discovery

6. Summary of Traversal Procedure

I. Illegally Obtain Information in Affidavit

J. Good Faith Exception

K. Sealed Affidavits Pursuant to People v. Hobbs

L. Severability of Search Warrant

M. Penal Code Section 871.5 Review of Warrants Declared Invalid

N. "Technical" Mistakes – Clerical Errors

O. Prior Illegal Entry

P. Court Proceedings Involving Claims of Privilege

Q. A Summary of Procedure – Practice Tips

1. Penal Code Section 1538.5 Motions

2. Establish Standing

3. Quash and Traverse Motions

4. Standard Review

5. Good Faith Exception

R. Proceeding for Return of Property of Non-Defendant

XII. SEARCH WARRANT AND AFFIDAVIT EXAMPLES

- A. Fruits of the crime
- B. Evidence
- C. Instrumentalities of a crime

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• **Supervisor School**

**POST Basic Supervisory Course**  
**(Sergeant=s Super School) 1820-00400**

Expanded Course Outline

- I. Introductions / Administrative Details (1.5 Hours)
  - A. Student Introductions
    - 1. Students pair up with a person they do not know
    - 2. Students state three facts to the class about the other student
  - B. Administrative
    - 1. Sign rosters
    - 2. Cover schedule
- II. Project Introduction

- A. Course Requirements for Students
  - 1. Conduct a realistic counseling session
  - 2. Prepare a written performance evaluation of one Supervisor=s Fictitious Team (SFT) member
  - 3. Prepare a briefing on a law enforcement topic
  
- III. Supervisor=s Fictitious Team #1-2
  - A. Discuss impact of SFT videos on this course
    - 1. Counseling session
    - 2. Performance Evaluation
  - B. Play video scenes #1 & #2
    - 1. Discuss scenes
      - a. Relationships
  
- IV. Supervisory Traits
  - A. Divide class into groups
    - 1. Specific good traits
    - 2. Specific bad traits
  
- V. View Crimson Tide Movie
  - A. Handout
    - 1. Characters and questions

- VI. Crimson Tide Discussion
  - A. Supervisory Issues
    - 1. Examples for discussion
  
- VII. DiSC Administration ( Dominance, influence, Steadiness, Conscientiousness )
  - A. Complete DiSC inventory
    - 1. Score tests
    - 2. Post scores on flip chart after Journaling
  
- VIII. Journaling
  - A. Introduce concept
  - B. Three questions
    - 1. What have you learned about supervision?
    - 2. What have you learned about yourself?
    - 3. What questions do you have?
  
- IX. Critical Incident Questionnaire
  - A. Important tools to aide discussion of The Human Side of Critical Incident Management
    - 1. Share candid incidents with the class
  
- X. DiSC Discussion
  - A. Inventory and relevance to supervisors
    - 1. Goals



B. Personal Profile System Facilitator=s Kit

1. Useful preparation tools

XI. Transition Issues

A. Expectations of Supervisors

1. Management
2. Subordinates
3. Community
4. Peers

XII. Intro Student Briefing

A. Various law enforcement topics

1. Teach back to class

XIII. Supervisor=s Fictitious Team #3

A. Sergeant Briefing

1. Lack of preparation
2. Interaction with subordinates

XIV. Supervisor=s Get Acquainted Exercise

A. How to find information regarding employee performance

1. Hand out Sergeant=s desk drawer

XV. Supervisor Fictitious Team #4

A. Vasquez= motivation

1. Halo Effect

XVI. Max and Max Video

A. Personal Values

1. Leadership style

B. Organizational Values

1. Actions

XVII. Ethics

A. Ethical dilemma

1. Individual
2. Group

XVIII. Briefing Team 1

A. Presentation techniques

1. Interactive
2. Visual aides
3. Relevance of subject

- a. Up to twelve various briefings by partners throughout course

- XIX. Supervisor=s Fictitious Team Personnel Files
  - A. Review Files
    - 1. Note discrepancies
    - 2. Reliability of information
  
- XX. Human side of Critical Incident Management
  - A. Focus on human issues rather than scene management
    - 1. Personal aspects
    - 2. Psychological aspects
  
- XXI. Situational Leadership
  - A. No single way to manage
    - 1. Discuss various management styles
    - 2. Ability to transfer skills learned into reality
  
  
  
  
  
  
  
  
  
  
- XXII. Supervisor=s Fictitious Team #5-7
  - A. Identify power and authority issues
    - 1. Document information in supervisor=s desk drawer
    - 2. Facilitate each documentation
  
  
  
  
  
  
  
  
  
  
- XXIII. Supervisor=s Fictitious Team #23
  - A. Transition of power and authority
    - 1. Discuss class opinions regarding character Vacelli=s actions
    - 2. Alternative approach

XXIV. Power and authority

A. Personal Perception profile

1. Explain difference between power and authority
2. Develop a list of the sources of a sergeant=s power

XXV. Legal issues

A. Employee Rights

1. Government Code 3300
  - a. Peace Officer Bill of Rights
2. Legal ramifications of counseling and evaluating employee performance
3. Case law relative to employee discipline and investigating personnel complaints
4. Release of employee information

XXVI. Supervisor=s Fictitious Team # 8-11

A. Interpersonal relationships

1. Sergeant=s role in dealing with personal events

XXVII. Counseling Discussion and Practice

A. Emphasize the need to pre-plan counseling sessions

1. Practical application in small groups

XXVIII. Supervisor=s Fictitious Team Review

- A. Get feedback from class regarding supervisor=s actions
  - 1. Group discussion of each character
  - 2. Post feedback on a flip chart

XXIX. Performance Evaluation

- A. Power point presentation
  - 1. Pitfalls and techniques for preparing evaluations

XXX. Supervisor=s Fictitious Team # 12-14

- A. Performance evaluation interview and reaction
  - 1. Delivery method by Sergeant
  - 2. Flaws in presentation

XXXI. Critical Incident Challenge

- A. Break students into groups
  - 1. Design a critical incident for each group
    - a. Challenging groups will critique various responses

XXXII. Supervisor=s Fictitious Team # 15-16

- A. Traffic stop (Jones)
  - 1. Sergeant=s reaction and evaluation
    - a. Officer=s demeanor

- b. Is the arrest proper
- c. Canvass area for witnesses

B. Are comments indicative of personal relationship problems

- 1. Sergeant=s role

XXXIII. Supervisor=s Fictitious Team # 17-19

A. Traffic Stop (Ward)

- 1. Disciplinary options
- 2. Training options

XXXIV. Problem Solving

A. Present as problem solving structures to law enforcement

- 1. Unique to emphasize supervisor=s responsibilities
  - a. Personnel issues
- 2. Acknowledge problem exists

XXXV. Supervisor=s Fictitious Team # 20-21

A. Civilian complaint

- 1. Sworn-civilian relations
  - a. How to work together as one unit rather than two separate entities
- 2. Sergeant=s reaction

XXXVI. Stress management

A. Effective techniques in dealing with personnel

1. Identifying stress indicators

XXXVII. Supervisor=s Fictitious Team #22

A. Jail staffing

1. Sworn-civilian interaction
2. Inappropriate comments by Ward

XXXVIII. Evaluation practice

A. Discuss prepared evaluations

1. Practice presentation utilizing two students
2. Critique of evaluation by third student

XXXIX. Work on and turn in evaluations

A. Divide class into SFT member groups

1. Compare and contrast evaluations from other students

XL. Employee Discipline

A. Presenters of presentations of employee discipline may adapt them to this time slot

1. Effective guide for discipline

XLI. Counseling scenario preparation

A. Identified coaches present specific problems to each group

1. Coaches can answer questions and facilitate discussion
  - a. Techniques students might use

XLII. Live counseling exercises

- A. Students deliver performance evaluations/counseling to SFT actors
  1. Performance in the delivery of evaluation is critiqued by coaches
- B. Debrief counseling exercises in group format
  1. Give good and bad feedback from group discussion to entire class

XLIII. Show Glory video

- A. Facilitate discussion regarding Situational Leadership concepts
  1. Give examples of an R-1, S-2, etc.

XLIV. Team building

- A. Four stages of team building
  1. Form
  2. Storm
  3. Norm
  4. Perform
- B. How to apply situational leadership to a group rather than an individual
  1. What it looks, feels and sounds like

XLV. Situational leadership game



A. The >Simulator=

1. Save questions that they get a >0' on
  - a. Explain why answers were incorrect

XLVI. Course Evaluation and Wrap-up

A. Final debrief regarding class

1. Students= feelings regarding new responsibilities
2. Key insight into the class
3. Supervisory practices that the students plan to change

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• **Civilian Supervisory Course**

**COURSE NAME:** Civilian Supervisory Course

**COURSE HOURS:** 80 hours

**INSTRUCTIONAL GOALS:** To provide the newly appointed or experienced civilian supervisor with formal training in the concepts, techniques, and practical application of basic supervisory skills.

To provide a knowledge-base of technical skills in risk management, employee development, and operations.

**TARGET AUDIENCE:** A first-line civilian supervisor employed by a law enforcement agency.

**INSTRUCTOR(S):**  
supervision and management.

Subject matter experts in the fields of

**METHODS OF INSTRUCTION:** PowerPoint Presentations

Lectures

Videos

Class Discussions

Individual Exercises

**TRAINING MATERIALS:**

Prepared handout materials

Videos

**AUDIO VISUAL AIDS, EQUIPMENT, SUPPLIES:**

Laptop  
Computer   Chart  
P a p e r  
LCD  
Projector  
VHS Video Player

Portable Screen   White Board  
Permanent Ink Markers

Dry Eraser Markers

Easels

**INSTRUCTIONAL OBJECTIVES:** At the conclusion of this course, the participant will be able to successfully demonstrate the job skills and knowledge required of a first-line supervisor, specifically, the participant will be able to:

- Recite the administrative support role, training, communicating policy, budget process, and political realities.
- Describe the components of personal and organizational values and the supervisor's role in influencing individual behavior through ethical decision making.
- Perform and demonstrate effective communication skills such as the art of listening, managing conflict, and providing counseling and coaching in the day-to-day performance.
- Demonstrate a fundamental working knowledge of developing employees, inclusive of discussing performance problems, resolving grievances, complaints, evaluations, training, and being a role model.
- Identify procedures, roles, and resources available when handling issues relating to risk management, discipline, documentation, and dealing effectively with a diverse workforce.

## **COURSE ADMINISTRATION**

Course Administration is designed to provide the presenter with the opportunity to address necessary administrative issues such as,

1. Registration,
2. Expectations,
3. Attendance Requirements, and
4. Course Completion Requirements.

## INTRODUCTORY ISSUES

Introductory issues will provide an overview of the course, review of key concepts, and instructional blocks.

### 1.0 EFFECTIVE COMMUNICATION IN A DIVERSE WORKFORCE

**Learning Goal:** The student will understand the need to develop effective communication skills, the art of listening, and managing conflict.

A. Reasons for developing positive workplace communication skills, includes:

1. Career satisfaction and success
2. Better personal and professional relationships
3. Improved personal health

4. Minimizing professional and personal liability

5. Successful communication

B. Introduction

1. Communication model

2. Interaction accomplished by the use of speech, signs, or symbols

3. Content—words, phrases, colloquialisms, slang, subculture

4. Elements of Communications

C. Our perception and understanding of contributing factors allows for effective or ineffective communication. These are the perceived views of learned behaviors in which we categorize groups based on our own personal belief systems.

1. Past Experiences—proven solutions/outcomes

2. Expectations—high, low, none

3. Senses—sight, sound, touch, taste, and smell

4. Personal Moods—high, low, inconsistent

5. Health—illnesses--long-

term, short-term,  
terminal

6. Culture Differences and Similarities

7. Self-Concept

D. Mechanics

1. What is said

2. How it is said

3. Delivery

4. Style

E. Listening

1. Levels of Listening--Pseudo, Selective, Attentive, Empathic

5. Importance and relevancy of content

6 Distinguishing between hearing the words and listening for the message

4. Components of Listening

5. Remembering--ability to recall  
information

6. Responding--giving observable feedback

5. Listening Obstacles

6. Sources of difficulty by  
the speaker and listener

F. Emotions as important contributing factors to communication

1. Nature of emotions

- a. Perception
- b. Cognitive
- c. Emotional
- d. Behavioral

2. Factors affecting our emotions

- a. Genetic makeup
- b. Childhood experiences and social learning
- c. Self-perception
- d. Triggering thoughts

3. Core emotions

- a. Excessive anxiety
- b. Excessive anger
- c. Excessive sadness or depression
- d. Excessive guilt

G. Affect and Impact in the workplace

- 1. Exhibiting Professional conduct
- 2. Check your personality

3. Rewards and Benefits

5. Promoting a safe workplace

6. Promoting a tolerant workplace

H. Effectively managing stress

1. Stressors are anything that triggers the “fight or flight” response

2. The art of managing stress is to keep yourself at a level of stimulation that is healthy and enjoyable

3. Sources of stress

a. Survival

b. Internally generated

c. Environmental

d. Lifestyle

e. Job

4. Dealing with work related stress

a. Recognizing the Early Signs of Stress



- b. Short and term symptoms
  - c. Self-assessment
  - d. Techniques to manage stress
  - e. Resources
- 5. Monitoring early signs of stress or burnout
  - a. Behaviors with peers
  - b. Does not respond when help is requested
  - c. Shows unreasonable resentment
  - d. Has low moods that last a long time or never go away
  - e. Withdraws from others
  - f. Frequently changes moods for no apparent reason
  - g. Repeatedly voices violent ways to deal with work/home problems
  - h. Any peer has asked not to work with him/her recently
- 6. Behaviors with supervisors
  - a. Frequently needs orders repeated
  - b. Makes the same mistakes repeatedly
  - c. Has attendance problems
  - d. Receives complaints of discourtesy
  - e. Justifies behavior or acts defensive when counseled
- 7. Work-habit behaviors
  - a. Is unable to concentrate on routine tasks

- b. Leaves workplace without permission
- c. Frequently misses deadlines
- d. Produces work that is sloppy or generally substandard
- e. Works at a slower than usual pace
- f. Has great variations in productivity from day-to-day
- g. Involved in preventable traffic collisions

## INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the importance of effective interpersonal communication skills while supervising a diverse workforce.

- Participate in a self-assessment exercise to determine communication style.
- Participate in practical application exercises to determine skill-sets in effective listening, perception, interpersonal relationships.

## 2.0 ABILITY TO DEVELOP EMPLOYEES

**Learning Goal:** The student will understand the concept of developing employees, which includes discussing performance problems, resolving grievances, complaints, evaluation, training, and being a role model.

- A. Corresponding skills – Counseling, Coaching, and Conflict Resolution

1. Counseling

a. Psychological aspects of counseling

- (1) Dispelling negative connotation of “counseling”
- (2) Showing value in the purpose and intent of corrective measure
- (3) Win-win for all concerned—improvements and/or positive reinforcements
- (4) Balancing negative and positive counseling sessions
- (5) Being comfortable in uncomfortable situations

b. Causes of conflict between a supervisor and subordinate

- (1) Categorizing problems/employees
- (2) Not separating the problem/issue from the subordinate
- (3) Negative attitude/behavior exhibited toward the subordinate
- (4) Perception of authority level
- (5) Lack of mutual respect
- (6) Prior experiences of poor performance
- (7) Different educational backgrounds, experiences, knowledge
- (8) Organizational perspective versus personal perspective
- (9) Making assumptions without the facts

c. Prime sources of trouble

- (1) Naivete and unawareness

(2) Variances in role perception

(3) Anti-social behavior

d. Supervisory concerns – self-analysis

(1) Attitude and  
perception toward  
counseling

(2) Second  
guessing  
decisions

(3) Consequences, expectations, and fears

e. Supervisor Awareness Check list

(1)  
first

Managing yourself

(2) Categorizing Employee Performance

(3) Causes of inadequate employee performance

(4) Employee Assessment

(5)  
patterns

Behavior

(6) Assessment of Current Job Performance

f. Do's and don'ts of confrontation

g. Conducting  
a Counseling  
Session

(1) Steps Before you counsel – preparation

(2) Steps  
During the  
counseling  
session

(3) Steps After the counseling session

(4) Continual  
monitoring and  
follow up  
process

## 2. Coaching

a. Definition – Coaching is an interactive process through which managers and supervisors aim to solve performance problems or develop employee capabilities.

### b. Benefits

- (1) Overcoming performance problems
- (2) Development employee skills
- (3) Increasing productivity
- (4) Creating promotable subordinates
- (5) Improving retention
- (6) Fostering a positive work culture
- (7) Summary

c. Identifying and analyzing areas for coaching

d. Types of coaching needs

e. Coaching Cycle

- (1) Assess
- (2) Set goals
- (3) Prepare
- (4) Implement
- (5) Reflect/Debrief

f. Building relationships

- (1) Establishing trust
- (2) Coaching presence

g. Communicating effectively

- (1) Active listening
- (2) Powerful questioning
- (3) Direct communication

h. Facilitating Learning and Results

- (1) Creating Awareness
- (2) Designing Actions
- (3) Planning and Goal Setting
- (4) Managing Progress and Accountability

i. Coaching is generally accomplished through a four-step process

(1) Preparation

( Discussion 2 )

(3) Coaching Active

(4) Follow-up

j. Becoming a better coach

(1) Conserve time and energy

(2) Create the right climate

(3) Avoid these common mistakes

(4) Understand the challenge of team coaching

(5) Practice makes perfect

k. Roles

(1) Teaching

( Facilitating 2 )

(3) Resource and information center

l. Coaching tips

(1) Building relationships

(2) Coaching conversations

- (4) Dealing with reluctance, resistance, or defensiveness
- (5) Demonstrating
- (6) Establish credibility
- (7) Framing the coaching process

### 3. Mentoring

a. Definition -- In a traditional sense, it enables an individual to follow in the path of an older and wiser colleague who can pass on knowledge, experience, and open doors to otherwise out of reach opportunities.

b. Mentoring versus coaching

(1) Mentoring focuses on the relationship while coaching focuses on a specific task to be accomplished.

(2) Coaching is not generally performed on the basis that the coach has direct experience of their client's formal occupational role unless the coaching is specific and skills focused

(3) Both focus on the individual, enhance morale, motivate, productivity, and reduce staff turnover as individuals feel valued and connected with both small and large organizational changes

(4) Generally prove to be popular amongst employees as coaching achieves a balance between fulfilling organizational goals and objectives, taking into account personal development needs of individual employees. Both the organization and employee gain significant benefits.

(5) Coaching



and mentoring programs are generally more concerned with the practical issues of setting goals and achieving results within specific time frames

c. Being an effective mentor

(1) Characteristics of effective mentors

(2) How to mentor well

d Roles

(1) Guide

(2) Cheerleader

(3) Constructive critic

(4) Advisor

(5) Image builder

(6) Sounding board

(7) Keep abreast of information/changes

(8) Business confidant

e. What is provided/offered

(1) Information

(2) Resources

- (3) Training, internal/external
- (4) Find out what other organizations are doing
- (5) Business trends

f. Specific outcomes and expectations

(1) Paving a career

(2) Career specific development training

4. Conflict Resolution Skills

a. Definition – It is the discrepancy between what is the perceived reality of the situation and what is seen as the ideal.

b. Supervisors must consider two aspects

(1) the affect of conflict on the personal relationship between participants, and

(2) The affect conflict will have on the tasks being performed on the project.

d. Common forms of conflict resolution

(1) Negotiation

(2) Mediation

(3) Conciliation

(4) Arbitration

e. Identify the  
problem/solutions

- (1) Identify the issues causing the conflict
- (2) Establish lines of communication with all parties involved
- (3) Develop alternative options for resolving the problem
- (4) Develop the most effective way for implementation of solutions

f. Two types of conflict

- (1) Routine –usually involve the violation of a clearly stated rule or policy
- (2) Unusual conflicts –usually more complex than routine conflicts, and involve situations that you normally don't encounter

g. Causes of conflict

- (1) Communication
- (2) Different interpretation
- (3) Different values
- (4) Opposing goals

h. Roles of the facilitator

- (1) Bridge gaps
- (2) Open lines of

communication

(2) Identifies common ground

(3) Fully analyzes each position

(4) Gathers information

(5) Frames the issues

(6) Identifies options

(7) Negotiates a resolution

(8) Finalizes the plan

I. Approaches to conflict –  
outcomes

(1) Avoidance

(2) Domination

( 3 )  
Accommodation

(4) Compromise

(5) Consensus

## 5. Evaluating Employees

a. Definition—Performance evaluation deals with the development, discipline, and appraisal of employees on a continuous or routine basis.

(1) Evaluating individual work performance is a form of control because it ties performance feedback to rewards and corrective actions

(2) Ratings should reflect performances commensurate with the employee's current classification/job title

(3) There should be not surprises

(4) Negative ratings and corresponding narrative must be substantiated with supporting documents

b. Types —Formal (written) and informal (verbal)

c. Used as a management tool

( 1 )  
Understanding individual strengths and weaknesses

(2) Basis for personnel action

(3) Means of determining training and development needs

(4) Assist in preparation for promotional opportunities

(5) To explain performance expectations

(6) Evidence of observable performance

d. Performance Reviews – The process should encourage open and honest supervisor-employee relationships and dialogue that contributes to coaching, training, and counseling of employees while improving the quality and responsiveness of the workforce.

(1) Regularly  
communicate and  
advise on  
progress

(2) Compliment

(3) Provide constructive  
criticism

(4) Communicate  
expectations

(5) Train and retrain

( 6 )  
Counsel

e. Performance Evaluation System

(1) To inform all staff of the need for and purpose of performance evaluations

(2) To provide guidelines for uniform evaluation practices

(3) To define performance evaluation responsibilities of managers and supervisors in the organization

(3) Roles of the Rater, Reviewer, and Employee

(4) How should we evaluate?

(a) Fairly, competently, objectively, and factually

(b) Timely

(c) Know standards or minimal standards for competence

(d) Unbiased

(e) Pitfalls

(5) What do we Evaluate?

(a) Measurable standards

(b) Employee performance

(c) Observable behaviors

(d) Objective versus subjective factors

f. Developing tasks and standards

(1) Tasks--Describes what employees do or suppose to do

(2) Performance  
Standards--Describes the  
level of work  
performance, i.e. quantity,  
quality, and manner

g. Preparing for the Evaluation Period

(1) Introduction – New employees and/or probationers to be evaluated for the first time should meet with the supervisor in a pre-evaluation period interview.

(2) Purpose – To ensure that employees clearly understand those work elements for which they are responsible and on which they will be evaluated

(3) Preparation for the Meeting – Before your write the evaluation

(a) Develop tasks, standards, duty statements prior to meeting with the employee

(b) Explain  
expected  
performance to the  
employee before  
the evaluation  
period begins



h. Types of Evaluations

(1) Probationary

(a) Ratings

(b) Required signatures

(2) Annual Performance

(a) Ratings

(b) Required signatures

(3) Categories

(a) Quantity

(b) Quality

(c) Work Habits

(d) Personal Relations

(e) Adaptability

(f) Other

(g) Supervisory Ability

(4) Ratings

(a) Unsatisfactory

(b) Improvement Needed

(c) Competent

- (d) Very Good
- (e) Outstanding

(5) Sub-Ratings

- (a) Strong
- (b) Standard
- (c) Weak

i. Meeting with the Employee

( 1 )  
Communicate the performance evaluation

(2) Resolve any misunderstandings

(3) Seek acceptance of the rating

(4) Identify areas for improvement

j. Documentation

(1) Narrative – do not include

- a. Medical condition
- b. Pending investigations
- c. Grievances
- d. Negative information without formal documentation

e. Industrial Injuries

(2) Record Keeping

a. Retention

b. Access to files

c. Security measures

d. Confidentiality

6. Giving Feedback

a. Recognize the value of providing feedback and recognition

(1) Opportunity to build a relationship (via open communication)

(2) Clarify hierarchy, roles, and expectations

(3) Encourage desired behaviors and discourage undesired behaviors

(4) More adaptive to different situations

(5) Builds trust and rapport

b. Practice and observe techniques for providing feedback and recognition

(1) Verbal—positive acknowledgments

(2) Written—employee of the month, commendations, performance evaluations

(3) Make a lead on a special project

(4) Chair committee meetings

(5) Assign as trainer for the unit

- (6) Praise, praise, praise
- (7) Greet with a big, warm, genuine smile, eye contact

c. Maintaining accountability and recognition

- (1) Document, positive and negative behavior
- (2) Post on bulletin board "star" employee
- (3) Publish accomplishments
- (4) Advise executive staff
- (5) Value each person

d. How to communicate with

(1) Employees who "aren't getting it"

- (a) Train, retrain, cross train
- (b) May need to move employee into a different position
- (c) Switch trainers
- (d) Send to a different section
- (e) Review background—education, skills, prior training

(f) Review  
language and  
learning  
disabilities

(2) "8 - 5" employees

- (a) Ensure tasks are completed satisfactorily

- (b) Assign difficult tasks requiring more investigative skills
  - (c) Leave alone as long as tasks required are completed
  - (d) Review professional aspirations
  - (e) Review personal issues
- (3) Passive/aggressive behaviors
- (a) Handle immediately
  - (b) Clarify and discuss behavior
  - (c) Don't allow for behavior to interfere with work
  - (d) Don't allow for behavior to affect others
  - (e) Check perception, bias, past information
- (4) Difficult employees
- (a) Change perspective – from difficult to – challenging
  - (b) Check your perception – is this true
  - (c) Are they difficult or do they need a voice
  - (d) Ask about their behavior, perhaps doesn't realize
  - (e) Analyze – high achiever working at a lower level
  - (f) Don't ignore
  - (g) Expect surprises; "keep your cool;" and be prepared
  - (h) Watch for sensitivity to certain issues (hot buttons)
  - (i) Acknowledge the problem
  - (j) Get to the bottom of the situation

- e. Correcting behavior – Use 1-1-1 method

Use a statement with “I like” and “I wish,” and state in one minute. **‘I like** how you answered the phone so quickly. **I wish** that you would have used a little friendlier tone of voice.”

7. Being Supportive

- a. Perceptive and responsive to the needs, interests, and capabilities
- b. Identify, support, and advocate interests
- c. Approachable
- d. Honest dialogue--open communication with no fear of reprisal or intimidation
- e. Genuinely recognize and reward--verbally and in writing
- f. Fostering supportive behavior amongst the team

8. Presenting a positive role model – set the tone for acceptable behavior

- a. Positive relationships--creates a harmonious workforce
- b. Be diplomatic in all dealings– perception is powerful
- c. Confront--non-offensive manner
- d. Cooperative relationships--inter/intra agency and at all levels
- e. Value diversity--be fair and objective
- f. Organizational politics--Keen insight in appropriate behavior

- g. Conflicting needs/interests—acknowledge differences
- h. Self-confidence—essential and critical
- i. Leadership—flexible in changing conditions
- j. Consummate professional

9. Training—Teaching is the purposeful imparting of information or skills or both to another individual or to a group.

a. Principles of learning

(1) Previous experience and present purpose for learning

(2) Relationship of the whole learning task to the parts

(3) Ready to learn--skilled and mentally mature

(4) Worthwhile lessons

(5) Learn at different rates; recognize individual differences

(6) Purposeful conscious mental or physical activity

(7) Use of different senses

(8) Immediate confirmation of correct responses

(9) Transfer of learning to new problem situations

(10) Urges to work diligently

b. Definition of Terms

(1) Learning

(2) Stimulus

(3) Capacity

(4) Individual difference

(5) Maturation

(6) Readiness for learning

(7) Motivation

(8) Rule of effect

(9) Level of aspiration

(10) Insight

(11) Trail and error

(12) Whole – Part learning – Method

(13) Motor development

(14) Practice

(15) Transfer of learning

(16) Mechanistic

(17) Cognitive



c. Phases of Training

(1) Phase I –  
Job study –  
analyzing the  
job

(a) Task Analysis – List what you expect  
the trainee to learn

(b) Job Description –  
Analyzing and  
understanding the duties  
of the position

(c) Job Design (job aids) –  
Develop or compile guides and  
ready references

(2) Phase II -- Training Objectives

(a) Specify the behavioral objectives of the training plan by using  
the information developed in Phase I–Job Study. These objectives  
will describe the skills and knowledge that the trainee must acquire  
in order to be effective on the job.

(b) Goals must be specifically written with action words

(3) Phase III –

Criterion Measures –  
Quality standards of the  
training plan and provides  
an objective way of  
observing the student  
before and after the  
training session.

(a) Input criterion – measures the skills and knowledge before  
the trainee enters a training program

(b) Output criterion – measures the skills and knowledge after  
the trainee completes the training program..

(4) Phase IV – Designing Instructional  
procedures

(a) Instructional – how do we teach the new behavior

1) The three-step procedure to shape behavior

a) Learn to recognize a correct response

b) Learn to edit an incorrect response

c) Learn to produce a correct response

2) How to teach a new concept or skill

a) What something is used for

- b) When the trainee will use it
- c) How to use it
- d) Why it works

(b) Motivational – what is the best way to motivate the student to want to learn a new behavior

(c) Reinforcement – Should occur immediately after a task has been performed

(5) Phase V – Tryout and Revision Cycles – Provides a systematic procedure for improving training. Used to assess the effectiveness of Phases I through IV and it is an instructor and instruction analysis

d. Training Principles – If we are to consider how to train, it would be helpful first to understand something of how people learn.

(1) Some important factors in which individuals differ

- (a) Interest
- (b) Intelligence
- (c) Past experiences
- (d) Concentration
- (e) Memory
- (f) Well being
- (g) Self-confidence
- (h) Imagination

- (i) Learning styles
- (j) Learning disabilities

(2) The Senses Through Which We Learn—See, hear, taste, touch. We retain:

- (a) 10 percent of what we read
- (b) 30 percent of what we here
- (c) 30 percent of what we see
- (d) 50 percent of what we see and hear

(3) Some Important Factors in Learning in Which Individuals Differ

- (1) Interest
- (2) Intelligence
- (3) Past Experiences
- (4) Concentration
- (5) Memory
- (6) Well-being
- (7) Self-confidence
- (8) Imagination

e. The four steps of instruction – I.P.A.T. method

- (1) Introduction
- (2) Presentation
- (3) Application
- (4) Test

g. Teaching Methods -- Directed Activity

h. Providing Feedback

i. An effective  
trainer  
is

j. Complimenting and Correcting Learners

k. Evaluation of  
Trainer/Supervisor

## INSTRUCTIONAL ACTIVITIES

**Part I Coaching, Counseling, and Conflict Resolution.** The student will participate in exercises to increase self-awareness, reinforce communication skills to promote efficacious counseling, coaching, and conflict management skill sets. Given a description and history of an employee in a real life scenario, the student will

- Identify the problem/issue in work terms, articulate concerns as a supervisor, and possible causes of performance problems.
- Determine the appropriate action, decide on the type of counseling session, identify goals for both the employee and supervisor, and offer resources.
- Create a positive work environment through the application of positive reinforcement and motivation techniques.

**Part II Annual Performance Evaluation Review.** Distribute selective case studies to evaluate for subjective and objective documentation, the use of proper documentation, an accounting of observed behavior, and the completion of the formal process.

- Identify the elements, the process, and communicating the results.
- Determine proper documentation for a sub-standard, marginal, and outstanding employee.

**Part III Training.** The student will participate in the formulation of an individualized training plan through the identification of job specific tasks, an analysis of skill sets, education, and certification.

- Identify specific skill sets needed for job assignments
- Identify in-service versus outside training programs
- Incorporate certification requirements and training mandates

### **3.0 RISK MANAGEMENT**

**Learning Goal:** The student will understand the supervisor's roles and responsibilities in dealing with liability issues, risk management, discipline, documentation, and diversity.

#### **A. Contemporary Liability Issues**

1. Technology issues

a. Communications – Definition – Radio, telephone, cell phones, PDAs, lap tops, desk tops, databases or any other voice, data, or images from the communications network.

( 1 )  
Responsibilit  
for use of  
communicatio  
equipment

(2) Unauthorized or unofficial use of communications equipment

b. Equipment and procedures governing its use

(1) Equipment Types

( 2 )  
Federal  
Communicati  
Commission  
(FCC)  
Regulations

c. Types of Voice Communications

(1) Radio Broadcasts

(2) Requests by  
Radio

(3) L.A. County Disaster Communications Service

(4) Paging System

(5) Telephone System

(6) Incoming  
and outgoing  
Calls

d. State, Federal, and Local Databases

(1) State

(2) Federal

(3) Local, agency specific

(4) Non-  
automated state  
Information  
files

(5) Rules and regulations for usage

e. Legal Requirements – Record Entry

(1) California Penal Code section 11108

(2) California Vehicle Code section 10551

f. Agency specific high speed network connectivity between desktop computers throughout the specific agency and participating Los Angeles County municipal police departments.

(1) Rules and regulations governing the use of electronic communication

(1) Internet, intranet, local area networks

(2) Permissible and system use

(3) Privacy, confidentiality, and Security



(4) Encryption

(5) Computer Viruses

g. California Department of Justice and violates the law

(1) Penal Code Sections

(2) Government Code Section

2. Sexual harassment

a. Introduction: Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code sections 12940(a), (j), and (k).

b. Definition – Unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature which meets any one of the following three criteria:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with the individual's employment or creating an intimidating, hostile, offense, or abusive working environment

c. Employer's obligations

(1) All employers have certain obligations under the law. Employers must:

(a) Take all reasonable steps to prevent discrimination and harassment from occurring

(b) Develop and implement a sexual harassment prevention policy

(c) Post in the workplace a poster made available by the Department of Fair Employment and Housing

(d) Distribute to all employees an information sheet on sexual harassment

d. Employer liability – Government Code Section 12940(j)

e. Typical sexual harassment cases

f. Preventing sexual harassment

g. Training of all individuals in the workplace

h. Complaint procedure

i. How the law is enforced

(1) Complaint filing terms

(2) Fines

(3) Public hearings

(4) Re-hire, employment  
status, back pay

3. Worker's compensation

a. Definition

b. Purpose

c. Regulations

d. Requirements

(1) An employee may request a worker's compensation report at any time and for any reason. By law regardless of the circumstances, the employer is required to take the report.

(2) However, to receive workers' compensation benefits there must be a nexus of the injury/illness to employment. Nexus is determined by a third-party administrator or civil litigation.

e. Reporting and documentation

4. Workplace health and safety

a. Definition of an "industrial injury"

b. Regulations

(1) Assembly bill 1127 (Steinberg)

(2) Government agencies can be cited and receive monetary penalties if Cal/OSHA inspectors find an agency in violation

(3) Senate Bill 899

(a) Defined

1) Aggressive  
return to work efforts

(b) Regulations

1) Limits chiropractic services

2) Substantial cost savings to the state

3) Two-year window

4) In place to lessen fraud

5)  
Investigate  
and  
prosecute  
fraudulent  
claims

6) Internal  
investigations by  
agency

7) Third-party administrators  
increased in manpower

8) Deposing of doctors

Program c. Requirement of an Injury and Illness Prevention

(1) Cal/OSHA requirement

(2) Must be active

(3) Purpose – to ensure that a safe and  
healthy environment is maintained for employees

(4) Program requirements

(a) Designated person/s with authority and responsibility for  
program implementation

(b) A system for ensuring  
employee compliance with safe  
and healthful work  
practices

(c) A system for communication with employees

(d) Hazard assessment

investigation

(e) Accident/exposure

(f) Hazard control

(g) Training

(h) Record keeping

safety and health committee

(i) Labor/management

(j) Code of safe practices

employees

(k) Working with contract

(5) Reporting and documentation

d. Reporting requirements

(1) Statewide

(a) It is the employee's responsibility to report the circumstances of an injury/illness as soon as possible. If the problem is not emergent, the employee shall notify his employer prior to seeing medical attention.

(b) Supervisors must accept and report all on-the-job injuries. Only Worker's Compensation can refuse a claim.

(c) Supervisors are legally

responsible for submitting the industrial injury report and providing the employee with a claim form.

(d) Time frames and deadlines for submitting required reports

e. Presumptive medical conditions

f. Stress claims

g. Making claims

(1) Witnessing an injury

(2) Nexus to employment

(3) Steps to take If an employee requests a claim

h. Claim process

(1) Conduct a thorough investigation

(2) Get the facts

(3) Escort injured employee with a supervisor

(4) Role of the third party administrator

i. Monitoring fraud

(1) Doctors, employees, employers

employees (2) Misinformed

Flags (3) Red

(4) Supervisory tasks

j. Absence follow up procedures

(1) Keep up-to-date and accurate

essential (2) Timeliness of documentation is

k. Required forms to complete and time frames

l. Settlements

(1) Define, "permanent and stationary"

(2) Define, "essential job functions"

(3) Define, "disability rating"

(4) Define Government Code 31729

## 5. Ergonomics

a. Definition--Ergonomics is the science of arranging and adjusting your work environment to fit your body

b. Job related risk factors

(1) Repetition



- (2) Forceful exertions
- (3) Sustained or awkward body postures
- (4) Contact points and/or compressions
- (5) Environmental factors

- (CTD)
  - c. Cumulative Trauma Disorders
  - d. Principles of Ergonomics
  - e. Mousing Guidelines
  - f. Healthy Sitting Posture Guidelines
  - g. Monitor

6. Americans with Disability Act (ADA) of 1990

- a. Defined
- b. Purpose ADA
- c. Definition of a Disabled Person
- d. The ADA and the FEHA

(1) ADA – The Americans with Disabilities Act (ADA) is a federal law enforced by the United States Equal Employment Opportunity Commission (EEOC).

(2) FEHA – The Fair Employment and Housing Act (FEHA) is a state law enforced by the Department of Fair Employment and Housing ( D F E H ) .

f. Definitions of specific disabilities

g. ADA  
Symbols

h. ADA – Title I –  
Employment

(1) Disability Under the Fair Employment & Housing Act - Title I -  
Employment

(2) What Changes Do I Need to Know About?

(3) What is  
Reasonable  
Accommodation?

(4) What is the Interactive Process?

i. ADA – Title II – Programs, Activities, and Services

(2) “Public Entities” defined

(3) State and local governments role and responsibility

7. Communicable disease

a. Regulations, guidelines, and standards

(1) Occupational  
Safety and Health  
Administration

(2) Centers for  
Disease Control and  
Prevention

(3) Environmental Protection  
Agency

(4) Other federal, state, and local regulations

b. Infectious diseases

(1) Types

(2) Statistical data

(3) Prevention

(4) Risk assessment

(5) Management of exposure

c. Proper notifications and  
documentation

d. Follow specific facility guidelines

e. Preventive Measures and General guidelines

f. Precautions for infection control

g. Six links in the infection chain

8. Workplace violence

a. Definition of Workplace Violence

(1) An action (verbal, written or physical aggression) which is intended to control or cause, or is capable of causing, death or serious bodily injury to oneself or others or damage to property.

(2) Workplace violence includes physically intimidating or harassing behavior and threats.

(3) Workplace violence is a form of employee misconduct. Workplace violence can take the form of violent acts or the threat of violence which may include:

(a) Verbal Attacks

( b )  
Physical  
Attacks

(c) Use  
of  
Weapons

(d) Stalking

b. Types of Workplace Violence

(1) Cal/OSHA has identified three major types of violence in the workplace:

(a) Type I

(b) Type II

(c) Type III

c. Statistical Data

(1) General population

(2) Government employees

(3) Non-fatal workplace crime

d. Threat Assessment

(1) Definition

(2) Levels

(3) Elements

e. Responsibility

(1) To the Employee

(2) To Yourself

(3) To the Organization

f. Difference between Workplace Violence and Threat Assessment

(1) Workplace Violence – Action taken against another in relation to the work site.

(2) Threat Assessment – The evaluation and assessment of a threat including lethality, likelihood of the threat being acted upon, profiling of subject, risk assessments, etc.

g Contributing factors in Workplace Violence

(1) Individual Correlates of Violence

(2) Risk  
Factors for  
Workplace  
Violence

(a) Individual Triggers

(b) Individual Stabilizing Factors

( c )  
Organizational  
Factors

(3) Warning Signs of Workplace Violence

(a) Verbal  
Clues

( b )  
Physical  
Clues

(c) Cognitive Clues

( d )  
Obsessions

or Patterns  
of  
Thinking

(4) Performance  
Indicators of Workplace  
violence

- (a) Attendance problems
- (b) Impact on Supervisor/Manager's time
- (c) Decreased productivity
- (d) Inconsistent work patterns
- (e) Concentration problems
- (f) Poor hygiene
- (h) Safety Issues
- (i) Serious personal life stressors
- (k) Continual excuses/blame
- (m) Drug or alcohol abuse
- (n) Unshakable depression
- (o) Unusual/changed behavior

(p) Warning signs –  
threats, intimidation,  
manipulation, and  
e s c a l a t i o n

h. Supervisors and Domestic Violence

(1) Introduction--Supervisors should get involved with domestic violence because it can lead to workplace violence.

( 2 )  
Supervisors  
must take  
action if the  
following  
occurs

(a) Domestic or family violence

(b) Failed relationship between co-workers creates a hostile work environment

(c) Threats of violence by a non-employee against a department member

(3) Supervisors' responsibilities include, but are not limited to, the following:

(a) Employee is in need of medical assistance and/or counseling

(b) Employee is at physical risk

(c) Employee has contacted a local law enforcement agency

(d) Employee has obtained an Emergency Protective Order or Restraining Order



(e) Possibility of workplace violence

(f) Other referral services are needed

B. Investigating and documenting personnel issues

1. Introduction – The area of civil liability is a real and ever-increasing concern in the minds of law enforcement officers, supervisors, and chief administrators in police and sheriff's departments across the country. With the increase of lawsuits and recent case decisions, civil liability deserves very close scrutiny and research. The term "vicarious liability" has recently become a very common word in the law enforcement.

2. Definition–Vicarious liability has several long and technical definitions, but can simply be defined as "joint or adjoining responsibility."

3. Areas of Liability

a. Negligent performance –The person appointed/hired was unfit and the appointing authority knew or should have known about this unfitness.

b. Negligent retention – Retaining an employee who is unfit when the person retaining the unfit employee knew or should have known the unfitness.

c. Negligent supervision –This arises when the plaintiff can show that the employee, supervisor and/or administrator was under affirmative legal duty to supervise subordinates; that the supervision did not occur; that this failure was negligent; and the negligence was the proximate cause of the plaintiff's injuries.

d. Negligent assignment – Placing a person in a position they cannot

adequately perform or keeping a position they cannot adequately perform.

e. Negligent training – The courts have recognized that the hiring entity and its administrator have a affirmative duty to train the persons they employ. Failure to train, as well as improper, inadequate, or nonexistent training, falls under negligent training.

f Negligent entrustment – This most commonly arises in situations of light duty status or errant officers who have been reinstated by Civil Service authority.

4. Proximate Cause –is connected with vicarious liability and directly links the supervisor/administrator to liability for acts of his/her subordinates if:

a. The plaintiff was injured

b. The plaintiff's injury was proximately caused by the administrator's negligence in appointment, retention, failure to properly train, or failure to properly supervise the subordinate

5. Punitive Damages--Included with vicarious liability is the potential for additional cash damages or award that can be levied against the employee, supervisor, and administrator for negligent action.

a. A supervisor or administrator, as a general rule, will suffer no liability for the

acts of a subordinate unless the supervisor or administrator:

- (1) Ordered the act
- (2) Participated in the act
- (3) Ratified the act

b. Consideration must also be given to the fact: "If there is reasonable expectation that you should have known, or if you knew and took no action, you are just as liable as the person who committed the act.

c. Responsibility and liability are burdens that have to be recognized by each level of the supervisory and administrative staff; however, the ultimate burden rests with the department head, the chief of police, or sheriff.

6. Investigator's Role

- a. Fact finder
- b. Unbiased investigation

7. The Investigation

- a. Employee's Rights
- b. Management's Rights
- c. Representation
- d. Witnesses and Subjects

8. Investigative Steps

- a. Investigate and consider all sources of relevant information
- b. Verify information

- c. Consult with appropriate supervisor(s) involved
- d. Analyze facts thoroughly and objectively
- e. Other considerations

9. Government Code Section 3304--Term--one year turnaround time for investigations from the date of the agency's first knowledge

10. Case Recommendations

- a. Founded
- b. Unresolved
- c. Unfounded
- d. Inactivated
- e. Exonerated

11. Levels of Discipline

- a. Written reprimand
- b. Short-term suspensions
- c. Moderate-term suspensions
- d. Long-term suspensions
- e. Removal from bonus
- f. Reduction in rank
- g. Discharge

12. Record retention – Penal Code section 832.5

13. Discipline  
(positive and negative) –  
The purpose of discipline  
is to ensure effective and  
efficient operations and  
employee adherence to  
reasonable and  
acceptable rules of  
performance and  
conduct

14. Philosophy of discipline

a. Impact on morale – Rules and regulations governing the actions of its members compel us to have the moral fiber to perform ethically.

b. Organizational health–We have an organizational obligation to the public we serve to develop and maintain the highest ethical standards in both personal and official conduct.

c. Equitable and fair–Fairness and equitable treatment creates consistency with clear directions for acceptable actions. Rules are for all its members have an infinity and obligation to role model the highest standards.

15. Progressive and non-progressive discipline

a. Progressive Discipline – This method attempts to correct, resolve or remove the employee's performance problem or misconduct at the lowest, most effective level.

- b. Non-Progressive Discipline – There are some acts of misconduct, which by their nature, are not appropriate for progressive discipline.

16. Managing pro-actively

- a. Role model, the “golden rule”
- b. Hold subordinates and self accountable for actions
- c. Mentor, counsel, motivate; show value in following policy
- d. Educate, inform, share knowledge
- e. Communicate expectations
- f. Reiterate professionalism-- verbally and/or in writing
- g. Resolve issues face-to-face
- h. Set the tone for open communication

C. Grievances

1. Introduction–The best way to protect management’s rights is to honor employee rights and it is the Department’s position is to honor all rights.

2. Purpose–The purpose of the grievance process is to amicably resolve employee complaints.

3. Definition

- a. A grievance is a dispute or complaint an employee may have with the Department and/or management

b. The grievance procedure is looked upon as a peaceful method for the employee and employer to rectify problems

c. It should not be looked upon with resentment nor should supervisors take grievances personally

d. A grievance is a confidential matter and should be handled accordingly

3. Rights

a. Employee

b. Management

c. Employee Representation

4. Responsibilities of the First Level Supervisor

a. Assign work

b. Enforce rules

c. Ensure employees are properly trained

d. Run the Unit so it obtains its goals

e. Authorize/deny time off

f. Counsel employee

g. Handle grievances appropriately and in a timely manner

5. Three Types of Grievances

a. Informal – Verbal

b. Formal - Written

- c. Grievance-General-In-Character (GGIC)

6. What is Grievable?

- a. Discipline – suspension days and written reprimands
- b. Counseling Memo/Performance Log Entries/Contact Sheets
- c. Annual Performance Evaluations
- d. Transfers, work assignments, work schedules, and locations
- e. Bonus denials and compensation
- f. Paycheck errors
- g. Denial of time off requests
- h. Unprofessional conduct by supervisors

7. What is not Grievable?

- a. Discharges
- b. Reductions in rank
- c. Unsatisfactory performance evaluations
- d. Unsatisfactory Probation Evaluations
- e. Appraisal of Promotability/promotional process
- f. Issues that have another avenue of appeal
- g. Any issue that an agency does not have the authority to change



8. Most Common Issues Resolved Through Settlement Agreements; including, but not limited to:

- a. Discipline
- b. Case Dispositions
- c. Performance Evaluations
- d. Compensation
- e. Performance Log Entries
- f. Transfers

10. Settlement Agreements

- a. Defined
- b. Purpose
- c. Required information

11. Review Terms

12. Review time line and forms

13. Grievance procedures for specific groups – Union and non-union

14. Grievance Responses

- a. Grievance Granted
- b. Grievance Modified
- c. Grievance Denied

15. What can supervisors do to

help reduce or  
prevent  
grievances?

- a. Maintain an open door policy
- b. Know the rules and regulations
- c. Be a good supervisor
- d. Keep your word
- e. Make sure your employees know the standards of the unit and how you feel about performance
- f. Be flexible
- g. Be alert and aware of what is going on
- h. Communicate to employees about changes
- i. Know your employees and their abilities

#### 16. Files and File Maintenance

- a. California Public Records Act (CPRA) of 2004
  - (1) Defined
  - (2) Access to specific records
  - (3) Requirements
- b. Retention Requirements
  - (1) Legal
  - (2) Agency specific

- c. Confidentiality
  - (1) Levels
  - (2) Essential
  - (3) Maintained for all levels
  
- d. Court Ordered Subpoenas
  - (1) Requirements
  - (2) Time sensitive
  - (3) Mandates
  
- e. Administrative Files
  - 1. Location
  - 2. Access
  - 3. Security
  
- f. Rules and Regulations
  - 1. Outlined in centralized document and/or database
  - 2. Availability at all levels – hard copy or on-line
  - 3. Understanding and knowledge of documents
  
- 17. Memorandum of Understanding (MOU)
  - a. Definition
  - b. Purpose

- c. Certification
- d. Adoption
- e. Terms of contract
- f. Interpretation
- g. Responsibility for contents
- h. Publications – accessibility both hard copies, electronic and/ or on-line
- i. Contractual agreements may include salaries, terms and conditions of employment

18. Administrative Policy

- a. Function
  - (1) Systematic and coordinated
  - (2) Consistency with law
  - (3) Applicability
  - (4) Enforcement
- b. Responsibility – organization and employee
- c. Publications – accessibility both hard copies, electronic and/ or on-line

D. Diversity

- 1. Rules and regulations governing diversity in the workplace

2. Definition of terms--Culture, diversity, ethnicity, nationality, and race
3. Definitions of and differences between prejudice, discrimination, and Stereotype
4. Identification of predominate groups
5. Professional, personal, and organizational benefits of valuing diversity
9. Strategies for effective communication within a diverse workforce
10. Possible barriers to cross-cultural communications
11. Age---Age can be a concern along the entire spectrum. If someone is too young or are they too old. It also creates the potential for communication problems based on different levels of experience, and for preferential treatment is given based on age.

a. Age gaps

(1) Baby Boomers

(2) Generation “X”

(4) Generation “Y”

12. Generational Issues

a. Value formation periods

b. Value Systems

c. First, second, third generation differences

13. Lifestyles— With the increasing visibility of gender minorities such as lesbian, gay, bisexual, trans gender, there are increasing workplace issues, from simply not understanding gender differences, to being morally opposed to them. Sexual orientation can create blocks to productive team interactions.

14. Gender

a. Differences

(1) Men

(2) Women

b. Gender Needs

(1) Male

(2) Female

c. Relationships

( 1 )  
Male

(2) Female

15. Education and Training

a. Educated on diversity

b. Capitalize on the available resources

c. Fluency in the language

d. Capitalize on opportunities to interrelate with cultural groups

e. Being knowledgeable about your own diversity

16. Sworn versus non-sworn

a. Political realities of working within a quasi-military organization

b. Working in a predominant male-sworn environment

c. Negative consequences of division of groups

d. Positive outcomes when there is no division of groups

c. Action steps if negative interactions occur

E. Critical Incident Management

1. Responding to threats and actual incidents of workplace violence
  - a. Single Exposure– A single incident can be sufficient to “push” a normally functioning employee into a state of distress.
2. Employer Responsibilities
  - a. As a supervisor, you are obligated to look out for your employee’s health in relation to job duties and exposure to traumatic stimuli/stressors
  - b. Being aware of these stressors and your employee’s response/s to them will make your job easier.
  - c. There is also the potential nexus of injury and employer responsibility for injury, which can lead to worker’s compensation
3. Symptoms Associated with Exposure to Traumatic Stressors
  - a. Intense fear, helplessness, or horror
  - b. Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness
  - c. Persistent symptoms of increased arousal
4. Work Performance Implications
  - a. Reduced efficiency
  - b. Increased absenteeism



- c. Avoidance of work
- d. Long-term illnesses
- e. Substance abuse

5. Preventative measures

- a. Provide training on critical incidents and dealing with them in the course of the employee's job responsibilities
- b. Provide immediate assistance following exposure to a potentially traumatic event
- c. Remember – What your employee may find distressing may not be so for you, but your job is to take care of the employee
- d. Familiar with policies and procedures

6. Short-Term Interventions

- a. Critical Incident Defusing

(1) Provided post-crisis (usually within 12 hours)

(2) Symptom driven

( 3 )  
Provides--  
Symptom  
mitigation,  
possible  
closure,  
Triage

(4) Conduct in small groups

b. Critical Incident Stress Debriefings

(1) Post-crisis (one to ten days)

(2) Usually  
symptom driven,  
but can be event  
driven

(3) Provides-symptom mitigation, facilitate psychological closure, triage

7. Short to Longer Term  
Interventions

a. Crisis and longer term treatment

b. Goal is to face fears, vulnerability, helplessness, etc.

c. Systematic desensitization

d. Cognitive re-  
framing

8. Interventions by Supervisors

a. Don't be afraid to ask how they are doing

b. Share your  
experiences  
(both  
negative  
and  
positive)

c. Check-in with co-workers  
and colleagues

d. Make your interventions

timely

e. Check-in periodically after the event, and after treatment has been provided or is in process

f. Watch for non-verbal cues of distress

g. Short-term expenditures will payoff in the long term.

h. You will buy goodwill from your employees by showing them you care

## 4.0 LEADERSHIP SKILLS

**Learning Goal:** The student will understand personal and organizational values and the supervisor's role in influencing individual behavior through ethical decision making.

### A. Problem Solving and Decision Making

#### 1. Identifying the problem

a. Distinguish between a routine vs. non-routine problem

#### 2. Problem Solving Process

a. Gather information—collect and analyze data

(1) Look for the root of the problem

- (2) Check for more than one problem
  - (3) Be specific and objective
  - (4) Obtain input from others
- b. List possible solutions—identify alternatives
  - (1) Ask for input from those people who will be directly affected
  - (2) Ask a lot of questions
  - (3) Brainstorm for as many solutions as possible
  - (4) Draw on previous experience
- c. Select an option and implement it – select a course of action
  - (1) Consider the consequences
  - (2) Test the option
  - (3) Observe how the solution is being carried out
  - ( 4 ) Document everything that is associated with the solution
- d. Follow up and encourage feedback—accountability and measurement systems
  - (1) Determine the effectiveness of the solution
  - (2) Measure the actual result against the anticipated one
  - (3) Evaluate any need for adjustments

- (4) Listen to suggestions about or objections to the solution
- (5) Answer any questions
- (6) Evaluate comments with a perspective of future solutions
- (7) Correct a less than desirable outcome quickly
- (8) Develop plans for correction when outcomes are less than desirable

3. Creative Problem Solving

a. Influences on creativity

- (1) Intelligence
- (2) Imagination
- (3) Experience
- (4) Environment

b. Benefits of creativity

- (1) Higher quality solutions
- (2) Profitable innovations
- (3) Increased productivity by revitalizing motivation
- (4) Increased enthusiasm for the work performed
- (5) Upgraded personal skills
- (6) Improved team performance

c. How to encourage creativity

- (1) Support your

people

(2) Establish a work environment conducive to creativity

( 3 )  
Establish  
goals and  
standards

(4) Develop employees' natural tendencies toward creativity

B. Leadership

1. Define Terms

- a. Lead
- b. Guide
- c. Manage
- d. Direct
- e. Command

2. Specific Tasks of a leader

- a. Give Direction
- b. Directorship
- c. Administration
- d. Supervision
- e. Regulation
- f. Control operation
- g. Influence

h. Initiative

i. Governorship

j. Running

3. End Results

a. To lead toward goals, mission, or results

b. Of the act or instance of guiding

c. Have the capacity to lead others

4. Traits and Characteristics

a. Traits

b. Characteristics

c. Unwanted values, traits, skills

5. Intrinsic nature of leadership

6. Competing qualities—complexity of a leader

7. Rules of Leadership

8. Contrast leadership versus managing

9.  
Leadership

Assertive

a. Definition

b. Proactive versus reactive

d. Building self-esteem

- c. Knowing how to listen
- d. Leading while being a risk taker
- e. Knowing how to say no
- f. Knowing how to give constructive feedback
- g. Handling criticism
- h. Knowing how to express and receive positive feedback
- i. Knowing what you want

10. Empowering Employees—To give power to, authorize, to enable, or permit. Empowerment is perceived as losing control, but it is really transforming into self-control by removing barriers, becoming a source of help and support.

- a. Build trust—critical component
- b. Let go of your ego
- c. Become humble
- d. Encourage self assessment
- e. Give appropriate tools for development
- f. Create opportunities
- g. Allow for decision making
- h. Encourage risk taking
- i. Establish expectations and boundaries
- j. Promote active employee involvement

11. Motivating—To provide with, affect, incite



a Theories

(1) Abraham Maslow, "The Hierarchy of Needs"

( 2 )  
Douglas  
McGregor,  
"The  
Human  
Side of  
Enterprise"

(3) Frederick Hertzberg, "The Motivation-Hygiene"

b. Basic needs

(1) Achievement

(2) Affiliation

(3) Power

c. Three Types

(1) External—people do what they are *told* to do

(2) Social pressure—societal expectations

(3) Self-motivation—  
take action on their *own*,  
because they *want* to

d. Factors that break morale

(1) Causes

(2) Remedies

- e. How to motivate your subordinates
  - (1) Be tough, but not disliked
  - (2) Be “people-conscious”
  - (3) Avoid deadly “de-motivators

12. Delegating

- a. Psychological aspects
- b. Overcoming the disadvantages
- c. Steps to successful delegation
- d. When to ask for help
- e. Basic delegation
- f. Identify when and how to delegate
- g. How to prepare to
- h. Getting cooperation

13. Team building--A group of people working together in a coordinated effort that has coherence, unity, effectiveness, and shared goals.

- a. Characteristics of teams
- b. Types of teams
- c. Desirable qualities
- d. Essential components
- e. Evaluating Team Performance

C. Strategic Planning--A disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it.

1. When not to engage in strategic planning
  - a. When the roof of the organization has fallen in (literally or figuratively)
  - b. When the organization lacks the skills, resources, or commitment by key decision makers to produce a good plan
2. Identifying strategic issues
3. Ten-step strategy planning process
  - a. Initiate and agree upon a strategic planning process
  - b. Identify organization's mandates
  - c. Clarify an organization's mission and values
  - d. Assess the organization's readiness to identify strengths and weakness
  - e. Identify the strategic issues facing the organization
  - f.

Formulate  
strategies  
to manage  
these  
issues

g. Review and  
adopt the strategic  
plan

h. Establish  
an effective  
organizational  
vision

i. Develop  
effective  
implementation  
process

j. Reassess strategies and planning processes

4. The learning organization—we learn many things about change within systems

a. Today's  
problems  
come from  
yesterday's  
solutions

b. The  
easy way  
out usually  
leads back  
in

c. The  
cure can be  
worse than  
the  
disease

d. Faster is slower

5. Knowledge vs. power and power vs. change

6. The role of leadership

a. A sponsor  
– resources,  
action, inclusive  
input,  
power

b. A  
Champion  
– organize,  
drive,  
attention to  
process

c. A Facilitator– understand the process, tailor, delegates responsibilities,  
cheerleader

7. Establishing a vision for the group (goals and objectives)

a. Organizational

b. Division

c. Bureau/station/Unit

8.  
management

Change

a  
Organizational

b  
Purpose  
and function

of law  
enforcement

c. Societal impact

9. Community outreach/needs assessment

a. Impact

b. Contributions

c.  
relations

Public

d. Political realities

D. Ethics

1. Definition of common terms

a. Values

b. Ethics

c. Principles

d. Integrity

e. Standards

f. Honesty

g. Morals

h. Courage

i. Civility

2. Identification of Core Values

a. Personal, Organizational, and Professional

( 1 )  
Types

(2) Responsibility and Accountability

(3) Measurement of quality control/feedback

(4) Development

( 5 )  
Ways  
values are  
communicate

(6)  
by Communicated

3. Systems of ethical dilemmas

a. Consequence-based ethics

b. Duty-based ethics

c .  
Value-  
based  
ethics or  
Value-  
based  
leadership

d. Situational-based ethics

4. Methods to solve ethical issues

a. Analyze ethical issues to make more informed ethical decisions

- b. Rationalization
- c. Logical conclusions
- d. Just doing the right thing

5. Employee Integrity within an organization

- a. Understanding values and standards
- b. Knowledgeable and versed in established values and standards
- c. Exhibit established values and standards
- d. Expected outcomes and results
- e. Maintaining objectivity when working with people who have opposing or conflicting values
- d. Following through on belief systems

6. Supervisory Integrity

- a. Recognize changes in values after becoming a supervisor
- b. Following/enforcing policies and procedures—no double standards
- c. Organizational obligations and responsibilities
- c. Modeling acceptable behavior
- d. Why honesty is the best policy
- e. Use of power and



authority

f. Problems when dealing with ethical issues dilemmas

7. Organizational Integrity

a. Ethical and social responsibility

b. Duties and responsibilities

## INSTRUCTIONAL ACTIVITIES

**Part I Problem Solving and Decision Making.** The student will participate in an instructional activity that will outline the analytical process, action plans, and implementation process.

- Identify short, medium, and long term problems and solutions
- Contributory factors to problem-solving
- Develop a solution-oriented approach

**Part II Ethics.** The student will participate in an instructional activity that will reinforce the student's understanding of the importance of the ethical responsibility. The activity should provide the student with an opportunity to examine their personal values and ethics.

- Confront alternative value systems
- Explore ethical differences
- Confront moral dilemmas

## 5.0 TECHNICAL COMPETENCIES

**Learning Goal:** The student will understand the analytical process, communication of policy, budget process, and political realities.

### A. Administrative Support

#### 1. Introduction

#### 2. Budget

##### a. Definition

##### b. Review budget process

##### (1) Budget Development

##### (2) Budget Monitoring

##### (3) Funding Critical Needs

##### c. Review revenue and salary savings and its effect on budget allocations

##### d. Discuss process to increase budget

##### e. Categories

- (1) Fixed Assets
- (2) Other Charges
- (3) Gross Appropriation
- (4) Revenue
- (5) Net County Cost
- (6) Services and Supplies
- (7) Salaries and Employee Benefits

f .  
Budget  
allocations

3. Written communication

a .  
Purpose –  
to get your  
message  
across to  
others

- (1) Inform
- (2) Train
- (3) Direct

b. Audience

- (1) Level of authority

( 2 )  
Level of

experience

c. Types

- (1) Letters
- (2) Interoffice Correspondence
- (3) Briefings
- (4) E-mails
- (5) Hand written notes
- (6) Bulletins
- (7) Announcements
- (8) Directives

( 9 )  
Policy,  
procedures,  
regulations

d. Method to convey messages

e Typical Problems

(1) Too lengthy,  
disorganized, or contains  
errors

(2) Use of poor language

(3) Too much information too fast

f.  
reader

Engage your

(1) Write  
plainly

- (2) Keys to keep interest
- (3) Use a question and answer format
- (4) Use “you” and other pronouns to speak directly to the reader
- (5) Use the active voice
- (6) Use the appropriate tone

g. Other Techniques

(1) Write Clearly

(2) Write in a visually appealing  
style

( 3 )  
Write with  
necessary  
caution

(4) Letter writing  
hints

(5) Importance of  
careful  
proofing

(6) Using email to write  
messages

4. Competed Staff Work

a. Definition –To render the most and best assistance, recommendations should be complete enough to make possible, a simple positive or negative response. Staff work is an advisory task.

b. Examples of staff work

- (1) Intelligence gathering
- (2) Legal, financial advice
- (3) Logistics
- (4) Technical advice

c. The Goal of Staff Work is NOT to

- (1) Advise your boss on what he ought to do, unless asked
- (2) Ask what you ought to do

d. The Goal of Staff Work IS to

- (1) Study
- (2) Write
- (3) Restudy
- (4) Rewrite until you have evolved the proposed action plan
- (5) Two-part task—find out what the boss wants and supply solutions, not problems

5. Delivery of Policies and Procedures

a. Introduction -- You are the subordinate's link to the organization. The chain of command goes two ways, keeps subordinates informed about what is going on and conveys their concerns/problems to upper management.

- (1) Responsibility
- (2) Results
- (3) Conveying the message
- (4) Expectations

b. Will the policy be?

- (1) Popular
- (2) Unpopular
- (3) Personal bias

c. Communication Strategies

- (1) Determine the best method of delivery
- (2) Communicate openly about the situation resulting in the new policy/procedure
- (3) Remind people of the fundamentals
- (4) Ensure that you are visible, accessible, and interactive
- (5) Over-communicate during any transitions or changes

- (6) Ensure that employees feel their opinions and voice are valued and heard
- (7) Care should be taken that no policy or procedure is created that cannot be easily explained, effectively implemented, or reasonably enforced.

6. Political Savvy and Realities—The key to successful career is to maintain a good reputation and maintain your integrity while building relationships.

a. Definition—Organizational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives.

(1) This practical definition is neither inherently good nor bad. Two conditions determine whether organizational politics become constructive or destructive

(a) Whether the targeted objectives are for the company's interest or only self-interests, and

(b) Whether the influence efforts used to achieve those objectives have integrity or not.

b. Benefits

(1) Political savvy and skill can help ethical, competent people sell ideas and influence others for the good of organizations.

(2) If you determine politics in a narrow, negative way, you may overlook the value of political awareness and skill.

(3) If political astuteness is combined with the right values, it can be a win-win situation for you, your team, and your organization.



(4) Political savvy individuals build relationships and are comfortable working in informal organization as well as the formal hierarchy.

c. Goals

(1) Use your political relationships for the good of the organization, not for your own benefit.

(2) Operate ethically, your word is your bond, more people count on you

d. Political Styles

(1) Power of Ideas Style

(2) Power of Person Style

e. Re-frame politics and power

1) View the same stimulus or event through a different lens

2) Sense where official and unofficial power resides

f.  
dangers

Political

7. Personnel Resource Management

- a. Definition--Recruiting and hiring of qualified people and continues with directing and encouraging their growth as they encounter problems and tensions that arise in working toward established goals.
- b. Employees are the **most** valuable resource
- c. Supervisor's responsibilities
  - (1) Counsel employees
  - (2) Deal with disciplinary problems
  - (3) Provide periodic reviews of performance
  - (4) Assist in advancement
  - (5) Employee development through training
- d. Employee performance less than acceptable or an optimal manner
  - (1) Has the employee been properly trained?
  - (2) Proper classification for job assignment
  - (3) Transfer to assist the employee to succeed
- e. Career Development
  - (1) Continuing development
  - (2) Ensure a productive workforce
  - (3) Help promote

- f. Items-positions
  - (1) Classification
    - (a) Legal basis
    - (b) Terms
  - (2) Duty statements and organizational charts
    - (a) Writing a quality duty statement
    - (b) Duty Statement – example
    - (c) An Organizational chart defined
    - (d) Using action verbs

8. Time Management

- a. Implementation difficulties
  - (1) Time management does not come naturally
  - (2) Time management is not taught early in life
  - (3) Introduction of techniques requires changes
  - (4) Need to change other's behavior
  - (5) Takes continuous effort
- b. Time management **is not**
  - (1) Becoming an efficiency expert
  - (2) Wasting other people's time to save your time
  - (3) Become a clock watcher to save every second

(4) Becoming an inflexible, super-organized impersonal person, preoccupied with accomplishment of tasks

c. Time management **is**

(1) Putting yourself in control of your job and your personal life

(2) Puts to use the important commodity—time

g. What will you do with your extra time?

(1) Increase leisure time

(2) Decide how much of the “saved” time you will use for other tasks

(3) Aligning your extra time by charting activities

h. Essential elements of a good time manager

(1) Management by objectives

(2) Management by exception

(3) Think smarter, not harder

(4) Become sensitive to the environment

(5) Eliminate bottlenecks

(6) procrastinate

Don't

9. Planning and Organizing

a. Planning involves decisions about the future activities of an organization, such as

who will carry out a project, when it will be done, and how it will be accomplished.

b. It is a process of interrelated steps that focus on the future

- (1) Identify the problem
- (2) Set goals
- (3) Determine objectives
- (4) Identify evaluation criteria
- (5) Identify alternative proposals
- (6) Select alternatives to be used
- (7) Estimate cost and effectiveness of each alternative

c. The process of planning is a process for developing predetermined course of action which offer the greatest potential for obtaining desired goals.

- (1) Discovering the problem
- (2) Isolation and clarification of the problem
- (3) Collection and analysis of pertinent data and opinions
- (4) Identification and evaluation of alternative courses of action
- (5) The selection of the most appropriate alternative.

d. Organizing is the process of identifying and grouping the work to be done

- (a) Define and delegate responsibility and authority. Authority must be commensurate with responsibility

- (b) Establish working relationships to achieve objectives
- (c) Follow up
- (d) Re-evaluate action plans

10. Project Management--Real project management is a balance between planning and execution.

- a. Accurate time estimation-- an essential skill, drives the setting of deadlines for delivery of projects, and assesses your reliability.
- b. Action plans
  - (1) Sufficient to coordinate and implement simple projects
  - (2) Explain and negotiate plans with team members
  - (3) Communicate value and importance – input/buy-in
  - (4) Clarify project description and tasks
- c. Control points and deliverables to monitor progress
  - (1) Prioritize your workload
  - (2) Create clear action plans
  - (3) Estimate the task time
  - (4) Identify staff (internal/external; intra/interdepartmental)
  - (5) Schedule tasks
  - (6) Update and monitor progress

d. Four phrases of a project

(1) Initiation

(2) Planning

(3) Execution

(4) Close out

B. Training

1. Introduction—It is the supervisor's responsibility to maintain a level of proficiency with the aid of a training plan. The training plan should include those seminars, workshops, and courses that are mandatory, statutory, essential, and desirable.

2. Definition--The definition of training is to instruct so as to make proficient or qualified.

3. Purpose – The purpose of training and education is to

a. maintain a consistent, qualified, productive workforce

b. maximize the utilization of human resources

c. impart vital communication uniformly

d. maintain an optimum level of proficiency

4. Goals – Improve service, increase effectiveness, career developments

5. Design—The courses, programs, seminars, and workshops should be designed to

increase knowledge, improve skills, and change attitudes, for present job improvement and for development in the future.

6. Phases of a Training Plan

a. Phase 1—Job Study— Introduction—It is a task analysis, job description, and a job design which describe the first phase of training development. The job study outlines specific behaviors and skills.

(1) Job Analysis

(2) Describing a Job

(3) Job Design and Job Aids

b. Phase 2 – Training Objectives

(1) Describe the knowledge and skill that a student must acquire in order to be effective on the job.

(2) Behavioral objectives, using action verbs, and describes both a situation and the student's response to that situation.

c. Phase 3 – Criterion Measures – Criterion measures are the quality standards of the training development system. They are the measures of the input and output of the system. They provide an objective way of observing the student before and after training.

(1) Input criterion

(2) Output criterion



d. Phase 4 – Instructional Procedures –  
The design of instructional  
strategies.

( 1 )  
Feedback

(2) Demonstration, Imitation and Modeling

( 3 )  
Meaningfulne  
of Material

(4) Discrimination, Generalizations and Chains

e. Phase 5 – Tryout and Revision Cycles– provides a systematic procedure  
for improving training. Phase 5 may discover new ways of doing a job which would  
change Phase 1, 2, 3 and 4.

7. Types of training formats

a. On-the-Job

b. Classroom

c. Seminar

d. Programmed instruction

8. Priorities and Types of Training--statutory, mandatory, critical, proficiency

C. Supervisor's roles and  
responsibilities

1. Definition – A supervisor is one who plans, organizes, motivates, coordinates, staffs, leads, and controls the work of others.

2. Role identification

a. Trainer

b. Counselor

c. Disciplinarian

d. Planner

e. Facilitator

3. Functions

a. Organizes

b. Motivates

c. Controls

d. Plans

e. Staffing

f. Coordinates

g. Leads

4. Performance Principles

a. .  
Humor in  
the  
workplace

b. .  
Common  
goals plus a  
common  
cause

equals  
greater  
success

c. Cooperation must be  
earned, not demanded

d. Face up to  
your strengths as  
well as your  
weaknesses

e. You have part of  
every quality necessary  
for success

f. All resources are not obvious; great supervisors find and develop available  
talent

## 5. Performance Standards

a. Must  
have a  
clear  
understanding  
of the role  
and  
responsibilities

b. Must  
be  
responsible  
for the work  
and  
conduct of  
subordinates

c. Must  
provide  
subordinates with  
clear and concise  
direction

d. Must  
arrange for

training, refresher,  
or follow-up  
training

e. Must  
provide  
subordinates  
with  
periodic  
updates on  
performance

f. Must communicate professionally

g. Must not tolerate unacceptable  
behavior

h. Must exercise  
authority with firmness  
and impartiality

i. Must keep  
personal attitudes  
must not influence  
decisions

j. Must keep  
confidential  
communications,  
confidential

k. Must be confident and  
knowledgeable

l. Must be cognizant of the needs and performance of subordinates

6. Performance Expectations

a. Organizational

b. Superiors

c. Peers

d. Subordinates

e. Self

7. Transition from staff to supervisor

a. "How I did it"

b. Supervising versus doing the task

c. How to supervise friends and acquaintances

d. Self-development

e. Transition management

8. Common reasons supervisors fail, pitfalls to avoid

a. Poor delegation

b. Continuing to be a "buddy"

c. Wrong use of authority

d. Being a poor role model

e. Don't want to be a supervisor

9. Traits and characteristics of a successful supervisor

a. Personal and professional integrity

b. Positive role model

- c. Team builder
- d. Job skills and knowledge
- e. Positive, can-do Attitude
- f. Ability to communicate
- g. Superior skill in dealing with people
- h. Self-confidence and self-esteem
- i. Tolerance for ambiguity, frustration, and pressure
- j. Innovativeness and ingenuity rather than conformity
- k. Physical, mental, and emotional health

10. Personal growth

- a. Management education and training
- b. Diversity of experience
- c. Community involvement
- d. Awareness of organizational issues affecting the workplace
- e. Broad analytical interests

11. Positive approaches to successful self-development

- a. Develop and foster high morale, enthusiasm, and esprit de corps
- b. Treat everyone equally
- c. Accept the diversity of your team
- d. Acknowledge the differences and deal accordingly
- e. Use common courtesy

- f. Look for the best qualities
- g. Help improve worst qualities

## 6.0 TEST/EVALUATION

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### • SEB Tactical Emergency First Aid

#### LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

POST Presenter # 1820

POST # 21772 – Tactical Emergency First Aid / Trauma Care

(TECC for Law Enforcement Officers)

*Expanded Course Outline*

**PURPOSE:** The purpose of this course is to provide a comprehensive foundation and build proficiency of the skills of Tactical Emergency Casualty Care (TECC) as defined by the national protocols established by The Committee for Tactical Emergency Casualty Care. These skills were adopted by CA POST and CA EMSA, and were added to the mandatory scope of practice skills for law enforcement in CCR Title 22 in April 2015. This course provides in-depth coverage of response protocols and priorities, potential threat and injury scenarios, mass casualty triage, and rapid medical stabilization care skills. The class includes concepts lecture, hands-on skill practice, and immersive scenario based skills application. These skills provide the rapid interventions for critical trauma injuries, to stabilize victims, and provide the best outcome for survival and recovery.

#### I. Introduction

- a. Instructors
- b. Students
  - i. Name, agency, years of service, military background, EMS background, last POST FA/CPR/AED Refresher, TECC skills experience

- c. Tactical Emergency Casualty Care (TECC) Introduction
- d. Course overview and objectives
  - i. Reset law enforcement medical care paradigms
  - ii. Build understanding
    - 1. Basic human anatomy
    - 2. Basic human physiology
    - 3. Injury mechanics
  - iii. Build recognition
    - 1. Injury identification and discrimination
    - 2. Systemic signs and symptoms
  - iv. Build skills
- e. Pre-test
  - i. Written pre-test, multiple choice assessment of prior knowledge
- f. Law enforcement relevance
  - i. Daily goals
  - ii. Need for TECC

## **II. Tourniquet Introduction (Quick hands-on skills)**

- a. Massive hemorrhage
- b. Tourniquet Indications
  - i. Massive Severe extremity bleeding
    - 1. Arterial spurting, venous flow, pooling
    - 2. Amputations
- c. Tourniquet Contraindications
  - i. Penetrations without massive severe bleeding
  - ii. Superficial lacerations
- d. Tourniquets
  - i. SOFFT-W
    - 1. COTCC approved and recommended
    - 2. Components
    - 3. Application steps
    - 4. Student application practice
  - ii. CAT
    - 1. COTCC approved and recommended
    - 2. Components
    - 3. Application steps
  - iii. RATS
    - 1. Not recommended
  - iv. SWAT-T



1. Not recommended
- v. Other manufacturers
- e. Tourniquet Preparation
  - i. Carry location
  - ii. Pre-sizing
  - iii. Folding and storage
- f. Tourniquet Application
  - i. Placement location
    1. Non-threat environment
      - a. 2-4" above wound, per national EMS protocols
    2. Threat environment
      - a. High and tight on the extremity
  - ii. Bleeding control
    1. Tighten until bleeding stops
    2. Second tourniquet can be used
  - iii. Distal pulse elimination
    1. Distal pulse must be eliminated
  - iv. Application speed
    1. ASAP, 30 second maximum
  - v. Application pain
    1. Application will cause pain or discomfort, do not remove
  - vi. Removal
    1. First responders shall not loosen or remove a placed tourniquet
- g. Tourniquet Quick Drills, threat environment
  - i. Self-application
    1. Arm
    2. Leg
  - ii. Partner-application
    1. Arm
    2. Leg

### **III. Tactical Emergency Casualty Care**

- a. Law enforcement primary directive
  - i. Preserve Life
- b. Law enforcement mission in emergencies with injuries
  - i. Plan A
    1. Secure and manage the scene
    2. EMS enters and treats injuries

- ii. Plan B
  - 1. Secure and stabilize scene
  - 2. Neutralize threat
  - 3. Provide rapid stabilizing treatment of life-threatening injuries
  - 4. Evacuate victims to safety
- c. Response protocol evolution
  - i. Pre-1999 (Columbine HS)
    - 1. Patrol – Respond and contain
    - 2. SWAT – Enter and neutralize
    - 3. EMS – Victim triage, care, and transport
    - 4. Loss of life from delay of action and delay of care
  - ii. 1999-2011 (Active Shooter Response)
    - 1. Patrol – Respond, enter, neutralize threat
    - 2. SWAT – Prolonged engagement, systematic searches
    - 3. EMS – Victim triage, care, and transport
    - 4. Loss of life from delay of care
  - iii. 2011-Ongoing (TECC protocols)
    - 1. Patrol – Aggregate team formation, enter, contact, neutralize threat, establish scene security, rapid stabilization of life-threatening injuries, expedient extrication of victims to safer area
    - 2. SWAT – Prolonged engagement, systematic searches
    - 3. EMS – Continued victim triage, care, and transport
- d. TECC Phases of Care
  - i. Direct Threat
    - 1. Active or immediate nearby continuing threat
    - 2. Contact, identify, neutralize threat
    - 3. Critical injury self-aid
  - ii. Indirect Threat
    - 1. Static but not secure, threat may reappear
    - 2. Rapid victim critical injury care, MARCH protocol
    - 3. Be aware of threat return
  - iii. Evacuation Care
    - 1. Secure, safe scene
    - 2. Assist EMS in victim triage, transport, management care
- e. Tactical Action Plan
  - i. THREAT
    - 1. Threat suppression
    - 2. Hemorrhage control
    - 3. Rapid Extrication to safety

- 4. Assessment of life-threatening injuries
- 5. Transport to definitive hospital care
- f. MARCH assessment and treatment protocol
  - i. Massive hemorrhage
  - ii. Airway compromise
  - iii. Respiratory compromise
  - iv. Circulation compromise
  - v. Head injuries
  - vi. Traumatic hypothermia
- g. MARCH mnemonics
  - i. Extremities are hoses, "Clamp the Hoses"
    - 1. Tourniquets to constrict major vessels
  - ii. Junctions are teddy bears, "Stuff the Teddy Bears"
    - 1. Hemostatics packed into bleeding wounds
  - iii. Airway is a snorkel, "Open the Snorkel"
    - 1. Ensure open and clear airway
  - iv. Chest is a balloon, "Tape the Balloon"
    - 1. Occlusive chest seals for penetrating chest wounds
  - v. Skull and Abdomen are bowls of Jello, "Cover the Jello"
    - 1. Moist, occlusive dressings for skull and abdominal wounds
  - vi. If you "C" other bleeding, "Dress all Wounds"
    - 1. Pressure bandages
  - vii. Disarm altered victims, "If victim is 4 of Spades, disarm"
  - viii. Prevent traumatic hypothermia, "Keep Everything Warm"
    - 1. Emergency heat blanket
- h. Traumatic Shock
  - i. Cause of shock
    - 1. Oxygen delivery failure
      - a. Airway compromise
      - b. Respiratory compromise
      - c. Vascular compromise
  - ii. Biologic shock
  - iii. Anatomic shock
  - iv. Aerobic metabolism
  - v. Anaerobic metabolism
  - vi. Ischemic tolerance
    - 1. Brain, heart lungs – 4-6 minutes

- 2. Liver, kidney, GI tract – 60-90 minutes
- 3. Muscle, bone, skin – 4-6 hours
- vii. Initial indicators
  - 1. Altered level of consciousness
  - 2. Weak or absent radial pulse
- viii. Lethal Triad of Shock
  - 1. Acidosis
  - 2. Hypothermia
  - 3. Coagulopathy
- a. Treatment Goals
  - i. Stop death, correct O2 failure
  - ii. Manage victims and injuries
  - iii. Transport or transfer victims to advanced care
- j. Lethal Clock
  - i. Massive hemorrhage - <1-5 minutes
  - ii. Airway – 4-6 minutes
  - iii. Respirations – 10-15 minutes
  - iv. Circulation – Progressive
  - v. Head, Hypothermia – Progressive
- k. Injury Zones
  - i. Extremities
    - 1. Arms, Legs
      - a. Tourniquet
  - ii. Junctional Areas
    - 1. Neck, Shoulders, Axilla, Groin, Hips, Buttocks
      - a. Hemostatic agent
  - iii. Airway and Chest
    - 1. Airway position, adjuncts, occlusive chest seals
  - iv. Head and Abdomen
    - 1. Occlusive dressings

#### **IV. Patrol Trauma Kit**

- a. Components
- b. Access
- c. Carry

#### **V. TECC History**

- a. Invention of Tactical Combat Casualty Care (TCCC) by US Military
- b. Evolution of TCCC to TECC, adapted for civilian environment

## **VI. Direct Threat Care Phase**

- a. Threat neutralization
  - i. Tactics
    - 1. Cover fire
    - 2. Suppression fire
    - 3. Bound and move
- b. Self-aid of massive hemorrhage
  - i. Tourniquet
- c. Partner-aid of massive hemorrhage
  - i. Tourniquet
- d. Expedient rescues
- e. Expedient moves to cover and safety

## **VII. Casualty Movement**

- a. Direct Threat Care Phase – to cover
  - i. One person drag
  - ii. Firefighter drag
  - iii. Two person drag
- b. Indirect Threat Care Phase – to safer area
  - i. Hawes carry
  - ii. Pack strap carry
  - iii. Seal Team 3 carry
  - iv. Fore-Aft carry
- c. Evacuation Care Phase – to definitive care
  - i. Seal Team 3 carry
  - ii. Fore-Aft Carry
  - iii. Improvised carry devices
- d. C-Spine considerations
  - i. Penetrating trauma
  - ii. Blunt trauma

## **VIII. Indirect Threat Care Phase**

- a. MARCH assessment
- b. Injury sweep pattern
  - i. Lower junctions/legs
  - ii. Upper junctions/arms
  - iii. Head/Face/Throat

- iv. Chest
- v. Abdomen
- vi. Back

## **IX. Massive Hemorrhage**

- i. Tourniquets
  - 1. Indications
    - a. Massive, severe extremity bleeding
  - 2. Contraindications
    - a. Minor or superficial extremity bleeding
  - 3. Application
    - a. Proper placement
      - i. Safe scene, 2-4" above wound
      - ii. Threat scene, high and tight
      - iii. Do not place over any joint
      - iv. Remove bulky items from underlying pockets
  - 4. Management
    - a. Ensure distal pulse is eliminated
    - b. Ensure pulse does not return
    - c. Ensure tourniquet remains tight
  - 5. Compartment syndrome
  - 6. Improvisation
    - a. Suitable items for tourniquet improvisation
      - i. Web strap
      - ii. Web belt
      - iii. Clothing strips
    - b. Expedient windlasses
- ii. Hemostatic agents
  - 1. CA approved hemostatics
    - a. Quikclot Combat Gauze
    - b. Celox Rapid Gauze
  - 2. Indications
    - a. Massive junctional bleeding
    - b. Massive extremity bleeding when tourniquet is not available
    - c. Secondary control for extremity wounds previously treated with a tourniquet
  - 3. Contraindications
    - a. Do not apply to any cavity

- i. Skull
  - ii. Face
  - iii. Chest
  - iv. Abdomen
- 4. Application
  - a. Pack hemostatic deeply into the wound, making contact with the vascular compromise
  - b. Pack toward the heart
  - c. Pack the wound completely and tightly
  - d. Apply 3 minutes of direct pressure to packed wound
- 5. Management
  - a. Ensure bleeding does not continue or restart
  - b. Apply pressure dressing to secure packing
- 6. Improvisation
  - a. Standard gauze
  - b. Clothing
- iii. Pressure bandages
  - 1. Application
  - 2. Improvisation

## **X. Trauma**

- a. Definition
- b. Injury Factors
  - i. Energy
  - ii. Tissue density
  - iii. Contact area
  - iv. Cavitation
    - 1. Temporary
    - 2. Permanent
- c. Trauma types
  - i. Blunt force
    - 1. Compression, tear, shear
    - 2. Injury locations and examples
      - a. Head
      - b. Neck/Spine
      - c. Chest
      - d. Abdomen/Pelvis
      - e. Extremities
  - ii. Penetrating force

1. Low, medium, high energy
  2. Factors
    - a. Profile
    - b. Tumble
    - c. Expansion
    - d. Fragmentation
  3. Injury locations and examples
    - a. Head/Neck
    - b. Chest
    - c. Abdomen
    - d. Junctional areas
    - e. Extremities
- iii. Blast force
1. Components
    - a. Overpressure/Shock Front
    - b. Thermal event
    - c. Fragmentation
    - d. Shrapnel
  2. Injuries
    - a. Primary
    - b. Secondary
    - c. Tertiary
    - d. Quaternary
    - e. Quinary

## **XI. Terrorism and Threats**

- a. Extremists
- b. Tactics
- c. Threats
- d. Potential injuries
- e. Case studies

## **XII. Airway**

- a. Concepts
  - i. Open
  - ii. Clear
  - iii. Position
  - iv. Maintenance
- b. Interventions
  - i. Head-Tilt-Chin-Lift



- ii. Jaw-Thrust
- iii. Nasopharyngeal airways

### **XIII. Respirations**

- a. Opioid and fentanyl exposure
  - i. Narcan application
    - 1. Indications
    - 2. Contraindications
- b. Chest penetrations
  - i. Occlusive chest seal application
    - 1. Indications
    - 2. Contraindications
    - 3. Application procedure
  - ii. Management
    - 1. Chest venting, “burping”
    - 2. Victim position
    - 3. Assisted ventilations

### **XIV. TECC Case studies**

- a. North Hollywood Shootout 1997
- b. Columbine HS – 1999
- c. London Subway bombings – 2005
- d. Aurora Theater Shooting – 2012
- e. Boston Marathon bombing – 2013
- f. San Bernardino Shooting – 2015
- g. Pulse Night Club Shooting – 2016
- h. Dallas Police Officer shootings – 2016
- a. Nice France truck attack – 2016
- j. Barcelona Spain truck attack – 2017
- k. Las Vegas shooting – 2017
- ax. Palmdale Highland HS shooting – 2018
- all. Thousand Oaks club shooting – 2018
- n. Sri Lanka bombing – 2019

### **XV. Mass Casualty Care**

- a. Preparation
- b. Equipment

### **XVI. Circulation**

- a. Wound care
  - i. Pressure bandage application
- b. Direct pressure
- c. CPR

- i. Indications
- ii. Contraindications

**XVII. Head Injury**

- a. Mental status assessment
  - i. Disarm altered victims
- b. Skull fracture
- c. Brain injury
- d. Interventions
  - i. Elevate head
  - ii. Assisted hyperventilation, 1 breath/3 seconds

**XVIII. Hypothermia**

- a. Body heat loss mechanisms
  - i. Radiation
  - ii. Convection
  - iii. Evaporation
  - iv. Conduction
  - v. Advection
- b. Interventions
  - i. Wrap victim in emergency heat blanket or other insulating wrap
  - ii. Insulate victim from the ground
  - iii. Remove wet clothing
  - iv. Move victim to warm place

**XIX. Evacuation Care Phase**

- a. Reassess for additional or missed injuries
- b. Evaluate all previous interventions
- c. Designate casualty collection point
- d. Consider transport alternatives
  - i. Scoop and run
  - ii. Rally with EMS
  - iii. Must provide stabilization of all life-threatening injuries prior to alternative transport

**XX. Everything Else**

- a. Skull fracture
- b. Scalp bleeding
- c. Eye injuries
- d. Neck injuries
- e. Blunt trauma chest injuries

- f. Blunt trauma abdominal injuries
- g. Blunt trauma pelvic injuries
- h. Extremity fractures, strains, sprains
- a. Back injuries

**XXI. Rapid Action Drills**

- a. Students will practice hands-on skills throughout the course, with surprise rapid action drills requiring skills performance
- b. Self-aid application
- c. Partner-aid application

**XXII. Scenarios**

- a. Students will be tested by demonstration of proper skills
  - i. Recognition of injury
  - ii. Application of appropriate treatment
  - iii. Reassessment of interventions
- b. Scenario 1 – Active School Shooter (video based scenario)
  - i. 4 officer response to an active shooter incident
    - 1. Respond to virtual threats
    - 2. Render self-aid and partner-aid to occurring injuries, following MARCH assessment during Direct Threat Care Phase
    - 3. Tourniquet application
    - 4. Hemostatic application
- c. Scenario 2 – Officer Down (trauma manikin props with moulage injuries, audio soundtrack)
  - i. Locate downed officer
  - ii. Assess downed officer following MARCH assessment
  - iii. Treat injuries
    - 1. Tourniquet application
    - 2. Hemostatic application
    - 3. Occlusive chest seals application
    - 4. Assess mental status, disarm altered officer
    - 5. Pressure bandage application
    - 6. Heat blanket application
- d. Scenario 3 – Mass Casualty Incident (trauma manikin props with moulage injuries, audio soundtrack)
  - i. Assess scene
  - ii. Triage multiple casualties following MARCH assessment
  - iii. Treat casualties following MARCH assessment
    - 1. Tourniquet application
    - 2. Hemostatic application

3. Occlusive Chest Seal application
4. Pressure bandage application
5. Heat blanket application
- iv. Identify casualty collection point
- v. Make radio notification of status
  1. Scene
  2. Incident
  3. Number of injured
  4. Injury types
  5. Request additional resources
- vi. Give transfer of care report to EMS
  1. Victim's injuries
  2. Treatment provided
  3. Victim's condition

#### **XXIII. Test**

- a. Written test, multiple choice assessment of gained knowledge

#### **XXIV. Safety Protocols**

- a. Safety will be monitored by instructors at all times
- b. Live weapons are not permitted in class at any time
  - i. Weapons brief and check at beginning of class, and each return from breaks and lunch
- c. All participants are assistant safety monitors
- d. Emergency plan brief
  - i. Evacuation
  - ii. Injury or Illness

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## **• Tracking Graffiti Reporting System**

### **LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

### **Tracking and Automated Graffiti Reporting System – TAGRS**

#### **Course Outline**

#### **4- HOUR QUERY COURSE**

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#### **EXPANDED COURSE OUTLINE**

I. INTRODUCTION

A. Training Center

1. Instructor introductions
2. Orientation to training facility

II. TAGRS OVERVIEW

A. Definition of TAGRS

1. Tracking and Automated Graffiti Reporting System

B. How the system works

1. Entry
2. Analyzing
3. Validation
4. Sharing

C. 28 CFR Part 23 Regulations/CJIS Compliance/Department Policy

1. Dissemination of information
2. Purge
3. Security
4. Audits
5. Validation

D. Criminal criteria / Difference between Vandalism and Art

1. Reasonable suspicion
2. Vandalism/No permission
3. Art/Permission

E. TAGRS Security

1. Law Enforcement vs. Public Access

F. Damage entry sources

1. Web entry
2. Smart Device entry

G. Procedures for obtaining access to TAGRS

1. Completion of TAGRS class
2. URL
3. Compatible Systems

III. TAGRS INTERFACE

A. Logging into TAGRS

1. Class server

B. Basic Skills

1. The TAGRS home page and Navigation between fields
2. Menu Bar

- a. Add Entry
- b. Search (Includes search areas AKA Nodes)

- 1. Search areas (AKA Nodes)
- 2. Simple search
- 3. Complex search
- 4. Broad Search
- 5. Proxy Search

- a. Crew Wall
- b. Moniker Wall
- c. Tagger Wall
- d. Bulletins

3. Maintenance Filters and Links

- a. Damage
- b. F/I's
- c. Arrest
- d. Case Status

C. TAGRS Intermediate

- 1. Changing your password (Agencies outside LASD)
- 2. Printing
- 3. Audit trail

IV. ENTRY AND QUERYING TAGRS INTELLIGENCE DATA BASE & CASE MANAGEMENT

A. One hour practical

- 1. Making Entries
- 2. Editing
- 3. Deleting
- 4. Duplicating
- 5. Clearing Cases
- 6. Commenting on incidents
- 7. Sensitivity level

B. Web and Smart Devices

- 1. Damage
- 2. F/I's/Arrest
- 3. Case status

VI. Practical Application and Wrap Up

A. Exercise and examination

- 1. Lab
- 2. Written exam

A. Security Notification

1. Sign forms

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- **Maritime-Basic Officer's Course**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**LOS ANGELES PORT POLICE DEPARTMENT**

***MARITIME OFFICER'S TRAINING INSTITUTE***

**"Basic Maritime Officer's Course"**

**80 hours**

## **Day One**

0800-0900    Registration & Introduction (Classroom)

- Complete forms
  - Registration
  - Waivers
- Staff & student introductions
- Course overview
- Review of safety guidelines for the course

0900-1100    Basic Boating (Lecture - Classroom)

- Nomenclature/Nautical Terminology

- Nautical vs. commonly used terms
- Vessel Types
  - Power (inboard/outboard/jet)
  - Sail (Sloop, Ketch, Schooner)
  - Commercial Vessels
    - Passenger (Cruise Ships)
    - Container Ships
    - Tankers
    - Bulk Carriers
- Hull Types
  - Displacement
  - Planing
  - Mono, catamaran, trimaran
- Vessel documentation & recognition
  - Federal/state and local laws regarding vessel recognition and identification of vessels operating in the U.S.
  - Documentation and registration requirements
  - ID lights and shapes for all vessels.
  - ID sound and light signals.
- Safety and emergency equipment commonly carried on law enforcement vessels
  - Uniforms
  - Web gear
  - Weapons
  - Ballistic shields
  - Medical Equipment
  - Binoculars
  - Radiation pagers
  - Four gas meters
  - Personal Protective Equipment (hats, gloves, sunglasses, sunscreen, etc.)

1100-1200    Lunch

1200-1400    Vessel Inspection (Practical - Docks)

- Pre-operational checks



- Inspection Checklist
- Maintenance
- Necessary tools
- Lights
- Fueling
  - Electrical system off
  - Engine compartment open
  - Inspect bilge for odor/fuel
- Post operational checks

1400-1700 Swim Assessment, PFD's, and Environmental Risks (Practical - Pool)

- Swim test
  - 100 yards any style
  - 25 yards underwater
  - Treading water for 10 minutes (weighted)
  - Floating
  - Self rescue
- PFD's
  - Type I "Offshore Lifejacket"
  - Type II "Near Shore Buoyant Vest"
  - Type III "Flotation Aid"
  - Type IV "Throwable Device"
  - Type V "Special Use Device"
- Environmental protections/risks and hazards of exposure in a marine environment/environmental risk assessments and mission planning
  - Weather
  - Hypothermia
  - Sea life

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## Day Two

0800-0830 Review & Critique (Docks & Classroom)

0830-0930 Environmental Stresses (Lecture – Classroom)

- Current and Wind
  - Effects on maneuvering
  - Working into the current and/or wind
  - Vessel power and steering input
  - Effects on differing types of vessels
  - Mooring on the leeward side
  - It's all about control, not speed!

0930-1200 Navigation Rules – Parts A & B (Lecture – Classroom)

- Part A – General
  - Application
  - Responsibility
  - Definitions
- Part B – Steering and Sailing Rules
  - Conduct of vessels in all visibility conditions
  - Conduct of vessels in sight of one another
  - Conduct of vessels in restricted visibility

1200-1300 Lunch

1300-1400 Weather Warning System (Lecture – Classroom)

- Types of warnings
  - Small craft
  - Gale

- Storm
- Hurricane
- Criteria for each warning
- Sources for weather information
- Characteristics of weather systems

1400-1500 Hazardous Material Response (Lecture – Classroom)

- Make your observations from a safe distance.
  - Be mindful of current and wind conditions
- Communicate the information to appropriate authorities.
  - Dispatch/communications center, fire department, port authorities, and USCG.
- Contain the problem if possible.
  - Request resources
  - Prevent additional people/vessels from entering the affected area.
  - Boom deployment
- Notify appropriate authority for clean up.
- Documentation
  - Required reports

1500-1700 Emergency Fire Fighting (Lecture/Practical – Classroom/Dockside)

- Primary areas/causes aboard ships
  - Engine room (oil leaks, bearing overheating, etc.)
  - Galley (appliances, grease)
  - Spontaneous ignition (cargo, waste, etc.)
  - Hot work (welding, cutting, etc.)
  - Electrical apparatus (short circuit, non-professional repairs)
- Characteristics
  - Class A, B, C, and D fires
- Appropriate extinguishing agents
- Use of portable extinguishers
- Damage control

- Personal protective equipment
  - Turnout gear
  - SCBA's (Self Contained Breathing Apparatus)
  - Natural vs. man-made clothing

### **Day Three**

0830-1000    Review & Critique (Classroom)

0830-1000    Marlinspike Seamanship (Practical – Docks)

- Difference in lines
- Care and maintenance of lines
- Knots
  - Bowline
  - Cleat Belay
  - Sheet Bend
  - Clove Hitch

1000-1200    Basic Seamanship (Lecture – Classroom)

- Handling
  - Drive types
  - Throttle control
  - Anchoring during prevailing wind and sea conditions
  - Characteristics of good seamanship
- Towing vessels
  - Stern tow
  - Side tow
- Anchoring
  - Types of anchors

- Scope
- Techniques
- Damage control/emergency repairs
  - Vessel flooding
  - Electrical problems
  - Mechanical problems

1200-1300    Lunch

1300-1400    Electronics and E-Navigation (Lecture – Classroom)

- Global Positioning System (GPS)
  - Identify the three components
  - How does it work?
  - Plot a chart position from GPS information
  - What kinds of information can it provide?
  - Electronic Navigation Accuracy Verification
  - Setting up and storing routes
- Radar and Chartplotting
  - How does a radar work?
  - What are the basic controls?
  - What are the positioning capabilities of a radar unit?
  - Operational functions of a radar
  - Operational functions of an integrated GPS/Chartplotter

1400-1700    Vessel Maneuvering & Electronics (Practical – Docks)

- Low speed handling
  - Prop and steering (use together)
  - Twin screw vs. single
  - Backing
  - Docking, properly secure a vessel to a dock or pier
  - Jet drive handling characteristics

- GPS, Radar, and VHF
  - Basic functions
- Anchoring

## **Day Four**

1200-1300    Docking Practice & Critique (Docks & Classroom)

1300-1600    Navigation (Lecture – Classroom)

- Charts
  - Latitude & longitude
  - Depth/datum
  - Symbols
  - Locating structures, objects, landmarks
  - Charting a course
- Aids to Navigation (ATON)
  - Identify the purpose of an aid to navigation
  - Identify the purpose of beacons, buoys, and the appliances used on aids to navigation
  - Lateral system of buoyage

1600-1700    Dinner

1700-2100    Night Operations (Practical – Docks & Underway)

- Patrol Vessel
  - Size
  - Type
  - Lighting

- Vessel Identification & Maneuvering
  - Lights
  - Sounds
  - Signals
- Safety Underway
  - Night vision
  - Lookout responsibility
  - Speed
  - Hazards
  - ATON
- Use of navigational equipment and electronics
  - Compass
  - Chart Plotter
  - Radar
  - Sonar
  - Radio Direction Finder (RDF)
  - Communications
- Personal equipment

## **Day Five**

0800-0830    Review & Critique (Classroom)

0830-1200    Trailering, Launch, & Recovery (Practical – Launch Ramp)

- Trailer operation
  - Towing dynamics
  - Safety/failure
  - Tow vehicle ratings
  - Hitch types & ball sizes
- Trailer/vessel inspection
  - Pre-operations check
  - Inspection sheet

- Maintenance
- Fueling
- Maneuvering the trailer
- Launching the vessel
  - Bilge plug
  - Disconnects
  - Pre-start checklist
  - Check the water depth
  - Back down until vessel floats
  - Visual inspection of drive unit
  - Start vessel
  - Back off trailer and secure to dock
  - Rinse trailer, park, and secure tow vehicle
- Recovering the vessel
  - Back to proper depth
  - Slowly maneuver vessel onto trailer using bunks as guides
  - Secure bow to winch
  - Slowly pull trailer & vessel out of water
  - Remove bilge plug
  - Secure tie-downs
  - Check light operation

1300. Lunch

1300-1500 Navigation Rules – Parts C & D (Lecture – Classroom)

- Part C – Lights and Shapes
  - Application
  - Definitions
  - Power Driven Vessels
  - Towing & Pushing
  - Sailing Vessels
  - Vessels Constrained by Their Draft
  - Pilot Vessels
- Part D – Sound and Light Signals



- Definitions
- Equipment
- Maneuvering & Warning Signals
- Restricted Visibility Signals
- Signals to Attract Attention
- Distress Signals

1500-1700    Enforcement Stops (Practical – Underway)

- Tactical considerations
  - Officer safety
  - Vessel approach
  - Crew responsibilities
  - Sea/weather conditions
  - Vessel/equipment limitations
- Boardings & Inspections
  - Officer safety
  - Crew isolation
- Arrest techniques
- Vessel pursuits

## **Day Six**

0800-0930    Mid-Term & Critique

0930-1030    Patrol Missions (Lecture – Classroom)

- Routine patrol
  - Agency specific roles
  - Port security
- Boater assistance

- Vessel towing
- Marine Assistance Radio Broadcast (MARB)
- Search and rescue
  - Search patterns
  - Communication
  - Capsizing
  - Helicopter evacuation
  - Victim rescue
- Body recoveries
- Special operations

1030-1200 Patrol Missions (Practical – Underway)

- Search and rescue
  - Search patterns
  - Communication
  - Use of navigational equipment

1200-1300 Lunch

1300-1700 Patrol Missions (Practical – Underway)

- Vessel Towing
- Special Operations
  - Search for surface and subsurface intruders
  - Maneuver a vessel to engage a hostile vessel with deadly force
  - Clearing fields of fire
- Safety & security zones

## **Day Seven**

0800-0830 Review & Critique (Classroom)

0830-1000 Boating Law (Lecture – Classroom)

- Discuss the most frequently used codes from the:
  - H and N code
  - Vehicle code
  - Title 13 and 14
  - Penal Code
  - Fish and Game Code
  - LA County Code
  - Local ordinances
- Reasonable suspicion for vessel stops and searches

1000-1200 Piloting and Dead Reckoning (Lecture – Classroom)

- Four types of navigation
- Three dimensions or problems of navigation
- Solving time, speed, and distance problems
- Compass error
- Navigation tools
- Fixing a geographic position and relative position on a chart
- Plot and label a Dead Reckoning course

1200-1300 Lunch

1300-1700 Navigation (Practical – Underway)

- Students will be asked to demonstrate their proficiency with the following:

- Chart a course using the chartplotter
- Identify ATONS while en route
- Identify an object/vessel on their radar
- Utilize sonar to determine water depth

## **Day Eight**

1200-1230    Review & Critique (Classroom)

1230 -1600    Navigation & Righting a Vessel (Practical – Underway)

- Students will plot and navigate a course to Marina Del Rey
  - Charting a course using a paper chart
  - Charting a course using the on-board electronics
  - Maintaining a compass heading
- Students will participate in a vessel righting exercise
  - A small sailing vessel will be used

1600-1700    Lunch

1700-2100    Night Operations (Practical – Underway)

- Review of safety practices underway (returning from Marina Del Rey)
  - Night vision
  - Lookout responsibility
  - Speed
  - Hazards
  - ATON
- Review of navigational equipment and electronics
  - Compass

- Chart Plotter
- Radar
- Sonar
- Radio Direction Finder (RDF)
- Communications
- Review of Vessel Identification & Maneuvering
  - Lights
  - Sounds
  - Signals

## Day Nine

0800-0830    Review & Critique

0830-1030    Investigations (Lecture – Classroom)

- Boating Under the Influence (Lecture – Classroom)
  - PAS Device
  - Field Sobriety Test
  - Applicable Codes
- Vessel Accident
  - Reportable incidents
  - Report forms

1030-1230    Chartplotting Practice (Practical – Classroom & Dockside)

- Students will practice paper and electronic charting.

1230-1330    Lunch

1330-1700 Search & Rescue (Practical – Underway)

- Search patterns
- Victim recoveries
- Man overboard approaches
- Body recoveries
- Self-Rescue, Throw Bags & Rings, Floating, Cold Water

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## Day Ten

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0800-1200 Water Survival (Practical – Pool)

- Resistive Victims & Combative Suspects
  - Students will be shown how to overcome the resistance of a combative suspect or resistive victim in a water environment.

1200-1300 Hosted Lunch

1300-1500 Final Exam Review

1500-1700 Final Exam & Critique

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## • **Mental Illness Awareness**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**MENTAL ILLNESS (MI) AWARENESS**

I. WELCOME

- A. Overview and purpose of the Law Enforcement & Effective Interaction with the Mentally Ill (MI) Class.
  - 1. Complete all required paperwork.
  - 2. Instructor introduces self and provides information on objectives for the course and material that will be covered.

II. MENTAL ILLNESS (MI)/RELEVANCE TO LAW ENFORCEMENT

- A. Students learn about the history of treatment/care of MI individuals.
  - 1. Students provided with information on history of treatment/care of MI individuals in California,
  - 2. Instructor led discussion.
- B. Students learn about the connection between MI individuals and law enforcement.
  - 1. Instructors provide students with statistics on utilization of law enforcement resources for MI individuals.
  - 2. Instructor led discussion of students' perceptions of using law enforcement resources to deal with MI.

III. SELF-ASSESSMENT/IMPLICATIONS FOR LAW ENFORCEMENT DUTIES

- A. Students learn about the connection between personal opinions regarding MI individuals the outcome of a call for service involving an MI individual.
  - 1. Students discuss personal and professional experiences, perceptions, and responses to dealing with MI individuals.
- B. Students learn about the importance of effectively interacting with MI individuals while performing duties.
  - 1. Students discuss potential consequences of not dealing with MI individuals effectively.
  - 2. Instructor led discussion regarding potential consequences, need for additional techniques and strategies, and career survival.

IV. DEFINITION OF MENTAL ILLNESS (MI)/ ASSOCIATED STIGMA

- A. Students learn about the characteristics and aspects of treatment of MI.
  - 1. Students provided with information on characteristics of MI and use/types of medication used to treat MI.
  - 2. Instructor led discussion.
- B. Students explore the stigma associated with MI.
  - 1. Students participate in group exercise to identify biases and negative stereotypes associated with MI. Students engage in "Truth" or "Myth" exercise in which they are asked to determine whether each one of ten statements regarding MI is true or false. Once answer is revealed, each statement is discussed in detail by facilitator.
  - 2. Instructor led discussion on origin and societal impact on biases and negative stereotypes associated with MI.

V. DEVISING A PLAN/FOUR CATAGORIES/UNIVERSAL CONSIDERATIONS

- A. Students become aware of how to gather information regarding potentially MI subjects.
  - 1. Students are provided with examples and discuss the importance of officer safety when dealing with rapidly evolving situations involving MI individuals.
  - 2. Students provided with lines of questioning to have dispatcher ask the informant/victim on the line. Importance of detailed information discussed.
  - 3. Students provided with information on identifying behavioral characteristics of MI at the scene of a call.
- B. Students learn about the four basic categories of the signs and symptoms of MI.
  - 1. Students provided with educational information regarding four basic categories of MI:
    - 1) Elevated/Depressed/Anxious
    - 2) Making Sense/Not Making Sense
    - 3) Agitated/Aggressive
    - 4) Suicidal/Self-Injurious
  - 2. Instructor led discussion on experiences in the field.
- C. Students learn about the universal considerations for interacting with MI individuals in all categories. Universal considerations as follows: **Window of Opportunity**-Upon initial contact with a MI individual, there may be a short period of time (20 seconds to <2 minutes) that may allow for use of recommended strategies and techniques. Recognizing the window is critical to a positive outcome. **Posture**- Indicates approachability, openness, and willingness to engage). **Rapport**-Provides a sense of safety. Makes MI individual feel comfortable and understood so important information can be gathered. Indicate a willingness to help. Offer first name. Empathize with their experience. If MI individual remains unresponsive, switch. **Vocal Pattern**-Match patterns of vocal tone, volume and speed. To assist individual in hearing, understanding, and attending to your questions/commands, match patterns of vocal tone, volume and speed (i.e., if they speak quietly and slowly, then lower your volume and the tempo of your voice). **Preparing for Use of Force** or preparing to draw your gun may send a threatening or mixed message that can create confusion. **Predictability**- Watch sudden movements. If possible, provide information on what you're about to do; (i.e., "Now I'm going to search you and your belongings"). **Focus**- Slow down the pace. Attempt to have the individual stay with you. Keep individual oriented to the present by using the word "now." Redirect if necessary. Attempt to have the individual focus on you.
  - 1. Students provided with educational information regarding four basic categories of MI.
  - 2. Instructor led discussion on previously used techniques/success.

VI. IDENTIFYING AND RESPONDING TO MENTAL ILLNESS (MI)

- A. Students gain knowledge of signs and symptoms common to each of the four categories of MI through instructor-provided information, a video clip learning activity, and a group exercise.
  - 1. Students provided with information on signs/symptoms in each category:
    - 1) Elevated/Depressed/Anxious
    - 2) Making Sense/Not Making Sense
    - 3) Agitated/Aggressive
    - 4) Suicidal/Self-Injurious
  - 2. Learning Activity: Students will observe video clips and visual examples of individuals meeting criteria for each category, including a video of MI symptoms from a first-person perspective.



3. Students provided with information on recommended techniques and strategies used to effectively engage MI individuals from each category.
4. Group exercise: case vignettes for each category. Students break into small groups and role play then discuss vignettes illustrating characteristics and techniques for responding in each of four categories.

## VII. LIFE EXPERIENCE OF INDIVIDUALS WITH MENTAL ILLNESS (MI)

- A. Students learn about the symptoms, daily living experiences (including those with Law Enforcement), and recovery of individuals dealing with MI.
  1. Panel Discussion: Instructor facilitated discussion based on Questions and Answers. Panel members have received mental health services through the National Alliance on Mental Illness (NAMI). Questions relate to personal stories, challenges managing mental illness, and experiences with law enforcement.
  2. Instructor led discussion on changed thoughts and perceptions regarding MI individuals and illness and capabilities.

## VIII. CONCLUSION

- A. Course summary and wrap up.
  1. Class Q and A and discussion regarding learning objectives and information presented.
  2. Instructor's closing comments and provision of additional resources.
  3. Complete course evaluations.

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## • Diver Course

### Los Angeles County Sheriff's Department

#### Public Safety Diver Course

1820-23131

#### EXPANDED COURSE OUTLINE

Instructors/Coordinators: Deputy James Harrell, Deputy Tracy River, Deputy Chris Young, LASD (323) 264-7084

### I. Course Introduction:

A. Instructor/Student expectations.

1. This module of instruction is intended to introduce the students to the teaching methodology and background for the course. The daily routine and logistic requirements are established as well as individual responsibilities during the course
2. Safety is emphasized as the number one priority.
3. Documentation is checked to ensure all students are certified basic SCUBA divers.

II. Introduction to Public Safety Diving:

A. Basic Scuba Theory.

1. This module of instruction provides a broad background of operating in an underwater environment
2. A history of dive tables and SCUBA equipment and operation will be presented.
3. Swimming skills, buoyancy control, mask clearing, buddy breathing, ditch and recovery, high dive entries will be taught and demonstrated.
4. Underwater evidence recovery will be taught.

B. Practical Application:

1. Pool test

- 400 yard swim
- 50 yards weighted swim
- 25 yard underwater swim
- weight recovery free dive
- 10 minute treading water

III. Diving skills in a pool environment:

A. This module of instruction provides practical application diving in a pool environment designed to increase the students basic diving skills.

1. Buoyancy Control - Students will learn and practice maintaining their buoyancy at varying depths.
2. Mask clearing - Students will learn and practice techniques to be used in the event of mask flooding or fogging.
3. Buddy breathing - Students will learn and practice techniques used to accept air from another diver if their air supply ceases and to

give air to another diver who has an air supply failure.

4. Ditch and recovery - Students will learn and practice techniques used to release tangled gear and to recover lost or released gear.
5. High dive entries - Students will be taught and practice entering the pool from heights while maintaining control and proper operation of all of their equipment.
6. Full face mask orientation - Students will be taught and practice the use of a full face mask to include flooding and clearing, removing and replacing and switching to a back up regulator and mask.

IV. Diving skills in a pond environment:

A. This module of instruction provides practical application diving in a pond environment designed to increase the students basic diving skills.

1. Class encompasses all aspects of diving in a pond environment to include hazards and limited visibility not experienced in a pool environment.
2. Emphasis is on the proper management and use of SCUBA equipment in a pond environment.
3. Students will be taught and practice evidence search techniques.

4. Buoyancy Control - Students will learn and practice maintaining their buoyancy at varying depths.
5. Mask clearing - Students will learn and practice techniques to be used in the event of mask flooding or fogging.
6. Buddy breathing - Students will learn and practice techniques used to accept air from another diver if their air supply ceases and to give air to another diver who has an air supply failure.
7. Ditch and recovery - Students will learn and practice techniques used to release tangled gear and to recover lost or released gear.
  8. High dive entries - Students will be taught and practice entering the pool from heights while maintaining control and proper operation of all of their equipment.
9. Full face mask orientation - Students will be taught and practice the use of a full face mask to include flooding and clearing, removing and replacing and switching to a back up regulator and mask.

V. Diving skills in a lake environment:

A. This module of instruction provides practical application diving in a lake environment designed to increase the students basic diving skills.

1. Class encompasses all aspects of diving in a lake environment to include hazards and limited visibility not experienced in other diving environments.

2.       Emphasis is on the proper management and use of SCUBA equipment in a lake environment.
3.       Students will be provided an overview of the proven search techniques for locating evidence underwater to include Fan Search/Circle Searches, Shore Tender responsibilities, Team responsibilities, Diver responsibilities, Effects of task loading on diver.
4.       Buoyancy Control - Students will learn and practice maintaining their buoyancy in lakes at varying depths
5.       Blackwater Diving - address dive safety issues while conducting black water dives to include Team concept approach, Safety considerations, Line pull signals: Diver to Tender and Tender to Diver, Defining roles: Primary diver, Safety diver, shore tender, assistant tender, paramedic divers, and Divemaster, Divemaster has overall responsibility of dive, Pre-dive briefing (what has to be covered), Proper documentation of each diver during dive operation, Task loading in zero visibility environment, Tethered diving and rescues, Past experiences/problems encountered.
6.       Navigation Skills - Students will be taught and practice basic underwater navigation skills to include use of navigation board, use of console compass, Kick counts vs. timed runs and current considerations.
7.       Lifting techniques in an underwater environment - Evidence raising.
8.       Navigation and emergency drills conducted at shallow, medium and deep depths.
9.       Mask clearing - Students will learn and practice techniques to be used in the event of mask flooding or fogging.
10.       Buddy breathing - Students will learn and practice techniques used to accept air from another diver if their air supply ceases and to give air to another diver who has an air supply failure.

11. Ditch and recovery - Students will learn and practice techniques used to release tangled gear and to recover lost or released gear.
12. High dive entries - Students will be taught and practice entering the pool from heights while maintaining control and proper operation of all of their equipment.
13. Full face mask orientation - Students will be taught and practice the use of a full face mask to include flooding and clearing, removing and replacing and switching to a back up regulator and mask.

VI. Introduction to Aqueduct Diving:

A. This module of instruction will provide a broad overview on the proper equipment and resources necessary to conduct dive operations in California aqueducts.

1. Dive Station Set-up (Equipment concerns)
2. Location
3. Security
4. Individual dive equipment needed for extended operations
5. Operations Plan
6. Aqueduct orientation

7. Submersed vehicle search and recovery techniques

VII Helicopter skills:

B. This module of instruction is designed to provide an overview of the proven techniques for deploying and recovering divers from the water.

2. Deployment techniques
3. Securing gear
4. Recovery techniques
5. Effects of rotor wash on divers

VIII. Diving skills in an ocean environment:

A. This module of instruction provides practical application diving in an ocean environment designed to increase the students basic diving skills.

1. Class encompasses all aspects of diving in an ocean environment to include hazards and limited visibility not experienced in other diving environments.
2. Emphasis is on the proper management and use of SCUBA equipment in an ocean environment.
3. Students will be provided an overview of the proven search techniques for locating evidence underwater to include Fan Search/Circle Searches, Shore Tender responsibilities, Team responsibilities, Diver responsibilities, Effects of

task loading on diver.

4. Buoyancy Control - Students will learn and practice maintaining their buoyancy in lakes at varying depths

5. Blackwater Diving - address dive safety issues while conducting black water dives to include Team concept approach, Safety considerations, Line pull signals: Diver to Tender and Tender to Diver, Defining roles: Primary diver, Safety diver, 90% Diver, shore tender, assistant tender, paramedic divers, and Divemaster, Divemaster has overall responsibility of dive, Pre-dive briefing (what has to be covered), Proper documentation of each diver during dive operation, Task loading in zero visibility environment, Tethered diving and rescues, Past experiences/problems encountered.

6. Navigation Skills - Students will be taught and practice basic underwater navigation skills to include use of navigation board, use of console compass, Kick counts vs. timed runs and current considerations.

7. Lifting techniques in an underwater environment - Evidence raising.

8. Hull search techniques.

9. Navigation and emergency drills conducted at shallow, medium and deep depths.

10. Mask clearing - Students will learn and practice techniques to be used in the event of mask flooding or fogging.

11. Buddy breathing - Students will learn and practice techniques used to accept air from another diver if their air supply ceases and to give air to another diver who has an air supply failure.



12. Ditch and recovery - Students will learn and practice techniques used to release tangled gear and to recover lost or released gear.

IX. Practical Test

A. Practical Testing

Students will be tested on course curriculum by demonstrating the diving techniques taught throughout the course in several different underwater environments.

X. Roundtable discussion: Equipment, Policy, Trends:

A. This module of instruction will focus on a roundtable discussion with students concerning the standardization of equipment, policy, and any trends identified in the class during the past week

1. Open discussion on equipment, policy and future trends

XI. Course critique/graduation

A. This module is intended for the course critique and presentation of certificates of completion to each individual student who successfully completed the 240 hr block of instruction.

1. Presentation of Certificate of Completion to Students
2. Written course critique by students
3. Dismissal

## PUBLIC SAFETY DIVER COURSE

### Hourly Breakdown

Instructor Staff: Deputies James Harrell, Tracy River & Christopher Young

Monday	Tuesday	Wednesday	Thursday	Friday
8	9	10	11	12
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Pool work</b>	0800-1500 <b>Pool work</b>	0800-1500 <b>Pond work</b>	0800-1500 <b>Lake work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	
15	16	17	18	19
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Lake work</b>	0800-1500 <b>Lake work</b>	0800-1500 <b>Lake work</b>	0800-1500 <b>Lake work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	

Training Bureau Material : Advanced Officer Training Unit (AOT) Material

22	23	24	25	26
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Aqueduct work</b>	0800-1500 <b>Lake work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	
29	30	1	2	3
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	
6	7	8	9	10
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	

13	14	15	16	17
0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	0600-0800 <i>Physical training/equipment prep</i>	
0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	0800-1500 <b>Ocean work</b>	
1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	1500-1600 <i>Equipment maintenance/cleaning</i>	

## • First Aid Instructor

### FIRST AID/CPR/AED INSTRUCTOR COURSE

#### EXPANDED COURSE OUTLINE

#### 1820-21796 (INCLUDES 2015 STATE CHANGES TO TITLE 22)

1. Introduction
  - a. Instructors
  - b. Students
    - i. Partner Interview
    - ii. Partner Presentation
      1. Use presentations to discuss
        - a. Use of classroom
        - b. Flip charts
        - c. Class participation
      2. Basic adult learning theory
  - c. Rosters , House Keeping
  - d. Class Expectations
2. Role and Purpose of the first aid and CPR Instructor (LD34/ Title 22 handouts)
  - a. Basic Academy LD34 1070 requirements
  - b. Scope of Practice
  - c. LD34 versus the First aid and CPR update classes

- d. Records , Liability
  - e. Understanding POST and Title 22 requirements
  - f. Teaching Basic Course LD34 and Testing
  - g. Teaching a standalone 8 hour refresher course
  - h. Conducting online Portal course Practical application
3. Law Enforcement and Emergency Medical Services
- a. Duty of the Officer / Legal issues
    - i. Recognize Responsibility
    - ii. Act in good Faith
    - iii. Provide Emergency Medical Services to best of abilities
    - iv. Stay within scope of their training
  - b. Emergency Medical Services (EMS) System
    - i. Coordinated between
      - 1. Public Safety (Fire Fighter, Life Guard, Police Officer)
      - 2. Public Health (Support agencies such as Local EMS)
      - 3. Health Care Providers (Hospitals)
    - ii. Components of EMS
      - 1. Dispatcher
        - a. Part of 911 system
          - i. Could be from a variety of EMS or public safety agencies
        - b. Coordinates type and level of EMS
        - c. Emergency medical dispatcher (EMD)
          - i. May give instructions to the public
      - 2. First Responder
        - a. First medically trained person on scene
      - 3. Emergency medical Technician
        - a. Provides basic Life Support
      - 4. Paramedic
        - a. Provides Advanced Life support
      - 5. Receiving facility
        - a. Hospital that provides continued medical care
  - c. Scene Size Up
    - i. Location
    - ii. Type Of Emergency
    - iii. Nature of Ill or Injured Person(s)
    - iv. Need for additional resources
    - v. Urgent actions (Scene preservation / control)
  - d. Assessment and care of victim

- i. Provide basic emergency care
  - ii. Relieved by personnel of equal or higher level of training
- e. Minimum equipment / first aid kit considerations
  - i. Bleeding control
  - ii. PPE/BSI
    - 1. Precautions for glove removal
  - iii. Storage and up keep
  - iv. Individual First Aid Kit (IFAK)
  - v. Trauma shooting kits (Department specific)
- f. Officer welfare and safety
  - i. Pathogens
    - 1. Bacteria
    - 2. Virus
  - ii. Transfer of Pathogens
    - 1. Airborne
    - 2. Blood Borne
  - iii. Personal Protective Equipment (PPE)
    - 1. Gloves
    - 2. Eye Protection
    - 3. Masks
    - 4. Gowns
    - 5. Ventilation Devices
    - 6. Disposal
    - 7. Document exposure
  - iv. Protective Glove learning activity
    - 1. Class participation
    - 2. Demo the whole – Part –Whole teaching theory
    - 3. Material selection (fake blood, fake vomit, shaving cream)
    - 4. Teaching Points
- g. Legal Protections
  - i. Responsibility to
    - 1. Assess emergency situations
    - 2. Initiate appropriate EMS services within scope of officers training
      - a. Includes agency policy
  - ii. Immunity from liability
    - 1. California Legislature
      - a. Emergency Rescue Personnel immune from liability from civil damages while providing EMS under certain specified conditions
        - i. Health and safety code section 1799.102

2. Must
  - a. Act within scope of their employment
  - b. Act in good faith
  - c. Stay within training and agency policy
3. Include but not limited to
  - a. First aid and EMS
  - b. Rescue procedures
  - c. Transportation
4. Negligence
  - a. Performing beyond scope of their training
  - b. Grossly negligent manner
  - c. Failure to provide care
  - d. Department Policy
- iii. Types of consent
  1. Expressed Consent
    - a. Obtained from the ill or injured person
      - i. Conscious and orientated
      - ii. Mentally competent
      - iii. 18 years or older or emancipated Minor
  2. Implied Consent
    - a. Assumes that an unconscious or confused victim would consent to receiving help if that person were able to do so.
      - i. Unconscious
      - ii. Developmental, emotional or mental disability
      - iii. Altered mental state
        1. Drugs, head injury, etc.
      - iv. Juvenile and parent or guardian are not present
  3. Refusal of care
    - a. Conscious and competent
    - b. Must be honored
  4. Life Threatening conditions
    - a. If left untreated the condition will degenerate into life threatening condition
    - b. EMS may provide services regardless of victims conscious condition
  5. Advanced Directives
    - a. DNR (Do Not Resuscitate)
    - b. POLST (Physician order for life sustaining treatment)
    - c. Officer must comply with state local policies
  6. Duty to continue
    - a. Officer must remain with the victim until

- i. Officer is physically unable to continue
    - ii. Officer is relieved by equal or greater training
    - iii. Scene becomes unsafe
  - h. Victim Assessment
    - i. Victim assessment
      - 1. Primary assessment
        - a. Rapid and systematic checks
          - i. Responsiveness
          - ii. Airway
          - iii. Breathing
          - iv. Circulation
            - 1. Pulse
            - 2. Capillary
          - v. Control major bleeding
          - vi. Treat for shock
          - vii. Manual spinal stabilization based on mechanism of Injury
        - 2. Secondary Assessment
          - a. Systematic head to toe assessment
          - b. Check and document
            - i. Skin Color
            - ii. Temperature
            - iii. Respiratory Rate
            - iv. Pulse rate
          - c. Head to toe Check to identify other injuries
          - d. Gather initial information regarding victim including patient history
        - 3. Pass on to EMS personnel
        - 4. Possible need to place victim in recovery position
    - a. Victim assessment practical application
      - i. Student involvement
        - 1. Places to find a pulse
        - 2. Capillary Refill
      - ii. Use of full size manikins
        - 1. Head to toe procedure
        - 2. Log Roll
      - iii. Multiple Victim Assessment
        - 1. Standardized Triage System
        - 2. Classification of categories



3. Assessment criteria
- iv. Demo Triage learning activity
  1. Group participation
    - a. Categorize described presented patients
    - b. Group discussion
    - c. "Triage" Case study
    - d. Use of actual triage tags vs colored cards for training
- v. Moving a victim
  1. Do not move patient unless absolutely necessary for scene, patient or officer safety
  2. Spinal injury possibilities
  3. Plan ahead
  4. Reassure victim
  5. Victim stability
  6. Types of drags and carries
    - a. Shoulder Drag
    - b. Lifts and carries
      - i. Fireman's carry
      - ii. Two man carry
      - iii. Fore and Aft
      - iv. Side by side
      - v. Shoulder or belt
    - c. Soft litters
  7. Recovery position
    - a. Multiple victims
    - b. Allows airway a form of protection
- vi. Class demo and practical application of drags and carries
  1. Student use
  2. Full size manikin use
  3. Pros and Cons
  4. Preventing injuries
  5. How they may relate to Tactical First Aid
- j. Basic Life Support
  - i. CPR based on 2015 American Heart Association BLS for Health Care workers
  - ii. Chain of survival
    1. Recognize cardiac emergency
    2. Activation of EMS
    3. Early use of CPR
    4. Rapid Defibrillation

5. Effective Advanced Life support
  6. Post Cardiac arrest care
- iii. No reassessment
    1. Continue until advanced medical aid arrives and relieves you
    2. Until true signs of life
      - a. Watch for agonal gasps and spasms
  - iv. “recoil” of the heart during compressions
    1. Allow full fill of heart chambers for maximum efficiency
  - v. Airway protective barriers
    1. Mouth to mouth
    2. Mouth to mask (one way valve)
    3. Bag valve mask
      - a. Recommended for two or more rescuers
      - b. Two hand technique
      - c. Slow squeeze vs speed and volume
  - vi. One rescuer and two rescuer CPR
    1. One person
      - a. 30-2
    2. Two rescuer
      - a. Airway is held open during compressions
      - b. Infant and Child Changes
        - i. 15-2
        - ii. Increases respiratory input to match higher respiratory rates
      - c. Second rescuer should always begin on chest compressions
        - i. Stronger and most effective
  3. Adult
  4. Child
  5. Infant
  6. Differences in Child and Infant
    - a. Witness vs unwitnessed
    - b. Two rescuer considerations
    - c. Infant check for response and Pulse check at the brachial artery
  - vii. Airway obstructions
    1. Adult
      - a. Conscious
      - b. Unconscious
    2. Child
      - a. Considerations in size

- 3. Infant
  - a. 5 back slaps to 5 chest compressions
  - b. Gravity to rescuer advantage
- viii. CPR Teach back practical application
  - 1. Small groups
  - 2. Self-correcting
- ix. AED
  - 1. Basic use
  - 2. Shockable rhythms
    - a. Ventricular Fibrillation
      - i. Spasm like
    - b. Ventricular tachycardia
      - i. Too fast to be efficient
  - 3. Possible complications
    - a. Pregnant
    - b. Adult pads only
    - c. Child pads “attenuator” 50 jewels
    - d. Metal jewelry
    - e. Pace makers
    - f. Water
    - g. “Heart sandwich” due to space
  - 4. Trouble shooting
    - a. Pad connector
    - b. Pad contact with the skin
      - i. Remove pad covers
    - c. Battery
- x. Rescue Breathing
  - 1. Adult
    - a. One breath every 5 to 6 seconds
  - 2. Child and Infant
    - a. One breath every 3 to 4 seconds
- xi. Bleeding Control
  - 1. Types of Bleeds
    - a. Arterial
    - b. Venous
    - c. Capillary
  - 2. Internal bleeding
    - a. Bruising

- b. Large irregular mass
  - c. Pulsating mass
  - d. Tenderness while palpated
- 3. Direct Pressure
- 4. Pressure Bandage (Emergency Bandage)
- 5. Tourniquet
- 6. Hemostatic dressing
  - a. Types of Hemostatic Dressings
    - i. Granular type (Not used)
    - ii. Sponge (Granular in mesh pouch)
    - iii. Impregnated Gauze
      - 1. Rolled
      - 2. "Z-Fold"
      - 3. 4x4 pads
      - 4. Trauma pads
  - b. State Approved Hemostatic Dressings (check for current changes)
    - i. Quick Clot<sup>®</sup>, Z-medica<sup>®</sup>
      - 1. Quick Clot Combat gauze<sup>®</sup>
      - 2. Quick Clot EMS rolled gauze, 4x4 dressing, trauma pad<sup>®</sup>
    - ii. Celox<sup>®</sup>
      - 1. Celox<sup>®</sup> Gauze, Z fold Hemostatic Gauze
      - 2. Celox<sup>®</sup> Rapid, Hemostatic Z-fold Gauze
  - c. Indications (When to use it)
    - i. Severe Hemorrhage
    - ii. Area not allowing proper use of a tourniquet (i.e.: Shoulder, upper femoral)
    - iii. Major open wound
  - d. Contraindications (When not to use it)
    - i. Thoracic cavity
    - ii. Abdominal cavity
    - iii. Pelvic region closest to reproductive organs
    - iv. Cranial cavity / skull
    - v. If seal had been previously broken
    - vi. Eyes
- 7. Wound Packing
  - a. Filling the void of the wound to create surface area to apply direct pressure
  - b. Start on the side of the bleed
    - i. Preferably using hemostatic impregnated gauze

- ii. Regular gauze will work as well
  - c. Once filled or packed, place pressure over packing to slow or stop bleeding
  - d. Do not pack wounds when associated with the following areas
    - i. Thoracic cavity
    - ii. Abdominal cavity
    - iii. Pelvic cavity area near reproductive and urinary systems
  - e. Four P's of wound packing
    - i. Peel gauze off the roll
    - ii. Push gauze into wound against bleeding vessel
    - iii. Pile gauze above the level of the skin
    - iv. Pressure dressing over top of the wound
- 8. Wound packing Demonstration
  - a. Student practical application and demo of skill
- 9. Making a simple wound packing practice arm
  - a. Why a practice tool is necessary
  - b. How it helps students
  - c. Demo construction and student builds one for themselves
- 10. Types of wounds
  - a. Abrasion
    - i. Scrape
    - ii. Treatment
      - 1. Keep clean and treat with dry sterile dressing
  - b. Incision
    - i. Clean smooth edged slice type cut
    - ii. Treatment
      - 1. Direct pressure
      - 2. Keep clean and treat with dry sterile dressing
  - c. Laceration
    - i. Jagged edged cut
      - 1. Sharp object
      - 2. Pressure from large object
    - ii. Treatment
      - 1. Do not apply pressure to exposed organs
      - 2. Loose wet sterile dressing if exposed organs
  - d. Puncture
    - i. Deep wound

- ii. Treatment
    - 1. Do not remove object if impaled
    - 2. Direct pressure
    - 3. Do not probe wound
  - e. Avulsion
    - i. Torn or cut away piece of body
    - ii. Treatment
      - 1. Wrap in dry sterile dressing and stabilize
  - f. Amputation
    - i. Removal of body extremity
    - ii. Treatment
      - 1. Consider tourniquet to stop bleeding
      - 2. Wrap amputated extremity in dry sterile dressing and place in plastic bag
      - 3. Place plastic bag in ice
  - g. Impaled objects
    - i. Do not remove unless
      - 1. Impeding victims airway
    - ii. Treatment
      - 1. Do not remove object
      - 2. Stabilize in place with bulky dressing
- 11. Making training real with Moulage
  - a. What is Moulage
  - b. How to make Moulage items with household goods
  - c. Demo Moulage and basic make up techniques
  - d. Student learning activity
    - i. Assign injuries to two person teams
    - ii. Monitor and assist students during creation of Moulage injury
    - iii. Both students participate
    - iv. When possible judged by staff and graded for
      - 1. Realistic look
      - 2. Technical effort
      - 3. Ability to explain injury and treatment
- 12. Shock
  - a. Life threatening condition
  - b. Signs and symptoms
  - c. Severity of injury
  - d. Treatment

- i. Control bleeding
  - ii. Maintain victims temperature
  - iii. Position patient for comfort and good circulation
  - iv. Monitor victim and prepare to transition to rescue breathing or CPR
- xii. Traumatic Injuries
  - 1. Head Neck and Back Injuries
    - a. Possibilities of Brain or Spinal cord injury
    - b. Indications of Possible head or back injury
      - i. Mechanism of Injury
      - ii. Abnormal Mental status
      - iii. Abnormal Vital signs
      - iv. Visible injury
      - v. Appearance
        - 1. Fluids (Cerebral)
        - 2. Pupils (Unequal)
        - 3. Battle Signs
        - 4. Paralysis
        - 5. Priapism (Uncontrolled Penile erection)
        - 6. Projectile Vomiting
    - c. Treatment considerations
      - i. Do not apply direct pressure
      - ii. Do not elevate victims legs
    - d. Spine immobilization
      - i. Maintain head in position found and closest to neutral
      - ii. C-spine
        - 1. What is it and how can we protect it
        - 2. C-Collar not recommended for basic First Aid
    - e. Facial Injuries
      - i. Object in the eye
        - 1. Stabilize
        - 2. Sympathetic eye movement
        - 3. Do not remove object
      - ii. Chemicals in the eye
        - 1. Flush with copious amounts of water
      - iii. Dental emergencies
        - 1. Maintain airway
        - 2. Transport tooth in moist dressing for possible reinsertion

- iv. Nose bleeds
  - 1. Lean slightly forward
  - 2. Pinch nose midway between the bone and cartilage
  - 3. If victim is unconscious
    - a. Recovery position
    - b. Monitor
- 2. Chest and abdominal injuries
  - a. Closed chest wound
    - i. Flail Chest
    - ii. Paradoxical Breathing
    - iii. Collapsed lung
    - iv. Treatment
      - 1. Monitor ABC
      - 2. Prepare to treat to shock
  - b. Open chest wound
    - i. Occlusive dressing
      - 1. Chest seals
  - c. Closed abdominal wounds
    - i. Position of comfort
    - ii. Monitor
  - d. Open abdominal wounds
    - i. Position of comfort
    - ii. Knees up
    - iii. Moist sterile dressing
    - iv. Seal with occlusive dressing
    - v. Protruding organs
      - 1. Don't move or repack
- 3. Bone, Joint, soft tissue and Muscle Injuries
  - a. Musculoskeletal system
    - i. Bone
    - ii. Joint
    - iii. Skeletal muscle
    - iv. Cartilage
    - v. Tendon
    - vi. Ligament
  - b. Types of Injuries
    - i. Fractures



- ii. Dislocations
    - iii. Sprains
    - iv. Strains
  - c. Care for soft tissue and bone injuries
    - i. Basic R.I.C.E.
      - 1. Rest
      - 2. Ice
      - 3. Compress
      - 4. Elevate
    - ii. Splinting
      - 1. Immobilize injury
      - 2. Often involves joint above and below injury
      - 3. Material used
      - 4. Checking circulation, Motor, and sensory systems before and after
  - d. Class practical application of splinting
    - i. Groups given particular injury to dress and splint
    - ii. Possibility of wilderness first aid ideas
      - 1. Using sticks and items available in the outdoors to splint
    - iii. Have class groups teach back to class injury and how and why injury was splinted
- 4. Burns
  - a. Severity of burns
    - i. First Degree
      - 1. Damage to outer most layer of skin (Epidermis)
    - ii. Second Degree
      - 1. Damage to first and second layer (epidermis and dermis)
      - 2. Blistering
    - iii. Third degree
      - 1. Damage through skin into fatty and muscular layers
      - 2. Referred to full thickness
  - b. First aid
    - i. Remove from Heat source
    - ii. Cool area with water
    - iii. Apply DRY sterile dressing loosely
    - iv. Treat for shock
  - c. Chemical Burns
    - i. Remove chemical then flush area

- ii. Treat like standard burn
  - d. Electrical Burns
    - i. May have entry and exit wound
    - ii. Can cause injury to Heart, central nervous system and vital organs
  - e. Radiation Burns
    - i. Consider scene safety
  - f. Thermal Burns
    - i. Remove from heat source
    - ii. First and second degree use cool moist dressing
    - iii. Third degree use dry sterile dressing and treat for shock
- 5. Violent Circumstances
  - a. Active Shooter
    - i. Tactical rescue and First aid considerations
      - 1. Movement to threat vs Casualty Care
      - 2. Life safety and neutralizing the threat is priority
      - 3. Rescue teams and triage
    - ii. Integration with EMS
      - 1. Rescue teams may include fire and ambulance personnel
    - iii. Tactical Emergency Care Concepts
      - 1. Threat suppression
      - 2. Hemorrhage control
      - 3. Rapid extraction
      - 4. Assessment by medical
      - 5. Transport
    - iv. Self-aid and buddy aid
- xiii. Medical Emergencies
  - 1. Cardiac Emergencies
    - a. Heart Attack/cardiac arrest
      - i. Pain, Discomfort, feeling of Pressure in chest
    - b. Coronary Artery Disease
    - c. Early defibrillation
  - 2. Respiratory Emergencies
    - a. Adequate breathing
      - i. Adult 12-20 per min
      - ii. Child 15-30 per min
      - iii. Infant 25-50 per min

- b. Chronic Obstructive Pulmonary Disease (COPD)
    - i. Third leading cause of death in the US
  - c. Indicators of Respiratory problems
    - i. Breathing Rate
    - ii. Labored breathing
    - iii. Breath sounds
    - iv. Coloring
    - v. Mental status
- 3. Drowning
  - a. Dangers of rescue
  - b. Resuming respirations is priority
  - c. CPR can be started with breaths first because of respiratory arrest
- 4. Seizures
  - a. Electrical signals in the brain misfiring and causing involuntary movement or actions
  - b. Indicators
    - i. Staring
    - ii. Disoriented
    - iii. Lethargy
    - iv. Slurred speech
    - v. Staggering or impaired gait
    - vi. Multiple possible motor movements
  - c. Tonic and Clonic types
  - d. Treat by protecting victim and never restrain victim
- 5. Strokes
  - a. Blocked artery to the brain
  - b. Indicators
    - i. Mental status
    - ii. Mobility
    - iii. Vision
    - iv. Communication
  - c. Transient ischemic attack (TIA)
    - i. Temporary stroke often overlooked
  - d. Assessment and monitor
    - i. Protect paralyzed limbs from injury
- 6. Altered mental status
  - a. Symptoms

- i. Confusion
    - ii. Anxiety
    - iii. Restlessness
    - iv. Combativeness
    - v. Sudden unconsciousness
  - b. Aid
    - i. Calm and reassure
    - ii. Change environments
    - iii. Identify possible causes
    - iv. Provide appropriate care
- 7. Severe Abdominal pain
  - a. Possible causes
    - i. Appendicitis
    - ii. Gall Bladder
    - iii. Kidney stones
    - iv. Internal bleeding
    - v. Gastrointestinal conditions
- 8. Allergic reactions and Anaphylaxis
  - a. Possible causes
    - i. Food
    - ii. Environment
    - iii. Medications
    - iv. Stings and bites
  - b. Anaphylaxis
    - i. Severe life threatening allergic reaction
      - 1. Blood vessels dilate to drop blood pressure
      - 2. Swelling of tissue that line respiratory system obstructing the airway
  - c. Epinephrine
    - i. Hormone produced by the body
      - 1. Constricts blood vessels
      - 2. Dilates bronchioles
    - ii. Officer may assist with administration
      - 1. Proper training
      - 2. Proper prescription
  - d. Epinephrine Pen trainer learning activity
    - i. Show and monitor proper use of “Epi” pen trainer

- 9. Psychological emergencies
  - i. Variety of causes
    - 1. Existing mental illness
    - 2. Medications
    - 3. Involved in traffic collisions
    - 4. Victim of violent crimes
  - ii. Signs and symptoms mirror shock
- 10. Diabetic emergencies
  - a. Hypoglycemia
    - i. Low Sugar
    - ii. Insulin shock
    - iii. Sudden onset
    - iv. Most common
  - b. Hyperglycemia
    - i. High Blood Sugar
    - ii. Diabetic Coma
    - iii. Slow onset
  - c. Assess patient
    - i. In unconscious
      - 1. Recovery position and monitor
    - ii. If Conscious
      - 1. Position of comfort
      - 2. Administration of oral glucose
      - 3. Monitor
- 11. Poisoning and alcohol/ substance abuse
  - a. Attempt to determine the substance
  - b. Manner of exposure
    - i. Ingestion
    - ii. Inhalation
    - iii. Absorption
    - iv. Injection
    - v. Exposure to CBRN (Chemical, biological, radiological and nuclear)
      - 1. Scene safety
      - 2. Signs of exposure
        - a. Chemical
          - i. Powder or Liquid
        - ii. Appears as a burn

- iii. Blistering / skin loss
    - b. Biological
      - i. Presents like an illness
      - ii. Takes time to present
      - iii. Example: small pox
    - c. Radiological
      - i. Exposure is contamination
      - ii. Used in medical treatments
    - d. Nuclear
      - i. Blast injuries
      - ii. Burns
      - iii. Instant injuries
  - c. Assessment
    - i. Level of consciousness
  - d. Treat by removing source
    - i. Contact poison control 800-222-1222
    - ii. Monitor and treat for shock
  - e. Assisted Naloxone Administration (Narcan™)
    - i. Narcotic Antagonist in cases of overdose
    - ii. Officers may administer if approved by EMSA and medical director
    - iii. May result in immediate violent reaction
12. Environmental or Temperature related emergencies
- a. Cold Related
    - i. Hypothermia
      - 1. Move victim to warm environment
      - 2. Re-warm victim slowly
      - 3. Encourage patient to move for warmth
    - ii. Frostbite
      - 1. Freezing of tissue
      - 2. Includes frost nip
  - b. Heat Related
    - i. Heat cramps and Heat exhaustion
      - 1. Loss of sodium (Salt)
      - 2. Dehydration
    - ii. Heat stroke

1. Internal body temperature rises abnormally high
  2. May cause swelling of the brain
  - iii. Treat by rapid cooling
  - iv. Treat for shock
13. Stings and bites
- a. Insect Stings and Bites
    - i. Local swelling
    - ii. Minor pain
    - iii. Itching
  - b. Marine Life Stings
    - i. Pain
    - ii. Swelling
    - iii. Discoloration
    - iv. Apply heat to deactivate toxins
  - c. Spider bites
    - i. Apply ice to reduce swelling and slow rate of absorption
  - d. Snake bites
    - i. Fang marks
    - ii. Very severe
    - iii. Neutral position for affected area
    - iv. Calm victim
  - e. Animal or Human bites
    - i. Infection is most common problem
    - ii. Seek medical help and treat with normal first aid
  - f. Possibility of anaphylaxis shock
    - i. Assisted administration of auto-epinephrine injector (EPI Pen)
    - ii. Respiratory distress requiring immediate access to EMS
  - g. Demonstrate various case studies on bites
- i. Child Birth
1. Normal labor and Childbirth
    - a. Stages of birth
    - b. Imminent birth
      - i. Contractions less than two minutes apart

- ii. Urgent need to bear down
  - iii. Crowning present
  - iv. Amniotic sac has ruptured
- 2. Complications in childbirth
  - a. Excessive bleeding prior to delivery
  - b. Limb presentation
  - c. Breach presentation
  - d. Cord presentation
  - e. Delayed delivery
  - f. Newborn not breathing
    - i. Check for brachial pulse
    - ii. Prepare to begin CPR for infants
  - g. Requires immediate transportation to emergency care
- ii. Instructor Practical application test and procedure
  - 1. How to conduct a practical application for completion of the POST portal class
  - 2. Students will test each other
  - 3. Students will be tested by demonstrating the skills
    - a. Assessment
    - b. Bandaging / bleeding control
      - i. Bandage
      - ii. Direct pressure
      - iii. Pressure bandage
      - iv. Tourniquet
      - v. Hemostatic gauze / wound packing
      - vi. Recovery position
      - vii. CPR / obstructed airway procedures
        - 1. Adult
        - 2. Child
        - 3. Infant
      - viii. Splinting
    - c. Process of developing a check off sheet for each skill
- iii. Instructor impromptu drill for instructional practice
  - 1. One word instructor drill
  - 2. Two minute instruction on word selected
  - 3. Teaching moments
    - a. Preparation is key
    - b. Different teaching styles
      - i. Story telling
      - ii. Salesman style



- iii. Solicit class participation
- iv. Facilitate
- iv. Instructor teach back project
  - 1. Two person teams
  - 2. 30 to 45 minute presentation on a first aid subject
  - 3. Lesson outline
  - 4. Lesson plan
  - 5. Learning activity required
  - 6. No more than 5 minute case study / video
  - 7. Power Point is welcome
  - 8. Class evaluation of teach back presentation
    - a. What you liked
    - b. What you didn't like
    - c. What would you change or any suggestions
  - 9. Feedback given to groups
  - 10. Class debrief on presentations
- v. Class Safety
  - 1. Monitor safety at all times
  - 2. Only unarmed students allowed
    - a. Weapons check prior to practical application
  - 3. Everyone is a safety monitor
  - 4. Appropriate attire
  - 5. Discuss classroom emergency evacuation plans

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## • First Aid Refresher

### LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

#### ADVANCED OFFICER TRAINING UNIT

**First Aid/CPR/AED Refresher POST ID #21797**

*Expanded Course Outline*

**I. Introduction**

- a. Instructors
- b. Students-
- 1. Last class attended, Last class taught. First Aid, CPR and AED experiences

**I. Law Enforcement and Emergency Medical Services**

**a. Duty of the Officer / Legal issues**

- 1. Recognize Responsibility
- 2. Act in good Faith
- 3. Provide Emergency Medical Services to best of abilities
- 4. Stay within scope of their training

**b. Emergency Medical Services (EMS) System**

- 1. Coordinated between
  - 1. Public Safety (Fire Fighter, Life Guard, Police Officer)
  - 2. Public Health (Support agencies such as Local EMS)
  - 3. Health Care Providers (Hospitals)
- 2. Components of EMS
  - 1. Dispatcher
    - a. Part of 911 system
      - i. Could be from a variety of EMS or public safety agencies
    - b. Coordinates type and level of EMS
    - c. Emergency medical dispatcher (EMD)
      - i. May give instructions to the public
  - 2. First Responder
    - a. First medically trained person on scene
  - 3. Emergency medical Technician
    - a. Provides basic Life Support
  - 4. Paramedic
    - a. Provides Advanced Life support
  - 5. Receiving facility
    - a. Hospital that provides continued medical care

**a. Scene Size Up**

1. Location
2. Type Of Emergency
3. Nature of Ill or Injured Person(s)
4. Need for additional resources
5. Urgent actions (Scene preservation / control)

**b. Assessment and care of victim**

1. Provide basic emergency care
2. Relieved by personnel of equal or higher level of training

**c. Minimum equipment / first aid kit considerations**

1. Bleeding control
2. PPE/BSI
  1. Precautions for glove removal
3. Storage and up keep
4. Individual First Aid Kit (IFAK)
5. Trauma shooting kits (Department specific)

**d. Officer welfare and safety**

1. Pathogens
  1. Bacteria
  2. Virus
2. Transfer of Pathogens
  1. Airborne
  2. Blood Borne
3. Personal Protective Equipment (PPE)
  1. Gloves
  2. Eye Protection
  3. Masks
  4. Gowns
  5. Ventilation Devices
  6. Disposal
  7. Document exposure
4. Protective Glove learning activity
  1. Class participation
  2. Demo the whole – Part –Whole teaching theory
  3. Material selection (fake blood, fake vomit, shaving cream)
  4. Teaching Points

**e. Legal Protections**

1. Responsibility to
  1. Assess emergency situations
  2. Initiate appropriate EMS services within scope of officers training
    - a. Includes agency policy
2. Immunity from liability
  1. California Legislature
    - a. Emergency Rescue Personnel immune from liability from civil damages while providing EMS under certain specified conditions
      - i. Health and safety code section 1799.102
  2. Must
    - a. Act within scope of their employment
    - b. Act in good faith
    - c. Stay within training and agency policy
  3. Include but not limited to
    - a. First aid and EMS
    - b. Rescue procedures
    - c. Transportation
  4. Negligence
    - a. Performing beyond scope of their training
    - b. Grossly negligent manner
    - c. Failure to provide care
    - d. Department Policy

**f. Types of consent**

1. Expressed Consent
  - a. Obtained from the ill or injured person
    - i. Conscious and orientated
    - ii. Mentally competent
    - iii. 18 years or older or emancipated Minor
2. Implied Consent
  - a. Assumes that an unconscious or confused victim would consent to receiving help if that person were able to do so.
    - i. Unconscious
    - ii. Developmental, emotional or mental disability
    - iii. Altered mental state
      1. Drugs, head injury, etc.
    - iv. Juvenile and parent or guardian are not present

3. Refusal of care
  - a. Conscious and competent
  - b. Must be honored
4. Life Threatening conditions
  - a. If left untreated the condition will degenerate into life threatening condition
  - b. EMS may provide services regardless of victims conscious condition
5. Advanced Directives
  - a. DNR (Do Not Resuscitate)
  - b. POLST (Physician order for life sustaining treatment)
  - c. Officer must comply with state local policies
6. Duty to continue
  - a. Officer must remain with the victim until
    - i. Officer is physically unable to continue
    - ii. Officer is relieved by equal or greater training
    - iii. Scene becomes unsafe

**g. Victim Assessment**

1. Victim assessment
  1. Primary assessment
    - a. Rapid and systematic checks
      - i. Responsiveness
      - ii. Airway
      - iii. Breathing
      - iv. Circulation
        1. Pulse
        2. Capillary
      - v. Control major bleeding
      - vi. Treat for shock
      - vii. Manual spinal stabilization based on mechanism of Injury
  2. Secondary Assessment
    - a. Systematic head to toe assessment
    - b. Check and document
      - i. Skin Color
      - ii. Temperature
      - iii. Respiratory Rate
      - iv. Pulse rate
    - c. Head to toe Check to identify other injuries
    - d. Gather initial information regarding victim including patient history
3. Pass on to EMS personnel

4. Possible need to place victim in recovery position

**h. Victim assessment practical application**

1. Student involvement
  1. Places to find a pulse
  2. Capillary Refill
2. Use of full size manikins
  1. Head to toe procedure
  2. Log Roll
3. Multiple Victim Assessment
  1. Standardized Triage System
  2. Classification of categories
  3. Assessment criteria
4. Demo Triage learning activity
  1. Group participation
    - a. Categorize described presented patients
    - b. Group discussion
    - c. "Triage" Case study
    - d. Use of actual triage tags vs colored cards for training

**a. Moving a victim**

1. Do not move patient unless absolutely necessary for scene, patient or officer safety
2. Spinal injury possibilities
3. Plan ahead
4. Reassure victim
5. Victim stability
6. Types of drags and carries
  - a. Shoulder Drag
  - b. Lifts and carries
    - i. Fireman's carry
    - ii. Two man carry
    - iii. Fore and Aft
    - iv. Side by side
    - v. Shoulder or belt
  - c. Soft litters
7. Recovery position
  - a. Multiple victims
  - b. Allows airway a form of protection

2. Class demo and practical application of drags and carries
  1. Student use
  2. Full size manikin use
  3. Pros and Cons
  4. Preventing injuries
  5. How they may relate to Tactical First Aid

j. **Basic Life Support**

1. CPR based on current American Heart Association (AHA) BLS for Health Care workers
2. Chain of survival
  1. Recognize cardiac emergency
  2. Activation of EMS
  3. Early use of CPR
  4. Rapid Defibrillation
  5. Effective Advanced Life support
  6. Post Cardiac arrest care
3. No reassessment
  1. Continue until advanced medical aid arrives and relieves you
  2. Until true signs of life
    - a. Watch for agonal gasps and spasms
4. "recoil" of the heart during compressions
  1. Allow full fill of heart chambers for maximum efficiency
5. Airway protective barriers
  1. Mouth to mouth
  2. Mouth to mask (one way valve)
  3. Bag valve mask
    - a. Recommended for two or more rescuers
    - b. Two hand technique
    - c. Slow squeeze vs speed and volume
6. One rescuer and two rescuer CPR
  1. One person
    - a. 30-2
  2. Two rescuer
    - a. Airway is held open during compressions
    - b. Infant and Child Changes
      - i. 15-2
      - ii. Increases respiratory input to match higher respiratory rates
    - c. Second rescuer should always begin on chest compressions
      - i. Stronger and most effective

3. Adult
  4. Child
  5. Infant
  6. Differences in Child and Infant
    - a. Witness vs unwitnessed
    - b. Two rescuer considerations
    - c. Infant check for response and Pulse check at the brachial artery
- 
1. Airway obstructions
    1. Adult
      - a. Conscious
      - b. Unconscious
    2. Child
      - a. Considerations in size
    3. Infant
      - a. 5 back slaps to 5 chest compressions
      - b. Gravity to rescuer advantage
  2. CPR practical application
    1. Small groups
  3. AED
    1. Basic use
    2. Shockable rhythms
      - a. Ventricular Fibrillation
        - i. Spasm like
      - b. Ventricular tachycardia
        - i. Too fast to be efficient
    3. Possible complications
      - a. Pregnant
      - b. Adult pads only
      - c. Child pads “attenuator” 50 jewels
      - d. Metal jewelry
      - e. Pace makers
      - f. Water
      - g. “Heart sandwich” due to space
    4. Trouble shooting
      - a. Pad connector
      - b. Pad contact with the skin
        - i. Remove pad covers



c. Battery

4. Rescue Breathing

1. Adult

- a. One breath every 5 to 6 seconds

2. Child and Infant

- a. One breath every 3 to 4 seconds

a. **Bleeding Control (major)**

1. Types of Bleeds

- a. Arterial
- b. Venous
- c. Capillary

2. Internal bleeding

- a. Bruising
- b. Large irregular mass
- c. Pulsating mass
- d. Tenderness while palpated

3. Direct Pressure

4. Pressure Bandage (Emergency Bandage)

5. Tourniquet

6. Hemostatic dressing

a. Types of Hemostatic Dressings

- i. Granular type (Not used)
- ii. Sponge (Granular in mesh pouch)
- iii. Impregnated Gauze
  - 1. Rolled
  - 2. "Z-Fold"
  - 3. 4x4 pads
  - 4. Trauma pads

b. State Approved Hemostatic Dressings (check for current changes)

- i. Quick Clot<sup>®</sup>, Z-medica<sup>®</sup>
  - 1. Quick Clot Combat gauze<sup>®</sup>
  - 2. Quick Clot EMS rolled gauze, 4x4 dressing, trauma pad<sup>®</sup>
- ii. Celox<sup>®</sup>
  - 1. Celox<sup>®</sup> Gauze, Z fold Hemostatic Gauze
  - 2. Celox<sup>®</sup> Rapid, Hemostatic Z-fold Gauze

c. Indications (When to use it)

- i. Severe Hemorrhage

- ii. Area not allowing proper use of a tourniquet (i.e.: Shoulder, upper femoral)
    - iii. Major open wound
  - d. Contraindications (When not to use it)
    - i. Thoracic cavity
    - ii. Abdominal cavity
    - iii. Pelvic region closest to reproductive organs
    - iv. Cranial cavity / skull
    - v. If seal had been previously broken
    - vi. Eyes
- 7. Wound Packing
  - a. Filling the void of the wound to create surface area to apply direct pressure
  - b. Start on the side of the bleed
    - i. Preferably using hemostatic impregnated gauze
    - ii. Regular gauze will work as well
  - c. Once filled or packed, place pressure over packing to slow or stop bleeding
  - d. Do not pack wounds when associated with the following areas
    - i. Thoracic cavity
    - ii. Abdominal cavity
    - iii. Pelvic cavity area near reproductive and urinary systems
  - e. Four P's of wound packing
    - i. Peel gauze off the roll
    - ii. Push gauze into wound against bleeding vessel
    - iii. Pile gauze above the level of the skin
    - iv. Pressure dressing over top of the wound
- 8. Wound packing Demonstration
  - a. Student practical application and demo of skill

**b. Bleeding Control (minor)**

- 1. Types of Wounds
  - a. Abrasion
    - i. Scrape
    - ii. Treatment
  - a. Keep clean and treat with dry sterile dressing Incision
    - i. Clean smooth edged slice type cut
    - ii. Treatment

1. Direct pressure
2. Keep clean and treat with dry sterile dressing
- b. Laceration
  - i. Jagged edged cut
    1. Sharp object
    2. Pressure from large object
  - ii. Treatment
    1. Do not apply pressure to exposed organs
    2. Loose wet sterile dressing if exposed organs
- c. Puncture
  - i. Deep wound
  - ii. Treatment
    1. Do not remove object if impaled
    2. Direct pressure
    3. Do not probe wound
- d. Avulsion
  - i. Torn or cut away piece of body
  - ii. Treatment
    1. Wrap in dry sterile dressing and stabilize
- e. Amputation
  - i. Removal of body extremity
  - ii. Treatment
    1. Consider tourniquet to stop bleeding
    2. Wrap amputated extremity in dry sterile dressing and place in plastic bag
    3. Place plastic bag in ice
- f. Impaled objects
  - i. Do not remove unless
    1. Impeding victims airway
  - ii. Treatment
    1. Do not remove object
    2. Stabilize in place with bulky dressing

a. **Shock**

- a. Life threatening condition
- b. Signs and systems
- c. Severity of injury

- d. Treatment
  - i. Control bleeding
  - ii. Maintain victims temperature
  - iii. Position patient for comfort and good circulation
  - iv. Monitor victim and prepare to transition to rescue breathing or CPR

**a. Traumatic Injuries**

1. Head Neck and Back Injuries

- a. Possibilities of Brain or Spinal cord injury
- b. Indications of Possible head or back injury
  - i. Mechanism of Injury
  - ii. Abnormal Mental status
  - iii. Abnormal Vital signs
  - iv. Visible injury
  - v. Appearance
    - 1. Fluids (Cerebral)
    - 2. Pupils (Unequal)
    - 3. Battle Signs
    - 4. Paralysis
    - 5. Priapism (Uncontrolled Penile erection)
    - 6. Projectile Vomiting
  - c. Treatment considerations
  - ii. Do not apply direct pressure
  - iii. Do not elevate victims legs
  - d. Spine immobilization
  - iv. Maintain head in position found and closest to neutral
  - v. C-spine
    - 1. What is it and how can we protect it
    - 2. C-Collar not recommended for basic First Aid

**a. Facial Injuries**

- i. Object in the eye
  - 1. Stabilize
  - 2. Sympathetic eye movement
  - 3. Do not remove object
- ii. Chemicals in the eye
  - 1. Flush with copious amounts of water
- iii. Dental emergencies
  - 1. Maintain airway
  - 2. Transport tooth in moist dressing for possible reinsertion

- iv. Nose bleeds
  - 1. Lean slightly forward
  - 2. Pinch nose midway between the bone and cartilage
  - 3. If victim is unconscious
    - a. Recovery position
    - b. Monitor

a. **Chest and abdominal injuries**

- a. Closed chest wound
    - i. Flail Chest
    - ii. Paradoxical Breathing
    - iii. Collapsed lung
    - iv. Treatment
      - 1. Monitor ABC
      - 2. Prepare to treat to shock
  - b. Open chest wound
    - i. Occlusive dressing
      - 1. Chest seals
  - c. Closed abdominal wounds
    - i. Position of comfort
    - ii. Monitor
  - d. Open abdominal wounds
    - i. Position of comfort
    - ii. Knees up
    - iii. Moist sterile dressing
    - iv. Seal with occlusive dressing
    - v. Protruding organs
      - 1. Don't move or repack
2. Bone, Joint, soft tissue and Muscle Injuries
- a. Musculoskeletal system
    - i. Bone
    - ii. Joint
    - iii. Skeletal muscle
    - iv. Cartilage
    - v. Tendon
    - vi. Ligament
    - vii. Fractures
    - viii. Dislocations
    - ix. Sprains

- x. Strains
  - b. Care for soft tissue and bone injuries
    - i. Basic R.I.C.E.
      - 1. Rest
      - 2. Ice
      - 3. Compress
      - 4. Elevate
    - ii. Splinting
      - 1. Immobilize injury
      - 2. Often involves joint above and below injury
      - 3. Material used
      - 4. Checking circulation, Motor, and sensory systems before and after
  - c. Class practical application of splinting
    - i. Groups given particular injury to dress and splint
    - ii. Possibility of wilderness first aid ideas
      - 1. Using sticks and items available in the outdoors to splint
    - iii. Have class groups teach back to class injury and how and why injury was splinted
3. Burns
- a. Severity of burns
    - i. First Degree
      - 1. Damage to outer most layer of skin (Epidermis)
    - ii. Second Degree
      - 1. Damage to first and second layer (epidermis and dermis)
      - 2. Blistering
    - iii. Third degree
      - 1. Damage through skin into fatty and muscular layers
      - 2. Referred to full thickness
  - b. First aid
    - i. Remove from Heat source
    - ii. Cool area with water
      - i. Apply DRY sterile dressing loosely
      - ii. Treat for shock
  - b. Chemical Burns
    - i. Remove chemical then flush area
    - ii. Treat like standard burn

- c. Electrical Burns
  - i. May have entry and exit wound
  - ii. Can cause injury to Heart, central nervous system and vital organs
- d. Radiation Burns
  - i. Consider scene safety
- e. Thermal Burns
  - i. Remove from heat source
  - ii. First and second degree use cool moist dressing
  - iii. Third degree use dry sterile dressing and treat for shock

**a. Violent Circumstances**

- a. Active Shooter
  - i. Tactical rescue and First aid considerations
    - 1. Movement to threat vs Casualty Care
    - 2. Life safety and neutralizing the threat is priority
    - 3. Rescue teams and triage
  - ii. Integration with EMS
    - 1. Rescue teams may include fire and ambulance personnel
  - iii. Tactical Emergency Care Concepts
    - 1. Threat suppression
    - 2. Hemorrhage control
    - 3. Rapid extraction
    - 4. Assessment by medical
    - 5. Transport
  - iv. Self-aid and buddy aid

**b. Medical Emergencies**

- 1. Cardiac Emergencies
  - a. Heart Attack/cardiac arrest
    - i. Pain, Discomfort, feeling of Pressure in chest
  - b. Coronary Artery Disease
  - c. Early defibrillation
- 2. Respiratory Emergencies
  - a. Adequate breathing
    - i. Adult 12-20 per min
    - ii. Child 15-30 per min
    - iii. Infant 25-50 per min

- b. Chronic Obstructive Pulmonary Disease (COPD)
    - i. Third leading cause of death in the US
  - c. Indicators of Respiratory problems
    - i. Breathing Rate
    - ii. Labored breathing
    - iii. Breath sounds
    - iv. Coloring
    - v. Mental status
- 3. Drowning
  - a. Dangers of rescue
  - b. Resuming respirations is priority
  - c. CPR can be started with breaths first because of respiratory arrest
- 4. Seizures
  - a. Electrical signals in the brain misfiring and causing involuntary movement or actions
  - b. Indicators
    - i. Staring
    - ii. Disoriented
    - iii. Lethargy
    - iv. Slurred speech
    - v. Staggering or impaired gait
    - vi. Multiple possible motor movements
  - c. Tonic and Clonic types
  - d. Treat by protecting victim and never restrain victim
- 5. Strokes
  - a. Blocked artery to the brain
  - b. Indicators
    - i. Mental status
    - ii. Mobility
    - iii. Vision
    - iv. Communication
  - c. Transient ischemic attack (TIA)
    - i. Temporary stroke often overlooked
  - d. Assessment and monitor
    - i. Protect paralyzed limbs from injury
- 6. Altered mental status
  - a. Symptoms



- i. Confusion
    - ii. Anxiety
    - iii. Restlessness
    - iv. Combativeness
    - v. Sudden unconsciousness
  - b. Aid
    - i. Calm and reassure
    - ii. Change environments
    - iii. Identify possible causes
    - iv. Provide appropriate care
- 7. Severe Abdominal pain
  - a. Possible causes
    - i. Appendicitis
    - ii. Gall Bladder
    - iii. Kidney stones
    - iv. Internal bleeding
    - v. Gastrointestinal conditions
- 8. Allergic reactions and Anaphylaxis
  - a. Possible causes
    - i. Food
    - ii. Environment
    - iii. Medications
    - iv. Stings and bites
  - b. Anaphylaxis
    - i. Severe life threatening allergic reaction
      - 1. Blood vessels dilate to drop blood pressure
      - 2. Swelling of tissue that line respiratory system obstructing the airway
  - c. Epinephrine
    - i. Hormone produced by the body
      - 1. Constricts blood vessels
      - 2. Dilates bronchioles
    - ii. Officer may assist with administration
      - 1. Proper training
      - 2. Proper prescription
  - d. Epinephrine Pen trainer learning activity
    - i. Show and monitor proper use of “Epi” pen trainer

- 9. Psychological emergencies
  - i. Variety of causes
    - 1. Existing mental illness
    - 2. Medications
    - 3. Involved in traffic collisions
    - 4. Victim of violent crimes
  - ii. Signs and symptoms mirror shock
- 10. Diabetic emergencies
  - a. Hypoglycemia
    - i. Low Sugar
    - ii. Insulin shock
    - iii. Sudden onset
    - iv. Most common
  - b. Hyperglycemia
    - i. High Blood Sugar
    - ii. Diabetic Coma
    - iii. Slow onset
  - c. Assess patient
    - i. In unconscious
      - 1. Recovery position and monitor
    - ii. If Conscious
      - 1. Position of comfort
      - 2. Administration of oral glucose
      - 3. Monitor
- 11. Poisoning and alcohol/ substance abuse
  - a. Attempt to determine the substance
  - b. Manner of exposure
    - i. Ingestion
    - ii. Inhalation
    - iii. Absorption
    - iv. Injection
    - v. Exposure to CBRN (Chemical, biological, radiological and nuclear)
      - 1. Scene safety
      - 2. Signs of exposure
        - a. Chemical
          - i. Powder or Liquid
        - ii. Appears as a burn

- iii. Blistering / skin loss
    - b. Biological
      - i. Presents like an illness
      - ii. Takes time to present
      - iii. Example: small pox
    - c. Radiological
      - i. Exposure is contamination
      - ii. Used in medical treatments
    - d. Nuclear
      - i. Blast injuries
      - ii. Burns
      - iii. Instant injuries
  - c. Assessment
    - i. Level of consciousness
  - d. Treat by removing source
    - i. Contact poison control 800-222-1222
    - ii. Monitor and treat for shock
  - e. Assisted Naloxone Administration (Narcan™)
    - i. Narcotic Antagonist in cases of overdose
    - ii. Officers may administer if approved by EMSA and medical director
    - iii. May result in immediate violent reaction
12. Environmental or Temperature related emergencies
- a. Cold Related
    - i. Hypothermia
      - 1. Move victim to warm environment
      - 2. Re-warm victim slowly
      - 3. Encourage patient to move for warmth
    - ii. Frostbite
      - 1. Freezing of tissue
      - 2. Includes frost nip
  - b. Heat Related
    - i. Heat cramps and Heat exhaustion
      - 1. Loss of sodium (Salt)
      - 2. Dehydration
    - ii. Heat stroke

1. Internal body temperature rises abnormally high
  2. May cause swelling of the brain
- iii. Treat by rapid cooling
  - iv. Treat for shock
13. Stings and bites
  - a. Insect Stings and Bites
    - i. Local swelling
    - ii. Minor pain
    - iii. Itching
  - b. Marine Life Stings
    - i. Pain
    - ii. Swelling
    - iii. Discoloration
    - iv. Apply heat to deactivate toxins
  - c. Spider bites
    - i. Apply ice to reduce swelling and slow rate of absorption
  - d. Snake bites
    - i. Fang marks
    - ii. Very severe
    - iii. Neutral position for affected area
    - iv. Calm victim
  - e. Animal or Human bites
    - i. Infection is most common problem
    - ii. Seek medical help and treat with normal first aid
  - f. Possibility of anaphylaxis shock
    - i. Assisted administration of auto-epinephrine injector (EPI Pen)
    - ii. Respiratory distress requiring immediate access to EMS
  - g. Demonstrate various case studies on bites

1. Child Birth

1. Normal labor and Childbirth
  - a. Stages of birth
  - b. Imminent birth
    - i. Contractions less than two minutes apart

- ii. Urgent need to bear down
- iii. Crowning present
- iv. Amniotic sac has ruptured

2. Complications in childbirth

- a. Excessive bleeding prior to delivery
- b. Limb presentation
- c. Breach presentation
- d. Cord presentation
- e. Delayed delivery
- f. Newborn not breathing
  - i. Check for brachial pulse
  - ii. Prepare to begin CPR for infants
- g. Requires immediate transportation to emergency care

b. **Practical application test and procedure**

- 1. practical application for completion of the POST portal class
- 2. Students will be tested by demonstrating the skills
  - a. Assessment
  - b. Bandaging / bleeding control
    - i. Bandage
    - ii. Direct pressure
    - iii. Pressure bandage
    - iv. Tourniquet
    - v. Hemostatic gauze / wound packing
    - vi. Recovery position
  - vii. CPR / obstructed airway procedures
    - 1. Adult
    - 2. Child
    - 3. Infant
  - viii. Splinting

- 3. Written, oral and/or demonstration (in each topic)

c. **Safety protocols**

- 1. Monitor safety at all times
- 2. Only unarmed students allowed
  - a. Weapons check prior to practical application
- 3. Everyone is a safety monitor
- 4. Appropriate attire
- 5. Discuss classroom emergency evacuation plans

## • **First Aid Instructor Transition**

### **First Aid/CPR AED Instructor Transition Course ECO**

#### **Course #21799**

#### **Statement of Purpose:**

This course is a re-certification course that First Aid/CPR/AED instructors are required to complete once every two years to maintain certification as an instructor. This course provides instructors with any applicable updates to the First Aid curriculum and Title 22 policy changes. Students completing this course will be provided with the necessary curriculum updates to pass on to their respective work units.

#### **I. Review of First Aid/CPR/AED Course content**

##### **A. Title 22**

1. April 2015 changes

##### **B. Department policy**

1. 8-hour First Aid/CPR update class every two years

##### **C. Required topics**

1. Role of the public safety-first aid provider

2. CPR and AED for adults, children, and infants

a. *AED troubleshooting*

3. Recognition and identification of adult and pediatric patients for both medical and traumatic emergencies

4. Medical emergencies

5. Facial injuries

6. Environmental emergencies

7. Bites and stings

8. Poisoning

9. Identify signs and symptoms of psychological emergencies

10. Patient movement

11. Tactical and rescue first aid principles applied to violent circumstances

12. Orientation to the EMS system

13. Trauma emergencies

14. Legal issues

15. Safety protocols

**II. Integration with EMS to include Criminal Mass Casualty Incident**

A. Components of EMS

1. Dispatcher, 911

2. First Responder

3. Emergency Medical Technician (EMT-B)

4. Paramedic (EMT-P)

5. Receiving Facility (Hospital)

B. EMT-B and Paramedics may be part of response team

1. Law enforcement will provide security for fire department response team
  2. Law enforcement may assist with triage
- C. Self-care and partner care while awaiting EMS
1. Use your equipment on yourself and your partners' equipment on them

### **III. Minimum equipment for first aid kits**

- A. Personal protective equipment
1. Gloves
  2. CPR mask or barrier device
- B. Trauma equipment
1. Tourniquets
  2. Trauma dressings

### **IV. Identify signs and symptoms of psychological emergencies**

- A. Pre-existing conditions
1. Mental illness
    - a. *May mirror shock symptoms*
  2. Developmental disabilities
    - a. *Certain conditions like Down syndrome are more susceptible to positional asphyxiation*

### **V. Tactical casualty care principles**

- A. Active Shooter
1. Tactical rescue and First aid considerations
    - a. *Movement to threat vs casualty care*
    - b. *Life safety and neutralizing the threat is a priority*
    - c. *Rescue teams and triage*



2. Integration with EMS

- a. *Rescue teams may include fire and ambulance personnel*

3. Tactical Emergency Care Concepts

- a. *Threat suppression*
- b. *Hemorrhage control*
- c. *Rapid extraction*
- d. *Assessment by medical*
- e. *Transport*

4. Self-aid and buddy aid

**VI. Hemostatic dressings, wound packing, and chest seals**

A. Hemostatic dressing

1. Types of Hemostatic Dressings

- a. *Granular type (Not used)*
- b. *Sponge (Granular in mesh pouch)*
- c. *Impregnated Gauze*
  - 1. Rolled
  - 2. "Z-Fold"
  - 3. 4x4 pads
  - 4. Trauma pads

2. State-Approved Hemostatic Dressings (check for current changes)

- a. *Quick Clot®, Z-medica®*
  - 1. Quick Clot Combat gauze®
  - 2. Quick Clot EMS rolled gauze, 4x4 dressing, trauma pad®

b. *Celox®*

1. Celox® Gauze, Z fold Hemostatic Gauze

2. Celox® Rapid, Hemostatic Z-fold Gauze

3. Indications (When to use it)

a. *Severe Hemorrhage*

b. *Area not allowing proper use of a tourniquet (i.e.: Shoulder, upper femoral*

c. *Major open wound*

4. Contraindications (When not to use it)

a. *Thoracic cavity*

b. *Abdominal cavity*

c. *Pelvic region closest to reproductive organs*

d. *Cranial cavity/skull*

e. *If seal had been previously broken*

f. *Eyes*

B. Wound Packing

1. Filling the void of the wound to create surface area to apply direct pressure

2. Start on the side of the bleed

a. *Preferably using hemostatic-impregnated gauze*

b. *Regular gauze will work as well*

3. Once filled or packed, place pressure over the packing to slow or stop the bleeding

4. Do not pack wounds when associated with the following areas

a. *Thoracic cavity*

b. *Abdominal cavity*

c. *Pelvic cavity area near reproductive and urinary systems*

5. Four P's of wound packing

a. *Peel gauze off the roll*

b. *Push gauze into the wound against the bleeding vessel*

c. *Pile gauze above the level of the skin*

d. *Pressure dressing over the top of the wound*

C. Making a simple wound-packing practice arm

1. Why a practice tool is necessary

2. How it helps students

## **VII. Lifts and carries**

A. Fireman's carry

B. Two man carry

1. Fore and aft

2. Side by side

C. Shoulder or belt

D. Shoulder drag

E. Use of soft litters

## **VIII. CPR/BLS for Healthcare Providers**

A. CPR based on the 2015 American Heart Association BLS for Health Care workers

B. Chain of survival

1. Recognize cardiac emergency

2. Activation of EMS

3. Early use of CPR

4. Rapid Defibrillation

5. Effective Advanced Life support
  6. Post Cardiac arrest care
- C. No reassessment
1. Continue until advanced medical aid arrives and relieves you
  2. Until true signs of life
    - a. *Watch for agonal gasps and spasms*
- D. “Recoil” of the heart during compressions
1. Allow full fill of heart chambers for maximum efficiency
- E. Airway protective barriers
1. Mouth to mouth
  2. Mouth to mask (one-way valve)
  3. Bag valve mask
    - a. *Recommended for two or more rescuers*
    - b. *Two-hand technique*
    - c. *Slowsqueeze vs speed and volume*
- F. One rescuer and two-rescuer CPR
1. One rescuer
    - a. *30-2*
  2. Two rescuer
    - a. *Airway is held open during compressions*
    - b. *Infant and Child Changes*
      1. *15-2*
      2. *Increases respiratory input to match higher respiratory rates*

c. *Second rescuer should always begin chest compressions*

1. Stronger and most effective

3. Adult

4. Child

5. Infant

6. Differences in Child and Infant

a. *Witness vs unwitnessed*

b. *Two rescuer considerations*

c. *Infant check for response and Pulse check at the brachial artery*

G. Airway obstructions

1. Adult

a. *Conscious*

b. *Unconscious*

2. Child

a. *Considerations in size*

3. Infant

a. *5 back slaps to 5 chest compressions*

b. *Gravity to rescuer advantage*

## **IX. Breathing difficulties including asthma and COPD**

A. Assisting with Albuterol inhalers

1. Cannot administer an inhaler

B. COPD have the patient sit up to ease breathing

## **X. Assisted Naloxone**

A. Narcotic antagonist in case of overdose

1. Nasal spray
2. Auto-injector
3. Officer may assist per Title 22
  - a. *Officer may administer if approved by the local EMSA director*
4. May result in an immediate violent reaction

**XI. Dental emergencies**

A. Maintain airway

1. If the airway obstructed consider the nasal airway
  - a. *Must be approved by local EMSA director*

B. Transport tooth in moist dressing for possible reinsertion

1. Prevent contamination

**XII. Drowning**

A. Environmental hazards

1. Rescue could be dangerous in open water

B. Assess to determine need for CPR or rescue breathing

1. May have to drain fluid from airway first

**XIII. Assisted administration of Epinephrine auto-injector and accessing EMS**

A. Must be approved by local EMSA director to administer

1. Agency head must request permission from EMSA director to conduct training and administer
2. Must be prescribed to the patient and not expired

B. If not approved by medical director can only assist

1. Must still be prescribed to the patient and not expired

#### **XIV. Exposure to CBRN**

##### **A. Chemical**

1. Remove from contaminated area
2. If dry chemical brush chemical off first before decon
3. Remove clothing
4. Flush the area with water

##### **B. Biological**

1. Symptoms will be delayed
2. Send patients to one hospital to avoid contaminating multiple locations

##### **C. Radiological**

1. Remove from contaminated area
2. Utilize time, distance, and shielding
3. Treat as thermal burn for skin burns

##### **D. Nuclear**

1. Remove from contaminated area
2. Treat as a radiological burn
3. Large contaminated area

#### **XV. Written and/or oral assessment of cognitive skills**

##### **A. First aid scenarios**

1. Students will be assigned one of the following scenarios
  - a. *Stab wound*
  - b. *Skin exposure to toxic industrial chemical*
  - c. *Allergic reaction with anaphylaxis*
  - d. *Child in the pool for an unknown period of time*

2. Students will have 10 minutes in groups to explain how they would handle the situation

## **XVI. Demonstration of Technical Skills Competency**

### **A. CPR skills demonstration**

1. Adult CPR and rescue breathing
  - a. *One-person adult CPR*
  - b. *Two-person adult CPR*
  - c. *Adult rescue breathing*
  - d. *Two-person adult CPR with AED*
2. Child CPR
  - a. *One-person child CPR*
  - b. *Two-person child CPR*
  - c. *Child rescue breathing*
  - d. *Two-person child CPR with AED*
3. Infant CPR
  - a. *One-person infant CPR*
  - b. *Two-person infant CPR*
  - c. *Infant rescue breathing*
  - d. *Two-person infant CPR with AED*

### **B. First aid skills demonstration**

1. Apply a tourniquet
  - a. *Apply a tourniquet to partner*
  - b. *Apply a tourniquet to self*
2. Wound packing Demonstration



a. *Use gauze to pack wound on dummy*

3. PPE

a. *Glove removal*

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• **Field Ops School-Sergeant**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

FIELD OPERATIONS, SERGEANT

1820-31770

ARCH AND SEIZURE LEGAL UPDATE

A. SEARCH AND SEIZURE:

1. Standing

B. LAWS OF ARREST:

1. Detentions:

2. Private person's arrest:

C. DETENTION CATEGORIES:

1. Investigation based on reasonable Suspicion:

2. Officer safety:

3. Stop and detain based on anonymous source.

4. Unusual circumstances.

5. Factual nexus between the seizure and the unlawful conduct.
6. A ruse may render a detention unlawful - invalid consent search.
7. Running, by itself, does not justify a detention.
8. Detaining an occupant for a parking violation.
9. Arrest.

D. CONSENSUAL ENCOUNTERS:

1. Free to leave.
2. Consent tested on an objective belief standard.

E. PAT SEARCHES:

1. Reasonable suspicion:
  2. A detention, by its self, does not justify a pat search.
  3. Companion search – Close physical association.
4. Presence of drugs immediately apparent during pat search.
5. Hostility directed toward an officer.

F. VEHICLE STOP:

1. Officer's subjective belief.
2. Pretext stops

3. Ordering the driver out

4. Ordering passengers in or out of a vehicle
5. Detaining passengers
6. Demanding identification
7. Failing to present satisfactory evidence of identity
8. Stopping cars for seat belt violations

G. VEHICLE SEARCHES:

1. Six ways in which a vehicle may be searched:
  2. Inventory searches
  3. Searches incident to an arrest
  4. Probable cause search:
  5. Consent search:
  6. Protective vehicle search:
  7. Instrumentality search:

H. PAROLE AND PROBATION SEARCHES:

1. Parolee searches:
2. Challenging a probation search.
  3. Associating with probationers – expectation of privacy restricted.
  4. Invalidating a probation search.

I. RAMEY RULES AND PROCEDURES:

1. Entering a residence to arrest.
2. Use of subterfuge to induce suspect to exit the location.

3. Entering the residence of someone other than the arrestee.
4. Compliance with knock and notice requirements.
5. Knock and notice - entry refused.

J. PLAIN VIEW SEIZURES:

1. Lawfully at the observation point.
2. Searching entire room based on plain sight.
3. Lawful access to the evidence.
4. Warrant less searches of residence - plain view.

K. CONSENT SEARCH:

1. Consent - free and voluntary given.
2. Consent regarding locked containers.

L. EXIGENT CIRCUMSTANCES:

1. Warrant less entry based on an exigency.
2. Exigencies created by the police.

M. MIRANDA REQUIREMENTS:

1. Custodial interrogation - Miranda warnings required.
2. Deliberately ignoring the suspect's Miranda invocation.

3. The cost of going outside Miranda.

N. SEARCH AND SEIZURE UPDATE:

1. Update current case law.

II. RISK MANAGMENT

A. OBJECTIVE:

1. Personnel Investigations

B. STRUCTURE OVERVIEW OF THE CHANGING ENVIORNMENT:

1. Civil Litigations
2. Complaints
3. Structure

C. ADMINISTRATIVE INVESTIGATIONS:

1. 832.5 PC
2. Sources
3. Handling
4. Criminal/Civil
5. Routing
6. PC Sections

D. SUPERVISORY INQUIRY:

1. Sources
2. Course of Action
3. Government Codes
4. Punitive Action
5. Investigation

E. WATCH COMMANDERS RESPONSIBILITIES:

1. Investigations
2. Resolutions
3. Attorneys and Litigations
4. Problems
5. Civilian Participation

F. CONDUCTING THE ADMINISTRATIVE INVESTIGATION:

1. Complaint Review
2. Familiarization
3. Questioning
4. History

G. THE INTERVIEW:

1. Advantages and Disadvantages
2. Order of Interview

3. Summarization

H. SUBJECT INTERVIEWS:

1. Sworn Subjects Rights
2. Representatives
3. Overall Procedures

I. INTERVIEWING SKILLS:

1. Objectives
2. Specifications
3. Intimidation
4. Team Up
5. Style

J. DISPOSITION WORKSHEETS:

1. Bail Schedule

K. RESIGNATIONS:

1. Rules
2. Regulations
3. Paperwork

L. GUIDELINES FOR DISCIPLINE/CASE REVIEW:

1. Guidelines for Discipline

2. Civil Service Jurisdiction
3. Dispositions
4. Miscellaneous

M. PROFESSIONAL STANDARDS AND TRAINING:

1. Incident Generated Response
2. PSTD Response
3. IAB Response
4. Roll Out Teams

N. COMMANDERS REVIEW:

1. Review Committee Options
2. Training Issues

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### **III. PATROL TACTICS**

A. INTRODUCTION TO PATROL TACTICS:

1. Pedestrian Stops
2. Bike Stops
3. Vehicle Stops/Felony Traffic Stop

B. SHOW VIDEO (GUN TO HEAD/902A):

1. Group Breakout (Flip Charts)



2. Group Teach Back
3. Class Discussion

C. SHOW VIDEO (OFFICER DOWN):

1. Group Breakout (Flip Charts)
2. Group Teach Back
3. Class Discussion

SHOW VIDEO (PALMDALE/LANCASTER 11550 CONTACT/LESS  
LETHAL).

1. Group Breakout (Flip Charts)
2. Group Teach Back
3. Class Discussion

**E. OFFICER DOWN CONSIDERATIONS:**

1. Scoop or Don't Scoop
2. Mike Arruda/Jerry Ortiz

F. CLASS DISCUSSION:

1. Communication
2. Deployment
3. Contingency Planning
4. Response Team
5. Command Post

## **IV. CRIME LAB**

### A. INTRODUCTION OF THE CRIME LAB:

1. All Sections (Trace and Biology will be in more detail)

### B. TRACE EVIDENCE:

1. Introduction
2. Examination results
3. Impressions
4. Physical Patterns
5. Physical and Chemical Properties
6. Gun Shot Residue (GSR)
7. Arson/Explosives
8. Hairs/Fibers
9. Paint

### C. BIOLOGICAL EVIDENCE AND ANALYSIS:

- 1, What is DNA?

2. Biological evidence as physical evidence  
dem Repeats (STR's)

3. Short

4. Steps of DNA analysis

5. Polymerase Chain Reaction (PCR)

6. Current STR kit

7. DNA analysis

8. Statistics

D. CODIS:

1. Combined DNA Index System

2. CODIS Databases (Two sides)

3. Two types of CODIS hits

4. Important CODIS information for investigators

5. Persons who qualify for DNA sample collection

6. Is a person of interest in the CO database?

7. Local suspect DNA database

8. Familial Searching

**E. CRIME SCENE INVESTIGATION:**

1. Management

2. Team Players

3. Documentation

4. Physical Evidence

5. Presumptive Testing

6. Search Techniques

7. Evidence Handling

## **V. CODE 3 OPERATIONS & PURSUIT MANAGEMENT**

### **A. INTRODUCTION :**

1. LASD Historical

### **B. LAWS GOVERNING VEHICLE PURSUITS:**

1. 17001 CVC – “A public entity is liable for death or injury to person or property

proximately caused by a negligent or wrongful act or omission in the operation of any motor vehicle....”

2. 17004 CVC – “a public employee is not liable for civil damages on account of

personal injury or death of any person or damage to property resulting from the operation, in the line of duty, of an authorized emergency vehicle while responding to an emergency call, or while in immediate pursuit...”

3. 17004.7 CVC – Provides immunity to public agencies from liability for the actions of a

suspect during the course of a pursuit provided that the policy meets the requirements of the code and that the agency has met specified training requirements.

4. 21055 CVC – Provides exemption from specified provisions of the Vehicle Code

primarily Rules of the Road) for vehicles operating Code-3.

5. 21056 CVC – Imposes “the duty to drive with due regard for the safety of all persons.....”

When operating under CVC 21055.

C. SIGNIFICANT COURT DECISIONS CONCERNING PURSUITS:

1. Colvin v. City of Gardena (11 Cal. App. 4<sup>th</sup> 1270) (1992)
2. County of Sacramento v. Lewis (523 U.S. 833) (1998)
3. Cruz v. Briseno (22 Cal. 4<sup>th</sup> 568) (2000)
4. Nguyen v. City of Westminster (103 Cal. App. 4<sup>th</sup> 1161) (2002)
5. Scott V. Harris (127 S. Ct. 1769) (2007)

D. CODE THREE OPERATIONS

1. Definitions

E. PURSUIT POLICY

1. Changes made effective July 1, 2007
2. Purpose and Philosophy
3. What is a "Pursuit"?
4. Initiation of a pursuit
5. Pursuit-rated vehicles
6. Termination of a pursuit
7. Conduct of a pursuit
8. Interagency Pursuits

F. PURSUITS – THE HANDLING AND ASSISTING UNITS

1. "Adrenaline" and its effects
2. "Tunnel Vision"

#### G. PURSUITS – THE FIELD SERGEANT

1. Management of resources
2. Documentation

#### H. PURSUITS – THE WATCH COMMANDER

1. Cold Line communications with SCC
2. "10-22" or "Let it go" decisions

#### I. PRACTICAL APPLICATION

1. INTERACTIVE ROLE PLAYING

### CRITICAL INCIDENTS SITUATIONAL PLANNING

#### A. UNDERSTAND THE INITIAL POLICE RESPONSE

1. Command responsibility
2. First responders have a responsibility to establish on-scene command and set

Up a field command post, request necessary personnel and equipment.

3. To accomplish this, the supervisor should:
4. Types of situations and barricades:
5. Location types

6. FTO and trainee response

B. RECOGNIZE THE FACTORS UPON ARRIVAL AT SCENE

1. Determine best approach
2. Drive safely into area
3. Scan area for danger signs
4. Vehicle position, wait for back up
5. Detain persons, relay information

6. Field training member's responsibilities

C. IMPORTANCE OF SITUATION RISK ASSESSMENT

1. This information may be developed by the first deputy at the scene and should

Include:

**a. Type of barricade**

**1. Suspect, location information**

**b. Information obtained from informant, victim, witness, etc.**

**c. Type of structures and area size**

**d. Contact suspect**

**e. Number of additional deputies required**

**f. Field command Post location**

**g. Assistance required i.e. ambulance, fire, etc.**

**h. Number and type of casualties/injuries**

**i. Notifications**

D. RECOGNIZE OTHER FACTORS TO CONSIDER

1. Hostages, mobility
2. Weapons, intoxication
3. Shots fired, injuries
4. Liability, risk
5. Potential training opportunities

E. IDENTIFY CONTAINMENT AND ISOLATION ISSUES

1. Inner and outer perimeter
2. FTO and trainee containment assignments
3. Escape routes and air coverage
4. Cover and concealment

F. IMPORTANCE OF FIELD COMMAND POST SITE SELECTION FACTORS

1. Strategically located to incident (safe location)
2. Accessible to responding personnel
3. Sufficient space for responding personnel and equipment
4. Communications capabilities (telephones, radios, etc.)
5. Potential command post sites might include
  - a. **Parking lot, briefing location**
  - b. **Restrooms, storage**
  - c. **Electricity, shelter**
  - d. **Water, food**
6. Establish command post



#### G. UNDERSTAND INTELLIGENCE GATHERING

1. Sketch of location and plan
2. Description of persons involved
  3. Criminal background

#### H. EXPLAIN COMMAND POST FACTORS

1. Notifications and request personnel
2. FTO and trainee roles
3. Assign and delegate duties to staff
4. Radio communications
5. Isolation of area
  6. Other field training factors

#### I. METHODS IN TAKING ACTION TO END BARRICADE

1. Tactics options to enter, contain, prevent escape
2. Use of less lethal and distractions, resources, equipment
3. Arrest team, take down team, etc.
4. SEB handles the operation
  5. Other tactics and strategies

#### J. POST OPERATION CONTROL

1. Evidence, arrests, reports, briefing, etc.
2. Other post operations issues.

## NOTIFICATION RESPONSIBILITIES

### A. OBJECTIVES AND OUTLINE

1. To familiarize participants with Department Policy as it pertains to  
mandatory Notifications and Activation of Shooting/Force Roll-Out teams.
2. To instruct participants in their responsibilities as supervisors and  
Manager's as those responsibilities pertain to Mandatory Notifications  
and Shooting/Force Roll-Out incidents.
3. To familiarize participants with IABs level of involvement and processes  
in force incidents, including Mandatory Notifications and Shooting/Force  
Roll-Out's.
4. To familiarize participants with their supervisory and managerial duties in  
the field and stations in both shooting and force roll-outs situations.
5. To familiarize participants with the Executive Force Review process and  
its relation to IAB roll-outs.

### B. METHODS AND SEQUENCE

1. Introduction
2. Mandatory Notifications
3. Force Roll-Outs
4. Shooting Roll-Outs

5. Immediate Investigations

6. EFRC Review Process

C. EQUIPMENT AND SUPPLIES NEEDED

1. Laptop computer with Microsoft Power Point compatibility and A/V projector

2. Dry-Erase board and markers

D. STUDENT MATERIALS

1. Note-taking material

E. INSTRUCTOR MATERIALS

1. PowerPoint presentation

2. Video(s) of select incident(s)

WEB/ K-9 / ACTIVE SHOOTER LECTURE

A. TYPES OF CRITICAL INCIDENTS

1. Armed barricaded suspects

2. Hostage situations

3. Active shooters

4. Pre-planning for tactical events

5. Applies to all critical incidents, not just tactical (fires, floods, earthquake)

## B. CONTAINMENT

1. Appropriate for problem
2. Cover vs. Concealment
3. Plot and diagram
4. Use aero to tighten or review containment
5. Immediate deployment

## C. ARREST TEAM

1. Multiple functions
2. Prevents containment from breaking down
3. Should have supervisor (sergeant or training officer)
4. Designate responsibilities

## D. CRISIS ENTRY TEAM

1. A must for hostage situation, pending the arrival of SEB
2. Personnel and equipment

## E. COMMAND AND CONTROL

1. Command post
  2. Designate scribe and radioman
3. Make effort to get suspect to come out
4. Consider option of CNT
5. Use SEB Lieutenant as resource to help solve problem

6. Get warrant started asap

7. Review new barricaded suspect checklist WHEN THINGS CALM DOWN

#### F. COMMUNICATE AND COORDINATE

1. Safe route to c/p, direct route and when to shut down Code 3
2. Constant updates

#### G. INTELLIGENCE GATHERING

1. Handling deputy
2. Family of suspect
3. Neighbors can also provide intel

#### H. EVACUATIONS

1. How big??
2. Do them if you safely can
3. Get the address if you do them
4. Have a place for evacs to go
5. Shelter in place and refusals

#### I. INCIDENT CONCLUSION AND CRITIQUE

1. Tempo (be prepared to get busy)
2. Maintain containment
3. Protect crime scene
4. Debrief or critique

## J. WEAPONS

1. AR15
2. Shotgun
3. Arwen or SL6
4. Breaching Tools
5. Shields

## K. CRITICAL INCIDENT DEBRIEF

1. Jake Kuredjian

## IX. FORCE ISSUES LECTURE

-

### A. *LANDMARK CASES*

1. Graham vs. Conner
2. Tenn. vs. Garner

### B. SITUATIONAL USE OF FORCE OPTIONS CHART

1. Cooperative
2. Resistive
3. Assaultive / High Risk
4. Life threatening, serious bodily injury

### C. STRIKING CHART

1. Green areas
2. Yellow areas
3. Red areas
4. Impact weapons
5. Personal weapons
6. Striking chart applies to

### D. GAINING SAFE CONTROL

1. Escalation
2. De-escalation
3. An unarmed suspect
4. Three types of control

### E. CITIZEN CONTACTS

1. Consensual
2. Detention (reasonable suspicion Terry vs. Ohio 1968)
3. Arrest (probable cause)

### F. LEGAL STANDING

1. Department Policy
2. State Law

3. Federal Law

4. Case Law

G. DEPLOYING LESS LETHAL WEAPONS

1. Force options chart

2. Weapons types

3. M-26 Taser

4. Potential liability saving with less lethal.

H. REPORTABLE FORCE

1. Significant

2. Less significant

I. SERGEANT RESPONSIBILITIES

1. Significant force

2. Less significant

J. MEDICAL TREATMENT

1. Suspect shall be transported to a medical facility when:

K. FORCE REVIEW PACKAGE

1. What shall be included:

2. Mandatory PTD notification



)/INCIDENT PLANNING

A. TERRORISM

1. Foreign
2. Domestic

B. TARGETS

1. Critical infrastructure
2. Critical Assets
3. Symbolic

C. RESPONSE ACTIONS

1. Chemical, Biological, Radiological, Nuclear and Explosive Hazards  
(CBRNE)
2. Personal Protective Equipment

D. TERRORIST REPORTING PROCEDURES

1. Regional Terrorist Threat Assessment Centers (RTTAC)
2. Joint Regional Intelligence Center (JRIC)

LESS LETHAL WEAPONS

U. ARWEN 37 MM WEAPON SYSTEM

1. Description
2. Classification
3. Weapon Specifications
4. Department Policy and Procedures
5. Tactical Deployment and Considerations
6. Warnings and Less-Lethal Force

U. SAGE SL-6 37 MM WEAPON SYSTEM

1. Description
2. Classification
3. Weapon Specifications
4. Department Policy and Procedures
5. Tactical Deployment and Considerations

U. SAGE SL-1 37 MM WEAPON SYSTEM

1. Description
2. Classification
3. Weapon Specifications
4. Department Policy and Procedures
5. Tactical Deployment and Considerations

U. 12 GAUGE "STUNBAG" SHOTGUN

1. Description

2. Classification
3. Cartridge Specifications
4. Department Policy and Procedures
5. Tactical Deployment and considerations

∴ 552-1 STING BALL GRENADE

1. Description
2. Classifications
3. Weapon Specifications
4. Department policy and Procedures
5. Tactical Deployment and Considerations

∴ M-26 ADVANCED TASER

1. Description
2. Classification
3. Weapon Specifications
4. Department Policy and Procedures
5. Tactical Deployment and Considerations

G. LESS LETHAL DEPLOYMENT APPLICATION

1. Arwen 37mm
2. Sage SL-6/SL-1 37mm
3. 12 Gauge Stunbag

CRITICAL INCIDENT SCENARIOS

A. Brief class Re: practical exercise and send them to the predetermined staging area.

1. Vehicles
2. Radios

B. Run practical exercise #1 (Foot Pursuit).

1. Foot pursuit traffic
2. 998
3. Sgt/Deputy response
4. Handle to conclusion
5. Debrief

C. Run Practical Exercise #2 (902A/Gun To The Head)

1. 415BG radio traffic
2. Sgt/Deputy response
3. Handle to conclusion
4. Debrief

B. Run Practical Exercise #3 (Active Shooter/ Barricaded Suspect)

1. Radio traffic
2. Sgt/Deputy response
3. Handle to conclusion
4. Debrief

C. Run Practical Exercise #4 (Deputy Down/Rescue)

1. Radio traffic
2. Sgt/Deputy response
3. Handle to conclusion
4. Debrief

F. Review the following topics

1. Do not transport a deputy that requires stabilization.
2. Manage the scene and do not become personally involved.
3. Assess the scene and make sure the following is being taken care of:

G. Facilitate class discussion

1. Practical exercise
2. Personal experience

XIII. AERO BUREAU

A. AERO BUREAU OVERVIEW

1. Patrol
2. Rescue
3. Surveillance
4. Transportation
5. Photo missions
6. Pilot training / Recurrence

A. AERO BUREAU HISTORY OVERVIEW

1. Past
2. Present
3. Future

C. PATROL HELICOPTER OVERVIEW

1. FLIR infra-red camera capabilities
2. Night sun searchlight capabilities
3. Moving Map (position identification/plot data)
4. Electro stabilized binoculars
5. Downlink video capabilities

D. BREAKDOWN OF AERO BUREAU PILOT DUTIES

1. Aircraft
2. In service

E. PATROL AIRCRAFT AVAILABILITY

1. Shifts and times
2. Outside agencies

F. FACTORS EFFECTING AVAILABILITY

1. Already handling call in other area
2. No relief ship scheduled
3. Weather
4. Maintenance
5. Air Traffic Control

G. COMPARISON WITH LAPD AIR SUPPORT

1. Comparison of personnel / equipment
2. Geographical area difference
3. Patrol deployment differences

H. AIR SUPPORT CONTRACTS

1. County
2. State

I. INTER-AGENCY MUTUAL AID REQUESTS

1. Overview of 89-8
2. Overview of mutual aid air support request

J. TACTICAL CONSIDERATIONS

1. Air crews will always prioritize response
2. Barricaded Suspects
3. Request Air Support when there is workable information
4. Tactical use of multiple radios (car radio, handheld)
5. Use of tactical frequency for emergent calls
6. Desk responsibility
7. Importance of good vehicle description
8. Importance of preliminary broadcasts
9. What to expect from air crew during emergent calls
10. Use air crew to recon for officer safety
11. Active / Mobile Shooter
12. Use of patrol helicopter for medevac

K. CONTAINMENTS

1. Primary considerations for a containment
2. Goal of containment
3. "Container Analogy"
4. Fleeing Suspect Actions
5. Correct phraseology when talking to air crew
6. Be brief in describing area that needs to be contained
7. Importance of good suspect description
8. Considerations for containment
9. Command Post considerations

10. Deputy involved shooting considerations
11. Factors effecting quality of containment

L. PURSUITS

1. Overview of Aero Bureau policy regarding pursuits
2. Pre-coordinate stop when able
3. Overview of use of spike strips in pursuit
4. Pre planning is essential

M. SURVEILLANCE MODE OPERATIONS

1. Surveillance mode requires a helicopter
2. Unit actions in surveillance mode
3. Be aware of the presence of media helicopters
4. Surveillance mode considerations
5. When surveillance mode should not be used
6. Past examples of problems with surveillance mode

N. OVERVIEW OF AIRCRAFT ACCIDENTS

1. What to do if crash occurs
2. Craft Identification

O. OVERVIEW OF AIRCRAFT REGULATIONS

1. Public Utility Codes
2. Federal Aviation Regulation
3. Penal Codes

XIV. OFFICER INVOLVED SHOOTINGS

- A. FIELD SERGEANT RESPONSIBILITIES

1. Safety of department personnel
2. Inner / outer containment
3. Preservation of evidence
4. Transporting of deputies / witnesses
5. Canvassing for witnesses
6. Witness statements
7. Homicide / IAB interviews
8. D.A. Roll out

B. ADMINISTRATIVE INVESTIGATIONS

1. Watch Commander Service Comment Reports
2. Policy / Reporting
3. Interviews
4. Follow-up

C. TRAFFIC COLLISIONS

1. Forms
2. Interviews

3. Evidence collection
4. Documentation

D. USE OF FORCE

1. Forms
2. Interviews
3. Evidence
4. Documentation

XV. FOOT PURSUITS & REVIEW PRESENTATIONS

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A. SET UP CONTAINMENT ON MAP.

1. Personnel
2. Tactics

B. PLAY AUDIO TAPE OF DEPUTY YOKUM'S EMERGENCY RADIO TRAFFIC

1. Good
2. Bad

C. TELL THE CLASS MIKE YOKUM'S FOOT PURSUIT AND SHOOTING INCIDENT.

1. Setup and Intent
2. Outcome

D. PERFORMANCE OBJECTIVES

1. At the conclusion of this block of instruction the student will identify three hazards of a one man foot pursuit. The student will demonstrate the ability to set up a tactical containment in lieu of a one or two man foot pursuit.

E. PRESENTATION

1. One man foot pursuits are dangerous and should be discouraged.
2. Listen to and debrief Deputy Yokum's one man foot pursuit.
3. Physical conditioning is a factor
4. Deputies are carrying a lot of heavy equipment while in foot pursuit. This is a disadvantage.

F. ONE MAN FOOT PURSUIT POLICY

1. Chase to contain
2. Closing the distance
3. Radio traffic



G. MOST FOOT PURSUITS END IN A USE OF FORCE

1. The Deputies size, strength, and defensive tactics skill level is a major factor.
2. The public's fighting skill level is better than it's ever been. UFC is very popular today.
3. Nearest back up may be an extended time.

H. TWO MAN FOOT PURSUITS

1. Discuss Policy
2. Explain importance of not chasing into buildings or jumping fences

I. TACTICAL CONTAINMENT

1. One man unit
2. Coordination considerations

J. APPLICATION

1. The class will be divided into three separate groups.
2. Each group will have a map written on a flip chart. The map will have a box indicating where a deputy was in foot pursuit and lost the suspect. The box will have an arrow pointing in the direction the suspect was last seen running.
3. Each group will work together to show where they would put the initial deputy as well as responding deputies in a tactical containment.

A. Presentations

1. Student presentations to class
2. Question and answer period
3. Handout and topic review

XVI. FAMILY CRIMES

A. Child Abuse Laws

1. Physical cases and Sexual cases
  2. Felony explanation and examples
  3. Misdemeanor explanation examples
- B. Protective Custody (300 WIC sections), Mandated Reporting, DCSF
1. Law Enforcement's Responsibility
  2. Cross reporting to DCFS
  3. Subject/Victim booking
  4. DCFS's Role
- C. SCAR (Suspected Child Abuse Report)
1. Handling deputy's responsibility
  2. Investigation
  3. Report
- D. Approval of Child Abuse Reports and Case Assignment
1. Deputy's Responsibilities
  2. Information that needs to be documented in the report
  3. Supervisors Responsibilities
- E. Special Victims Bureau Immediate Notifications
1. Roll-Out criteria
  2. Preservation of crime scene and evidence collection
- F. Liability / Risk Management
1. Department
  2. Personal

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## • Field Training Officer

### LOS ANGELES COUNTY SHERIFF DEPARTMENT

#### FIELD TRAINING OFFICER

#### Expanded Course Outline

**Introduction and Orientation**

**BLOCK 1**

**I. LEARNING NEED**

To pro-actively participate in and successfully complete the POST-certified Field Training Officer (FTO) Course, the student must be aware of the POST FTO Course goals, expectations, and training requirements as well as key components of field training program development and operations.

**Learning Objectives:**

A. Recognize POST FTO Course goals and objectives, including the development of a new FTO's ability to:

1. Provide training and coaching while integrating trainees into the mission, goals, and operation of the agency
2. Provide trainees with a means of applying their knowledge and skills in the work environment
3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
4. Recognize different learning styles and respond appropriately to the needs of the trainee
5. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments

B. Meet staff and student introductory

1. 10 % Rule

a. Cannot miss more than 10 % of the hours/classes

b. Must make up any time missed

2. Complete any LASD specific written tests/assessments required

3. Arrive late/leaving early requires instructor notifications

C. Successfully complete all POST and presenter-specific activities and testing requirements, including:

1. Teaching/Training Demonstration

2. Case Study Analysis

3. Presenter developed activities and/or tests

## **BLOCK 1**

D. Identify and discuss key components of a successful field training program, which may include:

1. Commitment of department head and administrative staff

2. Clearly articulated organizational structure/chain of command

3. Well-organized and effective field training program guide

4. Regular field training staff meetings

5. FTO and program critique by trainees

6. Clearly defined roles/expectations for trainees, Field Training

Officers (FTOs), and Supervisors/Administrators/Coordinators (SACs)

E. Identify and discuss the impact of field training, including:

1. As the “introduction” to the agency’s law enforcement patrol duties, the field training program exposes trainees to the agency’s culture, values, and ethics
2. Uses only approved methods, procedures, and techniques to present training
3. The future of the agency is significantly impacted by values established in field training

## **II. REQUIRED TESTS/EXERCISES**

None

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. The student will participate in an introductory activity that provides the opportunity to meet the other class participants and establishes a creative learning environment that already has many relevant resources (the students themselves).

1. Distribute the FTO Introduction Interview sheet.
2. Direct the learners to pair up with someone they don’t know
3. Tell the learners they will have ten minutes to interview each other and complete the Introduction sheet.
4. When completed, have each learner introduce the person they interviewed based on information from the sheet.

5. When introductions have been completed, ask the class about their observations during the introduction.

## **BLOCK 1**

B. The student will participate in a small group activity or facilitated discussion addressing the impact of field training.

1. Divide the class into groups
2. Have each group identify a scribe and a spokesperson
3. Advise each group they will have no more than 5 minutes to come up with a list of items relating to the impact of FTP's
4. At the end of the time, the spokesperson from each group will present their findings to the class.
5. Instructor will then facilitate discussion and debrief this activity by discussing how it relates or can be applied to the job.

C. The student will participate in an instructor led introduction to the case study biographies that will be utilized throughout the FTO course.

1. Divide the class into groups and assign a fictitious trainee to each

group. These groups will remain consistent throughout the course.

2. Distribute a copy of the fictitious trainee's case study to the group.
3. Advise each group they will have no more than 10 minutes to familiarize themselves with their trainee's biography and the expectations of the case study exercise.
4. The instructor will then facilitate discussion on the purpose of case study usage within the course and how it relates or can be applied to the job.
5. Students should be reminded to retain each portion of the case study so they have a total package for reference on the last day of the course.

#### **IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

A. The student may view the POST FTO Course Introductory Video or be otherwise informed of the FTO Course content.

1. Students will observe a video and participate in a facilitated discussion regarding field training.
2. Instructor will set up the POST FTO Course Introductory video.
3. After viewing the video, the instructor will reiterate the importance of field training and the intent of the POST certified FTO Course.

#### **BLOCK 1**

B. The student may participate in a small group activity or facilitated discussion of the key components of successful field training programs.

1. Divide the class into groups
2. Have each group identify a scribe and spokesperson.
3. Advise each group they will have no more than 5 minutes to come up with a list of components that they feel lead to a successful field training program.
4. At the end of the time, the spokesperson from each group will present their findings to the class
5. Instructor will then facilitate discussion and debrief this activity by discussing how it relates or can be applied to the job.

## **V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for Introduction and Orientation.



## Field Training Program Goals and Objectives

## BLOCK 2

### I. LEARNING NEED

Field Training Officers are expected to engage the trainee in the integration and application of classroom knowledge to actual field performance, therefore, they must have a working knowledge of POST-approved academy training and field training programs as well as the evaluation and training processes of both.

#### Learning Objectives:

- A. Identify the four goals of POST-approved field training programs, including:
  - 1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
  - 2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
  - 3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
  - 4. To enhance the professionalism, job skills, and ethical standards of

the law enforcement community

B. Discuss the POST competency-based program philosophy

1. Competency includes behaviors that demonstrate effective performance
2. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result.
3. Competencies are not necessarily specific skills, but, rather, the application of skills that produces a successful result.

C. Explain the need for standardized curriculums and performance objectives, which may minimally include:

1. To provide consistency with academy training
2. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
3. Provides fair/equitable Training

## **BLOCK 2**

D. Recognize terminology, resources, testing methods, and other activities used in the Regular Basic Course, including:

1. Training and Testing Specifications
2. Workbooks
3. POST Basic Academy Testing
4. Scenarios

E. Explain how the field training program is an extension of the Regular Basic Course

- Program
1. Academy prepares the trainee for entry into the Field Training
  2. Provides a real-life Environment in which to apply knowledge
  3. FTO's must make themselves aware of the training provided at the academy(ies) used by their agency so that they can hold the trainee accountable for that training
  4. FTOs must become familiar with potential resources available from their local academy(ies)
  5. FTO's must support and reinforce material and methods taught in the academy(ies)

F. Contrast the difference between the training and evaluation, and recognize how both components complement each other in a successful field training program

1. Training is the opportunity to:
  - a. Provide instruction and demonstration

- b. With the trainee attempting the task, and
  - c. FTO coaching and providing feedback
- 2. Evaluation is:
    - a. The process of documenting progress or lack of learning\ those tasks.
  - 3. Training must occur prior to evaluation
  - 4. One without the other makes learning unachievable.

## **II. REQUIRED TESTS/EXERCISES**

None

## **BLOCK 2**

### **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

- A. The student will view the POST “Basic Academy” Discussion Scenario Video.
  - 1. Instructor will set up the POST Basic Academy Scenario video

2. After viewing the video, the instructor will facilitate a class discussion

B. The student will participate in a facilitated discussion regarding the POST Regular Basic Course or Academy used by his/her agency and the preparation provided for the trainee's entrance into a field training program (FTP). At a minimum, the discussion must address:

1. The Regular Basic Course as preparation for entry into a field training program
2. The field training program as a training environment for applying knowledge learned in the academy to the duties of a solo patrol officer
3. FTOs must make themselves aware of the training provided at the academy(ies) used by their agency so that they can hold trainees accountable for that training
4. FTOs must become familiar with potential resources available from their local academy(ies)
5. FTOs must support and reinforce material and methods taught in the academy(ies)

C. Using Learning Domain #3, *Policing in the Community*, the student will participate in an activity that familiarizes him/her with the format(s) and layout(s) of the Training and Testing Specifications of the Regular Basic Course and the Learning domain Workbooks.

1. Divide the class into small groups.
2. Have each group identify a scribe and spokesperson.
3. Ask the groups to identify how the LD #3, Policing the Community, workbook is consistent with the RBC Training and Testing Specifications
4. At the end of a time period called by the instructor, each group will

sources present their findings to the rest of the class on how the  
are consistent.

## **BLOCK 2**

### **IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

A. The student may participate in a small group activity or facilitated discussion contrasting the FTP and Academy Training and evaluation processes.

1. Divide the class into groups.
2. Have each group identify a scribe and a spokesperson.
3. Advise each group they will have no more than 10 minutes to come up with a list of items contrasting the training and evaluation processes of academy training and field training.
4. At the end of the time, the spokesperson from each group will present their findings to the class.
5. Instructor will then facilitate discussion about the differences

B. The student may participate in an activity and/or guided discussion wherein they explore their own academy experiences, make observations about trainee readiness for field training, and evaluate what they are hearing about current academy training.

1. Divide the class into groups.
2. Have each group identify a scribe and spokesperson.
3. Advise each group they will have no more than 5 minutes to come up with a list of their own academy experiences and how it prepared them for field training.
4. At the end of the time, the spokesperson from each group will present their findings to the class.
5. Instructor will then facilitate discussion about their experiences and how academies have changed.

## **V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for Field Training Program Goals and Objectives

**Expectations, Functions, and Roles of the Field Training Officer**

**BLOCK 3**

### **I. LEARNING NEED**

FTOs must develop an understanding and appreciation of the multiple functions, roles, and relationships they will have as field training officers and how those differ from their functions, roles, and responsibilities in their jobs as regular officers.

**Learning Objectives:**

A. Explain the attributes of a successful FTO, which may include:

1. Effective communicator
2. Ethical
3. Professional
4. Knowledgeable
5. Experienced
6. Courageous (includes physical and moral courage)
7. Fair
8. Committed
9. Loyal

B. Identify and explain the functions or roles of the FTO, including:

1. Role model
2. Trainer/Teacher
3. Evaluator
4. Supervisor



5. Coach/Mentor/Counselor

6. Leader

C. Discuss the key elements for establishing trust between the FTO and the trainee, including:

1. Truth

2. Respect

3. Understanding

4. Support

5. Teamwork

D. Demonstrate the ability to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee's education, background, cultural perceptions, work history, etc.

### **BLOCK 3**

1. Develop a good rapport

2. Good interpersonal skills

a. Open

b. Responsive

c. Approachable

- d. Supportive

## **II. LEARNING NEED**

There will be stresses involved in the field training environment. It is important for FTOs to recognize stress in their trainees that may adversely affect trainee performance.

### **Learning Objectives:**

- A. Discuss sources of stress that may affect trainee performance, including:
  - 1. Personal sources
    - a. Family
    - b. Friends/family's lack of understanding of the law enforcement "culture"
    - c. Financial
    - d. Wellness
  - 2. Professional sources
    - a. Expectations of trainee performance
    - b. Administration
    - c. Peer pressure
    - d. Personal -"Failure is not an option"

- B. Recognize symptoms of trainee psychological, physical, and emotional stress
  - 1. Identify Impaired judgment
    - a. Poor decisions
    - b. Unable to make decisions
  - 2. Identify Deteriorating health during training
    - a. Becomes sick easily
    - b. Increases in sick leave use
    - c. Muscle tics
  - 3. Is the trainee showing Impatience with self and others

### **BLOCK 3**

- C. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress

- 1. Provide opportunity for Employee Assistance Programs
- 2. Make Chaplains/Clergy available
- 3. If necessary Psychologists may be provided to trainees
- 4. Mentoring program

5. Exercise/work-out plan

### **III. REQUIRED TESTS/EXERCISES**

None

### **IV. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. The student will view the POST “FTO Responses” Discussion Scenario Video and participate in a facilitated discussion that will reinforce the

following:

1. The need to demonstrate the positive attributes of successful FTOs
2. The need to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee’s education, background, cultural perceptions, work history, etc.
3. The need to actively demonstrate the leadership role of the FTO

B. The student will view the POST “Trainee Stress” Discussion Scenario Video and participate in a facilitated discussion that will reinforce the FTOs knowledge of possible sources of trainee stress and available methods and resources to minimize trainee psychological, physical, and emotional stress.

1. Instructor will set up the POST Trainee Stress Scenario video.

2. After viewing the video, the instructor will facilitate a discussion.

C. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

### **BLOCK 3**

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

## **V. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

A. The student may view the last segment of POST's "Qualities of a Good FTO" Telecourse and participate in a facilitated discussion that reviews and reinforces those qualities.

1. Instructor will set up the last segment of the POST 'Qualities of a Good FTO' video.
2. After viewing the segment, the instructor will facilitate a discussion regarding those qualities.

B. In pairs, the students will be given the opportunity to practice an introductory session as if they were meeting their trainee for the first time. This activity will reinforce the importance of developing a strong working relationship between the FTO and trainee.

1. Class will be divided into pairs.
2. The instructor will tell the students they must practice how they will introduce themselves to their trainees and what questions they might ask of their trainee.
3. Instructor will then monitor the progress of the pairs.
4. At the end of the time, the instructor will facilitate group discussion.

## **VI HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 4 instructional hours for Expectations, Functions, and Roles of the Field Training Officer.

## **I. LEARNING NEED**

FTOs must be fully aware of ethical standards and how they relate and guide them in terms of conduct and decision-making. FTOs must recognize and be prepared for ethical and other issues, unique to the FTO/trainee relationship, that will emerge during the field training program.

### **Learning Objectives:**

#### **A. Define ethics, including:**

##### **1. The POST definition:**

The accepted principles of conduct,  
governing decisions and actions,  
based on professional values and expectations.

##### **2. Law Enforcement Code of Ethics**

##### **3. A set of moral principles or values**

#### **B. Identify ethical issues within the field training environment, including but not limited to:**

##### **1. Gratuities, half-priced meals, etc.**

##### **2. Negative comments or behavior toward other officers, superiors, and/or agency**

3. Socializing or fraternizing with a trainee
4. Participating in or allowing trainee discrimination and/or hazing
5. Using inappropriate language or terminology
6. Displaying negative behavior toward the community
7. Intervention in unethical conduct of trainee, other FTO, or peer
8. Code of Silence
9. Entitlement

C. Evaluate the effect(s) of identified ethical issues on the FTO/trainee relationship

1. Impact of FTO/trainee working relationship
  - a. effects trust, integrity, willingness to support, etc
  - b. Potential ramifications (positive and negative)
2. FTO's ability to impact ethical issues on the trainee
  - a. Must be above reproach
  - b. Train to engage in pre-planning
  - c. Engage trainees and peers in discussions

**BLOCK 4**

D. Analyze ethical dilemmas utilizing POST's "Ethical Decision-Making Tools for California Law Enforcement"



1. Make a decision in an ethical dilemma
2. Recognizing the difficulty of such decisions
3. The impact of their own values and principles

## **II. REQUIRED TESTS/EXERCISES**

None

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. The student will view the POST "Ethics" Discussion Scenario Video and participate in a facilitated discussion of how he/she would handle this incident with the trainee and the FTP SAC. The student should further explore how he/she would handle the situation if it were another FTO who filed the report.

1. Instructor will set up the POST Ethics Scenario video.
2. After viewing the video, the instructor will facilitate a discussion.

B. The student will participate in small group activities and/or a facilitated discussion where he/she will analyze ethical dilemmas using POST's "Ethical Decision-Making Tools for California Law Enforcement" as a resource.

1. Instructor will provide ethical dilemmas to the student(s)
2. Instructor will facilitate the group reviews and discussions.

C. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

#### **BLOCK 4**

1. Divide the class into their assigned work groups ( based on trainee name ).
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 4 instructional hours for Ethics

## **Leadership**

## **BLOCK 5**

### **I. LEARNING NEED**

Field Training officers are expected to be leaders and to demonstrate leadership skills. FTOs must recognize and apply basic principles and theories of leadership within their organizations.

#### **Learning Objectives:**

A. Define leadership, including:

1. The POST definition:

The practice of influencing people,  
while using ethical values and goals,  
to produce an intended change.

B. Identify and explain characteristics demonstrated by various recognized leaders

1. Famous Leaders

( Gandhi; Patton; Truman; Hitler; etc )

2. Characteristics

- a. Ambition
- b. Confidence
- c. Courage
- d. Intelligence
- e. Eloquence
- f. Responsibility
- g. Creativity
- h. Compassion
- i. Trustworthiness

1) Even in times of great stress, they can be depended

Upon, to put the needs of others above personal  
Considerations.

C. Analyze personal strengths and weaknesses as a leader

1. Knowledge
2. Code of Ethics
3. Principles and Goals

**BLOCK 5**

D. Discuss current principles, theories, and trends in leadership and how they may apply to the FTO (e.g., situational leadership)

1. Situational leadership describes a way of adapting leadership behaviors to features of the situation and the trainees

- a. Leadership is an activity
- b. FTOs provide what is lacking in the situation
- c. Able to hold others accountable

2. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style

- a. Effective leaders/FTO's need to be able to adapt their  
style to fit the needs of the situation
- b. Perception is in the eye of the follower

c. FTO's need to maximize the performance of their trainees

3. Successful Leaders/FTO's

a. Proactive

b. Flexible to development/performance level of their

trainees.

c. Fill the gap

E. Analyze situations requiring applications of leadership principles and theories and provide examples of where/how those applications impact the situations

1. Discuss situations involving different leadership styles

a. Instructor will develop situations for class discussion

b. Instructor will facilitate discussion exploring the different

uses of leadership styles as the situation dictates

i. Autocratic

ii. Democratic

F. Assess the positive aspects of the leadership role of FTOs

1. Able to inspire leadership traits in trainees

2. Able  
to delegate via problem  
solving (shared  
responsibility)

3. Able to build the future of agency

## **II. REQUIRED TESTS/EXERCISES**

None

## **BLOCK 5**

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. Using a leadership survey or other assessment tool, the student will participate in an exercise wherein they will analyze their own strengths and weaknesses as a leader.

1. Distribute and instruct students to complete the assessment.
2. Use the assessment to discuss traits of a leader.
3. Debrief this activity by discussing how it relates or can be applied to real life or the job.



B. The student will participate in a group exercise and/or facilitated discussion that reinforces their ability to analyze and apply leadership principles and theories.

1. Divide the class into a group for each of the following categories - Civilian, Military, Sports, Law Enforcement. Note: other categories may be added.
2. Have each group identify a scribe and a spokesperson.
3. Advise each group they will have a set amount of time to identify specific leaders in a certain category. They not only must identify the leader but also the characteristics that made them a great/good leader. Characteristics may include, but are not limited to: ambition, eloquence, confidence, courage, intelligence, responsibility, creativity, compassion, integrity, and trustworthiness.
4. The second part of the activity is to have the students analyze how the leadership demonstrated by these individuals impacted situations in which they were involved.
5. The third part of this activity is for the group to identify how these characteristics and leadership applications apply to them, as FTOs.
6. At the end of the time, the spokesperson from each group will present their findings to the class.
7. The instructor will then facilitate discussion and debrief this activity by discussing how it relates or can be applied to the job.

## **BLOCK 5**

C. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of

instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV    HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 4 instructional hours for Leadership.

**Teaching and Training Skills Development**

**BLOCK 6**

**I. LEARNING  
NEED**

To effectively carry out their training and teaching, FTOs must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve.

**Learning Objectives:**

- A. Define communication as it relates to the FTO position
  - 1. FTO to Trainee
  - 2. FTO to FTP SAC
  - 3. FTO/Trainee to Community
  
- B. Discuss reasons for developing positive communication skills, to include:
  - 1. Better interpersonal and professional relationships
  - 2. Job satisfaction/success and reputation
  - 3. Professional and personal safety/liability
  
- C. Identify the basic components of the communication process, including:
  - 1. Sender of the message
  - 2. Receiver of the message
  - 3. The message itself
  - 4. Content of message
  - 5. The channel used to convey the message
  - 6. Noise and filters (both the sender's and receiver's)
  - 7. Feedback on the message

D. Recognize the communication skills needed to deliver effective training, including:

1. Verbal and non-verbal
2. Effective active listening
3. Recognizing and overcoming barriers to communication

## **II. LEARNING NEED**

To be effective trainers, FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and

### **BLOCK 6**

communicating to increase the trainee's retention, awareness, and effectiveness as a solo patrol officer.

#### **Learning Objectives:**

A. Identify and explain components of effective training, including:

1. Instructor qualities
2. Presentation skills
3. Teaching/Training styles
4. Teaching/Training aids
5. Training plans

B. Compare and contrast the elements of student-centered vs. teacher-centered learning, using the RIDEM acronym

1. Student/Trainee Centered

- a. Focuses on student/trainee learning needs

- b. Puts the onus of learning on the student/trainee

2. Teacher/FTO Centered

- a. Focuses on the teacher/FTO

- b. Focuses on what the teacher/FTO knows

3. RIDEM Theory

- a. Relevance

- b. Involvement

- c. Discovery

- d. Experience

- e. Modeling

C. Analyze adult learning styles (e.g., visual, auditory, and kinesthetic) and learning domains (e.g., affective, cognitive, and psychomotor) and how they impact the learning process

1. Learning Styles

a. Visual

1) Learns by seeing/watching

b. Auditory

1) Learns by hearing/being told

c. Kinesthetic

**BLOCK 6**

1) Learns by doing/trying different things

d. Multi-sensory approach is the most effective

2. Learning Domains

a. Cognitive

1) Involves knowledge and development of intellectual skills

a) Evaluation

b) Synthesis

c) Analysis

d) Comprehension

2) Includes recall or recognition of facts, patterns, and concepts

a) Short-term memory

b) Long-term memory

b. Affective

1) The manner in which we deal with things emotionally

a) Feelings

b) Values

c) Appreciation

d) Enthusiasm

e) Motivation

f) Attitude

c. Psychomotor

1) Physical movement

2) Coordination

3) Motor skills

4) Required practice

a) Speed

b) Precision

c) Distance

d) Procedures

e) Techniques

3. Adult Learning Concepts



a. Types

- 1) Experienced-based
- 2) Self-directed/Facilitated learning
- 3) Participatory

b. Importance of application

- 1) Respects the learner
- 2) Respects diversity
- 3) Focuses on needs of learner

**BLOCK 6**

- 4) Practical and meaningful
- 5) Challenging
- 6) Fun = increased retention

4. Rates of Learning

- a. Individuals learn at different rates/speeds
- b. The more senses involved, the more effective the

learning.

D. Discuss other factors or issues that may impact the learning process, including:

1. The learning environment
2. Student/trainee factors
3. Teacher/trainer factors
4. Other outside factors

E. Identify and explain qualities of successful teachers, which may include:

1. Caring/Passion
2. Knowledgeable (Subject Matter Expert/Subject Matter Resource)
3. Skill
4. Motivation
5. Focused on values

F. Analyze personal strengths and weaknesses as a trainer

1. Assess performance in the Instruction Game Exercise
2. Can you improve your performance?
3. Did you recognize what worked and what didn't work?

G. Develop a training plan using a common instructional design method, which may include:

1. **I**ntroduction (explain performance objectives)
2. **P**resentation (impart the new knowledge or skill)
3. **A**pplication (opportunity to put new knowledge or skill to use)
4. **T**est (evaluate progress - holds the learner accountable)

## **BLOCK 6**

### H. Develop learning activities

1. Purpose
  - a. Reinforce training
  - b. Learning by doing
  - c. Promote decision making
  - d. Promote teamwork
  - e. Safely problem solve
2. Types
  - a. Case studies

- b. Role play
- c. Brain storming
- d. Scenarios/table top exercises
- e. Simulations
- f. Group exercises

I. Create useful field training instructional aids

1. Establish relevance

- a. Specific to topic
- b. Specific to agency

**III. REQUIRED TESTS/EXERCISES**

None

**IV. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. At the start of this instructional block, the student will participate in the Instruction Game (Skill Builder) Exercise - See Facilitator's Guide. This

activity allows the student to analyze their personal strengths and weaknesses as a trainer. The facilitated discussion during and after the activity will be the basis for further learning and allow the students to have a common training experience to draw from throughout the rest of the activities in this block and the remainder of the course.

1. Instructions attached.

## **BLOCK 6**

B. The student will view the POST “Trainee Learning Styles” Discussion Scenario video and analyze adult learning styles (e.g., visual, auditory, and kinesthetic) and learning domains (e.g., affective, cognitive, and psychomotor) and how they relate to the field training environment.

1. Instructor will set up the POST Trainee Learning Styles Scenario video.
2. After viewing the video, the instructor will facilitate a discussion on adult learning styles and how they relate to the field training environment.

C. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee’s case study or this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review

the current incident and document their actions.

4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

## **V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 4 instructional hours for Teaching and Training Skills Development

## **I. LEARNING NEED**

FTOs must provide each trainee with fair expectations and evaluations. They must be familiar with agency standards and be able to properly evaluate and document trainee performance in relation to those agency standards using Standardized Evaluation Guidelines (SEGs).

### **Learning Objectives:**

A. Define competency as it relates to field training, to include:

1. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency.
2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program.
3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result.

B. Identify the purpose and components of the Daily Observation Report (DOR), which may include:

1. To provide a record of a trainee's progress in some or all of the following areas:

Attitude

Appearance

Relationships

Performance

Knowledge

C. Identify the purpose and components of the Standardized Evaluation Guidelines (SEGs), which may include:

1. To provide a definition, in behavioral terms, of various levels of performance, using:

A behavioral description for every category listed on the DOR

Articulated reference points within each category description

(i.e., "1", "4", and "7" or "NI", "C", etc.)

Terminology and rationale supporting each reference point

## **BLOCK 7**

D. Assess various levels of performance and assign a numeric or alphabetic value



for trainee behavior based upon SEGs.

1. Be consistent
2. Be fair
3. Reach consensus

E. Explain common performance appraisal errors, which may include:

1. Error of leniency
2. Error of personal bias
3. Error of central tendency
4. Error of related traits
5. Error of bias
6. Error of motivational grading ("Room to grow")
7. Error of averaging scores

F. Distinguish between performance deficiencies and training deficiencies, to include:

1. Performance deficiencies are related to the trainee's ability (or lack of) and his/her issues
2. Training deficiencies are related to the FTO and/or field training program issues
3. Inconsistent instruction from FTO and supervisors

G. Explain why evaluation documentation must support each rating of the trainee's performance, which may include:

1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
2. Provides the basis for any plans to help the trainee improve performance as needed
3. Complete training records

H. Discuss "Aids for Writing Narratives" and how they apply to the evaluation and documentation of trainee progress

1. Set the stage
2. Use verbatim quotes
3. Report the facts - avoid conclusions

## **BLOCK 7**

4. Remember your audience
5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing
6. Speak to performance, not personality
7. Use lists, if appropriate
8. Think remedial

9. Use quantification whenever possible
10. Do not predict

I. Produce an accurate written record/narrative based on observed performance, using SEGs

1. Use SEG language directly in the narrative
2. Meet the four goals of documentation
  - a. Clear
  - b. Concise
  - c. Complete
  - d. Correct

J. Discuss the importance of, and considerations for, the delivery of trainee evaluations, to include:

1. Mere completion and signatures do not achieve the purpose of proper evaluations
2. Ample time should be allowed for open discussion of evaluations prior to signing
3. Discussions should be held where privacy can be maintained with little or no interruptions
4. Discussions should be two-way conversation
5. FTOs should emphasize that evaluations address performance, not personality

K. Discuss alternative evaluation and documentation methods approved by POST, which may include:

1. Daily Training Notes with Weekly Progress Reports
2. Phase Evaluation Reports
3. PTO Program Journaling, Coaching and Training Reports (CTRs),

## **BLOCK 7**

Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs)

## **II. REQUIRED TESTS/EXERCISES**

None

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (4)**

A. Using POST-produced or approved video scenarios or live classroom or academy scenarios, the student will accurately assess various levels of performance and assign a numeric or alphabetic DOR value for trainee behavior based upon SEGs. Facilitated group discussion will allow the process of standardization of ratings to develop. Using the competent solo patrol officer standard as acceptable behavior, the activity should be

repeated until standardization or consistent group consensus is developed.

1. Instructor will set up training demonstrations using videos, role-plays, or academy scenarios.
2. The instructor will distribute the appropriate Daily Observation Reports and Standardized Evaluation Guidelines.
3. Students will be instructed to observe and individually evaluate several scenarios assigning numeric/alphabetic ratings using the competent solo patrol officer standard as acceptable behavior.
4. The instructor will ask students to share their ratings and make note of the many differences between ratings.
5. The instructor may then divide the class into groups. After viewing more scenarios, each group is to come up with standard ratings based on consensus.
6. In a facilitated discussion, the instructor will stress the importance of Standardized Evaluation Guidelines and the consistent application of those behavioral anchored ratings.

B. The student will view the POST "Trainee Attitude" Discussion Scenario Video and discuss the importance of, and considerations for, the delivery of trainee performance evaluations.

## **BLOCK 7**

1. Instructor will set up the POST Trainee Attitude Scenario video.
2. The instructor will facilitate a discussion on the importance of, and considerations for, the delivery of trainee performance evaluations.

C. The student will view the POST Documentation Scenarios Video and produce an accurate record/narrative based on the observed performance from at least two of these three video scenarios:

1. Use of Force
2. Officer Safety
3. Not Responding to Training

D. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

A. The students may participate in a small group activity to practice how they would deliver their written evaluations from the documentation scenario exercise to reinforce the importance of performance evaluations that may include:

1. The trainee must understand the evaluation. This does not mean that the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
2. The performance evaluation must be the basis for plans to help the

#### **BLOCK 7**

trainee improve performance as needed.

3. The performance evaluation must give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

#### **V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 7 instructional hours for Competency, Evaluation, and Documentation.



## **Intervention Techniques**

## **BLOCK 8**

### **I. LEARNING NEED**

Trainees will make and must be allowed to make mistakes while learning. These mistakes provide critical learning points for the trainee, however, the situation cannot be allowed to deteriorate to the point where officer and public safety and/or agency liability become an issue. FTOs must know when and how to intervene in trainee responses to calls for service or scenarios in order to maintain safety and prevent liability.

#### **Learning Objectives:**

A. Discuss the concept of “failing forward,” including:

1. Some of the most profound learning occurs when mistakes are made
2. Allowing trainees to explore ideas and make mistakes fosters an environment of learning

3. In the context of “failing forward,” trainees discover not only positive solutions, but also what does not work

4. FTOs must recognize the value of trainee mistakes and the problems associated with trainees being afraid to make them

B. Explain how intervention techniques are used as learning tools, to include:

1. Trainees should be allowed to experience as much as possible within certain/safe limits

2. Trainees learn best by doing and can learn from their mistakes

3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)

C. Identify situations where intervention by the FTO would be appropriate and explain applicable intervention techniques for each situation, to include:

1. Officer safety

2. Public safety

3. Misapplication or violation of law

4. Violation of department rules, regulations, or procedures

5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)

## **BLOCK 8**

D. Evaluate the appropriate use of intervention techniques, including:

1. Subtle
2. Overt
3. Verbal

E. Assess the potential positive and negative effects of FTO intervention on the trainee and the working relationship with the FTO

1. Potential positive effects of timely FTO intervention
  - a. Gives trainee back his/her confidence and self-respect
  - b. Does not relieve the trainee of responsibility
  - c. Makes trainee solve the problem
  - d. Maintains safety, reduces liability
2. Potential negative effects of FTO intervention
  - a. Inhibits or stops learning
  - b. Compromises or erodes relationship between FTO and trainee.
  - c. May give citizen's the impression of incompetence
3. Open communication

## II. REQUIRED TESTS/EXERCISES

None

### **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (2)**

A. The student will participate in a facilitated discussion assessing the potential positive and negative effects of timely FTO intervention and the impact on the working relationship between the FTO and trainee. At a minimum the discussion must address:

Potential negative effects, which may include:

1. Inhibits or stops learning
2. Compromises or erodes relationship between FTO and trainee
3. May give citizens the impression of incompetence

Potential positive effects, which may include:

1. Gives trainee back his/her confidence and self-respect
2. Does not relieve the trainee of responsibility, makes him/her solve the problem

### **BLOCK 8**

3. Maintains safety, reduces liability

B. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

A. The student will participate in a role-playing exercise or video review that reinforces the appropriate use of intervention techniques.

1. View Intervention Video Clips
2. Facilitate discussion as to when the students would intervene and why
3. Identify the issues they see in each clip

#### **V. HOURLY REQUIREMENTS**

A. Students shall be provided with a minimum of one instructional hour for Intervention Techniques.

**Remediation  
BLOCK 9**

**I. LEARNING NEED**

FTOs are expected to recognize issues that might cause substandard performance in their trainees and to be able to effectively deal with those issues by developing remedial training plans and delivering the requisite remedial training.

**Learning Objectives:**

A. Identify principles of remedial training plans, to include:

1. **S**pecific
2. **M**easurable
3. **A**ttainable
4. **R**ealistic
5. **T**rackable

B. Describe the roles and expectations of the trainee, the FTO, and the FTP SAC in remedial training

1. Trainee

- a. Assist in diagnosis of problem
- b. Recognize and acknowledge deficiency exists
- c. Accept feedback
- d. Give input to remediation plan

2. FTO

- a. Diagnose problem
- b. Remember how adults learn best
  - 1) Use a variety of teaching techniques
- c. Provide feedback and document trainee's performance
- d. Be aware of, and use all available resources
- e. Be creative
- f. Maintain safety

g. Successfully complete remediation plan

3. FTP SAC

a. Keep agency administration informed

b. Maintain records

c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (i.e., immaturity; life experience; fear, etc.)

**BLOCK 9**

C. Summarize components of structured remedial training plans

1. Specified performance deficiencies

2. Training Assignments

3. Documented completion or extension

D. Determine the cause of the trainee's failure to learn (i.e., FTO training methods, trainee learning style(s), lack of effort, program deficiencies, etc.)

1. Identifying what has been tried and determined to be ineffective

2. Evaluate trainee's learning method

a. Learning styles can fluctuate

3. Deficiencies in the program/FTOs



E. Identify and apply a variety of remediation methods and resources, which may include:

1. Role-plays or scenarios
2. Volunteering for calls-for-service that provide additional training in deficient areas
3. Reading, writing, and/or study assignments
4. Videos and/or audiotapes
5. Learning Activity Packages (LAPs)
6. Other college or POST courses

F. Explain the need to evaluate and document remedial training, to include:

1. Provides feedback on trainee progress (or lack of)
2. May be supporting, critical factor in the event of a recommendation for termination
3. Documentation must be precise

G. Recognize the need for proper evaluation and documentation to support trainee termination, to include:

1. Identifies training that was provided
2. Supports decisions to terminate
3. Prevents/minimizes claims by trainee

**BLOCK 9**

**II. REQUIRED TESTS/EXERCISES**

None

**III. REQUIRED INSTRUCTIONAL ACTIVITIES - (2)**

A. The student, working in a small group and using a remedial training plan worksheet, will review a written or video scenario demonstrating deficient trainee performance. This activity must be designed to allow the student to:

1. Identify the performance deficiencies
2. List the methods and resources that best address these deficiencies
3. Discuss a variety of teaching techniques based upon the needs of the trainee and how he/she learns best
4. Develop a remedial training plan based upon the scenario

B. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for Remediation.

### **Test and Scenario Development Strategies**

### **BLOCK 10**

#### **I. LEARNING NEED**

Aside from calls for service, agencies may use other methods to evaluate their trainees in the field training program. FTOs should be familiar with other methods used to evaluate and improve trainee

performance, including tests and scenarios, and be able to facilitate that training.

**Learning Objectives:**

- A. Discuss the use of written and scenario tests within the field training program
  - 1. Written testing appropriate for:
    - a. Penal, vehicle codes, etc.
    - b. Radio codes
  - 2. Scenarios are appropriate for:
    - a. Making up for low volume of calls
    - b. Exposure to calls which may not be received
  - 3. Verbal testing appropriate
- B. Discuss the positive and negative aspects of scenario training, including:
  - 1. Provides a safe learning environment
  - 2. Less liability than actual calls for service
  - 3. The events are repeatable
  - 4. The training can be halted at key points to reinforce learning
  - 5. Not as realistic as calls for service
  - 6. Can be predictable
  - 7. Must be maintained and updated
  - 8. Requires good role players and resources

C. Explain situations where written tests and/or scenarios are appropriate, including:

1. Knowledge components, e.g., penal, vehicle, and other code sections for written tests
2. Radio code tests
3. To make up for low volume of calls for service

**BLOCK 10**

D. Recognize officer safety and liability issues involved in scenario training, to include:

1. Recognize the FTO's risk management responsibilities
2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
3. Loaded weapons should NEVER be used
4. Scenarios should not be dangerous, demeaning, harassing, or expose the agency to liability

E. Determine detailed logistics, timing, and location of scenarios, including:

1. Clearly defined training goals or performance objectives should be developed for each scenario
2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
3. Establishment of an audible signal that any participant can use to halt the scenario at any time
4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)

F. Design, facilitate, and evaluate scenarios used for both remedial training and competency evaluation

1. Develop and plan scenarios for either competency evaluation or for remedial training
2. Draw upon resources available to trainer
3. Articulate the steps necessary in developing a safe and meaningful scenario for a trainee

## **II. REQUIRED TESTS/EXERCISES**

None

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (1)**

A. The student will, working in a small group and using the scenario development worksheet, design, facilitate, and evaluate scenarios. This activity must be designed to allow the student to:

## **BLOCK 10**

1. Develop and plan their own scenarios for either competency evaluation or for remedial training
2. Draw upon resources available to his/her group
3. Articulate the steps/considerations necessary in developing a safe and meaningful scenario for a trainee

## **IV. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for Test and Scenario Development Strategies.





## **I. LEARNING NEED**

FTOs must recognize the various legal and liability issues involved in field training and become familiar with ways to best minimize individual and departmental exposure.

### **Learning Objectives:**

A. Identify and explain various liability concepts related to field training, to include:

1. Failure to train
2. Failure to supervise
3. Negligent training
4. Negligent retention
5. Negligent supervision
6. Negligent entrustment
7. Direct/Vicarious liability

B. Identify concepts of risk management and methods for reducing civil liability, to include:

1. Close supervision and expedited reporting
2. Appropriate, timely intervention
3. Recognizing the functions and roles of the FTO
4. Knowledge of and adherence to agency policies and directives

C. Discuss current trends in personal and agency civil liability

1. Instructor research latest cases for up to date information
2. Review of recent settlements
3. Review of recent judgments
4. Review of recent decisions

D. Summarize various forms of harassment and discrimination in the workplace, including:

1. Sexual harassment
2. Hostile work environment
3. "Quid Pro Quo"
4. Verbal/Visual/Physical harassment
5. Discriminatory issues defined in the ADA

**BLOCK 11**

6. Disparate treatment (protected classes)

E. Explain how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior

1. Informing

- a. Tell the offending party of the possible consequences of his/her actions

2. Reporting

- a. Report inappropriate behavior to a supervisor

3. Involvement

- a. Do not become a party to the behavior

4. Professionalism

- a. Maintain a professional relationship at all times
- b. Do not allow trainee to be subjected to or become involved in questionable situations.

F. Discuss methods/safeguards for keeping inappropriate conduct out of the field training program, including:

1. Hazing
2. Fraternization
3. Favoritism
4. Sexual harassment

G. Identify and explain labor issues related to field training, which may include:

1. Peace Officer Bill of Rights (AB 301)
2. Property interest (Skelly)

3. Liberty interest (Lubey)
4. EEOC (Equal Employment Opportunity Commission) - Federal
5. DFEH (Department of Fair Employment and Housing) - State
6. FLSA (Fair Labor Standards Act) - Federal
7. MOU (Memorandum of Understanding) - Agency specific issues

## **II. REQUIRED TESTS/EXERCISES**

None

## **BLOCK 11**

## **III. REQUIRED INSTRUCTIONAL ACTIVITIES - (3)**

A. The student will view the POST “Legal Issues” Discussion Scenario Video and discuss the liability issues generated by the video

1. Instructor will show the POST Legal Issues Scenario Video.
2. Immediately afterwards, the facilitator will lead a discussion about the liability issues depicted in the video.

B. The student will participate in a group activity and/or facilitated discussion to

determine how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior to include:

1. Inform the offending party of the possible consequences of his/her action(s)
2. Report the behavior to a supervisor
3. Do not become party to the behavior
4. Maintain a professional relationship with all trainees and do not allow a trainee to be subjected to or become involved in questionable conduct/behavior

C. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

1. Divide the class into their assigned work groups.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.

#### **IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

- A. After dividing the class into six small groups, the facilitator should provide

## **BLOCK 11**

research/reference materials related to the listed forms of harassment and discrimination. Each group discusses the material and its application to the field training environment. The groups will then present their findings to the rest of the class allowing for further discussion and facilitator reinforcement of correct interpretations.

1. In advance, the instructor will determine the presentation method to be used to demonstrate a specific form of harassment or discrimination.
2. Before presenting the situation, the instructor will ask class members to raise their hand when they become offended and/or recognize a form of harassment or discrimination.
3. Debrief this activity by discussing how it relates to the job.

B. The student may view the POST "FTO Responses" discussion Scenario Video again in this block of instruction looking at the responses from a legal/liability perspective.

1. Instructor will set up the POST Responses Scenario video.
2. After viewing the video, the instructor will facilitate a discussion.

## **V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 4 instructional hours for Legal and Liability Issues for FTO's.

## **Teaching and Training Skills Demonstration**

## **BLOCK 12**

### **I. LEARNING NEED**

To ensure that FTOs have acquired the skills necessary to deliver effective training, FTOs are expected to develop and deliver a training plan that uses varied adult learning styles and communication techniques.

**Learning Objectives:**

A. Apply acquired knowledge and techniques to develop a one-on-one training plan

1. RIDEM (Relevance, Involvement, Discovery, Experience, and Modeling)

2. IPAT (Implant, Acceptance, and Testing)

3. RCAT ( Redirect, Control, Attack, Take-Away)

B. Present one-on-one training, using varied adult learning styles and communication techniques

1. Visual

2. Auditory

3. Kinesthetic

4. Two-way communication, active listening, etc.

C. Evaluate the training delivered by other FTOs

1. Using SEGs to evaluate other student demonstrations in the areas of:

a. Introduction

b. Delivery



- c. Use of training aids
- d. Testing

## **II. REQUIRED TESTS/EXERCISES**

Teaching/Training Demonstration - The student must successfully present a one-on-one training demonstration simulating an FTO-Trainee situation. The student will select from a list of law enforcement training topics and provide training in the selected topical area to a trainee or role player. The student is expected to develop a training plan that uses varied adult learning styles and communication

### **BLOCK 12**

techniques. Using the Standardized Evaluation Guidelines (SEGs) developed specifically for this exercise, the demonstration will be evaluated by another student.

1. Divide the class into groups of three.
2. Advise group members that they will each serve in the role of Trainer/Trainee/Evaluator. They will rotate through each assignment.
3. At the end of the presentations, the instructor will debrief the students and solicit feedback regarding the implications involved in serving in each role.

**III. REQUIRED INSTRUCTIONAL ACTIVITIES**

None

**IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for the Teaching and Training Skills Demonstration.

## **Case Study Presentation**

## **BLOCK 13**

### **I. LEARNING NEED**

FTOs must be able to analyze and apply the knowledge, skills, and abilities gathered during the FTO Course. The Case Study Presentation will allow FTOs an opportunity to observe how their fellow FTOs handled their case study issues and how best to prepare for their opportunity to serve as an FTO for their agency.

#### **Learning Objectives:**

- A. Identify the nexus of the case study exercises to FTO activities
  - 1. Many of the case study situations were based on actual field training incidents
  - 2. Each trainee will bring individual characteristics and experiences to the training program; FTOs must be prepared to work with each trainee on an individual basis
- B. Demonstrate the application of acquired field training knowledge, skills, and abilities

1. Ethical decision making
2. Role modeling
3. Risk management

C. Compare and contrast the outcomes of the case study process

1. Synopsize trainee background and issues
2. Present the trainee's actions and behaviors while answering the following:
  - a. Did issues arise that no one in the group had previously dealt with or heard about?
  - b. Were there discoveries during the group discussions that clarified your role(s) as FTO?
  - c. Were you able to reach a consensus as to the success of this trainee in the program?

## II. REQUIRED TESTS/EXERCISES

None

**BLOCK 13**

**III. REQUIRED INSTRUCTIONAL ACTIVITIES - (1)**

A. Case Study Exercise - Each group will present their trainees to the rest of the class covering the following aspects of the trainee's behavior and their final outcome:

1. Did issues arise that no one in the group had previously dealt with/heard about?
2. Were there findings during the discussions that clarified your role(s) as a FTO?
3. Were you able to reach a consensus as to the success of this trainee in the program?

**IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 2 instructional hours for the Case Study Presentation.

- **Narcotics Investigation**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**NARCOTICS INVESTIGATION**

**EXPANDED COURSE OUTLINE**

I. Narcotics Bureau Overview

A. Organizational break down of the bureau.

B. Narcotics Overview (CNOA slides/HIDTA Drug Prices)

Cocaine, Heroin, PCP, Meth. Marijuana etc. and Labs, Raves and Club Drugs

Street cost per dose.

II. Informants

A. CI/CR/ Citizen- Management

B. Required paperwork and process

C. Letters of consideration, payments and unreliable (LA Clear)

D. Responsibilities and pit falls

III. Station Crew Responsibilities

A. Barrel duties

1. Web nets

2. Evidence storage and processing

B. Checking Gate Book and W/SGT Evidence Ledger

C. Case preparation and filing

D. Flipping suspects and other leads

1. Informant log

E. Logs

1. Activity log

2. Detective logs/files

F. Types of Case Files

G. We tips, crime stoppers and leads

H. Briefing LT/SGT and verbal OK's for operations and informants

I. Red Books

#### IV. Surveillance and UC Operations

A. Surveillance

1. Mobile

2. Stationary

B. Wall vs Cool Stops

1. Rips

2. Buys

#### V. Operation Planning

A. Operational Prep

B. Debrief from informant

C. Operations Plan

D. RIB

E. LA Clear

F. Tactical Diagramming

G. Pictures of location and suspect (s)

H. TET and SEB options

I. Pick and ram, punch pull

J. Debrief suspect

K. Debrief crew

#### VI. LA Clear/WISN

A. Locations and Suspects in system

B. Prior to operations

1. WISN sign up

#### VII. Investigative tools

A. Departmental Resources-

1. JDIC

2. NCIC

3. Dirc

4. Larcis, ect

5. Paladin

B. Internet

C. Patrol

D. Lexis-Nexis

E. Documentation



1. Red Books

2. Field Notes

#### VIII. Search Warrants

A. Prep, Scouting the location, LA Clear

B. Dirty buy, surveillance, roll back and piggy back

C. Writing the search warrant-probable cause and affiants statement

E. Getting S/W signed

F. Hobbs portion

G. Required Training

1. Case law vs Department Policy

#### IX. Search Warrant Operation

A. Bureau Order on Search Warrants- 5 person rule and required equipment

B. Diagrams, also from code enforcement or other city/county resource

C. Operation Plan-what to expect and how to brief

1.background on suspect (s)

2.information on location

3.diagram

4.information and diagram (freq, hospital, line up, route of travel etc.)

5. how warrant will be served

6. Knock and Notice 844 PC

7. pick and ram 1531 PC

8. K9's role

9. Patrols Role

D. Audio tape (knock and notice/Entry until code 4)

E. Video pre and post search

F. Money policy (10K or more)

G. Shots fired/officer down

H. Debrief- on good bad and how to improve

I.. Booking the in custodies

J. Booking evidence

K. Writing the report (49 for search warrant)

L. Notifications

M. Search Warrant Return

X. Interview and Interrogation

A. Suspect, Victims and witnesses

B. Wall and Cool Stops

XI. Testifying and Expert testimony (Voir Dire)

A. Court preparation

B. Meeting with DDA

C. Keeping resume current

1. CNOA training, arrests, Expert Testimony tracking

XII. Medical Marijuana overview and Ex Parte Orders

A. Current Laws

1. Recommendation vs prescription

2. Dispensaries

B. Case Preparation

C. Operations

### XIII. K9 -Narcotics Detection

A. Capabilities of K9's

1. Passive vs aggressive

B. Documentation

C. Report Writing

### XIV. Forfeiture

A. Overview

1. Civil vs Criminal cases

B. Money Disclaimers/evidence gathering

C. Bank accounts/ vehicles etc.

### XV. DDA Update - Deputy District Attorney

A. Filing with DDA

1. Requirements for case filing

2. Expert Testimony

B. Legal Updates

### XVI. OIS -Homicide and Training Bureau

A. Response to shooting

1. Hit vs no hits

B. Shooting review

1. Process and dealing with DDA's

C. Do's and Don'ts after a shooting

XVII. Intelligence Gathering and Information Sharing

A. JRIC and other resources

B. What to look for and how to report as well as gather intel

1. Paladin

XVIII. Bureau weapons (PHOTOS ONLY) and equipment familiarization

A. Crew standard weapons

1. Station crew, Majors and Task Forces

B. Entry tools

1. Pick , Ram , and Punch Pull

C. Surveillance equipment

1. Wires, Airplanes, Helicopter and body wires

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• **Crisis Intervention**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**MENTAL ILLNESS AWARENESS FOR FIELD TRAINING OFFICERS**

I. WELCOME

A. Overview and purpose of course.

1. Complete all required paperwork.
2. Instructors introduce self and provide information on objectives for the course and material that will be covered.

II. ROLES OF A FIELD TRAINING OFFICER

A. Students learn about roles of a Field Training Officer related to instructing trainees on how recognize and respond to persons with Mental Illness, Development Disabilities, Substance Use Disorders, and Co-occurring disorders.

1. Role model
2. Trainer
3. Evaluator
4. Supervisor
5. Advisor
6. Students discuss approach to training, expectations of trainees, and importance of developing flexibility when dealing with a diverse array of citizens/presenting circumstances.

III. IMPLICATIONS FOR LAW ENFORCEMENT

A. Students learn about the importance of effectively interacting with MI individuals while performing duties.

1. Students provided with information regarding SB 29, LASD Field Operations Directive, and additional mandates related to interacting with MI individuals.
2. Instructor led discussion regarding use of specific techniques and strategies when dealing with disabled individuals, and the value of clearly articulating/documenting interventions.
3. Students discuss career survival and potential consequences of not dealing with MI individuals effectively.

IV. DEFINITION OF MENTAL ILLNESS (MI)

A. Students learn about the general characteristics and factors that contribute to MI.

1. Students provided with information on characteristics of MI.
2. Students provided with information on the factors that contribute to MI.
3. Instructor led discussion.

V. DEVISING A PLAN

A. Students become aware of planning and how to gather information regarding potentially MI subjects.

1. Instructor led discussion regarding the importance of officer safety when dealing with rapidly evolving situations involving MI individuals.
2. Students provided with lines of questioning to have dispatcher ask the informant/victim on the line, if not provided. Importance of detailed information discussed.

3. Students provided with information on identifying behavioral characteristics of MI at the scene of a call (handout).

#### I. IDENTIFYING AND RESPONDING TO MENTAL ILLNESS (MI)

- A. Students gain knowledge of signs and symptoms common to each of the four categories of MI through instructor-provided information, a video clip learning activity, and a group exercise.

1. Students provided with information on signs/symptoms in each category:
  - 1) Elevated/Depressed/Anxious
  - 2) Making Sense/Not Making Sense
  - 3) Agitated/Aggressive
  - 4) Suicidal/Self-Injurious
2. Learning Activity: Students will observe video clips and visual examples of individuals meeting criteria for each category, including a clip of MI symptoms from a first-person POV. Following each clip, instructors will query students on recognition of signs and symptoms.
3. Group exercise: (Case vignettes) Students break into small groups and discuss previous calls for service involving MI individuals. Instructors require students to provide: How the initial call comes out; 2) Observations of the individual; 3) Surrounding environment; 4) Involvement of others; 5) Status of back-up; 6) Availability of less-lethal options. Students will present case, discuss potential category of MI represented, and discuss strategies and techniques used in an attempted to de-escalate incident.

- A. Students learn about the sequence of universal considerations for interacting with individuals in aforementioned categories. Instructors provide students with information on the recommended techniques and strategies for effectively engaging disabled individuals.

1. **Window of Opportunity**-Upon initial contact with a MI individual, there may be a short period of time (20 seconds to <2 minutes) that may allow for use of recommended strategies and techniques. Recognizing the window is critical to a positive outcome.
2. **Reduce External Stimuli**-Because the person may already be responding to internal stimuli (hearing voices), loud radio chatter/noise or talking may add to confusion. Control the environment. Remove unnecessary parties and potentially dangerous articles from area.
3. **Presence/Visibility**-Reduce visible personnel presence so person doesn't feel cornered or threatened. Try to maintain a degree of space. Crowding or boxing in may heighten paranoia or fear. Also, have back-up when possible (Show of force principle).
4. **Preparing for Use of Force**-Gearing up to make contact may send a threatening or mixed message that can create paranoia, confusion, fear.
5. and physically and become more responsive.
6. **Identifying One Partner to Speak**-Helps limit the amount of stimuli person has to focus on (i.e., one voice vs. two or three). Speak in simple, short sentences.
7. **Posture**- Indicates approachability, openness, and willingness to engage.
8. **Vocal Pattern**- To assist individual in hearing, understanding, and attending to your questions/commands, match patterns of vocal tone, volume and speed.
9. **Rapport**- Offer first name. Empathize with their experience. Indicate a willingness to help. Makes MI individual feel comfortable and understood so important information can be gathered. If MI individual

remains unresponsive, switch.

10. **Slow Things Down**-Remember, time is on your side. If you can slow down the pace of the encounter, the individual will likely begin to de-escalate emotionally **Predictability**- Watch sudden movements. If possible, provide information on what you're about to do; (i.e., "Now I'm going to search you and your belongings").
11. **Engage**-Use non-verbal communication (i.e., posture, facial expression, eye communication) and active listening skills to connect (i.e., asking open-ended questions).
12. **Provide A Sense of Safety**-Provide clear reassurance that you're there to help and not harm them. Communicate your intentions clearly and slowly. Never threaten.
13. **Asking About Person, Place, Time, Situation (Oriented x4)**-Do they know who they are, where they are presently, what hour/time of day it is, and the context of what's occurring?
14. **Focus**- Attempt to have the individual stay with you. Keep individual oriented to the present by using the word "now." Redirect if necessary.
15. **Resisting vs. Difficulty Hearing/Understanding**-Gauge if they're responding to something other than your voice and non-verbal communication. Are they exhibiting the "thousand-yard stare", or orienting themselves in another direction? They may have difficulty separating you from their internal experience. This can look like resisting.

#### I. DEVELOPMENTAL DISABILITIES (DD)

##### A. Students learn about characteristics and factors that contribute to DD.

1. Students provided with general information related to DD.
2. Students provided with information on signs/symptoms of Intellectual Disability (including Down Syndrome), and Autism Spectrum Disorder.

#### I. SUBSTANCE USE DISORDERS/CO-OCCURRING DISORDERS

##### A. Students learn about characteristics and factors that contribute to Substance Abuse Disorders.

1. Students provided with general information related to Substance Use, Abuse, and Dependence.
2. Instructor led discussion.

##### A. Students learn about characteristics of Co-occurring Disorders.

1. Students provided with general information about Co-occurring Disorders.
2. Students provided with information regarding the relationship between substance abuse and MI.
3. Instructor led discussion.

#### I. UNDERSTANDING CULTURAL IMPLICATIONS

- A. Group exercise: Students break into small groups and discuss how perceptions of MI, substance abuse, and developmental disabilities vary by culture. Instructors require students to provide: 1) An example of how MI, substance use, or DD is perceived in any culture other than "American" society; 2) How the perception(s) may impact the individual dealing with the disability.

## II. LIFE EXPERIENCE OF INDIVIDUALS WITH DISABILITIES

- A. Students learn about the symptoms, daily living experiences (including those with Law Enforcement), and recovery of individuals dealing with MI (Stigma reduction strategy).
1. Learning Activity: Students will observe autobiographical video clips of individuals living with MI. Clips will address daily living, symptom management, treatment, and previous successful/unsuccessful encounters with law enforcement (Stigma reduction strategy).
  2. Students discuss thoughts and perceptions regarding people with disabilities and substance use disorders (Stigma reduction strategy).
  3. Instructor led discussion regarding available local and county resources for MI individuals and individuals with disabilities. Emphasis placed on **Recognizing, Responding, and Referring (3 R's)** when dealing with MI individuals (Stigma reduction strategy).

## I. CONCLUSION

A. Course summary and wrap up.

1. Class Q and A and discussion regarding learning objectives and information presented.
2. Instructor's closing comments and provision of additional resources.
3. Complete course evaluations.

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## • Bicycle Patrol 40 Hour

### BICYCLE PATROL (40 HOURS)

## EXPANDED COURSE OUTLINE

### I. DAY ONE

#### A. HISTORY OF BICYCLE PATROL

1. Bike Patrol started July 10, 1987 in Seattle, Washington.
2. All-terrain bike (ATB) or Mountain Bike
3. Highly mobile and cost-effective means of policing
4. Combines speed, silence, invisibility and unpredictability to make this patrolling technique a virtual nightmare for criminals.
5. Community-oriented policing
6. West Hollywood Sheriff is first policing agency to implement Bike Patrol (July 1989) in all of



California.

B. NOMENCLATURE

1. The instructor will display a bicycle and describe the parts and how they work.

a. Handlebars

1. center triangle

a. Bar ends

b. Brake handles

1. chain

a. Gear shifters

1. chain rings

a. Headset

b. Front fork

1. crank pedals

a. Front wheel

1. chain stay

a. Front tire

1. rear derailleur

a. Front quick release

1. rear derailleur

a. Top tube

1. rear wheel

a. Down tube

1. rear tire

a. Seat tube

b. Seat post

1. kickstand

a. Seat – horn of seat

b. Front derailleur

A. NUTRITIONAL INFORMATION FOR THE BICYCLIST

1. When exercising, your body consumes blood sugar (glucose) that your muscles use for fuel.

2. Need carbohydrates for energy

a. Simple and complex

3. Other main components
  - a. Fats
  - b. Protein
4. Vitamins
  - a. Iron
5. Hydration
  - a. Water vs sport drinks
6. Be aware of your food intake and fuel your body as needed

#### A. PUBLIC RELATIONS

1. Community-based policing
  - a. Policing by all-terrain bicycle has proven to be effective, exciting and readily accepted by all communities
  - b. Changes public perception, considers bike officer approachable and friendly.
1. Tool for apprehension of criminals
2. Promotes safe and proper riding skills
3. Places officer close to the public; able to see, hear and respond quickly to needs of public

#### A. CALIFORNIA TRAFFIC LAWS

1. Bicycles are subjected to Vehicle Code
  - a. Section 21200 CVC
  - b. Section 21202(A) CVC
  - c. Section 21650.1 CVC
  - d. Section 21208(A) CVC
  - e. Section 21201(D) CVC
  - f. Sections 21806 and 670 CVC

#### A. DISCUSSION OF NECESSARY EQUIPMENT

1. ATB bicycle
2. Bicycle helmet
3. Whistle
  - a. With breakaway strap
4. Protective eye wear
5. Gloves
6. Sam Browne
7. Uniform

#### B. BASIC SKILLS RIDE

1. Basic techniques and skills
  - a. Correct positions while riding and turning
  - b. Proper gear selection
  - c. Mounting, dismounting

- d. Slow riding
  - e. Emergency braking and turning
  - f. Pair riding and single lane riding
2. The riding course will cover approximately 8 miles

## II. DAY TWO

- A. Discuss “at rest heart rate”
  - B. Stretch and warm up muscles
  - C. Discuss the ability to look into vehicles, businesses’ windows, open doors and make observations of criminal activity
  - D. Conditioning ride – 7 mile course
    - 1. Business district
1. Parking lots
2. Motel walkways
- A. Riding techniques
    - 1. Slow riding control of the bicycle
    - 2. Object jumping (curbs and obstacles)
    - 3. Stair climbing and descending
    - 4. Dismounting at slow and high speeds
    - 5. Sliding dismounting techniques
    - 6. Bicycle pursuits
    - 7. Arrest techniques
    - 8. Emergency turning
    - 9. Avoiding obstacles
    - 10. Angle curb climbing

## III. DAY THREE

- A. Warm up – stretching
  - B. Practical exercises
    - 1. Citizen contacts in the field
    - 2. Suspicious persons interview techniques, proper positioning and officer safety tactics.
1. How to use bike to your advantage for search techniques.
- A. Skills test
    - 1. All students will be required to perform all of the tactics taught during the course.
  - A. Timed obstacle cours
  - B. Bicycle maintenance
    - 1. Hands-on bicycle maintenance
      - 1. Go over preventive maintenance and identification of problems

2. Actual tire, chain and derailleur instruction

2. Tire change to off-road tires

IV. DAY FOUR (WAYSIDE)

A. Off-road riding

1. Hill climbing and descending
2. Soft dirt riding

3. Straight line stopping
4. Sliding and falling techniques

B. Firing range instruction

1. Instruction on tactics and techniques for bicycle mounted patrol
2. Modified practical police combat course training
  - a. Controlled shooting exercise while straddling a bicycle
3. Modified handgun, shotgun course
4. Use of the “red man” (Dynamic Confrontational Simulation Training) with baton training
5. Handcuffing exercise
6. Shoot/Don't Shoot training

V. DAY FIVE

A. Night ride, in-service training

1. Effective cycling instruction as it applies to night riding
2. Proper night riding awareness and tactics
3. Proper use of lighting equipment
4. Use of bicycles for surveillance and night observations
5. Station overview (usually West Hollywood Sheriff's Station)
6. Actual field deployment
  - a. Groups of 4 – 5 with one instructor leading each group

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• **Bicycle Patrol 8 Hour**

**BICYCLE PATROL (8 HOURS)**

**EXPANDED COURSE OUTLINE**

I. HISTORY OF BICYCLE PATROL

- A. Bike Patrol started July 10, 1987 in Seattle, Washington.
- B. All-terrain bike (ATB) or Mountain Bike
- C. Highly mobile and cost-effective means of policing
- D. Combines speed, silence, invisibility and unpredictability to make this patrolling technique a virtual nightmare for criminals.
- E. Community-oriented policing
- F. West Hollywood Sheriff is first policing agency to implement Bike Patrol (July 1989) in all of California.

#### I. PUBLIC RELATIONS

- A. Community-based policing
- B.
  - 1. Policing by all-terrain bicycle has proven to be effective, exciting and readily accepted by all communities
  - 2. Changes public perception, considers bike officer approachable and friendly.
- C. Tool for apprehension of criminals
- D. Promotes safe and proper riding skills
- E. Places officer close to the public; able to see, hear and respond quickly to needs of public

#### II. NUTRITIONAL INFORMATION FOR THE BICYCLIST

- A. When exercising, your body consumes blood sugar (glucose) that your muscles use for fuel.
- B. Need carbohydrates for energy
  - 1. Simple and complex
- C. Other main components
  - 1. Fats
  - 1. Protein
- D. Vitamins
  - 1. Iron
- E. Hydration
  - 1. Water vs sport drinks
- F. Be aware of your food intake and fuel your body as needed

#### III. DISCUSSION OF NECESSARY EQUIPMENT

- A. ATB bicycle
- B. Bicycle helmet
- C. Whistle
- 1. With breakaway strap

- A. Protective eye wear
- B. Gloves
- C. Sam Browne
- D. Uniform

## II. BIKE INSPECTION AND ADJUSTMENTS

A. The instructor will display a bicycle and describe the parts and how they work.

- 1. Handlebars
  - a. center triangle
- 2. Bar ends
- 3. Brake handles
  - a. chain
- 4. Gear shifters
  - a. chain rings
- 5. Headset
- 6. Front fork
  - a. crank pedals
- 7. Front wheel
  - a. chain stay
- 8. Front tire
  - a. rear derailleur
- 9. Front quick release
  - a. rear derailleur
- 10. Top tube
  - a. rear wheel
- 11. Down tube
  - a. rear tire
- 12. Seat tube
- 13. Seat post
  - a. kickstand
- 14. Seat – horn of seat
- 15. Front derailleur

## I. CALIFORNIA TRAFFIC LAWS

A. Bicycles are subjected to Vehicle Code

1. Section 21200 CVC
2. Section 21202(A) CVC
3. Section 21650.1 CVC
4. Section 21208(A) CVC
5. Section 21201(D) CVC
6. Sections 21806 and 670 CVC

#### I. BASIC SKILLS RIDE

##### A. Basic techniques and skills

1. Correct positions while riding and turning
2. Proper gear selection
3. Mounting, dismounting
4. Slow riding
5. Emergency braking and turning
6. Pair riding and single lane riding
  - A. The riding course will cover approximately 8 miles

#### II. GROUP RIDE

- A. Business district
- B. Parking lots
- C. Motel walkways

#### III. RIDING TECHNIQUES

- A. Slow riding control of the bicycle
- B. Object jumping (curbs and obstacles)
- C. Stair climbing and descending
- D. Dismounting at slow and high speeds
- E. Sliding dismounting techniques
- F. Bicycle pursuits
- G. Arrest techniques
- H. Emergency turning
- A. Avoiding obstacles
- J. Angle curb climbing

#### IV. SKILLS TEST

- A. All students will be required to perform all of the tactics taught during the course

V. TIMED OBSTACLE COURSE

VI. BICYCLE MAINTENANCE

- A. Hands-on bicycle maintenance
  - B. Go over preventive maintenance and identification of problems
  - C. Actual tire, chain and derailleur instruction
  - D. Tire change to off-road tires
- 

- **Street Gangs and Sub-Cultures**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**STREET GANGS AND SUB-CULTURES**

**1820-23220**

**PRISON GANGS**

I. PRISON GANGS IDENTIFIED

A. ARYAN BROTHERHOOD

1. HISTORICAL DEVELOPMENT
2. ORGANIZATIONAL STRUCTURE
3. IDENTIFICATION
4. ORGANIZATIONAL OPERATIONS
5. ORGANIZATIONAL IDEALS

B. NAZI LOW RIDERS



1. HISTORICAL DEVELOPMENT

2. ORGANIZATIONAL STRUCTURE

3. IDENTIFICATION

4. ORGANIZATIONAL OPERATIONS

5. ORGANIZATIONAL IDEALS

C. MEXICAN MAFIA

1. HISTORICAL DEVELOPMENT

2. ORGANIZATIONAL STRUCTURE

3. IDENTIFICATION

4. ORGANIZATIONAL OPERATIONS

5. ORGANIZATIONAL IDEALS

D. NUESTRA FAMILIA

1. HISTORICAL DEVELOPMENT

2. ORGANIZATIONAL STRUCTURE

3. IDENTIFICATION

4. ORGANIZATIONAL OPERATIONS

5. ORGANIZATIONAL IDEALS

E. NORTHERN RAZA

1. HISTORICAL DEVELOPMENT

2. ORGANIZATIONAL STRUCTURE

3. IDENTIFICATION

4. ORGANIZATIONAL OPERATIONS

5. ORGANIZATIONAL IDEALS

-  
-  
-  
-  
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## **ASIAN GANGS**

### **I. INTRODUCTIONS**

- A. BACKGROUND
- B. EXPERIENCE
- C. HISTORY

### **II. CLASS OBJECTIVES**

- A. POLL OF AUDIENCE
- B. CURRENT TRENDS

#### **1. CRIMES**

#### **2. DEMOGRAPHIC MOVEMENTS**

#### **3. MIGRATIONS**

### **III. C. IDENTIFICATIONS**

#### **1. GANG AREAS**

#### **2. GANG ETHNICITY**

3. UNDERSTANDING OF THE HERITAGE OF GANG MEMBERS

IV. GENERAL BACKGROUND AND DIFFERENTIATION OF ASIAN GANGS

- A. NORTHEAST ASIAN GANGS
- B. SOUTHEAST ASIAN GANGS
- C. PACIFIC ISLANDERS
- D. DEPT. OF JUSTICE STATISTICS

1. OVER 200 DOCUMENTED ASIAN GANGS

2. 20,000 GANG MEMBERS

V. TRADITIONAL AND NON TRADITIONAL GANGS

- A. TERRITORIES, AREAS OF OPERATIONS AND INFLUENCE
- B. SOPHISTICATION OF ACTIVITIES AND CRIMES
- C. GANG OBJECTIVE

1. PROTECTION VS. MONEY MAKING

2. INNOCENT LOOK / SCHOOL BOY

VI. GEOGRAPHICAL / DEMOGRAPHICS OF GANGS

- A. SAN GABRIEL VALLEY
- B. SAN FERNANDO VALLEY
- C. LOS ANGELES CITY
- D. LONG BEACH
- E. ORANGE COUNTY

VII. CRIME TRENDS

- A. NARCOTICS
- B. PROSTITUTION
- C. EXTORTIONS

1. HOW THEY ARE DOING IT

- D. GRAND THEFT AUTO

1. HOW THEY DO IT AND WHY

- C. ASSAULTS
- D. MURDERS

VIII. GANG ATTIRE

- A. COLORS
- B. BELTS
- C. SPORTS JERSEYS / NUMBERS
- D. TATTOOS

IX. GANG INITIATIONS

- A. JUMP INS

1. JUMP IN TRADITIONS

2. USUALLY THE NUMBER OF THE GANG

- B. JUMP OUTS
- C. NUMBER OF GANG MEMBERS

X. GANG TACTICS

A. WEAPONS

1. SOPHISTICATED WEAPONS
2. SUSPECTS PRACTICE

B. COMMUNICATIONS

1. MONITOR POLICE FREQUENCIES
2. USE OF SHORT WAVE RADIOS
3. USE OF NEXTELS

C. CAR TO CAR SHOOTING

D. WALK UP ASSASSINATIONS

E. HOME ASSASSINATIONS

F. SURVEILLANCE AND COUNTER SURVEILLANCE

G. HIDDEN COMPARTMENTS

XI. GANG ORGANIZATIONS

A. SHOT CALLERS

B. ORGANIZED CRIME TIES AND EVENTUAL ELEVATION

C. LOCAL GANG VS. ORGANIZED CRIMES

XII. COMBATING PROBLEMS

A. COMBINING FORCES WITH OTHER LAW ENFORCEMENT AGENCIES

B. DISTRICT ATTORNEY'S OFFICE

C. TASK FORCE

1. MULTI JURISDICTIONAL

2. LOCAL

3. FEDERAL

D. PROBATION / PAROLE

F. CITY OFFICIALS / BUSINESS LICENSING

G. SCHOOLS AND OFFICIALS

XIII. SUMMARY

A. RESTATE OBJECTIVES

B. OFFICER SAFETY

C. CONCLUSION AND QUESTIONS



**GANG INVOLVED HOMICIDE CRIME SCENES**

-

I. INTRODUCTION TO CRIMINALISTICS ( FORENSIC SCIENCE )

A. PHYSICAL EVIDENCE

1. BIOLOGICAL EVIDENCE
2. NARCOTICS
3. BLOOD ALCOHOL
4. TRACE EVIDENCE
5. LATENT PRINTS
6. FIREARM EVIDENCE

B. EVIDENCE COLLECTION AND PRESERVATION

C. ELABORATE AND INFORM ON THE DIFFERENT SERVICES OFFERED

AT THE SHERIFF'S CRIME LABORATORY

II. CRIME SCENE PRESERVATION AND PROCESSING

A. OFFICER SAFETY

1. VICTIM(S) WELFARE
2. SEARCH FOR ADDITIONAL VICTIM(S), INFORMANT AND

OR SUSPECT(S)

B. SETTING CRIME SCENE BOUNDARIES / SECURING THE CRIME SCENE

1. CRIME SCENE TAPE
2. USING THE RADIO CAR AS A BARRIER
3. NATURAL BOUNDARIES



C. NOTIFICATIONS USING LAND LINES

1. GANG DETECTIVES
2. WATCH COMMANDER
3. HOMICIDE

III. MAJOR INCIDENT LOG

- A. HOLDS PERSONNEL ACCOUNTABLE
- B. ADDS TO THE COMPLETION OF REPORT
- C. TRACKS ENTRIES INTO THE CRIME SCENE

IV. IDENTIFYING THE GANG

- A. GANG TERRITORY
- B. GANG RIVALRIES
- C. USING INFORMANTS

**FEMALE GANGS**

I. INTRODUCTION

A. FEMALE GANG

1. ORIGIN & EVOLUTION
2. DOCUMENTATION OF FEMALE GANG MEMBERS
3. PRIMARY ROLE

II. B. INVESTIGATIVE TECHNIQUES

1. CASE LAW
2. ENFORCEMENT

III. C. MISCONCEPTIONS OF FEMALE GANGS

1. SOCIOLOGY
2. PSYCHOLOGY
3. SUBCULTURE MAKE-UP

IV. D. MALE GANG MEMBER INFLUENCE

1. MANIPULATION
2. FEMALE TAKEN ADVANTAGE OF
3. LAW ENFORCEMENT OVER SIGHT

V. E. FEMALE ROLE

1. WIFE
2. AFFILIATE (CONSCIOUS OR INDIRECT)

**SOCIOLOGY OF GANGS AND GANG INVESTIGATIONS**

I. INTRODUCTIONS

A. BACKGROUND

B. EXPERIENCE

C. HISTORY

II. CLASS OBJECTIVES

A. POLL OF AUDIENCE

B. CURRENT TRENDS

1. CRIMES

2. DEMOGRAPHIC MOVEMENTS

3. MIGRATIONS

III. C. IDENTIFICATIONS

1. GANG AREAS

2. GANG ETHNICITY

3. UNDERSTANDING OF THE HERITAGE OF GANG MEMBERS

IV. GENERAL BACKGROUND AND DIFFERENTIATION OF ASIAN GANGS

A. SOUTHERN GANGS

B. NORTHERN GANGS

C. PISAS (GANG MEMBERS FROM MEXICO)

D. DEPT. OF JUSTICE STATISTICS

1. OVER 300 DOCUMENTED ASIAN GANGS

2. 1000,000 GANG MEMBERS

V. TRADITIONAL AND NON TRADITIONAL GANGS

A. TERRITORIES, AREAS OF OPERATIONS AND INFLUENCE

B. SOPHISTICATION OF ACTIVITIES AND CRIMES

C. GANG OBJECTIVE

1. PROTECTION VS. MONEY MAKING

2. INNOCENT LOOK / SCHOOL BOY

VI. GEOGRAPHICAL / DEMOGRAPHICS OF GANGS

A. SAN GABRIEL VALLEY

B. SAN FERNANDO VALLEY

C. LOS ANGELES CITY

D. LONG BEACH

E. ORANGE COUNTY

VII. CRIME TRENDS

A. NARCOTICS

B. PROSTITUTION

C. EXTORTIONS

1. HOW THEY ARE DOING IT

D. GRAND THEFT AUTO

1. HOW THEY DO IT AND WHY

C. ASSAULTS

D. MURDERS

VIII. GANG ATTIRE

- A. COLORS
- B. BELTS
- C. SPORTS JERSEYS / NUMBERS
- D. TATTOOS

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- A. JUMP INS
  - 1. JUMP IN TRADITIONS
  - 2. USUALLY THE NUMBER OF THE GANG
- B. JUMP OUTS
- C. NUMBER OF GANG MEMBERS

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- A. WEAPONS
  - 1. SOPHISTICATED WEAPONS
  - 2. SUSPECTS PRACTICE
- B. COMMUNICATIONS
  - 1. MONITOR POLICE FREQUENCIES
  - 2. USE OF SHORT WAVE RADIOS
  - 3. USE OF NEXTELS
- C. CAR TO CAR SHOOTING
- D. WALK UP ASSASSINATIONS
- E. HOME ASSASSINATIONS
- F. SURVEILLANCE AND COUNTER SURVEILLANCE

G. HIDDEN COMPARTMENTS

XI. GANG ORGANIZATIONS

- A. SHOT CALLERS
- B. ORGANIZED CRIME TIES AND EVENTUAL ELEVATION
- C. LOCAL GANG VS. ORGANIZED CRIMES

XII. COMBATING PROBLEMS

- A. COMBINING FORCES WITH OTHER LAW ENFORCEMENT AGENCIES
- B. DISTRICT ATTORNEY'S OFFICE
- C. TASK FORCE
  - 1. MULTI JURISDICTIONAL
  - 2. LOCAL
  - 3. FEDERAL
- D. PROBATION / PAROLE
- E. CITY OFFICIALS / BUSINESS LICENSING
- F. SCHOOLS AND OFFICIALS

XIII. SUMMARY

- A. RESTATE OBJECTIVES
- B. OFFICER SAFETY
- C. CONCLUSION AND QUESTIONS





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**OUTLAW BIKER GANGS**

- I. OVERVIEW OF MOTORCYCLE GANGS
  - A. HISTORY OF MOTORCYCLE GANGS
  - B. SUB-CULTURE OF THE MOTORCYCLE GANG
  - C. DEMOGRAPHICS
  - D. MOTORCYCLE GANG INDICIA
  - E. IDENTITY OF COLORS
  - F. MOTORCYCLE GANG TERMS AND JARGON
  - G. RECRUITMENT AND INITIATION

II. LIFESTYLE OF MOTORCYCLE GANGS

- A. RIVALRIES
- B. WEAPONS
- C. TRANSPORTATION AND TRAVEL ACTIVITIES
- D. AFFILIATIONS
- E. MOTORCYCLE GANGS AND LAW ENFORCEMENT

III. COMBATING MOTORCYCLE GANGS

- A. SURVEILLANCE
- B. UNDERCOVER WORK
- C. VIDEOTAPING AND RECORDED EVIDENCE
- D. SEARCH WARRANTS

IV. TRENDS

- A. CURRENT ACTIVITIES
- B. CURRENT RIVALRIES AND WARS
- C. CURRENT EXPANSION
- D. CURRENT RECRUITMENT ACTIVITIES
- E. CURRENT LAW ENFORCEMENT ROLE

V. TRACKING MOTORCYCLE GANGS

- A. LOCAL AGENCY INVOLVEMENT
- B. AGENCY CONSORTIUMS AND TEAMS

C. MULTI-AGENCY TASK FORCES AND TEAMS

**INTRODUCTION TO GRAFFITI**

I. HISTORY

- A. BEGINNING OF MODERN GRAFFITI (PA) IN THE 1960'S
- B. NEW YORK GRAFFITI PHENOMENON IN THE 1970'S
- C. TRAIN GRAFFITI TO MAINSTREAM AMERICA
- D. GRAFFITI MADE POPULAR BY MODERN MOVIES IN THE 1970'S

II. LAWS

- A. PENAL CODE SECTIONS
  - 1. 594(B)(1) PC
  - 2. 594(2)(A) PC

3. 594.2 PC

III. GRAFFITI

A. TYPES

1. COMMUNICATIVE
2. HATE

3. GANG

4. TAGGING

5. ARTISTIC

B. DECIPHERING

1. TAG
2. BUBBLE
3. BUBBLE WITH FILL
4. PIECE
5. NON-STOP

C. GRAFFITI TELLS LAW ENFORCEMENT

1. ENEMIES
2. GANG ALLIANCES
3. GANG ENEMIES

4. ROLL CALL

5. DEFINITION OF ACRONYMS

D. GRAFFITI TOOLS

1. SPRAY PAINT
2. MARKERS

- 3. PAINT PENS
- 4. SLAP TAGS
- 5. TIPS
- 6. ETCHING TOOLS
- 7. STICKERS

IV. SEARCH WARRANTS

A. INFORMATION NEEDED FOR  
WARRANT

B. ITEMS TO BE SEIZED FOR SEARCH WARRANT

C. FILING WITH THE DISTRICT ATTORNEY

D. ESTABLISHING AN EXPERTISE IN GRAFFITI

V. TRANSITIONAL TAGGERS TO GANGS

A. WARNING SIGNS IN GRAFFITI

B. CHANGE IN CRIMES

C. TAGGERS VS. GANGS



## **BLACK GANGS**

### **I. BLACK GANGS IDENTIFIED**

#### **A. DEFINITION**

1. ANY ONGOING ASSOCIATION OR GROUP OF 3 OR MORE PERSONS WHICH HAS A COMMON NAME OR IDENTIFYING SIGN OR SYMBOL, AND WHOSE MEMBERS OR ASSOCIATES INDIVIDUALLY AND/OR COLLECTIVELY ENGAGE OR HAVE ENGAGED ON BEHALF OF THAT ORGANIZATION OR GROUP, IN TWO OR MORE ACTS, WHICH INCLUDE PLANNING, ORGANIZATION, THREATENING, FINANCING, SOLICITING, OR COMMITTING UNLAWFUL ACTS OR ACTS OF MISCONDUCT CLASSIFIED AS SERIOUS PURSUANT TO SECTION 3315 OF THE CALIFORNIA CODE OF REGULATIONS.

### **II. BLACK GUERRILLA FAMILY**

#### **A. HISTORICAL BACKGROUND:**

1. THE BLACK GUERRILLA FAMILY (BGF) ORIGINATED AT SAN QUENTIN STATE PRISON IN 1966 AND WAS HEADED BY THE LATE GEORGE LESTER JACKSON, A FORMER MEMBER OF THE BLACK PANTHER PARTY. JACKSON BELIEVED THE BLACK PANTHER PARTY WAS NOT RESPONDING TO THE NEEDS OF BLACK PRISON INMATES. UNDER HIS LEADERSHIP, THE BGF WAS CLOSELY ASSOCIATED WITH THE BLACK MOVEMENT OUTSIDE OF

PRISON. JACKSON BELIEVED THAT "THE REVOLUTION" WAS AN ONGOING STRUGGLE AND SHOULD BE CONTINUED BY BGF AFTER BEING RELEASED FROM PRISON.

B. GANG PHILOSOPHY:

1. THE BGF IS THE ONLY MAJOR PRISON GANG TO CLAIM POLITICAL MOTIVATION AS JUSTIFICATION FOR ANY CRIMES COMMITTED AGAINST THE EXISTING SOCIAL ORDER, WHICH THEY SEEK TO OVERTHROW AND REPLACE WITH COMMUNIST DICTATORSHIP. BGF MEMBERS CONSIDER THEMSELVES TO BE POLITICAL PRISONERS, SENTENCED FOR COMMITTING ACTS OF SURVIVAL AGAINST AN OPPRESSIVE SYSTEM.

C. FINANCING

1. BGF FINANCES ARE REPLENISHED WITH PROCEEDS FROM VARIOUS ILLEGAL ACTIVITIES. NARCOTIC SALES AND TRAFFICKING, GUN SMUGGLING, CONTRACT KILLINGS,

BANK ROBBERY, CASINO ROBBERY, IDENTITY THEFT, CREDIT CARD THEFT, AND PROSTITUTION.

D. ALLIANCES:

1. A TENUOUS ALLIANCE HAS BEEN ESTABLISHED BETWEEN THE BLACK GUERRILLA FAMILY ANT THE NUESTRA FAMILIA, A HISPANIC PRISON GANG, AND AVOWED ENEMY OF THE MEXICAN MAFIA. THE BGF IS ALSO HIGHLY INFLUENTIAL WITHIN THE PRISON "DISRUPTIVE GROUPS" CRIPS, BLOODS AND PIRU'S.

III. BLACK GANGSTER DISCIPLES

(FOLK NATION)

A. HISTORICAL BACKGROUND:

1. AFTER FORMER LEADER DAVID BARKSDALE DIED IN 1974, TWO MEN LARRY "KING" HOOVER AND JEROME "SHORTY" FREEMAN TOOK LEADERSHIP ROLES TO FILL THE VOID. BOTH MEN WOULD LATER BECOME LEADERS OF THEIR OWN GANGS.



2. HOOVER CREATED THE BLACK GANGSTER DISCIPLES (BGDS) OR GANSTER DISCIPLES (GDS), AND FREEMAN BECAME THE LEADER OF AN EXISTING GANG, THE BLACK DISCIPLES. THE GANGSTER DISCIPLES HAVE EVOLVED INTO A CENTRALIZED CRIMINAL ORGANIZATION AND ARE AN ESTABLISHED CRIMINAL "SUPERGANG" THAT POSES A SERIOUS THREAT TO SOCIETY.

3. THE GANG HAS ALSO ESTABLISHED POLITICAL AND LEGITIMATE BUSINESS ORGANIZATIONS.

B. GANG PHILOSOPHY:

1. LARRY HOOVER CREATED A THEME CALLED GROWTH AND DEVELOPMENT.

2. HOOVER BELIEVED HIS THEME WOULD ENCOURAGE MEMBERS TO ESTABLISH LEGITIMATE GOALS, SUCH AS EDUCATION, IN FURTHERANCE OF THEIR CRIMINAL ENTERPRISE.

3. THE GANGSTER DISCIPLE DOCTRINE AND LEADERS WANT GANG MEMBERS TO TAKE THE INITIATIVE , BECOME MORE PRODUCTIVE, AND TO EXPAND AND DEVELOP. THE LEADERSHIP IS CONCERNED WITH THE GANGS' EDUCATIONAL, POLITICAL, AND SOCIAL DEVELOPMENT TO GAIN POLITICAL POWER.

C. FINANCING:

1. SINCE 1999, THE GANGSTER DISCIPLES HAVE SPREAD TO 42 STATES. THE GANGSTER DISCIPLES PRIMARY SOURCE OF INCOME IS DRUG TRAFFICKING.

2. IN PARTICULAR, CRACK COCAINE. OTHER ILLEGAL ACTIVITIES INCLUDE ARMED ROBBERY, ASSAULT, BANK ROBBERY, CONSPIRACY, EXTORTION, HOMICIDE, INTERSTATE THEFT, CAR JACKING, GUN SMUGGLING, AND MONEY LAUNDERING.

3. MANY MEMBERS OF THE GANG OWN REAL ESTATE AND VARIOUS BUSINESSES. MONEY LAUNDERING AND OWNING LEGITIMATE BUSINESSES APPEAR TO BE TWO OF THE GANG'S SECONDARY OBJECTIVES.

D. ALLIANCES:

1. THE GANGSTER DISCIPLES HAVE ALIGNED WITH CERATIN GANGS AND ORGANIZATIONS ACROSS THE UNITED STATES. IN CALIFORNIA, THEY HAVE ALIGNED WITH THE PRISON "DISRUPTIVE GROUP" CRIPS. IN LOS ANGELES, THE GANG IS KNOWN TO ASSOCIATE WITH ATHENS PARK BLOODS AND INGLEWOOD FAMILY TO EXTEND THEIR DRUG TRAFFICKING NETWORK.

IV. DISRUPTIVE GROUPS

A. A DISRUPTIVE GROUP IS DEFINED AS ANY ORGANIZATION, ASSOCIATION OR GROUP OF THREE OR MORE PERSONS, WHETHER FORMAL OR INFORMAL, WHICH HAS CONTINUITY OF PURPOSE; SEEKS A GROUP IDENTITY; AND HAS MEMBERS WHO INDIVIDUALLY OR COLLECTIVELY ENGAGE OR HAVE ENGAGED IN A PATTERN OF CRIMINAL ACTIVITY.

V. CRIPS

A. HISTORICAL BACKGROUND:

1. IN 1981, STANLEY "TOOKIE" WILLIAMS ARRIVED AT SAN QUENTIN STATE PRISON. WILLIAMS CONTINUED HIS VIOLENT BEHAVIOR WHILE INCARCERATED.
2. HE WAS INVOLVED IN SEVERAL VIOLENT ACTS WITH FELLOW INMATES AND PRISON STAFF, CONTINUING HIS LEGACY WITH FELLOW GANG MEMBERS. WILLIAMS ENCOURAGED FELLOW CRIP GANG MEMBERS TO UNIT, FORMING A DISRUPTIVE GROUP CALLED THE "BLUE NOTES".
3. WILLIAMS WAS RECOGNIZED AS THE LEADER, BUT THE GROUP WAS NEVER IDENTIFIED AS THE INSTIGATOR DURING A MAJOR PRISON RIOT.

B. GANG PHILOSOPHY:

1. WILLIAMS BELIEVED HE ALONG WITH MANY OF HIS OF FELLOW INMATES WERE WRONGLY ACCUSED OF A CRIME AND THEIR CIVIL RIGHTS WERE BEING VIOLATED WHILE INCARCERATED.
2. WILLIAMS PERSUADED MANY OF HIS HIGHLY INFLUENTIAL CRIP GANG MEMBERS TO ADJOURN THEIR DIFFERENCES WITH RIVAL CRIP GANGS AND SPEND MORE TIME RE-EDUCATING THEMSELVES.
3. WILLIAMS BELIEVED EDUCATION PROVIDED TWO OBJECTIVES; POWER (MONEY); ABILITY TO DEFEAT THE ENEMY (BLOODS, HISPANICS, WHITES AND LAW ENFORCEMENT); WITH WILLIAMS GUIDANCE, MANY GANG MEMBERS WERE ABLE TO SMUGGLE LARGE AMOUNT OF CONTRABAND (NARCOTICS) AND DEFEND THEMSELVES (WEAPONS, MARTIAL ARTS) AT A MOMENTS NOTICE.

C. FINANCING:

1. THE MONETARY GAIN OF NARCOTICS AND CONTRABAND SALES ALLOWED THE BLUE NOTES TO FUNCTION CORRECTIONAL FACILITIES.

D. ALLIANCES:

1. BLACK GUERILLA FAMILY, GANGSTER DISCIPLES (FOLK NATION).

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VI. UNITED BLOOD NATION

A. HISTORICAL BACKGROUND:

1. IN EARLY 1980'S, THE DENVER LANE BLOODS WERE WELL KNOWN THROUGHOUT LOS ANGELES FOR THEIR DRUG TRAFFICKING. IN 1984, AN INMATE NAMED RICHARD "PEABODY" COOPER USED HIS GANGS NOTORIETY TO UNITE ALL BLOOD GANG MEMBERS IN THE LOS ANGELES COUNTY JAIL.

2. COOPER CAME UP WITH A CONCEPT CALLED UBN, WHICH ESTABLISHED A SET OF RULES AND REGULATIONS THAT ALL BLOODS IN THE HIGHPOWER MODULE AT MEN'S CENTRAL JAIL HAD TO FOLLOW. THIS STRUCTURE ULTIMATELY WORKED TO BRING AN END TO THE BLOOD ON BLOOD VIOLENCE.

3. THE SUCCESS OF UBN WAS BASED ON THE SALE OF DRUGS, WHICH COOPER SMUGGLED IN THROUGH HIS ATTORNEYS AND THROUGH OTHER BLOODS WHO WERE PAID TO BRING IN HEROIN AND COCAINE BY GETTING ARRESTED FOR MINOR CHARGES.

4. COOPER ESTABLISHED A STORE FROM WHICH EVERY NIGHT A CERTAIN AND EQUAL AMOUNT OF SUPPLIES, INCLUDING NARCOTICS, WERE PASSED OUT TO EACH CELL.

B. GANG PHILOSOPHY:

1. COOPER WANTED THE UBN TO BECOME FINANCIALLY STABLE ENOUGH TO ULTIMATELY BUY OR SECURE THEIR FREEDOM THROUGH THE USE OF CAPABLE ATTORNEYS.

2. COOPER PREACHED TO HIS UBN FOLLOWERS, BEING A BLOOD MEANT THAT YOU WERE A WARRIOR, SOLDIER, A STRONG BLACK MAN. AFTER REVIEWING A DEBRIEFING REPORT FROM A FORMER UBN MEMBER, THE BGF MAY HAVE HAD A LARGE INFLUENCE WITH THE CONSTITUTION OF THE UBN. THE DEBRIEFING REPORT IDENTIFIED AN INDIVIDUAL NAMED JOHN CLUCHETTE AS THE WRITER OF THE CONSTITUTION FOR THE UBN.

3. JOHN CLUCHETTE WAS A COMRADE OF GEORGE LESTER JACKSON (FOUNDER OF THE BGF) AND WHILE HOUSED WITH RONNIE "LIL RON" COPPER (YOUNGER BROTHER RICHARD COOPER) AT FOLSOM PRISON CREATED A CONSTITUTION THAT WAS LATER FORWARDED TO RICHARD COOPER.

C. FINANCING:

1. DURING THE LAST FEW YEARS, CORRECTIONAL AND CUSTODY FACILITIES HAVE NOTICED A LARGE DROP-OUT RATE OF UBN MEMBERS, DUE TO COOPER'S INCONSISTENT BEHAVIOR. COOPER HAS ALLOWED RIVAL PRISON GANGS AND DISRUPTIVE GROUPS TO TAKE CONTROL OF MAJOR DRUG SALES.

2. WITHIN CORRECTIONAL/CUSTODY FACILITIES THIS IS A SIGN OF WEAKNESS. AT THIS TIME, WE ARE UNABLE TO DETERMINE THE FINANCIAL STATUS OF THE UBN.

D. ALLIANCES:

1. IMPERIAL BLACK DISCIPLES (PEOPLE NATION).

## **RUSSIAN / ARMENIAN GANGS**

### **I. HISTORY OF RUSSIAN / ARMENIAN GANGS**

#### **A. CULTURE**

#### **B. RELIGION**

### **II. FALL OF THE SOVIET UNION**

#### **A. POLITICAL INFLUENCE**

#### **B. COLD WAR**

III. MASS MIGRATION TO THE UNITED STATES

A. IMMIGRATION ISSUES

IV. BEGINNING OF ARMENIAN GANGS

A. HISTORY OF THE GANG

V. ARMENIAN POWER

A. MEMBERSHIP

B. BOUNDARIES

VI. CRIMES ASSOCIATED WITH RUSSIAN / ARMENIANS

A. CONNECTION TO ORGANIZED CRIME

VII. CRIMES COMMITTED WHILE IN JAIL

A. EXTORTIONS

B. MONEY LAUNDERING

VIII. TATTOO'S AND IDENTIFIERS

A. PHOTOGRAPHS OF GANG MEMBERS

IX. RUSSIAN ORGANIZED CRIME

A. HISTORY

1. BEGINNING OF ORGANIZED CRIME

- B. CRIMES & VIOLENCE
  - 1. CRIMINAL ACTIVITY ASSOCIATED WITH O.C.
- C. LAW ENFORCEMENT EFFORTS
  - 1. LOCAL AND FEDERAL EFFORTS
- D. CRIME TRENDS
  - 1. INFORMATION AND CURRENT UPDATES

### **WHITE POWER GANGS 101**

- I. INTRODUCTION:
  - A. 16 YEARS WITH THE LOS ANGELES COUNTY SHERIFF'S DEPARTMENT
  - B. WORK ASSIGNMENTS
    - 1. HALL OF JUSTICE JAIL, WAYSIDE, (EASFACILITY), TEMPLE AND SANE STATION, PALMDALE STATION STREET BUREAU.
  - C. PERSONAL KNOWLEDGE
- II. HISTORY:
  - A. ADOLF HITLER

1. MEANING OF THE NUMBERS 420, 88, 14 AND 5.
  2. ALSO THE SIGNIFICANCE OF THE SWASTIKA,  
LIGHTING BOLTS AND OTHER SYMBOLS USED BY HITLER.
- B. KLU KLUX KLAN
1. FIRST WHITE GANG IN AMERICA.
  - C. EARLY WHITE AMERICA

III. PRESENT:

- A. NAZI LOW RIDERS
  1. THEIR START IN CALIFORNIA YOUTH AUTHORITY,
  2. CURRENT PHILOSOPHIES, RELATIONSHIPS WITH OTHER WHITE GANGS.
- B. SKINHEADS
  1. HOW THEY GOT STARTED
  2. CURRENT LEADERS AND PHILOSOPHIES.
  3. RELATIONSHIP WITH OTHER WHITE GANG MEMBERS,  
(NLR, PECKERWOODS).
- C. PECKERWOODS
  1. HISTORY, MEANING OF THE WORD "PECKERWOOD".
  2. CURRENT STATUS AMONG OTHER GANG MEMBERS.

IV. SCARS, MARKS AND TATTOOS:

- A. TATTOOS
- B. COLORS
- C. STATUS SYMBOLS



1. CLOTHING AND HOW IT IS WORN
2. EARNING A TATTOO.

### **HISPANIC GANGS**

#### **I. INTRODUCTIONS**

- A. BACKGROUND
- B. EXPERIENCE
- C. HISTORY

#### **II. CLASS OBJECTIVES**

- A. POLL OF AUDIENCE
- B. CURRENT TRENDS
  1. CRIMES
  2. DEMOGRAPHIC MOVEMENTS
  3. MIGRATIONS

#### **III. IDENTIFICATIONS**

##### **A. GANG AREAS**

- B. GANG ETHNICITY
  - C. UNDERSTANDING OF THE HERITAGE OF GANG MEMBERS
- 
- IV. GENERAL BACKGROUND AND DIFFERENTIATION OF ASIAN GANGS
    - A. SOUTHERN HISPANIC GANGS
    - B. NORTHERN HISPANIC GANGS
    - C. PISAS (GANG MEMBERS FROM MEXICO)
    - D. DEPT. OF JUSTICE STATISTICS
  - 1. OVER 300 DOCUMENTED ASIAN GANGS
  - 2. 1000,000 GANG MEMBERS
- 
- V. TRADITIONAL AND NON TRADITIONAL GANGS
    - A. TERRITORIES, AREAS OF OPERATIONS AND INFLUENCE
    - B. SOPHISTICATION OF ACTIVITIES AND CRIMES
    - C. GANG OBJECTIVE
  - 1. PROTECTION VS. MONEY MAKING
  - 2. INNOCENT LOOK / SCHOOL BOY
- 
- VI. GEOGRAPHICAL / DEMOGRAPHICS OF GANGS
    - A. SAN GABRIEL VALLEY
    - B. SAN FERNANDO VALLEY
    - C. LOS ANGELES CITY
    - D. LONG BEACH
    - E. ORANGE COUNTY

VII. CRIME TRENDS

- A. NARCOTICS
- B. PROSTITUTION
- C. EXTORTIONS
- 1. HOW THEY ARE DOING IT
  - D. GRAND THEFT AUTO
- 1. HOW THEY DO IT AND WHY
  - C. ASSAULTS
  - D. MURDERS

VIII. GANG ATTIRE

- A. COLORS
- B. BELTS
- C. SPORTS JERSEYS / NUMBERS
- D. TATTOOS

IX. GANG INITIATIONS

- A. JUMP INS
  - 1. JUMP IN TRADITIONS
  - 2. USUALLY THE NUMBER OF THE GANG
- B. JUMP OUTS
- C. NUMBER OF GANG MEMBERS

X. GANG TACTICS

A. WEAPONS

1. SOPHISTICATED WEAPONS
2. SUSPECTS PRACTICE

B. COMMUNICATIONS

1. MONITOR POLICE FREQUENCIES
2. USE OF SHORT WAVE RADIOS
3. USE OF NEXTELS

C. CAR TO CAR SHOOTING

D. WALK UP ASSASSINATIONS

E. HOME ASSASSINATIONS

F. SURVEILLANCE AND COUNTER SURVEILLANCE

G. HIDDEN COMPARTMENTS

XI. GANG ORGANIZATIONS

A. SHOT CALLERS

B. ORGANIZED CRIME TIES AND EVENTUAL ELEVATION

C. LOCAL GANG VS. ORGANIZED CRIMES

XII. COMBATING PROBLEMS

A. COMBINING FORCES WITH OTHER LAW ENFORCEMENT AGENCIES

B. DISTRICT ATTORNEY'S OFFICE

C. TASK FORCE

1. MULTI JURISDICTIONAL

2. LOCAL

3. FEDERAL

D. PROBATION / PAROLE

E. CITY OFFICIALS / BUSINESS LICENSING

F. SCHOOLS AND OFFICIALS

### XIII. SUMMARY

A. RESTATE OBJECTIVES

B. OFFICER SAFETY

C. CONCLUSION AND QUESTIONS

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## • Database Operator

### LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

### DATAMASTER DMT OPERATOR TRAINING

### EXPANDED COURSE OUTLINE

#### I. INTRODUCTION AND OVERVIEW

- A. Purpose
- B. Title 17 Requirements
- C. Definition of "operator"
- D. DataMaster DMT Overview

#### II. CHEMICAL TESTS

- A. Blood Collection
- B. Urine Collection
- C. Breath Collection

III. THEORY OF OPERATION

- A. Infrared Energy (Light) Absorption
- B. Requirements for an Accepted Breath Sample

IV. PROCEDURE OF OPERATION

- A. Precautionary Prompts/Checklist
- B. 15 Minute Observation Period
- C. Beginning a Test
- D. Entering Biographical Information
- E. Attaching a new mouthpiece into the breath tube following "Sanitary Practices" Procedure
- F. Administering a Breath Test
- G. 0.02% Agreement of Two Breath Samples
- H. Including Comments
- I. Blood Alcohol Analysis Report (Printed Results and Checklist)

V. STATUS CODES

- A. Insufficient Sample
- B. Outside 0.02% Agreement
- C. Invalid Sample
- D. Instrument Timeout
- E. Radio Interference
- F. Interference Detected
- G. Standard Out of Range
- H. Ambient Fail
- I. Change Gas Cylinder Soon
- J. Change Gas Cylinder
- K. Other Status Codes

VI. PRACTICAL EXPERIENCE AND TESTING

- A. The operation of the Datamaster DMT shall be demonstrated by following the instrument prompts/checklist. The instructor will supervise and observe while each operator trainee performs a test on the instrument.
- B. Written exam (30 minutes)  
At the completion of the training session, each operator trainee will be required to successfully complete a written examination with a minimum passing score of 70%.
- C. Review (30) minutes  
The instructor will review the exam and answer any questions from the operator trainees.

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• **Chemical Agents Instructor**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

WEAPONS TRAINING UNIT

CHEMICAL AGENT INSTRUCTOR PROGRAM

24 HOURS

EXPANDED COURSE OUTLINE

LEARNING NEED

Chemical agent instructors must know chemical agent terminology, Penal Code sections regarding chemical agents, chemical agents used by law enforcement and chemical agent color coding. (Classroom instruction)

LEARNING OBJECTIVE

1. Chemical Agents
  - a. State the statutory requirements for the possession and use of chemical agents.
    - i. 17240(a) P.C. Defines tear gas.
    - ii. 17250(a) (b) P.C. Defines chemical agent devices.
    - iii. 22810 P.C. Defines who may possess chemical agents.
    - iv. 13514 P.C. Defines who may instruct chemical agent training.
  - b. Chemical agents used by law enforcement.
    - i. O/C - Oleoresin Capsicum
    - ii. C/N - Chloroacetophenone
    - iii. C/S - Otho-chlorobenzylidene-molononitrile
    - iv. H/C - Hexachlorethane ( Smoke )
  - c. Color Codes ( Law Enforcement )
    - i. O/C - May vary
    - ii. C/N - Red
    - iii. C/S - Blue
    - iv. H/C - Yellow

LEARNING NEED

Chemical agent instructors must be able to identify and explain different types of chemical agent devices and how various devices can be deployed and their contents disseminated. (Classroom)

LEARNNING OBJECTIVES

1. Chemical Agent Devices
  - a. Hand held
    - i. Aerosol sprays (O/C, Freeze + P etc.)
    - ii. Foggers

- b. Hand thrown pyrotechnic devices
  - i. C/N
  - ii. C/S
  - iii. H/C (smoke)
  
- b. Weapon launched devices
  - i. C/N
  - ii. C/S
  
- c. Chemical agent weapons
  - i. 37mm launcher
  - ii. 12 ga. Shotgun with canister attachment
  - iii. Launching cartridges

#### LEARNING NEED

Chemical agent instructors must be able to identify the components of chemical agent devices as well as the chemical make up of the particular agent inside. (Classroom instruction)

#### LEARNING OBJECTIVE

- 1. Device components
  - a. Hand held aerosol canister
    - i. Main body ( canister ) containing chemical agent
    - ii. Cap
    - iii. Nozzle
    - iv. Trigger or activator
    - v. Safety mechanism
  
  - b. Hand tossed chemical agent grenades
    - i. Main body containing chemical agent
    - ii. Emission grove or port on main body
    - iii. Fuse body
    - iv. Pull ring attached to pin
    - v. Fuse lever
    - vi. Hinge pin
    - vii. Spring
    - viii. Delay cartridge
    - ix. Striker
    - x. Detonator



- c. Weapon specific ( launched ) devices
  - i. Main body or cartridge containing chemical agent
  - ii. Projectile containing chemical agent
  - iii. Primer
- d. Launching cartridge
  - i. Body or hull containing propellant
  - ii. Base
  - iii. Primer

2. Chemical make up

- a. O/C
  - i. Active agent, cayenne pepper
  - ii. In some cases mixed with C/S ( Freeze +P )
  - iii. Carrier ( water )
  - iv. Ultraviolet dye for L.E. identification
- b. C/N
  - i. Two types of C/N. Solid used in grenades and projectiles and liquid used in aerosol devices and projectiles
  - ii. Solid form is a white crystalline substance resembling salt or sugar. It is one to ten microns in size.
  - iii. C/N is an organic compound
  - iv. One in one thousand people are allergic to C/N
- c. C/S
  - i. White crystalline solid resembling talcum powder. It is one to ten microns in size.
  - ii. Particles are smaller in size than C/N in its pure form
  - iii. Particles are heavier than air
  - iv. C/S is a synthetic compound
  - v. One in ten thousand people are allergic to C/S
- d. H/C ( SMOKE )
  - i. Two chemical types
  - ii. Hexachlorethane, a solid that when deployed appears as a burning smoke
  - iii. Titanium tetrachloride, in liquid form, when deployed appears as smoke. ( commonly used in aerial writing )

LEARNING NEED

Chemical agent instructors must be able to explain and demonstrate when to effectively and safely deploy chemical agents. They must also be able to describe physical and environmental conditions that may affect the deployment. (Classroom instruction)

#### LEARNING OBJECTIVE

1. Environmental conditions
  - a. Weather
    - i. Wind
      1. Speed and direction
    - ii. Rain
    - iii. Temperature
2. Physical conditions
  - a. Location
    - i. Indoor ( inside a structure )
    - ii. Outdoors
    - iii. Outdoors but surrounded by perimeter walls
    - iv. Avenue of escape
      1. Indoors
      2. Outdoors
  - b. Crowd
    - i. Size ( number of people )
    - ii. Density

#### LEARNING NEED

The chemical agent instructor must know and be able to explain the physical and psychological effects of chemical agents when disseminated. (Classroom instruction)

#### LEARNING OBJECTIVE

1. Physical affects
  - a. O/C ( Oleoresin Capsicum )
    - i. Tearing agent
      1. Severe twitching of the face
      2. Involuntary closure of the eyes
    - ii. Inflammatory agent
      1. Respiratory inflammation for two to five minutes
      2. Coughing
      3. Gagging sensation
      4. Shortness of breath
      5. Burning and redness on the skin for up to 45 minutes ( even longer if pores are open )

6. Temporary loss of upper body muscle control
7. Temporary paralysis of the larynx

b. C/N ( Chloroacetophone )

- i. Lachrymator ( tearing agent )
  1. Profuse tearing
  2. Involuntary closure of the eyes
  3. Slight irritation in the nose and throat
  4. Tightness in chest
  5. Burning sensation on moist body parts
  6. One in one thousand people are allergic to C/N

c. C/S ( Orthochlorobenzalmalononitril )

- i. Lachrymator
  1. Profuse tearing
  2. Involuntary closure of the eyes
  3. Heavy mucus flow
- ii. Irritant
  1. Irritation in the nose and throat
  2. Salivation
  3. Burning sensation on moist body parts
  4. Coughing and tightness in the chest
  5. Panic

d. H/C ( Hexachlorethane ) Smoke

- i. Obscures vision

2. Psychological affects

a. O/C

- i. Shortness of breath
- ii. Panic

b. C/N

- i. Tightness in chest
- ii. Shortness of breath
- iii. Possible panic

c. C/S

- i. Tightness in chest
- ii. Shortness of breath
- iii. Panic

d. H/C ( Smoke )

- i. Disorientation
- ii. Fear of chemical agent being used

## LEARNING NEED

Chemical agent instructors must be able to explain and demonstrate decontamination and first aid procedures when or after a person(s) is exposed to chemical agents. (Classroom instruction)

## LEARNING OBJECTIVE

### 1. Decontamination ( Personal )

#### a. O/C

- i. Vacate area of dissemination
- ii. Treat affected body parts with fresh air and cleanse with soap and water
- iii. Change clothing
- iv. Launder contaminated clothing separate from other clothing

#### b. C/N

- i. Vacate contaminated area
- ii. Treat affected body parts with fresh air
- iii. Change clothing
- iv. Launder contaminated clothing separate from other clothing

#### c. C/S

- i. Vacate contaminated area
- ii. Treat affected body parts with fresh air
- iii. Change clothing
- iv. Launder contaminated clothing separate from other clothing

#### d. H/C

- i. Vacate area for fresh air
- ii. Launder clothing due to odor

### 2. Decontamination ( Indoor )

#### a. O/C

- i. Aerate structure
- ii. Open windows
- iii. Use fans

#### b. C/N

- i. Aerate structure
- ii. Heat structure causing particles to become airborne
- iii. Vacuum everything exposed

#### c. C/S

- i. Aerate structure one to two hours ( Use fans )
- ii. Close and heat structure for one hour
- iii. Ventilate one hour and vacuum

#### d. H/C

- i. Aerate structure by opening doors and windows and use fans

3. Decontamination ( Outdoor )

- a. O/C
  - i. Fresh air
  - ii. Hose down with area water if needed
- b. C/N
  - i. Fresh air
  - ii. Large amounts of residue can be hosed down with water
- c. C/S
  - i. Fresh air
  - ii. Large amounts of residue can be hosed down with water
- d. H/C
  - i. Fresh air

4. First Aid

- a. O/C
  - i. Fresh air ( face into wind or use fan )
  - ii. Cool, clean water
  - iii. Ice
  - iv. Non oil based soap and water
  - v. Seek medical treatment if symptoms persist
- b. C/N
  - i. Stay calm
  - ii. Fresh air ( face into wind or use fan )
  - iii. In severe cases rinse with a solution of 2% baking soda and water
  - iv. Seek medical treatment if symptoms persist
- c. C/S
  - i. Stay calm
  - ii. Fresh air ( face into wind or use fan )
  - iii. In severe cases rinse with a solution of 5% baking soda and water
  - iv. Avoid greases and salves
  - v. Seek medical treatment if symptoms persist
- d. H/C
  - i. Fresh air
  - ii. Supplemental oxygen
  - iii. Seek medical treatment if symptoms persist

LEARNING NEED

Chemical agent instructors must be able to explain proper maintenance and storage procedures with regards

to chemical agents. (Classroom instruction)

## LEARNING OBJECTIVE

1. Storage facility
  - a. O/C, C/N, C/S, H/C
    - i. Restricted access
    - ii. Temperature controlled between 65-80 degrees
    - iii. Humidity controlled between 30-50 %
    - iv. Munitions remain packed in original packing until needed
    - v. Segregate inventory by agent and munitions type
    - vi. Store munitions on rack or shelves not on floor
    - vii. Facility should be fire proof with no windows
    - viii. Humidity and heat are the biggest threat to the integrity of chemical agent devices as they induce deterioration of primers, delay elements, propelling charges, detonators and bursting charges
2. Maintenance
  - a. O/C, CN, C/S, H/C
    - i. Check for exterior damage to devices
    - ii. Check for leakage
    - iii. Check for residue
    - iv. Check expiration dates
    - v. Disposal of any defective or outdated munitions and devices
      1. Use outdated munitions for training purposes
      2. Properly dispose of any defective devices and munitions  
( Department policies may vary depending on agency)

## LEARNING NEED

Chemical agent instructors must know the components of a gas and understand how they work. They must also know how to properly don a gas mask and to check it for a proper fit. The instructor must be able to demonstrate this procedure as well. The instructor must also be able to explain how to properly store and maintain a gas mask. (Classroom instruction)

## LEARNING OBJECTIVE

1. Gas mask
  - a. Types
    - i. Canister filter
    - ii. Cheek filter
  - b. Inspection
    - i. Mask body

- ii. Lens(s)
- iii. Straps
- iv. Filter( s) and intake ports
- v. Exhalation port
- vi. Drinking tube
- c. Donning
  - i. Proper fit ( size )
  - ii. Proper seal
  - iii. Strap adjustment
- d. Clearing
  - i. After contamination during use
- e. Cleaning
  - i. After use
- f. Storage
  - i. Short term and long term

#### LEARNING NEED

Chemical agent instructors must know federal and state regulations with regards to possession and deployment of chemical agents. Law Enforcement Officers must know the policies of their respective departments as they may vary. (Classroom instruction)

#### LEARNING OBJECTIVE

- 1. Department Policy (L.A.S.D.)
  - a. Field Operations
    - i. Authorized devices
    - ii. Deployment
    - iii. Storage and maintenance
  - b. Custody Division
    - i. Authorized devices
    - ii. Deployment
    - iii. Storage and maintenance
  - c. Specialized units (SEB)
    - i. Authorized devices

#### LEARNING NEED

Chemical agent instructors must be able to demonstrate how to safely and effectively deploy chemical agent devices. (Practical application exercise conducted on All Purpose Range and will have a ratio of one

instructor for one student)

## LEARNING OBJECTIVE

1. Practical application exercise. Deployment of live devices.
  - a. Swab test of all students to detect any allergic reactions to agents being used. (C/S, C/N)
  - b. Students will throw various hand tossed devices to experience and understand the proper procedure when deploying them.
    - i. 514 C/S grenade
    - ii. 515 C/S grenade
    - iii. 519 C/S grenade
    - iv. 520 C/S grenade
    - v. 555 C/S grenade
  - c. Students will use the 37mm chemical agent launcher to become familiar with its operation and effectiveness.
    - i. Launch various devices such as the 501 Muzzle Blast
  - d. Students will use shotgun with canister launching attachment to become familiar with its operation and effectiveness.
    - i. Launch various devices such as the 555 Burning Grenade
  - e. Students will experience chemical agent exposure in an open area without the use of a gas mask to become familiar with its characteristics and effects.
  - f. Students will deploy O/C using hand held spray canister to learn proper techniques.

## LEARNING NEED

Chemical agent instructors and law enforcement officers must be able to function and operate in a chemical agent environment with and without a gas mask.

(Practical exercise conducted in facility gas house and on the All Purpose Range and will have a ratio of one instructor for two students)

## LEARNING OBJECTIVE

1. Exposure to chemical agents practical application exercises
  - a. Exposure to C/S with gas mask
    - i. Inside a closed facility
    - ii. Outside in open air
  - b. Exposure to C/S without gas mask
    - i. Inside a closed facility



- ii. Outside in open air
- c. Exposure to O/C
  - i. Inside a closed facility
  - ii. Direct application (spray) to student outdoors

#### LEARNING NEED

Students participating in this course of instruction will be required to take and pass a written exam prior to certification as a Chemical Agent Instructor. (Classroom)

#### LEARNING OBJECTIVE

- 1. Written test
  - a. Multiple choice exam
    - i. Chemical agent types
    - ii. Color coding
    - iii. Chemical agent device types
    - iv. Chemical agent device components
    - v. Physical effects of chemical agents
    - vi. Decontamination
    - vii. First aid
    - viii. Storage of chemical agents
    - ix. Gas mask

#### LEARNING NEED

Every chemical weapons instructor should understand and be able to apply adult learning concepts to aid in the training of students. (Classroom instruction)

#### LEARNING OBJECTIVE

- 1. Adult Learning Concepts
  - a. Bloom's Taxonomy
    - i. Consider what level of learning you want to provide
    - ii. Evaluate the material you are presenting
  - b. Four modalities of learning
    - i. Visual learner
    - ii. Auditory learner
    - iii. Tactile learner
    - iv. Kinesthetic learner

- c. Have the ability to apply teaching techniques that appeal to all the different learning styles
    - i. Converger
    - ii. Diverger
    - iii. Assimilator
    - iv. Accommodator
  - d. Ask open ended questions
- 

- **Cal Gangs**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**GANGS-CAL GANG COMPUTER SYSTEM - 1820-23161**

**8- HOUR QUERY COURSE**

**EXPANDED COURSE OUTLINE**

**I. INTRODUCTION**

**A. Training Center**

- 1. Instructor introductions
- 2. Orientation to training facility

**II. CALGANG OVERVIEW**

**A. Definition of CalGang**

**B. How does it work?**

- C. CalGang System topology
- D. Communication
- E. Criminal intelligence collection guidelines in context of federal & state constitutional law
- F. Criminal intelligence files
- G. Criminal criteria
- H. Criminal predicate
- I. Definition of criminal street gang
- J. California Penal Code 186.22(e)
- K. Gang member identification criteria
- L. Security
  - 1. Physical security
  - 2. Technical security
  - 3. Data dissemination
- M. California Gang Node Advisory Committee (CGNAC)
  - 1. Define CGNAC
  - 2. Objectives and purposes of CGNAC
  - 3. Sanctions imposed by CGNAC
- N. Photo entry policy
  - 1. Photo entry sources
- O. Procedures for obtaining access to CalGang

### III. CALGANG INTERFACE

- A. Basic Skills

1. Working on the Web
2. The CalGang window
3. Main menu
4. Buttons
5. Navigating between fields
6. Basic skills

CalGang 8-hour Query  
Course  
Page 2

7. Browser menu bar
8. Status bar
9. Navigating between windows

B. Logging into CalGang

C. CalGang Basics: finding information

1. Doing a simple find
2. Doing a complex find
3. Searching broadly
4. Proxy searches
5. Viewing the audit trail

D. CalGang Intermediate

1. Creating a line-up (six-pack)
2. Changing your password

IV. QUERYING CALGANG INTELLIGENCE DATABASE & CALGANG CASE MANAGEMENT

- A. One hour practical
  - 1. Query intelligence database
  - 2. Query case management database

V. Examination

- A. Administration of exam
  - 1. The exam tests the user's understanding of the rules and regulations covering the use of CalGang and her/his practical ability to retrieve specific information from the database.

VI. Wrap Up

- A. Students complete class critiques
- B. Student issued password for CalGang

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• **Child Abuse**

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• • **Criminal Investigation**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

BASIC CRIMINAL INVESTIGATIONS

**1820-31410**

**CASE PREPARATION & PRESENTATION**

I. **Transition to Detective Assignment**

- A. Handling a Case Load vs. Shift Work

1. Difference between day-to-day work and extended case investigations

## **II. Expectations of Investigators**

### **A. Verification of Information, Gathering Leads, Examining Evidence**

1. The expected depth and level required of a “follow-up” investigation
2. Sufficiency of proof required in investigations

## **III. Investigation Organization**

### **A. Prioritizing Workload**

1. Perishable Evidence
2. In-Custody Cases
3. Danger to Society
4. Bond Releases
5. “Specials” (as Designated by Supervisors)
6. Workable Felonies
7. Workable Misdemeanors
8. Pending Felonies
9. Pending Misdemeanors

### **B. Case Tracking**

1. Department’s Tracking System
2. Personal Tracking Systems

### **C. Creating Investigative Systems**

1. Visit a Crime Scene
2. Obtain all Recorded Evidence
3. Obtain all Document Evidence

D. Organizing Files

1. File Contents
2. File Storage

E. When to Conclude an Investigation

1. Cost / Benefit Analysis
2. Awareness of viable "Lead" Exhaustion

#### **IV. Utilization of Investigative Sources**

- A. Awareness of Available Sources, Resources, and Contacts
- B. Garnering Contacts
- C. Documentation and Use of Resources as an Investigator

#### **V. Investigation Documentation**

A. Notes

1. Single Case = Single Notebook or Stand Alone Notes
2. What to Write
3. Note Retention

B. Multi-Media Evidence

1. Photographic Film / Digital Photographs
2. Retention / Location

3. Audio Recordings / Digital
4. Retention / Location

## **VI. Case Preparation**

- A. Filing Procedures
- B. DA Rejects
- C. Office Hearings

## **VII. Courtroom Testimony**

### **A. Rules of Evidence**

1. Peace officers must know the rules of evidence governing  
relevance, types of evidence, authentication, and chain of custody.

### **B. Recognize relevance as it pertains to the admissibility of evidence**

1. Reduce violations of constitutional protections

### **2. Avoid undue prejudice**

### **3. Prohibit consideration of unreliable evidence**

4. Protect valued interests and relationships

### **5. Hearsay Rule**

- a. Hearsay is the legal term for testimony in a court proceeding where the witness does not have direct knowledge of the fact asserted, but knows it only from being told by someone.
- b. Three tests are calculated to expose possible weaknesses in a statement:
  1. Assertions must be taken under oath
  2. Assertions must be made in front of the tribunal (judge or jury)
  3. Assertions must be subject to cross-examination.
    - a. Assertions not subject to these three tests are (with some exceptions) prohibited insofar as they are offered through testimony (for the truth of



what they assert).

c. Hearsay in reports

C. Reports

- a. Complete accurate and reliable investigative reports.
- b. Discuss evidentiary foundation in reports
- c. CA Evidence Code Section 352
- d. Exclusionary Rule
- e. Opinion and Expert Testimony
- f. Privilege
- g. Witness Creditability

D. Professionalism

- a. Guidelines for answering/ receiving questions
- b. Appropriate Responses in cases of uncertainty; lack of knowledge
- c. Appropriate Responses in cases of opinion sought during testimony
  - i. Base opinion on known facts
  - ii. Differentiate between fact and opinion

E. Testifying as an Expert

- a. Formal Training
- b. Informal Training

F. Professional Experience

**VIII. LEARNING ACTIVITIES**

A. The learner will participate, as a field investigator, in the analysis and presentation of mock case investigation(s) followed by simulated criminal trial testimony of the mock case. The learner will either provide testimony or offer critique of testimony provided by another person. The simulation shall incorporate a variety of questioning styles that investigators are likely to encounter on the witness stand, including but not limited to:

- a. Badgering / Belligerent Questioning
- b. Offensive / Condescending / Patronizing Questions
- c. Hearsay Questions and Testimony at a Preliminary Hearing and

Jury Trial

- i. *By sworn members of the Los Angeles County Sheriff's Department and District Attorney's Office*



LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

BASIC CRIMINAL INVESTIGATIONS

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**BASIC INTERVIEWING**

**I. Interview and Interrogation, the Two Phase Approach**

**Phase One, the Interview**

A. Perception is Truth

B. Obtaining the Truth

C. Building Rapport and Trust

D. Maintaining Control

**II. The Profile of a successful Interviewer**

**Elicitation - The act of bringing to light or drawing forth information**

A. Attitude - positive and confident

B. Cordial and polite

- C. Even tempered
- D. Sincere
- E. Interested
- F. Understanding

### **III. Tools for Success**

- A. Listening skills
- B. Good salesmanship
- C. Understanding the other person's needs
- D. Have a plan
- E. Recording observations
- F. Remove your prejudices
- G. Remove you ego
- H. Know who you are interviewing

### **IV. Witness/Victim Interviews**

- A. The cognitive interview approach
  - 1. Obtaining maximum information
  - 2. Solving more cases
  - 3. Establishes witness credibility
  - 4. Recognized and approved in the Court

5. Excellent tool for trauma victims and witnesses
6. Useful when multiple events or suspects are involved
7. Very helpful for recalling long ago events

## **V. The Cognitive Process**

### **A. Information memory retrieval**

1. Use the senses as memory triggers
2. Put the witness at ease
3. Begin rapport building
4. Explain the process
5. Reconstruct circumstances
6. Focus memory
7. Use sensory associations
8. Change direction and perspective

### **B. What Should I Be Looking For?**

1. The power of observation
  - a. Note one's personal style and mannerism
  - b. Note verbal vs non-verbal behavior
  - c. Look for signs of anxiety as they tell you things

- information
  - d. Note how they think and process
- behavior
  - e. Identify and record differences in
  - f. Note the timing of responses

C. Rapport Building Techniques

- 1. Manipulation - the artful management of control
  - a. Mirroring
  - b. Anchoring - positive and negative
  - c. Lower anxiety
  - d. Think like the suspect - use his words

D. Control

- 1. A path of mental conditioning
  - you are in charge
    - a. Make sure you let the suspect know that
    - b. Tend to all of his needs
    - c. Only one interviewer asks questions
    - d. Escort the suspect in and out of his cell
    - e. Avoid lies if possible
    - f. Allow for plenty of time
    - g. Monitor your emotions

- h. Never allow obstacles between you and the suspect

## **VI. The Baseline or Truth Telling Style**

### **A. How to detect deception**

1. Misinterpreting body language
2. Common errors when attempting to read deceptive behavior
3. Asking non-threatening questions
4. Allow for casual conversation
5. Do not confront but encourage open dialog
6. Ask the suspect why he is there
7. Let the suspect complete his thoughts and do not interrupt
8. Remember the more he talks the more you learn

### **B. Facial Expressions and Emotions**

1. The seven expressions of emotions
  - a. Happiness
  - b. Sadness
  - c. Anger
  - d. Fear
  - e. Disgust

- f. Surprise
- g. Contempt

C. Deceptive Behavior

- 1. The Golden Rules
  - a. Look for changes in the baseline
  - b. Note discrepancies between the verbal and non-verbal
  - c. Note discrepancies with emotions (leakage)
  - d. Refer to these changes as **hot spots** and not as tell tail signs of deception

**VII. Breaking Techniques or Confrontation**

A. Phase Two, The Interrogation

- 1. Use the positive/negative anchor to establish the psychological advantage
- 2. Begin by confronting the suspect (use a confrontation statement)
- 3. Watch the behavior as you accuse
- 4. Stop the denials
- 5. Give the way out (theme building)
- 6. Overcome any objections
- 7. Using the alternative way of viewing his actions
- 8. Use encouragement at first admission
- 9. Obtain the confession



B. Stopping Denial

1. The most common error made during an interrogation is to allow the suspect to deny after you accuse
  - a. Once accused the suspect begins to develop a defense
    - b. You must stop any denial
    - c. You must keep the suspect quiet and listening
    - d. Deliver a way out, present your theme

C. Delivery

1. The Way Out
  - a. Use empathy and transfer blame
  - b. Move forward in your chair and use open body language
  - c. Show you care through voice inflection, eye contact and choice of words
  - d. Praise him when he interacts and show displeasure when he lies or denies
  - e. Use stories when delivering the way out
  - f. If empathy fails, switch to facts
  - g. Monitor your emotions

D. True Confession

1. At first admission give positive reinforcement
  - a. Develop the admission further
  - b. Let the suspect talk and tell you what happened
  - c. Do not interrupt except to encourage him along
  - d. Avoid leading questions
  - e. Be a good listener
  - f. Have him take you through the entire story from beginning to the end

**VIII. Typology of the Offender**

A. Knowing and understanding the evil that people do

1. Knowing and reading your crime scene
2. Knowing and reading the offender
3. Begin theme building
4. Be aware of any possible legal issues

B. Legal Issues

1. Legal Overview

- a. Constitutional issues, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 14<sup>th</sup> amendments
- b. Beheler Admonishment
- c. Spontaneous statements
- d. Coercion
- e. Civil Issues
- f. Local legal policies
- g. Waivers(i.e. Miranda, medical record, Spouse, Clergy, etc...

C. Gang Murder Scenario

- 1. The Gang member
- a. Denies involvement in case, gang tie, any knowledge of case
  - b. Lack of trust
  - c. Lack of remorse
  - d. Antisocial behavior
  - e. Blame transference
  - f. Status/Respect

D. Child witness and parents

1. Fear

2. Lack of trust
3. Denial of child's activities
4. Intellectual abilities

## **IX. Teaching Points**

1. Keep an open mind
2. Let the facts direct the investigation
3. Interviewing a child vs adult
4. Language issues (jargon/slang)
5. Interviewing EMT's
6. Cultural issues (generational issues within the culture)
7. Gang subculture/language (pitfalls)
8. What are some possible theme examples?

## **X. Legal issues**

### **A. Detaining and transporting witnesses against their will**

1. Exclusion of evidence
2. Civil and or criminal liability

### **B. Juvenile witnesses**

1. Presence and consent of parents

C. Victims who are not dead

1. Spontaneous statements or dying declarations

**XI. Hotel Murder Scenario**

A. Manager witness

- a. Wants to avoid involvement
- b. Wants to protect against negative publicity
- c. Desire to cover up liability (criminal and civil)

B. Husband witness/suspect

1. Hostile
2. Grief consistent with circumstances?
3. Overly willing to assist/cooperate with investigation (sometimes indicates involvement in domestic violence cases)

C. Teaching points and legal issues

1. Keep an open mind
2. Let the facts direct the investigation

3. Does the husband have a relationship with someone else?
4. History of domestic violence
5. Can the husband invoke?
6. Custodial issues
7. What are some possible themes

## **XII. Residential Murder Scenario**

### **A. Ex lover**

1. Desire to maintain privacy
2. Fear of detection (sexual orientation), involvement (Guilt)
3. Concealing evidence of financial gain/inculpatory evidence

### **B. Business Partner**

1. Unwilling to discuss victim's lifestyle
  2. Concealing evidence of financial gain
  3. Privacy (romantic involvement)

### **C. Friends/associates**

1. Privacy
2. Concealing knowledge of victim's activities/acquaintances

### **D. Teaching points and legal issues**

1. Keep an open mind

2. Let the facts direct the investigation
3. Don't let prejudices get in the way (maintain a non-judgmental attitude)
4. Guilt relative to religious beliefs/social acceptance
5. 4<sup>th</sup> Amendment
6. 5<sup>th</sup> Amendment (Exclusionary Rule)
7. What are some possible themes?

### **XIII Narcotic Death Scenario**

#### **A. Manager**

1. Wants to avoid involvement
2. Wants to protect against negative publicity
3. Desire to cover up liability (criminal and civil)

#### **B. Narcotics Officer**

1. Cooperative vs uncooperative
2. Covering misconduct

#### **C. Teaching points and legal issues**

1. Keep an open mind
2. Let the facts direct the investigation
3. Consider officer as a witness vs involved party
4. Narcotics Officer

- a. Criminal, civil, administrative (Departmental policy)

- 5. What are some possible themes?

#### **XIV. Gun Shot Victim in Car Scenario**

- A. City official (i.e. Council Member, Mayor, Commissioner)

- 1. Guarded
- 2. Closed mouth
- 3. Outside influences (advisors, lawyers)
- 4. Condescending
- 5. Arrogant

- B. Teaching points

- 1. Keep an open mind
- 2. Let the facts direct the investigation
- 3. Independent investigation (Attorney General, or County)
- 4. Dealing with outside influences

- a. The Media



- b. On air interviews (get a copy)
  - c. What you can expect to get (only what was on the air)
  - d. Court orders (gag orders)
  - e. Political pressure
  - f. Media exposure
  - g. What are some possible themes?
- C. Legal issues
  - 1. 5<sup>th</sup> Amendment
  - 2. Conflict (agency and council are both part of city government)
  - 3. Administrative laws (Interview and Interrogation involving employment records)
  - 4. Civil law (i.e. defamation)

## **XV. Body Dump Scenario**

- A. Officer witness
  - 1. Covers up contamination of scene
  - 2. Conceals possible involvement
  - 3. Evasiveness (does not provide information unless specifically asked)
- B. Teaching points
  - 1. Keep an open mind
  - 2. Let the facts direct the investigation

3. Determine officer's actions at scene (relate to crime scene management and (reconstruction)

4. Does dispatch have phone number of truck driver?

5. Consideration to M.O.'s outside your jurisdiction

6. Dispatch info

a. Demeanor of caller

b. tape of conversation (get copy)

7. What are some possible themes?

C. Legal issues

1. When and if Internal Affairs get involved (Department policy)

## **XVI. Suggested Reading**

A. How to make a man fall in love with you

By Tracy Cabot

B. Telling Lies

By Paul Ekman

C. Principles of kinesthetic Interviewing and Interrogation

By Stan Walters

D. Memory  
Enhancing Techniques for  
Investigative  
Interviewing

By Ron Fisher and Ed Geiselman

E. Profiling Violent Crimes: An Investigative Tool

By Stephen Holmes and Ronald Holmes

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

BASIC CRIMINAL INVESTIGATIONS

**CRIME SCENE INVESTIGATIONS**

I. Type of crime determines type of crime scene

- A. Complex / dynamic crime scene vs. simple crime scene
- B. Multiple crime scene locations
- C. Quickly establishing control of all scenes from a primary command post.
- D. No two crime scenes are alike ( ie : be able to be flexible, "out of the box")

II. Establishing the crime scene

- A. Location
  - 1. Control of the crime scene

- a. Investigating officer has control.
- 2. How was the crime scene established
  - a. Victim / Witness statements
  - b. Physical evidence
  - c. Informant / caller description of events
- B. Establishing how many players are involved could adjust the size of your scene
  - 1. Victim, witness and suspect interviews
  - 2. Deputy / personnel interviews
  - 3. Physical evidence located
  - 4. Cross referencing validity of all statements
- C. Suspect; Planning vs. Conspiracy
  - 1. Alibi
  - 2. Location
  - 3. Disposal of evidence
- D. Reasonable expectation of privacy
  - 1. 4<sup>th</sup> Amendment
    - a. Probable Cause
    - b. 1529PC
  - 2. Consent search vs. search warrant
  - 3. Mincey Warrant
  - 4. Exigent Circumstances

III. Crime scene containment; size

A. Making it big enough to adequately preserve the evidence but not unnecessarily large.

B. Establishing an inner containment (primary) evidence preservation  
& outer containment

1. providing deputies with a working environment away from evidence  
& to keep out media / civilian problems

C. Adjusting crime scene size if necessary

1. Upon onset, think big crime scenes can always be reduced during  
the course of the investigation

2. Hesitating to enlarge a crime scene can be costly later for  
evidence documenting and gathering purposes

3. Thinking out of the box, utilizing a three dimensional crime scene  
mentality

IV. **Where to start searching**

A. Detailed victim and witness interviews could give markers on where to recover  
evidence

B. Systematic and vigilant search will better results

C. Utilizing a skirmish line and or creating a containment grid for reference and

later documentation

- D. Analyzing evidence & comparing it's location to victim / witness accounts
- E. Identify even potential evidence as evidence and marking (without disturbing) as you search
- F. Utilize a three dimensional search attitude

## **V. Photograph and recovery**

- A. Utilizing or assisting Crime Lab whenever possible)
  - 1. Systematically labeling evidence
    - a. provides a more user friendly way of documentation
    - b. ensures nothing is overlooked
    - c. looks more efficient in a court room setting
- B. Photographing evidence
  - 1. Provides permanent documentation of evidence location
  - 2. Establishes environmental factors
    - a. time of day, type of area, day / night time etc.
- C. Crime scene sketch

visual assessment of where evidence was recovered or  
analysis  
photographs taken at the scene

1. Provides  
further  
a. backs up

b. provides overview of entire crime scene

c. evidence

recovered

D. Holding for prints

1. All evidence even suspected of being involved
2. Consider which surfaces can and cannot be printed
3. Which evidence can be transported for prints
4. Which areas have to be held for a print technician
5. Could require additional man power to hold evidence

E. Evidence recovery

1. Utilize proper packaging
2. Keep all recovered evidence in order for smooth documentation  
purposes
3. Documenting evidence in the order it was found

## **VI. Media**

A. Objectives:

1. Give investigators working knowledge as to what type of information can be given to the news media and how to present it. Students will also learn about laws that govern the media and how it pertains to crime scenes.

2. 409.5 PC Provides for an exception to the media to cross a police or fire line into an area that has been closed due to menace safety or calamity. Such areas Might include train wreck, earthquake, disaster area brush fire, flood, or explosion

B. Defining Media role in a democracy and Elements

1. Media role is to gather information of interest to the public, then relay that information in reports. Reporters mostly report facts which they gather from a variety of sources.

C. Transparent Police Agency;

1. Develops good relationships with media outlets.
  - 2 Is a good source of information to the media
  3. Provide accurate, timely information, as ethically as possible
  4. Keeps media informed about crimes, trends, police strengths and weaknesses, and special problems that are unique to neighborhoods

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

BASIC CRIMINAL INVESTIGATIONS

**CRIME LAB**

**I. Roles of a criminalist/crime lab functions**

A. What is a Criminalist?

B. This presentation will cover the field of criminalistics, physical evidence, crime scene preservation and crime scene processing concerns. The presentation will consist of



lecture, and slides and video tape will be shown from actual crime scenes and related evidence.

## **II. Introduction to Criminalistics (Forensic Science)**

### **A. Crime Lab services**

1. Drug Analysis
2. Toxicology / Blood Alcohol
3. Questioned Documents
4. Polygraph
5. Photo Studio / Digital Imaging
6. Finger prints / Chemical processing
7. Firearms
8. Forensic Biology (DNA)
9. Physical / Trace

### **B. Physical Evidence**

1. Biological evidence (bloodstains, semen, saliva, etc.)
2. Narcotics (illicit drugs)
3. Blood alcohol
4. Trace evidence (fibers, hairs, glass, soil, footwear impression, etc.)
5. Latent prints
6. Firearm evidence (bullets, cartridge cases, gunshot residue)

### **C. Evidence collection and preservation**

- C. Elaborate and inform on the different services offered at the Sheriff's Crime laboratory

### **III. Crime Scene preservation and processing (Concerns of the first officer at scene)**

#### **A. Officer safety**

1. Victim(s) welfare
2. Search for additional victim(s), informants and/or suspect(s)

#### **B. Setting crime scene boundaries / securing the crime scene**

1. Crime scene tape
2. Using the radio car as a barrier
3. Natural boundaries

#### **C. Notifications using land lines (what pertinent information is needed)**

1. Field Sergeant
2. Watch commander
3. Homicide

#### **D. Major incident log**

1. Holds personnel accountable
2. Adds to the completion of report

#### **IV. Introduction to DNA**

##### **A. What is DNA?**

1. Building Block for an individual's entire genetic makeup
2. A component of virtually every cell
3. A person's DNA is the same in every cell
4. Each person's DNA is different from every other individuals except identical twins.
5. DNA collection from a crime scene can either link a suspect to the evidence or eliminate the suspect

##### **B. Where DNA can be found**

##### **C. Other Sources of DNA**

##### **D. Limitations Of DNA**

##### **E. What Can DNA do for you?**

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**BASIC CRIMINAL INVESTIGATIONS**

**COMPUTERIZED INVESTIGATION METHODS**

**I. D.I.R.C.**

A. History

B. Patrol needs

1. Doesn't just roll into a call

- a. Wants a Want 9 on location
- b. Wants a reverse directory for phone
- c. Wants a hazard check
- d. Wants persons run for criminal history

C. Detective needs

1. Manage your data

- 2. Data base
  - 3. Cost issues
  - 4. Centralization of data
- D. Pilot project began March 18, 1996 as a service for JIB
  - 1. January 6, 1997 the entire division
  - 2. January 1, 1998 Industry Station
- E. Goal is to provide a one-stop source for all of an investigator's information needs
  - 1. Provide a centralized crime analysis, research, and resource center

## **II. Motto**

- A. To make the knowledge of the few, the knowledge of many

## **III. What do we do**

- A. Locate people
  - 1. Due diligence checks
- B. Establish property history and ownership
- C. Crime Analysis
  - 1. Link Analysis
  - 2. Time Analysis
  - 3. Trend Analysis

4. Pattern Analysis

5. Series Analysis

D. Phone toll analysis

E. Scan documents

F. Data base design and utilization

1. Major fraud/check cases

2. Multiple victims/multiple offenders

3. Large items of evidence

4. Spreadsheets, Graphs, Charts

G. Research legal issues

H. Train

#### **IV. What we do not do**

A. Obtain full TRW reports

B. Contacts within the phone company to get unlisted numbers

C. All data is clean and eligible to be entered into court.

#### **V. Staff**

A. (1) Sergeant

- B. (2) Crime Analysts
- C. (4) Researches
- D. (1) Supervising Researcher

## **VI. Access**

- A. Detective Division
- B. Industry Station

## **VII. Sources of Information**

### **A. Federal**

- 1. National Law Enforcement Teletype System (NLETS)
- 2. National Crime Information System (NCIC)
- 3. U.S. Department of Motor Vehicles
- 4. Wanted Person File
- 5. Alcohol, Tobacco & Firearms File (ATF)

### **B. State**

- 1. Calif Law Enforcement Telecommunication System (CLETS)
- 2. Other state systems
- 3. Los Angeles County Systems
- 4. Los Angeles Sheriff's Department Systems &  
Resources

- 5. Public Records On Line Services

6. Internet

## **VIII. Future**

### **A. Mobile unit**

1. Suspect identification at crime scene
2. Search Warrants
3. Property Ownership
4. Computer Assisted Drawing (CAD) Programs

### **B. Bring it down to the patrol level**

### **C. Optical Character Readers (OCR)**

1. JDIC teletypes

### **D. Patrol barricades**

1. Find neighbors telephone numbers



**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**BASIC CRIMINAL INVESTIGATIONS**

**SEARCH & SEIZURE LEGAL UPDATE**

-

**I. Search and Seizure:**

A. Definition

1. Standing:

B. Laws of Arrest:

1. Detentions

2. Private person's arrest:

C Detention Categories:

1. Investigative:

D. Consensual Encounters:

1. Free to leave

2. Consent tested on an objective belief standard

E. Pat Searches:

1. Reasonable suspicion:
  2. A detention, by itself, does not justify a pat search.
  3. Companion search - Close physical association
  4. Presence of drugs immediately apparent during pat search.
  5. Hostility directed toward an officer
  6. Officer's subjective belief

F. Vehicle Stop:

1. Officer's subjective belief.
2. Pretext Stops
3. Ordering the driver out
4. Ordering passengers in or out of a vehicle
5. Detaining passengers

6. Demanding identification
7. Failing to present satisfactory evidence of identity
8. Stopping cars for seat belt violations

G Vehicle Searches:

1. Six ways in which a vehicle may be searched:
2. Inventory searches
3. Searches incident to an arrest

H. Parole and Probation Searches:

1. Parolee searches
2. Challenging a probation search
3. Association with probationers – expectation of privacy restricted
4. Invalidating a probation search

I. Ramey rules and procedures:

1. Entering a residence to arrest.
2. Use of subterfuge to induce suspect to exit the location.

3. Entering the residence of someone other than the arrestee.
4. Compliance with knock and notice requirements.
5. Knock and notice – entry refused.

J. Plain view seizures:

1. Lawfully at the observation point.
2. Searching entire room based on plain sight.
3. Lawful access to the evidence.
4. Warrant less searches of residence – plain view.

K. Consent search:

1. Consent – free and voluntary given.
2. Consent regarding locked containers.

L. Exigent Circumstances:

1. Warrant less entry based on an exigency.
2. Exigencies created by the police

M. Search warrants:

1. Search warrant defined.

N. Executing the search warrant:

1. Compliance with knock and notice requirements (844 PC).
2. Seizing evidence not identified in the warrant.

O. Miranda requirements:

1. Custodial interrogation – Miranda warnings required.
2. Deliberately ignoring the suspect's Miranda invocation.
3. The cost of going outside Miranda.

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

BASIC CRIMINAL INVESTIGATIONS

-

## **MIRANDA AND STATEMENTS**

### **I. Miranda**

#### **A. What's at stake?**

1. Original statement
2. Later statements
3. Discovered witnesses
4. Physical evidence
5. Impeachment
6. Civil liability

#### **B. Fundamental Principles.**

### **II. Basic Miranda law.**

#### **A. When does Miranda apply?**

#### **B. Requirements**

#### **C. Sanctions**

### **III. Miranda Custody**

#### **A. Requires "formal arrest or restraints on the freedom of movement of the degree**

associated with formal arrest.”

B. Determination based what reasonable person in subjects position would believe.

C. Subjective view of either the interrogating officer or subject is not determinative of custody.

#### **IV. Intentional violation of Miranda**

A. Uncoerced statement are admissible for impeachment

B. Danger of outside Miranda

1. Repeated intentional violations may equal coercion.
2. May render any statement involuntary

#### **VI. 4<sup>th</sup> Amendment Law**

A. Independent ground for excluding statement.

B. Requirements depend on context.



C. Sanctions

**VII. 6<sup>th</sup> Amendment Right to Counsel**

A. 6<sup>th</sup> Amendment applies when criminal proceedings are initiated, filing of complaint

B. Scope: 6<sup>th</sup> Amendment, right to Counsel is offense specific

C. “Inextricably intertwined” charge

D. 6<sup>th</sup> Amendment and Witness Intimidation

1. People vs. Martin (2002): Admissible in current case.

E. 6<sup>th</sup> Amendment Right to Counsel

1. Requirements, how do you comply?

**VII. Due Process Clause: 5<sup>th</sup> and 14<sup>th</sup> Amendments**

A. Always applies.

## **Basic COPLINK Users Course**

(9 hour course)

- I. Introduction
  - A. Course Overview
  - B. Goals
  - C. Objectives
  - D. Expectations
  - E. Instructor and Participant Introductions
- II. Central Valley Information Sharing System (CVISS) User Guidelines and COPLINK Usage Policy
  - A. Participation / Partnering (Who's in CVISS?)
  - B. Policy Review
    - 1. User Guidelines
    - 2. User Agreement
- III. COPLINK Detect Module
  - A. Virtual Overview (Presentation): How It All Works
  - B. COPLINK Fundamentals (Hands-On)
    - 1. Navigation
    - 2. Tool Bar
    - 3. Help
    - 4. Search Tabs
    - 5. Sub Tabs
    - 6. Add and Find Functions
- IV. Query Tools
  - A. Person Query
    - 1. Basic Searching
      - a. Associations
      - b. Multi-Person Searching
    - 2. Sub-tabs
  - B. Vehicle Query
    - 1. Basic Searching
      - a. Associations
      - b. Multi-Vehicle Searching
    - 2. Sub-tabs
  - C. Location Query
    - 1. Basic Searching
      - a. Associations

- b. Multi-Location Searching

- 2. Sub-tabs

- D. Firearms Query

- 1. Basic Searching

- a. Associations

- b. Multi-Firearms Searching

- 2. Sub-Tabs

- E. Property Query

- 1. Basic Searching

- a. Associations

- b. Multi-Properties Searching

- 2. Sub-Tabs

- F. Security Query

- 1. Basic Searching

- a. Associations

- b. Multi-Securities Searching

- 2. Sub-Tabs

- G. Phone Query

- 1. Basic Searching

- a. Associations

- b. Multi-Phone Searching

- 2. Sub-Tabs

- H. Document Query

- 1. Basic Searching

- a. Associations

- b. Multi-Firearms Searching

- 2. Sub-Tabs

- V. Mapping

- A. Basic Functions

- 1. Zooming In/Out

- a. Map Drawing Tool icons

- 2. Defining a Specific search area

- a. Narrow by drawing

- 3. How to use the map layers

- 4. Locating a specific address on the map

- 5. Using Measurement to isolate results

- a. Feet

- b. Miles
- c. Meters
- d. Kilometers

## VI. Incident Analyzer

### A. Basic Functions

- 1. Zooming In/Out
- 2. Hot Spot/Pin Mapping
  - a. Making the Data relevant to your search
  - b. Data representation

### B. Charting Activity

- 1. Chart types
- 2. Sorting
- 3. Viewing crime graphically
- 4. Time analysis
  - a. Month of Year
  - b. Time of Day
  - c. Day of Month

### C. Setting Map Preferences

- 1. How the data is visually represented on the map

### D. Animation

- 1. Presenting the Data
- 2. Setting Features and Speeds

## VII. Associations Visualizer

### A. Mini Graph

- 1. Locate the image
  - a. Layouts
- 2. Object Display Options
  - a. Global Toggles
  - b. Persons
  - c. Locations
  - d. Vehicles
  - e. Property
  - f. Organizations
  - g. Phones
  - h. Firearms
  - a. Secutities
  - j. Events
  - k. Documents

- 3. Roles
  - a. Narrowing Search returns
- 4. Object Creation Palette
  - a. Display Icon Key
- B. Linking to other results
  - 1. Selecting Icons from the graph

#### VIII. Scenarios/Practical Exercise

##### A. Felony Shoplifting / Burglary Scenario

- 1. Officer received a report from a loss prevention specialist at the mall that three black females had entered several stores and stolen several items of clothing. They placed the articles of clothing into empty bags that they brought in with them and casually walked out of the businesses. The loss prevention specialist attempted to stop them as they left one of the stores. They fought with him and were able to escape. The suspects were followed out of the mall and observed getting into a red Buick GS. The older female was the driver of the vehicle.
- 2. The suspects' descriptions are:
  - a. B/F, 33-37 yrs old with Brown Hair
  - b. B/F, 20-28 yrs old, 200-250lbs, and Black Hair
  - c. B/F, 25-35 yrs old, 130-160lbs, and Black Hair
- 3. The vehicle is described as late 1990s Buick GS, red in color
- 4. Using COPLINK, let's attempt to locate the suspects

##### B. Shots Fires Scenario

- 1. Several Witnesses report of hearing several (about 6) gunshots coming from the area of 8700 Kiwi Circle, in Elk Grove. Officers respond to the area and observe a White Male with Blonde Hair running down the block. The Subject jumps a fence and goes into the backyard of a residence in the 8600 block of Kiwi Circle. A perimeter was set but the Officers were unable to locate the Suspect. The area was checked for cartridge casings but none were found.
- 2. Person Information
  - a. This is very limited information, White Male with Blonde Hair.
- 3. Location Information
  - a. 8600 block of Kiwi Circle.
- 4. Note:
  - a. There were no cartridge casings found in the area. (Equals Possible Revolver Used).
- 5. Using COPLINK identify a possible Suspect.

##### C. Narcotic Drug Sales

- 1. A Mother called in a report of a Black Male in the area that tried to sell her 14 year old son some marijuana. She described him as about 20 years old, 5'10" tall, Black Hair and he had

a Tattoo on his right arm that looked like the superman emblem/logo/shield (whatever they call it). She said that she has seen him in the area before and she was pretty sure that has been arrested for selling drugs.

2. Person Information

a. Suspect's Description; B/M, 18-23, 508-511, Black Hair.

3. Tattoo information;

a. Location: Arm, Right|Arm, Right Upper (covers all right arm possibilities),

b. Description: Superman ( do not add anything else, allow the auto wild card to help).

4. Using COPLINK identify a possible Suspect.

IX. Live Case Work

X. Review and Closing

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## • Detective Concepts

### LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

#### INTERMEDIATE DETECTIVE CONCEPTS

##### PROFESSIONAL IMAGE

I. WHAT DO WE MEAN "PROFESSIONAL IMAGE"?

A. What is your particular Professional Image based on? ( class discussion)

B. Public Expectation's of a Professional Detective?

C. Where does it come from? (TV, Movies, News Interviews)

D. "Jack Webb / Joe Friday / CSI" perception

E. How does the location of the interview effect the style of dress?

II. DRESS

A. The difference between interviewing Victims vs. Suspects

1. How would dressing differently effect the interview?
2. Would the location of the Interview affect the way you dress?

B. Public Perception

1. Going to court: Raid Jacket vs. Suit & Tie, Undercover Operations
2. Coming to Court dressed as bad guy, Pic's of Detectives Operation day
3. Deputies will tend to dress to levels of expectation not what is necessary for the occasion

III. PROFESSIONALISM

A. Setting Personal Grooming Standards High vs. Acceptable

1. What rank do we hold at a Station Level / Who Looks Up to Us?
2. How many chances do we get to make a first impression?

B. California Law Enforcement (LASD/ LAPD) vs. Rest of the Country

1. Do we have the responsibility to set the standard?
2. How does the standard get set? Personal or Departmental?

C. Professionalism

1. Professional Personality vs Off Duty Personality. Are they similar?

2. Are we approachable enough to the public? Other Deputies? Civilian Staff?

D. The Well Dressed Analytical Interviewing

1. Comfort Zones, Body Language, how can the attire affect it?

E. Bare Minimum Dress Standards

1. How do our supervisors / peers look at us ?

2. Good Interviews / Bad Interviews

3. Making the Vict, Witness, Suspect feel comfortable

F. What is our overall goal when conducting our interviews?

1. Solve Cases, Get the Confessions, Extract all Necessary Info

G. What kind of gear do detectives wear when going out to conduct the interview?

1. Are we prepared for a violent confrontation in the field

2. Daily Prep / Prep your gear the night before

3. Take a hard look in the mirror everyday

## **LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

### **INTERMEDIATE DETECTIVE CONCEPTS**

#### **CASE MANAGEMENT**

I. Transition to Detective Assignment

A. Handling a Caseload vs. Shift Work

1. Difference between day-to-day work and extended case investigations

B. Prioritizing Workload

1. Perishable Evidence

2. In-Custody Cases

3. Danger To Society



4. Bond Releases
5. "Specials" (As Designated by Supervisors)
6. Workable Felonies
7. Workable Misdemeanors
8. Pending Felonies
9. Pending Misdemeanors

## II. Organizing Investigations

### A. Case Tracking

1. Organization's Tracking Systems
2. Personal Tracking Systems

### B. Creating Investigative Systems

1. Visit Crime Scene
2. Obtain All Recorded Evidence
3. Obtain All Document Evidence

### C. Organizing Files

1. File Contents
2. File Storage

### D. Determining When to End an Investigation

1. Cost/Benefit Analysis

## III. Documenting Investigations

### A. Notes

1. Single Case = Single Notebook

2. Pen vs. Pencil

3. What to Write

4. Note Retention

B. Photographic/Video Evidence

1. Film vs. Digital

2. Retention Location

C. Audio Recordings

1. Tape vs. Digital

2. Retention Location

B. Reports

1. Timeliness

2. Sufficiently Thorough

3. Punctuation, Spelling, Grammar et al

4. Active Writing Style vs. Passive Writing Style

IV. Handling Extraordinary Cases

A. Recognize Your Role As Orchestra Conductor

B. Get Sufficient Assistance

C. Buffering Yourself From Meddlers

D. Handling Press Inquiries

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**COMMUNITY COLLABORATIONS**

I. Importance

II. Governmental Collaborations

- A. Inter-Agency Gang Task Force (IGTF)
- B. Los Angeles Regional Gang Information Network (LARGIN)
- C. LA IMPACT - Gang Wire-tap Taskforce
- D. DISARM - Probation
- E. Department of Children and Family Services
- F. Nuisance Abatement Teams  
(LA County NAT)
  - 1. Administrative warrants
- G. Liaison mandates

III. Civilian Collaborations

- A. Community-Based-Organizations
  - 1. Federally funded
  - 2. State-funded

3. Local-funded
4. Department-funded
5. Volunteer

IV. Referrals and Networking

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**  
**INTERMEDIATE DETECTIVE CONCEPTS**

## **MIRANDA ISSUES AND CASE FILING**

### **I. CASE FILING**

#### **A. Introduction**

B. Branches and area offices of the District Attorney are provided for the purpose of filing all felony and misdemeanor complaints initiated by the Sheriff. The District Attorney has the responsibility for determining the type of complaint to be issued.

1. Filing Package.
2. Copies of the original reports and all supplemental reports for each defendant.
3. Results of all record checks
4. Additional evidence, (e.g., recordings or statements, videos, photos, prints, etc.)

#### **C. Department Policy**

1. Section 5-07/020.00 Obtaining of Felony and Misdemeanor Complaints

### **II. LEGAL UPDATE/MIRANDA**

#### **A. Introduction**

1. In 1966 Miranda vs. Arizona made its way to the United States Supreme Court where the high court overturned a conviction on the grounds that Miranda's Fifth Amendments rights against self-incrimination had been violated.

2. Miranda warnings are required before any "custodial interrogation."
3. Direct or "express" questioning about the crime being investigated.
4. On-the-scene questioning (preliminary) not interrogation.

#### **B. Spontaneous or Volunteered Statements**

1. 1. Volunteered statements are not made in response to interrogation, they are admissible even though the suspect is in custody, and has not yet been read his Miranda Rights. ( Innis (1980) 446 U.S. 291, 300; Huggins (2006) 38 Cal.4th 175, 197-198, 243-244; McDaniel (1976) 16 Cal.3d 156, 171-172

2. Waiver of Miranda must be made without force or coercion

3. Knowing, intelligent, and a voluntary waiver of rights

C. Case Law

1. “ Not every question directed by an officer to a person in custody amounts to an 'interrogation' requiring Miranda warnings." ( Wader (1993) 5 Cal.4th 610, 637.) "The police may speak to a suspect in custody as long as the speech would not reasonably be construed as calling for an incriminating response." ( Cunningham (2001) 25 Cal.4th 926, 993, quoting from Clark (1993) 5 Cal.4th 950, 985.) Courts apply an objective standard and consider all the case-specific circumstances. ( Wader (1993) 5 Cal.4th 610, 637.)

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**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**BASIC SURVEILLANCE CONCEPTS**

**I. SURVEILLANCE**

**A. Definition**

**B. Types of Surveillance**

**1. Static**

\_\_\_\_\_ 2. Mobile

\_\_\_\_\_ 3. Pedestrian

\_\_\_\_\_ 4. Transition to arrest and command post

\_\_\_\_\_ C. Objective of a Surveillance

\_\_\_\_\_ 1. Determine if crime occurred

\_\_\_\_\_ 2. Crime prevention

\_\_\_\_\_ 3. Suspect apprehension

\_\_\_\_\_ 4. Develop probable cause for search/arrest warrants

\_\_\_\_\_ 5. Develop probable cause for court orders

\_\_\_\_\_ 6. Locate a wanted person

\_\_\_\_\_ 7. Locate hidden property or evidence

\_\_\_\_\_ 8. Provide protection for undercover officer and/or CRI

\_\_\_\_\_ 9. Monitor movement/activity of informants

\_\_\_\_\_ 10. Monitor movement/activity of terrorists (criminal intelligence)

\_\_\_\_\_ 11. Determine subject's habits, hangouts, and associates (pattern)

\_\_\_\_\_ D. Planning for Surveillance

\_\_\_\_\_ 1. Personal info regarding subject

\_\_\_\_\_ 2. Routine activities of subject

\_\_\_\_\_ 3. Criminal history of subject

\_\_\_\_\_ 4. Previous weapons possession

\_\_\_\_\_ 5. Previous narcotics use

\_\_\_\_\_ 6. Previous subject of surveillance

\_\_\_\_\_ 7. Length of time at current address

\_\_\_\_\_ 8. Gang and/or criminal entity affiliation

E. Staffing Concerns and Team Assignments

1. Minimum requirements

2. Optimal staffing level

F. Basic Team Equipment

1. Team equipment

2. Individual equipment

3. Emphasis on team member comfort

G. Conducting the Surveillance

1. Scouting the location

2. Setting up

3. Approaching the location

4. Termination of the surveillance and debriefing

H. Cops as Victims

I. Additional Resources

1. Air support

2. Technical support equipment

J. Multi-Agency and/or Joint Surveillance Operation

1. Operational planning

2. Communications

3. Contingencies

4. Tactical considerations

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**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

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**MEDIA RELATIONS**

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**I. LAW ENFORCEMENT AND THE MEDIA**

**A. 409.5 PC Provides for an exception to the media to cross a police or fire line into an area that has been closed due to menace to public safety or calamity, i.e.**

1. train wreck
2. earthquake
3. disaster area
4. brush fire
5. flood
6. explosion

**B. Media Role in a Democracy**

1. Gather information of interest to the public
2. Relay that information in reports

**C. Elements of a Transparent Police Agency:**

1. Develops good relationships with media outlets.
2. Is a good source of information to the media

3. Provides accurate, timely information, as ethically as possible

4. Keeps media informed about crimes, trends, police strengths and weaknesses, and special problems that are unique to neighborhoods

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**TACTICS TRAINING AND TESTIMONY**

**"MIND GAMES"**

**I. COURSE ADMINISTRATION**

A. Course Administration is designed to provide the presenter with the opportunity to address necessary administrative issues such as.

1. Registration

2. Expectations

3. Attendance Requirements, and

4. Course Completion Requirements

**II. INTRODUCTORY ISSUES**

A. Introductory issues will provide an overview of the course, review of key concepts, and instructional blocks.

**III. THE PROBLEM WITH BEING HUMAN: IMPLICATIONS FOR TRAINING TACTICS AND**

TESTIMONY

A. Learning Objectives

1. Memory

2. Multiprocessing

3. Mind-body connection

4. Perceptual limitations/Distortions

5. Amnesia

6. Interviewing techniques for enhancing memory retrieval

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**VEHICLE/PEDESTRIAN STOPS IN UNMARKED VEHICLE**

**I. STATIONARY AND MOBILE UNDERCOVER VEHICLE ARREST TACTICS**

A. Undercover Vehicle Arrest Tactics

1. Preplanning and target evaluation

2. High risk call back

B. Stationary Containment

1. T-Bone front

2. T-Bone rear

\_\_\_\_\_ 3. In-line variation

\_\_\_\_\_ 4. I-beam

\_\_\_\_\_ C. Transition from Surveillance to Tactical Entry

\_\_\_\_\_ 1. Establish a static surveillance

\_\_\_\_\_ 2. Establish a staging area and command post

\_\_\_\_\_ 3. Organize team members for tactical entry

\_\_\_\_\_ 4. Maintain “eye” and identify “eye” security

\_\_\_\_\_ 5. Identify need for notifications

\_\_\_\_\_ 6. Establish and/or identify mutual aid frequency

\_\_\_\_\_ 7. Contingency plan for unexpected mobility of subject and/or  
“barricaded suspect”

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## **LOS ANGELES COUNTY SHERIFF’S DEPARTMENT**

### **INTERMEDIATE DETECTIVE CONCEPTS**

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### **VEHICLE THEFT INVESTIGATIONS**

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I. Basic Facts

\_\_\_\_\_ A. Vehicle stolen:

\_\_\_\_\_ 1. every 2 minutes in California and

\_\_\_\_\_ 2. every 20 seconds nationally

-

II. High Theft Vehicles

A. Why

1. Interchangeable parts

2. Easy to steal

3. Easy to sell

III. Basic Reason for Theft of Vehicle

A. Transportation

1. Personal use

B. Commit other crimes

1. Robberies

2. Burglaries

3. Drive-by shootings

4. Drug smuggling

C. Theft for Profit

1. Ship vehicles overseas

2. Strip vehicles of parts and sell them

3. VIN switch the vehicle and sell it outright

IV. Current Trends in Vehicle Theft

A. Fraud applications

B. VIN switching

C. Sub plate

D. Cold plate

E. Wash title

-  
\_\_\_\_\_ 1. Stolen info

\_\_\_\_\_ 2. Salvage records

\_\_\_\_\_ F. Ship overseas

\_\_\_\_\_ G. Rebuild salvages/put together

-  
V. How Vehicles are Stolen

\_\_\_\_\_ A. Suspect(s) work alone or as team, each with specific duty:

\_\_\_\_\_ 1. Look-out

\_\_\_\_\_ 2. Break into car

\_\_\_\_\_ 3. Steal the car/drive away

\_\_\_\_\_ 4. Follow in chase car

-  
  
VEHICLE THEFT  
INVESTIGATION  
PAGE 2

-  
\_\_\_\_\_ B. Devices used to enter car

\_\_\_\_\_ 1. Owner's keys

\_\_\_\_\_ 2. Master keys

\_\_\_\_\_ 3. Break window/pull back window

\_\_\_\_\_ C. Devices used to steal car

\_\_\_\_\_ 1. Owner's keys

\_\_\_\_\_ 2. Master key

\_\_\_\_\_ 3. Slide hammer

\_\_\_\_\_ 4. Screwdriver

\_\_\_\_\_ 5. Gizmo

\_\_\_\_\_ 6. Hot wire

\_\_\_\_\_ D. Other ways vehicles stolen

\_\_\_\_\_ 1. Fraud

\_\_\_\_\_ 2. Car jacking

\_\_\_\_\_ 3. Embezzle

-

VI. Where Vehicles Commonly Stolen

\_\_\_\_\_ A. Grocery stores

\_\_\_\_\_ B. Residence

\_\_\_\_\_ C. Mall

\_\_\_\_\_ D. Valet parking

\_\_\_\_\_ E. Sporting events, other large events

\_\_\_\_\_ F. Dealerships

-

VII. Fundamental Laws

\_\_\_\_\_ A. 487(d) PC/GTA

\_\_\_\_\_ B. 10851(a) VC/Unlawful taking of a motor vehicle

\_\_\_\_\_ C. 496d(a) PC/RSP

\_\_\_\_\_ D. 10801 VC/Operation of a Chop Shop

\_\_\_\_\_ E. 532a(1) PC/Fraud app

\_\_\_\_\_ F. 530 PC/Identity Theft

\_\_\_\_\_ G. 215 PC/Car jacking

**St LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**HARDCORE D.A. FILINGS**

**I. STEP ACT PROSECUTIONS**

**A. What it is**

1. 186.22(a) Substantive charge – wobbler
2. 186.22(b) Allegation (enhancement), attached to felony
3. 186.22(d) Elevates gang misdemeanors to felonies
4. 186.22a Nuisance abatement

**B. Why we need it**

1. 186.20 PC Legislative intent
2. Gangs present clear and present danger to society

**C. How to use it - present evidence**

1. Gang membership
2. Gang monikers
3. Gang tattoos
4. History of gang

**II. Filing The Gang Case**



A. Overcoming Prosecutorial Resistance

1. Talk to your gang expert before filing
2. Be prepared to explain expert opinion to filing deputy
3. Get all necessary documents for filing: FIs, I Cards, Predicate priors
4. Be persuasive, not abrasive
5. Know procedures for appealing a filing decision

B. Pushing the envelope on the gang allegation

1. Case law indicates that the scope of the gang allegation is getting broader

C. Target crimes

1. Narcotics cases: Sales, Possession for sale, transportation
2. Firearms possession cases, felon with firearm
3. Vandalism

III. A Gang Allegation Requires a Gang Expert

A. What The Gang Expert Brings To The Case

1. Prove up the 186.22(b)(1) gang allegation
2. Educate the jury on how gangs operate
3. Interpret/explain witness behavior

B. Gang Expert Testimony

**1. Evidence Code Section 801: “Expert opinion is permissible if the subject is sufficiently beyond common experience and the opinion would assist the trier of fact.”**

2. “The expert testimony need not be necessary, only helpful.” People v. Cramblitt, 84 Cal. App. 3d 347 (1978)

C. Qualifying as an expert witness

1. Keep good records

2. Memorize your qualifications

3. Come to court prepared

4. Tell a good story in layman's terms

5. Only give an opinion you are comfortable giving (It's your credibility at stake)

6. Don't overstate your case

7. Jurors don't like arrogance

D. Important Reminder

1. Never, Never compromise your integrity for a case

2. Integrity and credibility matter most

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**St LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

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**LADA BUREAU OF INVESTIGATION**

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**I. HISTORY OF BUREAU OF INVESTIGATION**

A. Authority

1. Peace officer status (830.1 PC)

B. Number of Sworn Personnel

-

II. Duties of a District Attorney Investigator

A. Prosecution Support

1. Felony pre-trial investigations
2. Locating witnesses
3. Crime scene investigation

B. Original Jurisdiction Cases

1. Complex fraud cases
2. Insurance & Worker's Compensation fraud
3. Welfare & consumer frauds
4. Political corruption
5. Child abductions by non-custodial parents
6. Stalking cases
7. High tech computer crimes
8. Organized crime
9. Major crimes

C. Assist Other Law Enforcement Agencies

1. 24-hr command center
2. Vehicle surveillance
3. Electronic surveillance (wire tap)
4. Photographic services
5. Questioned documents examination

III. Bureau of Investigation by Division

A. Administrative Division

- 1. Internal Affairs
  - 2. Training Section
- B. Criminal Division
  - 1. Witness Assistance
  - 2. Central Investigations
  - 3. Branch Offices
  - 4. Technical Services
- C. Fraud Division
  - 1. Recipient Welfare Fraud
  - 2. Specialized Fraud Investigations
  - 3. Auto Insurance Fraud Task Force
  - 4. Code Enforcement Unit
  - 5. Major Fraud
- D. Special Operations Division
  - 1. Integrity Section
  - 2. Special Litigation Unit
  - 3. Major Crimes Investigations
  - 4. Operations

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

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**DETECTIVE INFORMATION RESOURCE CENTER**

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**I. UNIT MISSION**

**A. Assist Detectives**

1. Find persons/locations
  2. Provide property ownership records
  3. Telephone number identification
  4. Photograph identification & 6-pack production
  5. Vehicle photo production
- 

**II. RESOURCES**

**A. Law Enforcement Databases**

1. ChoicePoint
2. Parole Law Enforcement and Detection System
3. Dallas Computer Systems
4. Entersect
5. Family and Children's Index
6. National Insurance Crime Bureau
7. Financial Crimes Enforcement Network
8. Birth, Death and Marriage Records
9. Expanded Traffic Records System
10. Dataquick
11. Prosecutors Information Management

System

B. Free Internet Sites

1. Zaba Search

2. Mugshots

3. AJIS

4. ZipCodeFinder

5. BOP

6. DMV

7. Inmate Locator

8. AncesterHunt

9. Reverse Phone Directory

10. Earth Google

11. Local Live

12. Pipl.com

**LOS ANGELES COUNTY SHERIFF'S DEPARTMENT**

**INTERMEDIATE DETECTIVE CONCEPTS**

**INTRODUCTION TO DNA**

**I. ROLES OF A CRIMINALIST/CRIME LAB FUNCTIONS**

**A. What is a Criminalist?**

1. A Criminalist searches for, collects, preserves, and examines physical

evidence in the investigation of crime

## **B. Crime Lab Services**

1. Drug Analysis
2. Toxicology / Blood Alcohol
3. Questioned Documents
4. Polygraph
5. Photo Studio / Digital Imaging Services

## **6. Fingerprints/chemical Processing**

## **7. Firearms**

## **8. Forensic Biology (DNA)**

## **9. Physical/Trace**

# **II. IDENTIFYING & COLLECTING EVIDENCE**

## **A. Types of Evidence**

1. Impression
2. Trace
3. Hairs/Fibers
4. GSR
5. Paint
6. Glass

## **B. IDENTIFICATION TECHNIQUES**

1. Alternate Lighting
2. Fluorescence
3. Presumptive Tests

\_\_\_\_\_ 4. Blood (Kastle-Meyer)

**5. Semen (Acid Phosphatase)**

**C. Enhancement Techniques**

\_\_\_\_\_ 1. Luminol

\_\_\_\_\_ 2. Leuco Crystal Violet (LCV)

\_\_\_\_\_ 3. Oblique Lighting

**D. Collection of Evidence**

\_\_\_\_\_ 1. Documentation

**2. Tape Lifts**

\_\_\_\_\_ 3. Hairs, Fibers, and other trace evidence

**4. Casting**

\_\_\_\_\_ 5. Swabs and/or Cuttings

\_\_\_\_\_ 6. Biological stains

\_\_\_\_\_ 7. Impressions

**E. Basic Rules of Evidence Collection**

\_\_\_\_\_ 1. NO plastic (except for volatile substances)

\_\_\_\_\_ 2. Collect the entire item when possible

\_\_\_\_\_ 3. Avoid marking the evidence itself

\_\_\_\_\_ 4. Avoid contamination – use gloves when handling evidence and change often

**F. Packaging of Evidence**

\_\_\_\_\_ 1. Almost all collection is in paper packaging

\_\_\_\_\_ 2. Coin envelopes for small items, paper bags for large ones



\_\_\_\_\_ 3. Double package whenever possible

\_\_\_\_\_ 4. Tape Seal the package with initials across the seal

### **G. Packaging Documentation**

\_\_\_\_\_ 1. Case #

\_\_\_\_\_ 2. Date

\_\_\_\_\_ 3. Initials of collector

\_\_\_\_\_ 4. Contents

\_\_\_\_\_ 5. Warnings, if necessary

## **III. INTRODUCTION TO DNA**

### **A. What is DNA?**

\_\_\_\_\_ 1. Building block for an individual's entire genetic makeup

\_\_\_\_\_ 2. A component of virtually every cell

\_\_\_\_\_ 3. A person's DNA is the same in every cell

\_\_\_\_\_ 4. Each person's DNA is different from every other individual except identical twins

\_\_\_\_\_ 5. DNA collected from a crime scene can either link a suspect to the evidence or eliminate the suspect

### **B. Where DNA Can Be Found**

\_\_\_\_\_ 1. Blood and semen

\_\_\_\_\_ 2. Skin cells, hair, tissues

\_\_\_\_\_ 3. Saliva, mucous, sweat

\_\_\_\_\_ 4. Urine and feces

\_\_\_\_\_ 5. Bone and teeth

### **C. Other Sources of DNA**

1. Clothing
2. Gloves
3. Saliva- Cigarette butts
4. Condoms
5. Hair brush/Comb
6. Toothbrush
7. Eyeglasses

### **D. Limitations of DNA**

1. Doesn't tell you when it was deposited
2. Doesn't tell you how it was deposited
3. If multiple contributions of DNA to one stain, may be difficult to attribute source

### **E. What Can DNA Do for You?**

1. "Doe" Identifications

#### **2. Individualization**

3. Identify who is the source of the body fluid

### **F. DNA Typing**

- 1. After Individualization**
- 2. CODIS DNA DATABASE**

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