Recruit Training Unit (RTU) Material

• Academy Instructor Certification Course

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EXPANDED COURSE OUTLINE

ACADEMY INSTRUCTOR CERTIFICATION COURSE

I. **COURSE INTRODUCTION**

This training block introduces the instructional goals and objectives of the AICC. At the conclusion of this block, the learner will recall the goals and objectives of the AICC, and be able to relate those goals and objectives to subsequent instruction in the course.

A. Course Introduction

1. Why are you here?
2. Why Change?
3. ID instructors (Instructor bio's and how they relate to credibility)
4. Final Presentation Friday (no surprises)
5. Agenda for the day
   a. Core Competencies
   b. Introductions
   c. Roles and Responsibilities of the Instructor
   d. Legal Issues and Safety Protocols
   e. Adult Learning Concepts

B. OFFICER SAFETY, OFFICER SAFETY, OFFICER SAFEY

1. Officer Safety is always the goal!

C. Peeking Behind the Curtain

1. How do you get the students involved
2. List of good and bad Examples of Training (Learning Activity)
3. Openings are critical

D. Student Introductions:

1. Draw your partner in picture – no words
2. 3 minutes each for interview 7 minutes to draw picture
3. 1-2 Minute to present your partner
4. Debrief Drawing Exercise
   a. Removes anxiety from self-intro of other person, not alone
   b. Students pay more attention (listening skills)
   c. Out of the box thinking
   d. Expand on drawing skills
   e. Shared interest with others (networking)
   f. Instructor learns hoppy/interest for future presentation throughout the course
   g. Exposes students/instructor knowledge/experience in the course
   h. Students practice public speaking

E. Instructor Core Competencies

1. Basic Course Instructional System
2. Roles and Responsibilities of Law Enforcement Training Instructors
3. Adult Learning Concepts
4. Lesson Planning
5. Presentation Skills
6. Facilitation Skills
7. Use of Learning Resources and Training Aids
8. Evaluation Techniques
9. Legal Issues
10. Safety Protocols
11. Written, oral and/or Demonstration Assessment (competency verification checklist required for AICC)

Leaning Activity: Individual groups will discuss Instructor Core Competencies and address issues regarding student expectations and concerns.

I. ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR

At the conclusion of this training block, the learner will understand the qualities and responsibilities of an instructor teaching POST–Certified Courses in the Basic Academy.

A. Instructor qualities

1. Possess subject matter expertise

2. Have respect for others, and demonstrate such respect in their duties

3. Be considerate of others

4. Be enthusiastic about leading the student's learning experience

5. Be willing to facilitate student learning with varied approaches

B. Instructor responsibilities

1. Model desired behavior and performance

2. Facilitate the learner-centered training environment

3. Remain current in their subject matter and the techniques of teaching and facilitating adult learners

4. Ensure the training environment is psychologically and physically safe for the student's learning experience and to mitigate the impact of any inappropriate actions or behaviors by students or staff.

5. Remain focused on the ultimate goal of training, which is to transfer knowledge, skills and abilities to students in a manner that will be retained, replicated and used in the real-world environment

C. Faculty/Staff Code of Conduct

1. Strives to ensure that students are academically and professionally prepared:
   a. Fielding Training Program
   b. Policing Career
   c. Ongoing Professional Development
2. Adherence to a training location's applicable protocols, policy, and procedures

3. Recognizes training as a position of public trust
a. Promote civic virtues, such as, but not limited to
1). Integrity
2). Responsibility
3). Loyalty
4). Respect for the law

D. Ethics of instruction
1. A collection of standards by which instructors are guided within their profession, such as, but not limited to:
a. Present from an informed and balanced viewpoint
b. Design curriculum that aligns with the POST Testing and Training Specifications (TTS)
c. Accommodate the diverse learning needs of students
d. Model appropriate behaviors, words, and references
e. Recognize that students are autonomous and entitled to their own thoughts
f. Facilitate the learning environment in a manner that challenges but does not manipulate

Learning Activity: Case Study: Dead Poets Society

1. Class discussion on new perspectives in teaching, risk taking and teacher modeling.

III. LEGAL ISSUES AND SAFETY PROTOCOLS

At the conclusion of this training block, the learner will understand and recognize the regulations and procedures to mitigate exposure to civil liability in an academy setting. Additionally, At the conclusion of this training block, the learner will also understand safety protocols, including maintaining a safety consciousness, recognizing and mitigating risks and adhering to safety guidelines.

A. . Legal Issues
1. There are various legal issues that can be encountered such as, but not limited to:

a. Copyright issues
b. Release of student information
c. Disability Accommodations
d. Negligent training
e. Negligent retention

B. Safety Responsibilities

1. POST Regulation 1052 (a) (6)
a. Rules of safety and conduct
b. Individualized student injury response protocol

c. Student psychological safety

2. POST Regulation 1052 (a) (7)

a. Obligated to follow lesson plan, hourly distribution and safety rules submitted to POST

IV. CONCEPTS OF ADULT LEARNING

At the conclusion of this block, learners will identify methods by which adults learn and internalize ideas and concepts, assess differences between teacher-centered and learner-centered training environments, and understand facilitation and how it differs from traditional teaching styles.

A. Adult learning

1. Pedagogy vs. Andragogy

a. Pedagogy – focus is on the child/adolescent learner; learner is dependent, training is subject-matter and content focused, readiness to learn based on physical, mental and social development and lesson planning, testing and evaluation of success is managed by the instructor

b. Andragogy – Adult learners are more independent and self-directed, training readiness is based on need, relevance and immediate application. Lesson design sequenced in terms of need and is problem focused.

B. Learner-centered instruction

1. Move from traditional teacher-centered instructional methodologies to those that are learner-centered

2. Move from memorization and rote test-taking to the acquisition of knowledge and skills and demonstrated competence consistent with higher-order concepts within learning taxonomies

3. Creating an environment that allows students to “fail forward” and process new knowledge in a manner that intrinsically enhances retention and use beyond the Basic Course or other in-service training

4. Move away from viewing the learner as a “blank slate” into one where the learner has life experiences which can be used as a foundation for further growth and development

C. Learning Modalities

1. Auditory
   a. Learns by listing, asking and talking
2. Visual
   a. Learns by observing or reading
3. Kinesthetic
   a. Learns through movement
4. Tactile
   a. Learns through touching and/or handling

Learning Activity: Learning Style Assessment (S.E. Pues)

D. Learning, Understanding, and Intelligence

1. Taxonomies of Learning *(Bloom’s, Anderson/Krathwohl and Dave’s)*

a. Cognitive (intellectual skills, recall, recognition, thinking patterns)

b. Affective (feelings, emotions, character, conscience)

c. Psychomotor (motor skills, imitation, practice, habit)
2. Revisiting Malcolm Knowles and Adult Learning Concepts in a Multi-generational Training Landscape
a. The Knowles Adult Learning concepts
b. The need to know, self-concept, experience, readiness to learn, orientation to learning, and motivation
c. The training environment faced by today's trainers include a variety of generations (Millennials, Generation X, Baby Boomers, Matures).
d. The application of adult learning concepts in a multi-generational learning environment are a needed skill for today's trainers since the differing generations have different, needs, expectations, experiences, and motivation.

Learning Activity: Case Study: "Men in Black" (Testing Scene)
1. Relevance
2. Context
3. Expectation

V. LESSON PLANNING AND INSTRUCTIONAL SYSTEM DESIGN

At the conclusion of this training block, the student will demonstrate an understanding of lesson planning and appropriate Instructional Systems Design (ISD) as a foundation for the delivery and evaluation of training - facilitated in a manner consistent with standards and the learning needs of the student. The course should present at least one ISD methodology and one or more formats for lesson planning.

A. Instructional Systems Design
1. Course developers and planners in academic and public safety teaching may use "ADDIE" or a comparable structure to fully design, plan and execute training:
a. Analyze
b. Design
c. Develop
d. Implement
e. Evaluate

B. The Instructor's Lesson Plan
1. There are a number of models and formats one may use for the lesson plan. The importance of the plan is to enhance the structure of delivery, identify time constraints, and allow for replication by others and to validate the teaching of learning objectives. Relevant considerations are to:
a. Use a structure for planning to ensure consistent outcomes
b. Clarify the desired learning outcomes sought
c. Focus the design of instruction on targeted content relevant to the subject intended
d. Analyze options for training delivery
e. Identify appropriate learning activities to reinforce and deepen learner retention of ideas, skills or concepts
f. Determine acceptable evidence of learning
g. Plan learning activities and instruction

h. Create lesson plan using one of several acceptable options
1). Outcome-Based Lesson Planning
a). Established goals of training
b). Understandings needed by instructor and students
c). Essential questions to focus goals and guide actions
d). Knowledge and skills to be acquired through instruction
e). Assessment of success
f). Action plan for instruction
2). Time-sequenced lesson plan
a). Scripted lesson plan using time sequences to note progress
b). Includes narrative description of actions and activities by instructor and students
c). Tied to learning objectives, resources and outcomes desired
3). Other acceptable model or structure

Learning Activity: IGLA Review. Participants select an activity relevant To one of their learning domains. The activity is discussed and applied to their teaching.

C. Prerequisites for Learners
1. Experience or other established criteria for attendance
2. Completion of assigned articles, chapters, workbooks or other related resources
3. Research on the Internet

D. Facility
1. Possible limitations of physical layout of training environment
2. Ability to move tables or chairs to form learning groups
3. Adequate AV support for video/CD/DVD and the Internet
4. Noise or other possible distractions

E. Testing
1. Understand relation of learning objectives to POST competency and P.O.S.T. Training and Testing Specifications (TTS)
2. Understand POST standards for testing and remediation

VI. PRESENTATION AND FACILITATION SKILLS

At the conclusion of this training block, the learner will understand the variety of skills available for their use as instructors and demonstrate the use of appropriate presentation skills in a simulated or actual classroom environment.

A. Presence
1. Appearance, including attire
2. Personable, approachable and receptive

3. Respect for learners and others in the learning environment

B. Appropriate language and word choice
1. Use simple syntax
2. Emphasize vocabulary related content
3. Use of concrete and abstract language

C. Power of Emotion
1. Are “War Stories” ever appropriate?
2. Connection between emotion and memory
3. How do you add emotion to your facilitation/presentation skills?

D. Nonverbal skills
1. Paralanguage
a. The use of non-verbal communication to convey further meaning
1). Voice
2). Gestures
3). Facial expressions
2. Proxemics
a. The use of space and how it causes effective interpersonal communication
1). Physical
2). Personal

E. Observation skills
1. Ongoing evaluation of learner behavior
2. Adapting instruction
3. Level of comprehension
4. Awareness of learner concerns

F. Classroom management skills
1. Minimize interruptions
2. Mitigate disruptive student behavior
3. Build a positive learning environment
4. Breaks at appropriate intervals

G. Delivery strategies include:
1. The selection and use of instructional delivery formats and strategies
2. An understanding the process of class management through instructional style
3. Using one or more interactive approaches to education and training to engage students.
4. Creating Momentum in Class
5. Using a Variety of Activities

H. . Problem Solving Strategies
1. Problem-Based Learning Exercises
2. Case Study Exercises
3. Other student-centered, instructor facilitated strategies to emphasize the development of problem-solving capacity in student

I. Facilitation
1. Facilitation defined- “To make easy”
2. Facilitation is oriented to process; is not “presentation” or “teaching”
3. Techniques and skills of effective facilitation
a. Listening actively
b. Paraphrasing
c. Communicating expectations
d. Using appropriate questioning technique
e. Using planned responses
f. Eliciting participation from less outgoing members of class
g. Managing interaction and resolving conflicts and disruptions
h. Creating a learning environment where it is safe and appropriate to “fail forward” while learning and applying concepts and ideas.
i. Providing feedback and summary of course or block of instruction.
j. Use structure to enhance critical thinking by learners

Learning Activity: The Statue” Emphasizes the importance of nonverbal feedback

Learning Activity: Students use nonverbal techniques in group presentations.

VII. USE OF LEARNING RESOURCES AND TRAINING AIDS

At the conclusion of this training block, the learner will understand the variety of instructional resources available and demonstrate proficiency in their use as a part of a lesson plan.

A. Appropriate selection and use of various resources.
1. Informational resources
2. Classroom resources
3. Resources at POST (Instructor’s Guide to Learning Activities, P.O.S.T. Learning Portal, P.O.S.T. Website)

B. Practical demonstration and use of various aids
1. Easel charts
2. PowerPoint
3. Handouts

C. Pros and cons of various media
1. Passive versus active media

2. Over-utilization of Power Point and similar media
a. Do not read from Power Point
b. Use primarily for visuals, quotes, core concepts, not a visual outline
c. Power Point is not the Presentation

D. Technical issues with Instructional Resources
1. Familiarize oneself with technology in classroom prior to class
2. Consider how students might use technology in learning experience

E. Copyright considerations for use of published material
1. Fair Use
2. Movies and video
3. Citation of written material

VIII. EVALUATION TECHNIQUES

At the conclusion of this training block, the learner will be able to describe the methods used in the Regular Basic Course to evaluate learning.

A. Preparation and presentation of testing

B. Scenario testing

C. POST Basic Course testing-mid-term and final

D. Remediation procedures

E. Role of academy coordinators and instructors regarding test procedures and test security.

IX. BASIC COURSE INSTRUCTIONAL SYSTEM

At the conclusion of this training block, the learner should be able to describe orally or in writing the POST Regular Basic Course Instructional System and regulations regarding instructor development training.

A. POST Commission Authority
1. Penal Codes
a. 13500 P.C.
b. 23503 P.C.
c. 13510 P.C.
d. 13510 P.C.

2. POST Regulations
a. Reg. 1071 (Revised May 2005)
b. Reg. 1083 (Revised May 2005)

B. POST Academy Certification Process
1. Every three-years

a. Current TTS requirements are met
b. Current ECO's on file
c. Current instructor resumes on file
d. AICC records are on file

C. Basic Course Management Guide
1. Guide for academy operations (Director/Coordinator)
2. Basic Course regulations
3. Best practices

D. Basic training mission
1. Prepare students mentally, morally, emotionally and physically to successfully complete a field training program or related advanced training program subsequent to graduation from the Regular Basic Course.
2. Ensure students demonstrate the core competencies to successfully complete the RBC
3. Development of problem solving skills

E. Academy policy development
1. Alignment to POST regulations
2. Alignment to agency regulations
3. Alignment to college regulations
4. Safety - General Guidance from POST
5. Academy requirements

F. The Learning Domain system
1. Learning need
2. Learning objectives
3. Educational Objectives
4. Minimum hourly requirements
5. Learning activities, both required and optional
6. Testing (written, scenario and exercise)
7. Training and testing specifications

G. Delivery formats
1. One part instructional sequence (intensive and extended)
2. Modular Basic Academy Training (I–III)

H. The Instructor's Guide to Learning Activities (IGLA) and use as a resource to the basic curriculum.

1. Provides a library of learning activities that offer structure for facilitators

to engaged students in practicing the skills and knowledge they will later be required to use as peace officers and public safety dispatchers

2. Contains activities for every Basic Academy Learning Domain interwoven

with concepts from other learning domains along with cornerstone concepts of leadership, ethics, and community policing.

3. Supported by learning objectives that are anchored in Bloom's

Taxonomy

4. Consistent with the principles and concepts of critical thinking

X. POST ACADEMY WORKBOOK SERIES

At the conclusion of this training block, the student will demonstrate an understanding of the POST academy workbook series. Students will realize that primary instructional material is not based on the Student Workbooks. The workbooks are intended only as a student study guide. POST Regulations require that the POST TTS must be the primary source of lesson planning and instructional material. The POST TTS outlines all of the course content that must be delivered (PAM – D-1-3 and §1052(e)). Therefore, instructional material is to be facilitated consistent with the POST TTS coupled with the learning needs of the student.

A. The Instructor's Lesson Plan will be (primarily) developed from the POST TTS, but can incorporate concepts from the Student Workbook and related sources to ensure instruction is consistent with the learning objectives and testing standards established for the basic course.

B. The student workbook is recommended for pre-course study guide work by students and as an instructional aide in the learning environment.

C. Testing

1. Understand relationship between student workbooks, POST TTS, and testing standards.

2. Understand POST and academy standards for test remediation

XI. WRITTEN, ORAL AND/OR DEMONSTRATION ASSESSMENT (COMPTENCY VERIFICATION CHECKLIST)

At the conclusion of this training block, the student will be able to demonstrate proficiency in the use of appropriate presentation skills and related competencies by delivering a segment of training to the class or sub-group of the class in a manner consistent with Adult Learning, Instructional Systems Design, lesson planning and through the use of appropriate delivery strategies.

A. The instructional segment should be drawn from actual or intended teaching in the academy or in-service training environment

B. Minimum requirements for the demonstration of competency are:

1. The student will develop instructional goals and anticipated outcomes for their training block

2. The segment will allow the student to demonstrate their knowledge of the subject being taught, their creativity in developing and presenting content to adult learners

3. The instructional segment will actively involve the learner in the teaching environment

C. This demonstration of proficiency fulfills “Competency Verification component of POST Regulation 1083 regarding the training of instructors in the POST Academy Instructor Certificate Course (AICC). For those instructors, the “Competency Verification” form will be completed by the course instructor once the demonstration of competency has been presented in a satisfactory manner.

XII. REVIEW AND EVALUATION OF CLASS

A. Conclusion of Course

1. Opportunity for review

2. Referral to continued sources of learning (IDI, Extranet, POST Learning Portal.

3. Voluntary submission of course evaluations on the POST website

B. Course Verification

1. Course certificates

2. POST Competency Verification Checklist

POST ACADEMY INSTRUCTOR CERTIFICATION COURSE

OVERVIEW

The foundation of this course is to ensure compliance with POST 1082 regulations, the Academy Instructor Certificate program (AICP) and the training requirements of Academy Basic Course instructors. This course has been generalized to reflect the fact that academy and in-service instructors may attend the same training sessions for different purposes. The Academy Instructor Certification Course (AICC) is based on principles of student-centered adult learning and sound instructional systems design. The purpose of this course is to ensure that peace officers are prepared for the rigors of the policing profession.

The AICC (and those courses intended to meet equivalency criteria articulated in Academy Instructor Certificate Program and POST Regulation) is intended to equip instructors with the skills, competencies and knowledge necessary to deliver training for recruits and peace officers in a manner that emphasizes the retention and application of knowledge consistent with the goals and mission of policing. Finally, the AICC satisfies the goal of preparing Basic Course instructors with the tools necessary to instruct within the Basic Course Instructional System.

Basic Course Instructor Needs and Mandates

As a result of significant changes approved by the POST Commission in 2005, the Basic Course is moving its

teaching methodology to that which:

- Places the responsibility for learning on the student,
- Modifies and expands the instructor's role to that of facilitator of an adult learning environment,
- Provides students with a variety of teaching methodologies and opportunities to acquire knowledge and demonstrate competencies necessary for success in field training and beyond.

The core competencies acquired in this course, therefore, will require instructors to demonstrate their ability to lead an educational and training environment consistent with these goals.

Instructional Goals for Basic Course Instructors

A primary goal of the Academy Instructor Certificate Course (AICC) is to comply with the requirements of the minimum standards for Regular Basic Course (RBC) instructors detailed in POST Regulations 1071, 1082(d) and 1083, including:

A. The requirement for all RBC instructors appointed on or after March 1, 2008 to complete an AICC or Academy Instructor Development Course (AIDC) no later than March 1, 2011 prior to instructing any component of a RBC.

B. Delivering an AICC that satisfies the minimum course requirements as specified in Regulation 1082 with the following eleven mandatory components included:

1. Basic Course Instructional System
2. Roles and Responsibilities of Law Enforcement Training Instructors
3. Adult Learning Concepts
4. Lesson Planning
5. Presentation Skills
6. Facilitation Skills
7. Use of Learning Resources and Training Aids
8. Evaluation Techniques
9. Legal Issues
10. Safety Protocols
11. Written, oral and/or Demonstration Assessment (competency verification checklist required for AICC)

A Note Regarding In-Service Instructors

Presently there is no existing mandate for in-service instructors to complete the AICC or equivalent course. POST strongly encourages those trainers to engage in a training that enhances their skills and abilities deliver content in a manner that is consistent with student-centered adult learning.

Regulation 1082 requires course content dealing with the Basic Course Instructional System and academy-specific training responsibilities. The AICC's academy-specific modules satisfy that requirement. It is not required for those intending to solely teach in-service training; however, non-academy instructor-trainees are encouraged to complete those modules in this training setting to ensure they have fulfilled the requirements of Regulation 1082 should they elect to instruct in an academy in the future.

INSTRUCTOR CORE COMPETENCIES

At the conclusion of training in the Academy Instructor Certificate Course, instructors will demonstrate the following minimum core competencies:

Knowledge of the roles and responsibilities of instructors in the Basic Academy using the **Regular Basic Course Instructional System** including:

- Training mandates
- Training specifications
- Methods for delivering instruction
- Facilitation of the student-centered learning environment
- Procedures for testing, testing security, evaluation and remediation

Knowledge of the **roles and responsibilities of law enforcement training instructors** who train peace officers in a POST-certified course or comparable training that pertains to expertise, ethics, efficacy, and creating a safe student-centered learning environment.

The application of **adult learning concepts** and principles in an educational setting.

Effective **lesson planning**, including the integration and use of appropriate instructional methodologies and learning activities to reinforce instruction and to allow students to reflect and retain necessary knowledge

Presentation skills that include a variety of instructional techniques such as presence, time management, preparation, effective and appropriate language and the use of multiple-modality tools.

Facilitation skills that include a commitment to orchestrating training in a manner that will enhance the learner's retention.

A variety of instructor and student **learning resources and training aids such as PowerPoint, Instructor Guide to Learning Activities (IGLA), website resources, etc.**

Evaluation that integrates course curriculum and lesson plan with POST Training and Testing Specifications to ensure appropriate evaluation and testing of learning. This competency also includes remediation opportunities consistent with POST and academy standards as well as test security procedures.

Legal Issues that recognize the importance of the Regular Basic Course training mission and the instructor's roles and responsibilities, including:

- The Faculty/Staff code of conduct
- Rules, regulations and procedures to mitigate exposure to civil liability in an academy setting

Safety Protocols including maintaining a safety consciousness, recognizing and mitigating risks and adhering safety guidelines.

.

POST ACADEMY INSTRUCTOR CERTIFICATION COURSE

EXPANDED COURSE OUTLINE

The purpose of Academy Instructor Certification Course (AICC) is to prepare instructors to train peace officers and recruits in active, rather than passive learning environment. The AICC instructor will lead a learning process where students will not only pass tests and memorize facts, but be able to retain and apply that knowledge once beyond the confines of the classroom. As a result of the POST Commission's approval of significant changes to the Basic Course, instructors must be competent in not only the traditional lecture didactic dialogue and test preparation, but will be required to facilitate a learning environment that is student-centered and focused on the use of multiple styles of presenting concepts. POST has determined this teaching methodology is the most effective manner for all in-service certified training; therefore, the competencies of the academy instructor must also be present in any instructor for every course taught.

The AICC outline is presented in a 40-hour format. Previously, the AICC expanded course outline consisted of 24 hours of instruction, usually accompanied by 16 hours of student presentations to comply with the Academy Instructor Certificate Program (AICP) requirements. Emerging protocols* to condense formal student teaching allows the presenter to either expand instructional segments or shorten the course once all outcomes have been met. The full AICC, including a competency verification (student teaching) block, should not exceed 40 hours of total instructional time unless local requirements or preferences dictate lengthening the course.

* (Note- active learning presentations conducted by students in smaller concurrent groups may allow course presenters to use less time to complete the "teach-back" component of training)

- **Basic Course Module II**

JULY 2018

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 3

POLICING IN THE COMMUNITY

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the components that comprise communities
   1. Families
   2. Individuals
   3. Neighborhoods
   4. Schools
   5. Business
   6. Religious Institutions
      a. Churches
      b. Synagogues
      c. Mosques

B. Identify resources which provide opportunities to educate and learn from the community, including:
   1. Community forums
   2. Community advisory groups

D Recognize a peace officer's role in influencing community attitudes

1. The community is positively influenced by peace officers who:

a. Act ethically

b. Are concerned for their safety and security

c. Are fair and impartial

d. Are prompt and courteous

e. Act professionally

f. Are technically competent

g. Allow community input

h. Are concerned with their quality of life

E. Discuss government expectations of law enforcement and peace office

1. Reduce and control crime

2. Provide community service

3. Enforce the law

4. Reduce or eliminate civil liability

5. Problem solve

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the essential partnering skills, including:
   1. Leadership
   2. Communication
   3. Facilitation
   4. Community mobilization

B. Discuss the communication techniques that can be used for obtaining voluntary compliance
    1. Ask- Give the subject an opportunity to voluntarily comply
    2. Set Context- Explain the law, answer the subject's questions, give another opportunity o comply
    3. Present options- Explain what is going to happen, give another opportunity to comply
    4. Act- Take appropriate action

C. Define facilitation
    1. A consensus building process which brings together diverse priorities and perspectives towards a desired outcome. True facilitation requires input from all involved parties and that they are all respected

D. Discuss the components of the facilitation process, including:
    1. Being familiar with the issues
    2. Establishing meeting guidelines
    3. Stating meeting purpose, scope, and need
    4. Stating and clarifying objectives
    5. Prioritizing competing problems and issues
    6. Identifying potential solutions

E. Apply facilitation techniques reflecting professional behavior, including:
    1. Maintaining the focus on the issues and stimulating discussion
    2. Displaying interest in the issues
    3. Leading the group toward problem resolution
    4. Helping participants learn from the problem solving experience
    5. Dealing calmly and respectfully with unexpected incidents
    6. Maintaining objectivity

F. Give examples of obstacles that officers may encounter when developing community partnerships
    1. Internal obstacles
        a. Specialized team to target specific problems
    2. External obstacles
        a. Cutbacks to service by city or county agencies
    3. Not enough time for problem solving
        a. Increased number of calls for service
    4. Stereotypes
        a. Apathetic
        b. Unethical
        c. Prejudice
    5. "Us" vs. "Them"

a. Prolonged response times
b. Prejudice

G. Define community mobilization
   1. A continual process of identifying, bringing together and involving community members for crime prevention and community problem solving

H. Discuss the elements of the community mobilization process, including:
   1. Getting people involved
   2. Identifying community resources (skills)
   3. Calling for action
   4. Educating the public

A. Discuss community mobilization methods
   1. The Internet
   2. Flyers
   3. Meetings
   4. E-mail alerts
   5. Events
   6. The Media

J. Discuss the benefits of maintaining a positive relationship with the news media
   1. Aiding in crime prevention
   2. Aid with investigations of missing persons
   3. Assisting in the apprehension of suspects
   4. Warn the public of dangerous issues
   5. Influence public opinion
   6. Aid recruiting
   7. Improve communication between the department and the community

K. Discuss the components of a community inventory, including:
   1. Partners
   2. Stakeholders
   3. Community collaboration

AX. Define homeland security
   1. A cooperative effort between communities and law enforcement to prevent, or respond to, terrorist acts

ALL. Identify the benefits of integrating community mobilization and homeland security

1. Improve communication
2. Coordination of information flow
3. Identification of potential terrorists
4. Identification of potential terrorist targets
5. Preventing or preempting terrorist acts
6. Responding to terrorist acts
7. Apprehending those who commit terrorist acts
8. Information sharing
9. Intelligence gathering

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crim and disorder in the community.

LEARNING OBJECTIVES

A. Define the term “problem”
   1. Two or more incidents
   2. Causing harm or capable of causing harm

B. Identify the elements of the crime triangle, including:
   1. Victim
   2. Offender
   3. Location

C. Discuss the Broken Windows Theory
   1. Developed by Wilson and Kelling is a problem solving theory based on the idea that one unchecked problem may lead to other problems
   2. Unchecked, seemingly minor problems were found to be the tipping point for major crimes
   3. Typical minor problems included graffiti, illegal dumping, blight, drinking in public, prostitution

D. Define problem solving
    1. A comprehensive planning process that attempts to attain long term benefits through effectively:

        a. Identify problems and priorities
        b. Collect and analyze information concerning the problem
        c. Develop and facilitate responses to solve problems
        d. Evaluate the response to determine effectiveness

E. Distinguish between problem oriented policing (POP) and community policing (CP)
    1. Problem Oriented Policing (POP)
        a. An approach to policing which focuses on a thorough analysis of a problem(s) within the police mandate, developing a prevention response(s) and implementation of a strategy and evaluation and the results. Collaboration with the community depends on the problem.

    2. Community Policing (CP)
        a. An all-encompassing philosophy which includes problem oriented policing and engages the community in the policing process. It is a practice that involves problem solving, partnership and mobilization within the community to achieve objectives.

    3. POP vs. CP
        a. The terms “Problem Oriented Policing” and “Community Policing” have been used synonymously: the focus of each is different.

F. Define crime prevention
    1. The application, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce the risk

G. Identify crime prevention strategies
    1. Anticipating criminal activity
    2. Recognizing crime risks
    3. Identifying crime problems
    4. Taking specific actions to remove or reduce opportunities for criminal activity

H. Give examples of crime risk factors
    1. Commercial establishments
    2. Residences
    3. Vehicles and vessels
    4. Individuals

I. Identify methods for recognizing crime problems
    1. Exchanging information with officers from other shifts
    2. Exchanging information with officers from other departments
    3. Use crime analysis information
    4. Interact with community members

J. Define Crime Prevention through Environmental Design (CPTED)
    1. A specific approach that seeks to change environmental conditions to make a location more crime resistant

K. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
    1. Natural surveillance
    2. Access control
    3. Territorial reinforcements
    4. Image

AX. Discuss crime prevention programs within the community
    1. Crime “watch” or “alert” programs
    2. Operation ID
    3. Child identification and fingerprinting
    4. Drug and alcohol prevention education
    5. Family violence prevention
    6. Gang awareness prevention
    7. High tech crime programs
    8. Safe schools planning and development
    9. Elder abuse prevention and senior safety

IV. REQUIRED LEARNING ACTIVITIES
    A. The student will participate in one or more learning activities from the POST-developed

Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005) or other comparable sources. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.

B. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
   1. Community policing philosophy
   2. Community mobilization
   3. Partnerships
   4. Leadership
   5. Facilitation techniques
   6. Communication skills

C. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
   1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
   2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why"? And providing another opportunity for the subject to voluntarily comply (setting context)
   3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
   4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

-

-

Description	Hours
POST Minimum Required Hours	12
Agency Specific Hours	
Total Instructional Hours	12

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

V. REQUIRED TESTS

I. The POST-Constructed Comprehensive Module II Test.

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	_____
Total Instructional Hours	_____

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 6

PROPERTY CRIMES

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collectic admissible evidence. Peace officers need to know the elements required to arrest for crimes related to t and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Theft
2. Vehicle theft
3. Defrauding an innkeeper
4. Burglary
5. Shoplifting
6. Possession of burglary tools
7. Possession of or receiving personal property with altered serial numbers or identification marks
8. Receiving stolen property
9. Forgery

B. Recognize the crime classification as a misdemeanor or felony

1. Theft
   a. Grand Theft CPC 487 - Felony
   b. Petty theft CPC 488 – Misdemeanor
2. Vehicle Theft – CVC 10851 – Felony
3. Defrauding an Innkeeper CPC 537
   a. Misdemeanor unless value of service is over $400.00 then crime becomes a Felony.
4. Burglary – CPC 459 – Felony
5. Possession of Burglary Tools CPC 466 – Misdemeanor
6. Possession of or Receiving personal property with altered serial numbers or identifications marks- CPC 537e
   a. Misdemeanor unless item is an integrated computer chip or panel with a value of $400.00 or more.
7. Receiving Stolen Property- CPC 496(a) – Felony
8. Forgery – CPC 470 - Felony

C. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes
    1. Approach and Arrival
    2. Initial Assessment
    3. Securing of the Crime Scene
    4. Surveying the Crime Scene
    5. Victim/Witness Interview(s)
    6. Evidence Collection
    7. Investigative Report

D. Describe information that should be obtained when interviewing the victims(s) of or witness(es) to a burglary
    1. Obtain detailed description of each item taken
    2. Determine who was last at the property and everyone who has access to premises
    3. Identify a time period the crime may have occurred
    4. Ask if the property was insured, if so, for how much
    5. Ask for names of persons the victim may consider to be possible suspects
    6. Canvass the area for possible witnesses
    7. Determine if witnesses:
        a. Observed any strangers
        b. Saw any vehicles in the area
        c. Heard any loud or unusual noises
        d. Know of previous burglary incidents
    8. Identify any other possible sources of information

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need t know the elements required to arrests for crimes related to arson, and to correctly classify these crimes a misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Arson
    2. Unlawfully causing a fire
    3. Possession of a flammable or combustible material

B. Recognize the crime classification as a misdemeanor or felony
    1. CPC 451 Arson / Felony
    2. CPC 452 Unlawfully causing a fire / Felony
    3. CPC 453(a) Possession of a Flammable or combustible material/ Felony

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need t know the elements required to arrest for crimes related to trespassing, and to correctly classify these crin as misdemeanors.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Unauthorized entry of a dwelling
    2. Trespass

B. Recognize the crime classifications as a misdemeanors
    1. CPC 602.5 Unauthorized entry of a dwelling / Misdemeanor
    2. CPC 602 and Subsections, Trespass / Misdemeanor

IV. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers neec know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for vandalism
    1. Malicious intent
    2. To deface, damage, or destroy with graffiti or other inscribed material
    3. Personal or real property
    4. Not their own

B. Recognize what constitutes lawful conduct in a landlord/tenant dispute
   1. Respect tenant privacy
   2. Not enter the property unless they have permission/emergency
   3. Determine whether the item is on the list of repossessed items reported to the police

C. Recognize what constitutes a lawful repossession

1. Determine who has title to the property
2. Determine whether the buyer is delinquent in payments
3. Determine whether the item is on the list of repossessed items reported to the police

D. Recognize the crime classification as a misdemeanor or felony
   1. Vandalism
      a. Misdemeanors: CPC 594(2)(A), 594.1
      b. Felonies: CPC 594(b)(1), 594.7, 594.2, 594.3, 594.4
   2. Landlord/Tenant – a dispute does not constitute a violation of law, but one or more of the following crimes could occur during a dispute.
      a. Misdemeanors: CPC 418,594,602.5,624,419,484
      b. Felonies: CPC 591,593,593(a), 459
   3. Repossession- a repossession does not constitute a violation of law, but one or more of the following crimes could occur during a repossession.
      a. Misdemeanors: CPC 594,240, 242, 415, 417, 602, 418, 603
      b. Felony: CPC 245

V. REQUIRED TEST

The POST- Constructed Comprehensive Module II Test

VI. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. The discussion shall address:
      1. Initial actions
      2. Sources of information
      3. Establishing whether or not a crime has occurred
      4. Physical evidence considerations
      5. Identification marks
      6. Vehicle identification number (VIN) locations

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on property crime.

Description	Hours
POST Minimum Required Hours	6
Agency Specific Hours	
Total Instructional Hours	6

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 7

CRIMES AGAINST PERSONS/DEATH INVESTIGATIONS

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers neec know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Battery
    2. Assault with a deadly weapon or by means of force
    3. Elder or dependent adult abuse

B. Recognize the crime classification as a misdemeanor or felony
    1. Battery
        a. Misdemeanors: CPC 242, 243(b)
        b. Felonies: CPC 243(c)(1), 243(f)(4)

    2. ADW
        a. Misdemeanors: CPC 224.5
        b. Felonies: CPC 245(a), 245(c), 245(d), 244

    3. Elder/Dependant Adult Abuse
        a. Misdemeanor CPC 368(c)
        b. Felonies CPC 368(b), 368(d), 368(e), 368(f)

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Kidnapping
2. False imprisonment
3. Child abduction without custodial right

4. Child abduction with custodial right

B. Recognize the crime classification as a misdemeanor or felony

1. Kidnapping
    a. Felonies: CPC 207(b), 209,210.5
2. False Imprisonment
    a. Misdemeanor CPC 236
    b. CPC 236 – Felony: if violence, fraud or deceit is used on commission of crime
3. Child Abduction w/out
    a. Felony: CPC 278
4. Child Abduction with
    a. Felony: CPC 278.5

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need t know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemear or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for
    1. Robbery
        a. Taking of personal property of another
        b. From the person or immediate presence
        c. Against the person's will
        d. Accomplished by means of force or fear
    2. Carjacking
        a. Taking of a motor vehicle
        b. From the person or immediate presence
        c. Of a possessor or passenger
        d. By means of force or fear
        e. With the intent to either permanently or temporarily deprive the possessor or passenger.
B. Recognize the crime classification as a felony
    1. Robbery
        a. Felonies: CPC 211, 212.5(a), 212.5(b), 212.5(c)

2. Carjacking
    a. Felonies: CPC 215. 209.5

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as felonies.

LEARNING OBJECTIVE

A. Recognize the crime elements required to arrest for murder
    1. Unlawful killing of a human being or fetus
    2. With malice aforethought
        a. Felonies: CPC 187, 189

B. Recognize the crime elements, and classification for manslaughter crimes
    1. Unlawful killing of a human being without malice
    2. Upon sudden quarrel or heat of passion
        a. Misdemeanor: CPC 192(c)(2)
        b. Felonies: CPC 192, 191.5, 192(c)(1), 192(c)(3)

V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities t
assess the situation, and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child
    1. Information pertaining to the child
    2. Death scene
    3. Circumstances
    4. Other individuals

B. Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)
    1. Under one year of age
    2. Appeared to be healthy
    3. Died during period of sleep
    4. No visible signs of trauma

C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident.
    1. Nothing parent/caregiver/physician could have done to predict or prevent the child's death
    2. SIDS is not contagious
    3. Death occurs quickly and quietly

VI. REQUIRED TEST
    A. POST-Constructed Comprehensive Module II Test.

VII. REQUIRED LEARNING ACTIVITIES
    A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
        1. Initial actions
        2. Sources of information
        3. Establishing the elements of the crime
        4. Physical evidence considerations

    B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity address:
        1. Initial actions
        2. Sources of information
        3. Indication that a SIDS death has occurred
        4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
        5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
        6. Physical evidence considerations

C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
   1. SIDS facts to involved parties, as appropriate
   2. Required investigative tasks and need for completion investigation
   3. Availability of local and regional SIDS survivor support groups
   4. How to make a referral to the county public health nurse
   5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
   6. How to notify county coroner's office/medical examiner's office

D. The student will participate in a facilitated learning activity identifying actions to be taken during a preliminary investigation of a death. The learning activity must address:
   1. Initial actions
   2. Sources of information
   3. Establishing the elements of the crime
   4. Physical evidence considerations

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against persons.

Description	Hours
POST Minimum Required Hours	6
Agency Specific Hours	2
Total Instructional Hours	8

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 8

GENERAL CRIMINAL STATUTES

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need t know the elements required to arrest for crimes related to disorderly conduct and to correctly categorize t crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Lewd conduct
        a. Any person who solicits or engages
        b. In lewd conduct
        c. In a public place or
        d. A place open to public view

    2. Invasion of Privacy
        a. Looking through a hole, opening or otherwise viewed by means of any instrumentality into a private area, with the intent to invade the privacy of people therein

3. Prostitution
    a. Any person who solicits or
    b. Agrees to engage in, or
    c. Engages in
    d. Any act of prostitution, or
    e. Some act is agreed to and done in the furtherance of prostitution.

4. Loitering about a public toilet loitering in or about
    a. Any toilet facility
    b. Open to the public
    c. For the purpose of soliciting or engaging in
    d. A lewd or lascivious or unlawful act

5. Public intoxication any person in a public place
    a. Under the influence of alcohol or drugs, and who
    b. Is unable to care for his or her own safety or the safety of others or is obstructing a public way

B. Recognize the crime classifications as a misdemeanor
    1. Lewd conduct: CPC 647(a)
        a. Misdemeanor

    2. Invasion of Privacy: CPC 647(j)(1)
        a. Misdemeanor

    3. Prostitution: CPC 647(b)
        a. Misdemeanor

    4. Loitering: CPC 647(d)
        a. Misdemeanor

    5. Public intoxication: CPC 647(f)
        a. Misdemeanor

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause.

Peace Officers need to know the elements required to arrest for crimes related to public nuisance, and correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
   1. Disturbing the peace
   2. Obstruction of a public way
   3. Prowling/Peeping

B. Recognize the crime classification as a misdemeanor
   1. Disturbing the peace: CPC 415(1), 415(2), 415(3)
      a. Misdemeanor
   2. Obstruction of a public roadway: CPC 647c
      a. Misdemeanor

III. REQUIRED TEST
   A. The POST – Constructed Comprehensive Module II Test.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on general criminal statutes.

-

-

Description Hours

POST Minimum Required Hours ___2__

Agency Specific Hours ___1___

Total Instructional Hours ___3__

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 15

LAWS OF ARREST

I. LEARNING NEED

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

A. Differentiate between a detention and a consensual encounter
   1. Detention
      a. A lawful detention requires a suspicion of criminal activity. Under a detention, a person is not free to leave and is obligated to remain while the officer completes a short investigation.
   2. Consensual Encounter
      a. A consensual encounter face-to-face contact with a person who is free to leave
      b. No legal justification is needed for a consensual encounter as long as officers are in a place they have a right to be.

B. Recognize appropriate peace officer actions during a detention
   1. Questioning the person about identity and conduct
   2. Contacting other individuals and witnesses to confirm explanations, verify

identification, or to determine if the person is wanted.
3. Bringing the victim to the detained suspect for identification purposes

C. Recognize conditions where the use of force or physical restraint is appropriate during a detention
   1. If a person attempts to leave during a detention, officers may use reasonable force and /or physical restraints to compel the person to remain.
   2. Uncooperative individuals may be handcuffed or placed into a patrol vehicle.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest
   1. Direct investigation or reports
   2. Circumstantial evidence
   3. Second-hand statement from reliable sources
   4. Officer’s training and experience

B. Identify elements of a lawful arrest
   1. The arrested person is taken into custody in a case and manner authorized by law.
   2. An arrest may be made by actual restraint of the person or by the person’s submission to the officer’s authority.
   3. An arrest may be made by a peace officer or a private person.

C. Differentiate between arrest and detention
   1. An arrest is taking a person into custody. Custody implies the person making the arrest has full control of the subject.
   2. A detention is an assertion of authority that would cause a reasonable person to believe he/she is not free to leave.

3. A detention is limited in scope, intensity, and duration.

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the purpose of the Miranda warnings
   1. The 5th Amendment of the U.S. Constitution states that no person shall be compelled in any criminal case to be a witness against themselves.
   2. The Miranda warning is given to a suspect so that suspects are aware that any statements they give during a custodial interrogation may be used against them.
   3. To inform an arrested suspect before he/she is interrogated, that he/she has the right to remain silent, that he/she is entitled to have an attorney present before questioning, and that an attorney will be appointed for them if he/she cannot afford an attorney.

B. Recognize when Miranda warnings must be given
   1. When a suspect is in custody and before questioning can be started.
   2. When a suspect is to be subjected to interrogation/questioning after formal arrest or use of equivalent restraints (handcuffs, guns, lockup situation).
   3. Custody and interrogation must both exist before the Miranda warning is necessary.

C. Identify the proper administration of Miranda warnings
   1. Minimally, the advisement in full must be provided to a person subjected to custodial interrogation.
   2. The advisement consists of the following statements:
      a. You have the right to remain silent. Anything you say may be used against you in court. You have the right to an attorney before and during questioning. If you cannot afford an attorney, one will be appointed for you free of charge, before questioning if you wish.

   3. Once officers read the Miranda warning and have ensured that the person understands it, the person may either waive (give up) or invoke (assert) the Miranda Rights. A person has two rights he or she can waive or invoke under Miranda: the right to remain silent and the right to have counsel present during interrogation.

D. Recognize the impact of invoking:
    1. The right to remain silent: A person may not be interrogated if he/she chose to remain silent.
    2. The right to counsel: A person may not be interrogated if he/she requests to have an attorney.
    3. If a person invokes either the right to remain silent or the right to counsel at the time of or during interrogation, Miranda law requires that all interrogation must cease.

E. Recognize the types of Miranda waivers
    1. Expressed
        a. Answers yes or no to the question about going forward with questioning
    2. Implied
        a. Acknowledges understanding the advisements, and exhibits conduct indicating waiver of his/her rights (like answering questions and not requesting an attorney).
    3. Conditional
        a. Acknowledges understanding the advisements and is willing to go forward, but places a limitation/qualification on answering questions

F. Recognize the exceptions to the Miranda rule
    1. Public Safety Exceptions
        a. There is an exception to the Rule of Miranda when a person is in custody and about to be interrogated. It is known as the public safety or emergency rescue exception,
        b. This exception is based on exigent circumstances.
        c. No Miranda Warning is necessary, even though a person is in custody, if the officer who is about to ask incriminating questions (interrogation) is motivated by a concern for someone’s safety.
        d. The concern for safety can be for the victim, the defendant, some third person, the public at large, or the officer’s own safety.
    2. Dying Declaration
        a. Dying declarations are statements made by a dying person about the circumstances surrounding the person’s impending death. The statement must be based on the speaker’s personal knowledge and made under a sense of impending death. (Evidence Code Section 1242).
        b. Dying declarations concern the cause of, and circumstances surrounding, the death of the person making the statement (declarant). Statements by the declarant which pertain to other matters are not within the exception.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between an interview and interrogation
   1. Interview
      a. An interview is the process of gathering information from a person who has knowledge of the facts that an officer will need to conduct an investigation.
      b. An interview frequently involves the process of questioning non-suspects such as victims, witnesses.

   2. Interrogation
      a. An Interrogation is the process of questioning suspects. Questions or conduct by officers reasonably likely to elicit an incriminating response

B. Identify the purpose of an interrogation

   1. An interrogation may be initiated to obtain an admission or confession.
   2. Interrogations may identify individuals involved in a crime or obtain information that could lead to the recovery of evidence or property.
   3. An interrogation may be used to corroborate the facts of the crime or establish a person’s guilt.

C. Differentiate between an admission and confession

   1. An admission acknowledges certain facts that tend to incriminate the individual, but fall short of a confession.
   2. A confession acknowledges the commission of all of the elements of a crime.
   3. A legally obtained confession is the most compelling evidence of a suspect’s guilt.

D. Identify the conditions in which a confession or admission may be inadmissible in court
   1. Admissions and confessions that are obtained while violating a suspect's constitutional protections and statutory requirements can be ruled inadmissible as evidence.
   2. If the admissions or confessions are the result of an illegal search and seizure, such as an improper entry, unreasonable detention, etc., the statements will not be admissible.
   3. Statements obtained during custodial interrogations which were carried out in violation of Miranda's requirements, such as without a complete advisement of rights, or without a valid waiver of rights may not be used as evidence in court.

V. REQUIRED TEST
   A. The POST – Constructed Comprehensive Module II Test

VI. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:

      1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
      2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
      3. Officer accountability and responsibility as it relates to laws of arrest
      4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community

   B. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
      1. Mechanics of the interview process
      2. Location and physical environment
      3. Interviewer's actions and style
      4. Types of questions

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	4
Agency Specific Hours	4
Total Instructional Hours	8

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 16

SEARCH & SEIZURE

I. LEARNING NEED

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

A. Recognize how the exclusionary rule applies to a peace officer's collection of evidence.
   1. If a court finds a search or seizure is not reasonable and a person's Fourth Amendment rights have been violated by the government, all items seized during the search could be ruled inadmissible or excluded as evidence at trial.

2. The inadmissible or excluded evidence is often referred to as “The fruit of the poisonous tree”.
3. The exclusionary rule was created by the United States Supreme Court to encourage proper law enforcement conduct. Usually the evidence is excluded as a penalty for the illegality of the search and seizure.

II. LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtain and executing a search warrant.

LEARNING OBJECTIVES

A. Recognize how probable cause serves as a basis for obtaining a search warrant
   1. Before they can obtain a search warrant, peace officers must be able to provide a judge with specific facts that meet the Fourth Amendment’s requirement of probable cause.
   2. In the search warrant context, probable cause to search means enough credible information to provide a fair probability that the object or person the peace officers seek will be found at the place they want to search.
   3. The U.S. Constitution states that “the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized”.

B. Recognize the necessary conditions for securing an area pending issuance of a search warrant
   1. Under very limited circumstances peace officers may secure a residence while in the process of obtaining a search warrant. In addition to probable cause to search, they also need exigencies, the belief based upon the circumstances of the incident or other information at hand, that the evidence will likely be destroyed or removed before the search warrant can be obtained.
   2. An area may be secured pending issuance of a search warrant if the suspect has been arrested inside the location.
   3. An area may be secured pending issuance of a search warrant if companions of the suspect may destroy items sought upon learning of the arrest.

C. Identify the time limitations for serving a search warrant
   1. PC 1534 states that the search warrant shall be executed and returned within ten days.
   2. The ten-day time limit means that peace officers have 10 days within which to execute the warrant, beginning with the day after the warrant is issued and running until midnight of the 10th day, with no exceptions for weekends or holidays. If the 10th day falls on a weekend or holiday, then the peace officers are entitled to postpone returning the warrant until the next business day.
   3. If the 10-day period has expired, peace officers must either obtain a new warrant or resubmit the expired warrant so it may be reissued or revalidated.

D. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
   1. Before entering a private dwelling to execute a search warrant, officers must comply with the requirements of knock and notice as set forth in PC 1531.
   2. Knock and notice simply means that before entering a dwelling to serve a search warrant, officers must give notice to persons inside through certain actions.
   3. To comply with the requirements of knock and notice, peace officers must:
      a. Knock or otherwise announce their presence.
      b. Identify themselves as peace officers.
      c. State their purpose.
      d. Demand entry.
      e. Wait a reasonable amount of time.
      f. If necessary, forcibly enter the premises.

   4. When executing a search warrant, there is a specific requirement that before forcing entry, peace officers must be refused admittance. Refusal may be based on:
      a. A verbal statement
      b. Individual conduct, or

      c. The passage of a reasonable amount of time

E. Recognize the application of the Nexus Rule while conducting an authorized search
   1. Under the nexus rule, offices may seize items not listed in the warrant.
   2. Nexus means a reasonable connection or link between two or more items.
   3. When the items are discovered while the officers are conducting a lawful search for the listed evidence and they have probable cause to believe the items are contraband, evidence of criminal behavior, or would otherwise aid in the apprehension or conviction of the criminal.

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize why a plain view seizure does not constitute a search
    1. Peace officers do not have to blind themselves to what is in plain view if an item they see can be associated with a crime or criminal behavior, simply because they do not have a warrant.
    2. When an officer sees an item in plain view from a place the officer has a lawful right to be, no search or constitutional violation has taken place. The owner or possessor of the property has no reasonable expectation of privacy for items which are in plain view.
    3. Without an expectation of privacy, the owner or possessor has no Fourth Amendment protection.

B. Recognize the legal requirements for seizure of items in plain view
    1. Peace officers must meet certain requirements before an item in plain view may be seized legally and used as evidence.
    2. Peace officers must have probable cause.
    3. Peace officers must have a lawful right to be in the location.
    4. Peace officers must have lawful access to the item.

IV. LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject’s identification.

LEARNING OBJECTIVES

A. Identify the importance of a peace officer's neutral role during an identification procedure
    1. Because it is a violation of a defendant's constitutional right to due process to be convicted on the basis of an unduly suggestive identification process, peace officers must not suggest in any way to the victim or witness that a person to be observed during an identification process committed the crime. Indeed peace officers must be very careful to avoid any conduct before, during, or after the identification process which might be ruled suggestive.

B. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
    1. Field show-up
    2. Photographic spread
    3. Custodial lineup

V. REQUIRED TEST
    A. POST- constructed Comprehensive Module II Test

VI. REQUIRED LEARNING ACTIVITIES
    A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding search & seizure. At a minimum, each activity, or combination of activities must address the following topics:
        1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
        2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
        3. Ability to balance officer safety with the protection of individual rights and the preservation of property
        4. Legal and agency policy issues

VI. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	8
Agency Specific Hours	-
Total Instructional Hours	8

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

I. LEARNING NEED

For a peace officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

LEARNING OBJECTIVES

A. Recognize the requirements and exceptions for admitting hearsay evidence for:
   1. Spontaneous statements
   2. Admissions and confessions
   3. Dying declarations

4. Records and officer testimony
5. Hearsay testimony at preliminary hearings
    a. By active and honorably retired peace officers

II. LEARNING NEED

For a peace officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

LEARNING OBJECTIVES

A. Identify a peace officer's responsibilities regarding pretrial preparation
    1. Review notes and reports
    2. Pre-trial meeting with prosecutor or investigator
    3. Review all other necessary documents

B. Identify aspects of a case that peace officers should review prior to giving testimony
    1. Observations made at the scene
    2. Evidence collected from the scene
    3. Statements made by parties involved in the event

C. Identify factors related to an officer's personal appearance that can influence how an officer's testimony is received by the court
    1. Uniform vs. civilian attire
    2. Conservative, professional dress for civilian attire
    3. Know department policy regarding courtroom attire

D. Identify appropriate peace officer responses while testifying as a witness
    1. Make sure you understand the question
    2. Complete a truthful response for the question without embellishing the answer
    3. State only the known facts, do not speculate or testify to hearsay

E. Identify appropriate responses when a peace officer is unsure of or does not know the answer to a question asked by an attorney
    1. "I don't know" means the officer is not aware of the events or facts
    2. "I don't remember" indicates the officer is not positive regarding the extent of knowledge
    3. Notes and reports may be used to refresh an officer's recollection of the events

F. Identify appropriate responses when asked to give an opinion while testifying
    1. Base each opinion on known facts
        a. Base the opinion on the facts that have been presented to the court.
        b. Identify for the court the factual elements that have led to the specific opinion.
    2. Clearly differentiate between fact and opinion
        a. Clearly identify a statement as an opinion rather that a fact
        b. When giving factual testimony, do not add short opinions or explanations to embellish the facts

G. Recognize the importance of being a truthful peace officer while testifying in court
    1. Important to maintain credibility
    2. One person's testimony affects entire case
    3. Truthfulness in testimony affects entire law enforcement community

III. REQUIRED LEARNING ACTIVITIES
    A. The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:
        1. Badgering/belligerent questioning
        2. Offensive questioning
        3. Friendly questioning
        4. Condescending questioning
        5. Hearsay questions and testimony at a preliminary hearing
            a. By active and honorably retired peace officers

IV. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	4
Agency Specific Hours	-

Total Instructional Hours ___4___

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

I. LEARNING NEEDS

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

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports
    1. PC 11107 requires certain event be reported
    2. Creates written record to assist due process
    3. Filing false report is a crime

II. LEARNING NEEDS

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

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing report
    1. Assist officer's memory when completing report
    2. Creates a record of information at the time of the event
    3. Indicates thoroughness in investigation
    4. May assist officer during courtroom testimony

B. Apply appropriate actions for taking notes during a field interview
    1. Listen
    2. Take notes and ask questions
    3. Verify information

C. Distinguish between:
    1. Opinion
    2. Fact
    3. Conclusion

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Identify the fundamental content elements in investigative reports, including:
    1. Initial information
    2. Identification of the crime
    3. Identification of involved parties
    4. Victim/witness statements
    5. Crime scene specifics
    6. Property information
    7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer's command of the language be relatively free of errors in sentence structure, grammar, and other writing mechanics.

LEARNING OBJECTIVES

A. Apply guidelines for recommended grammar used in investigative reports, including use of:
    1. Proper nouns
    2. First person pronouns
    3. Third person pronouns
    4. Past tense
    5. Active voice

B. Organize information within a paragraph for clarity and proper emphasis
    1. Paragraphs are the structural units for grouping information
    2. Lead in with the primary topic of the paragraph
    3. The remainder of the paragraph should be relevant to the lead in sentence

C. Select language that will clearly convey information to the reader of the investigative report
    1. Use concrete as opposed to abstract words when possible
    2. Use active voice
    3. Select appropriate transitional words for time, place and order
    4. Avoid jargon or slangs unless you are quoting

D. Distinguish between commonly used words that sound alike but have different meanings
    1. Two, to and too
    2. Accept / except
    3. Access / Excess
    4. Advice / advise

E. Proofread for content and mechanical errors, including:
    1. Spelling
    2. Punctuation
    3. Grammar
    4. Word choice
    5. Syntax

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:

1. Written communication as an expression of integrity, reliability, fairness and credibility

2. Effective reports as a demonstration of an officer's character, decision making, and courage

3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g. victims, suspects, courts, witnesses)

4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

VII. HOURLY REQUIREMENTS

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

-

-

-

Description	Hours
POST Minimum Required Hours	20
Agency Specific Hours	
Total Instructional Hours	20

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

- LEARNING DOMAIN 4

LEARNING DOMAIN 20

USE OF FORCE

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term “Force Option”
   1. Force options are choices identified to a peace officer in each agency’s policy documentation
   2. The amount of force applied should not exceed what is reasonable to overcome the subject’s resistance to gain or maintain control of the subject. Each agency must rely on the individual officer’s judgment to employ objectively reasonable force for that specific situation.

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

Peace officers are required to:

1. Use the type of force which is reasonable under the circumstances

2. Use only the amount and type of force permitted by agency policy.

C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
   1. Cooperative
      a. Verbal requests and commands
      b. Mere professional appearance/command presence
      c. Nonverbal actions

   2. Resistive
      a. Officer’s strength to take physical control
      b. Controlling holds and techniques to direct movement or immobilize a subject

c. Controlling holds and techniques to control the subject and situation
d. Use of devices to secure compliance and ultimately gain control of the situation. In compliance with Department's Rules and Regulations

3. Assaultive
    a. Use of devices and/or techniques to secure compliance and ultimately gain control of the situation. In compliance with Department's Rules and Regulations
    b. Use of personal body weapons in self-defense and to gain advantage over the subject

4. Life threatening
    a. Utilizing firearms or any other available weapon and taking action in defense of self and others

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
    1. It has been established that peace officers, when required to respond in dangerous situations, will revert to the responses they learned in training.
    2. Officers' tactical performance may depend entirely on how well and effectively they have trained and practiced required skills and abilities.
    3. Without ongoing practice and training, peace officers place themselves and others in jeopardy.

E. Discuss the importance of effective communication when using force
    1. Effective communication enables a peace officer to gain cooperation and voluntary compliance in stressful situations (e.g., confronting a hostile subject).
    2. Effective communication is a basic element of the use of force.
    3. A major goal of law enforcement is to gain voluntary compliance without resorting to physical force.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force
    1. Life-threatening escape
        a. Probable cause to believe that the subject poses a threat of serious physical harm, either to the officer or others.
    2. Life-threatening crime
        a. If the subject threatens the officer with a weapon or there is probable cause to believe that he has committed a crime involving the infliction of serious bodily harm.
    3. Give warning where feasible
        a. Some warning should be given prior to the use of deadly force where feasible.
    4. Peace officers must also know the California Penal Code and agency policies.

B. Identify the factors required to establish sufficiency of fear for the use of deadly force
    1. The circumstances must be sufficient to excite the fears of a reasonable person in like circumstances.
    2. The person must not act under the influence of fear alone. There has to be some circumstance or overt act apart from the officer's fear.
    3. The decision to use deadly force must be made to save one's self or another from great bodily injury or death.

C. Recognize facts an officer should consider when determining whether or not to use deadly force
    1. Preparation by training
    2. Judgment
    3. Mental alertness
    4. Emotional maturity
    5. Existing circumstances; i.e., type of crime, distance, environment
    6. Understanding of the law as it relates to:
        a. Agency policies concerning the use
        b. Amount of force that is objectively reasonable to achieve the law enforcement mission

D. Discuss the role of agency policies regarding the use of deadly force
    1. Defense of self and others against great bodily harm or death
    2. Use of warning shots
    3. Shooting at:

a. Nonviolent fleeing felons
b. Juveniles, or
c. Moving vehicles

4. Shooting from a moving vehicle
5. Intentional strikes to the head or neck with an impact weapon.
6. Agency and/or District Attorney will ultimately decide if proper

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
   1. Homicide is justifiable when committed by public officers and those acting by their command in their aid and assistance, either:
      a. In obedience to any judgment of a competent court,
      b. When necessarily committed in overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty

      c. When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with a felony, and who are fleeing from justice or resisting such arrest (CPC 196) Fleeing felon alone is no longer adequate justification

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
   1. Justification for using force
   2. Relevant factors and detail

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
    1. Fear
        a. Reasonable
        b. Unreasonable
    2. Anger
    3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger
    1. Depersonalizing what people say or do.
        a. Recognize that the subject is reacting to the uniform and not to the person in the uniform.
    2. Identifying worst case scenarios
        a. Visualize anger inducing situations (e.g., a child taking drugs, subject beating up partner, etc.).
    3. Developing problem-solving solutions
        a. Practice mental rehearsals of different scenarios, do some role-playing, seek advice from more experienced officers, etc.
        b. Debriefing with peers and/or supervisors

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
    1. Officers gain essential confidence in themselves to respond appropriately and apply the use of force effectively to gain control of subjects and situations.
    2. The ability to make split-second decisions may mean the difference between life and death. Officers must be prepared at all times to respond quickly and effectively to any potential threat.
    3. By staying alert and able to concentrate under all types of conditions, officers will be able to keep their minds on the situation and maintain awareness.

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force
    1. Criminal action
    2. Civil rights violation
    3. Compensatory and punitive damages
    4. Administrative or agency action
    5. Moral impact

B. Explain an agency's potential liability associated with the use of unreasonable force
    1. Liable under Federal civil rights laws
    2. Sued for negligent or inadequate training or failure to supervise adequately

C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
    1. Increased stress
    2. Embarrassment
    3. Civil/criminal action
    4. Disciplinary action
    5. Loss of career

D. Discuss immediate and delayed intervention techniques
    1. Immediate Intervention Techniques
        a. Verbal
        b. Physical/touch
        c. Restraint

    2. Delayed Intervention Techniques
        a. Discussion
        b. Admonishment

c. Training

E. Discuss factors that may inhibit peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
   1. Diffusion of responsibility
      a. "Somebody else will step in any minute now."
   2. Pluralistic ignorance
      a. "Nobody else is doing anything so maybe I am just misunderstanding the situation and nothing is really wrong."
   3. Evaluation apprehension
      a. "What if I'm wrong? What will everyone think of me if I step in and do something?"

VI. REQUIRED TEST
   A. POST-Constructed Comprehensive Module II Test

VII. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:
      1. Exercise of leadership in the application of reasonable force
      2. Impact of ethical decision-making on the selection of appropriate force options
      3. Evaluation of the effectiveness of force option choices
      4. Consequences for the use of unreasonable force on the officer, community perception and public trust

IX. HOURLY REQUIREMENTS

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

Description	Hours

POST Minimum Required Hours ___5___

Agency Specific Hours ___-___

Total Instructional Hours ___5___

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 21

PATROL TECHNIQUES

VIII. LEARNING NEED

To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditi

LEARNING OBJECTIVES

A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
   1. Preventative
   2. Directed enforcement

B. Discuss considerations for selecting a patrol strategy
   1. Talk to the off going shift regarding incidents that occurred which may be of interest.
   2. Know the problem locations/persons in your area and check them regularly.

      Be visible.

   3. Keep in touch with informants, businesses, members of the public to find

out what is going on. Don't be afraid to just stop and visit with people.

C. Select appropriate actions for peace officers who are conducting security checks
   1. Cover as much of their assigned area as possible including secondary thoroughfares (e.g., alleys, walkways, parking areas) as well as primary streets
   2. Pay extra attention to high crime risk areas,
   3. Vary patrol patterns and routines to prevent predictability,
   4. Employ appropriate investigative tactics and equipment

(e.g., use of spotlights, flashlights, and alley lights, etc.)

D. Distinguish between the roles and responsibilities of contact and cover officers
   1. CONTACT OFFICER:
      a. Initiates an action
      b. Briefs "cover" officer regarding the incident.
      c. Search of suspect(s) and/or vehicle.
      d. Maintains control of the suspect(s)
      e. Handles all verbal communication with the suspect(s)
      f. Recovers/logs all evidence
      g. Handles all radio traffic
      h. Handles all paperwork

   2. COVER OFFICER:
      a. Protects the "contact" officer from interference (onlookers, associates of suspect, etc.)
      b. Advises the contact officer of any visible weapons/contraband
      c. Observes the overall situation looking for dangers and/or potential interference
      d. Command presence to discourage hostile acts
      e. Securing weapons/contraband for the contact officer upon request
      f. Prevents destruction of evidence
      g. Intervenes with the appropriate force when necessary

   3. SWITCHING ROLES:
      a. The exchange of responsibilities may be done but it MUST be clear to all personnel at the scene.

E. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol
    1. Make sure all equipment is in proper working order.
    2. Keep in good physical and mental shape.
    3. Use appropriate tactics and techniques.
    4. Use good common sense.
    5. Always be vigilant but not paranoid.
    6. Have a plan “B”.
    7. Plan ahead. Discuss scenarios with your fellow officers.

IX. LEARNING NEED

To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.

LEARNING OBJECTIVES

A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
    1. Checking all personal equipment
    2. Acquiring any necessary information and materials/supplies
    3. Inspecting each piece of equipment issued at beginning of shift
    4. Mental preparation

B. Discuss tactical considerations and guidelines for patrolling effectively:
    1. Determining appropriate speed
    2. Patrol vehicle placement
    3. Avoiding silhouetting and telltale noise

C. Demonstrate proper procedures for transmitting and receiving a radio communication
    1. Clear transmissions
        a. Speak slightly slower than normal speech.
    2. Keep the microphone about 12-18 inches from your mouth and speak at normal volume (depending upon the noise from the surrounding area).
    3. Be concise. Put out as much PERTINENT information as possible using as few words as possible.

D. Discuss information an officer should include when generating a crime broadcast
    1. Type of crime, location, and time frame
    2. Suspect information/description. Including, if known: name, gender, race, age/DOB, height, build, hair color/style
    3. Clothing description, starting at the head and working down
    4. Vehicle description
    5. Last direction of travel
    6. Other: Possible destination, prior suspect history, weapons, type of loss, etc.

E. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
    1. Try to approach from the rear. This may provide some element of surprise and gives the suspect/subject less time do devise a plan to escape, assault you, dump evidence, etc. Watch the hands. Keep an appropriate distance away, gun side away.
    2. If the situation/area allows, have the subject/suspect sit down. If suspect is sitting, he/she will have to make overt movements in order to flee the scene, assault you, etc.

F. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
    1. Do not acknowledge them unless they acknowledge you first.
    2. If they are with other people, treat them as you would anyone else in the same situation. This includes enforcement action (citation, arrest) when appropriate.

G. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
    1. All foot pursuits must be considered a high risk event.
    2. Blind corners:
        a. Go wide to avoid being ambushed.
        b. Stop and look around the corner before proceeding.
        c. Look at a lower level than the suspect would expect.

    3. High obstacles:
        a. You can’t see hazards/suspect on the other side.
        b. Stop & listen.
        c. Attempt to look over/through the obstacle before going over it.
        d. Scale the obstacle at a different location than the suspect did.

4. Buildings/structures:
    a. Avoid following suspects in.
    b. There is an increased risk of ambush, other hostiles, weapons, etc.
    c. Consider backing off, get some help, and set up a perimeter.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on patrol techniques.

Description	Hours
POST Minimum Required Hours	6
Agency Specific Hours	2
Total Instructional Hours	8

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 22

VEHICLE PULLOVERS

I. LEARNING NEED

Peace officers must recognize the inherent risks involved when conducting a vehicle pullover in ord
take the appropriate precautions necessary to ensure their own safety as well as the safety of othe

LEARNING OBJECTIVES

A. Describe the three basic categories of vehicle pullovers, to include:

1. Traffic enforcement pullover
2. Investigative pullover
3. High-risk pullover

B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
   1. Traffic on the roadway
   2. Unknown threat level of the subjects
   3. Unknown identity of the subjects
   4. Possibility of not having immediate back up

C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover
   1. Develop a plan of action prior to initiating the pullover
   2. Request and use backup assistance when necessary
   3. Apply safe and sound tactics when initiating the pullover, approaching the vehicle and making contact with the vehicle occupants.
   4. Appropriately use communication/notification resources

II. LEARNING NEED

Peace officers must understand the techniques for conducting tactically sound vehicle pullovers

LEARNING OBJECTIVES

A. Demonstrate safety techniques when initiating a vehicle pullover, including:
   1. Selecting an appropriate location
      a. Safety factors (e.g., out flow of traffic)
      b. Visibility to passing traffic
      c. Avoidance of potentially hostile environments
      d. Lighting/illumination
      e. Possible escape routes
      f. Availability of cover and concealment

2. Communicating with dispatch

3. Getting the attention of the driver of the target vehicle
    a. Lights (e.g., emergency lights, headlights, spotlights)
    b. Hand gestures
    c. Horn/audible devices
    d. Siren
    e. Maintaining appropriate distance from target vehicle prior to initiating the pullover

B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit

1. Consider type of vehicle stop, type of vehicle being stopped, available space and topography of area
2. Using the offset position for the vehicle
3. Use of spotlights during darkness
4. Using appropriate emergency lighting
5. Proper distance

C. Apply appropriate procedures for exiting the patrol unit

1. Check approaching traffic and open the door only if the path is clear
2. Consider lowering the driver and passenger front door windows
3. Unlock the doors
4. Quickly exit the vehicle
5. After exiting, momentarily pause to observe the target vehicle

D. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot

1. Stay close to patrol vehicle to minimize hazards from passing traffic
2. Keep gun hand free
3. Maintain awareness of surroundings and other subjects
4. Continuously observe subjects in the vehicle
5. At night use flashlight sparingly to avoid subjects tracking your light

E. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non approach to a target vehicle

1. Driver side advantages: most direct, direct contact with driver, allows observation of driver and easy observation of the VIN
2. Driver side disadvantages: exposure to traffic, officer in kill zone, fewer escape options for officer
3. Passenger side advantages: approach is out of traffic lanes, more opportunities to adjust position of approach, enhances view of rear seat
4. Passenger side disadvantages: more difficult to notice signs of impairment, environment may prevent this approach
5. Non-approach Advantages: If the driver exits immediately, the officer may choose to remain behind the cover/concealment of the patrol vehicle. May allow the officer to direct the driver out of the vehicle to the curb while the officer maintains a position of safety. Violator's action can be constantly monitored, especially hand movements. During the contact, the occupants remain in the officer's field of vision (directly of peripherally).
6. Non-approach Disadvantages: Hinders the officer's ability to observe the interior of the vehicle. Exposes violators to hazards of passing traffic. Officer loses containment of occupants.

F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle

1. Upon initial contact officers should position themselves for the greatest safety and tactical advantage.
    a. Officer should be behind the trailing edge of the driver side/passenger side front door (depending on approach used)
2. While conducting the business of the contact
    a. An officer may need to change position to better view the interior
    b. An officer may pivot to face oncoming traffic while maintaining position in front of the leading edge of the door (based on Department Policy and Guidelines) or

c. Remain behind the trailing edge of the door with his/her back to approaching traffic.

G. Demonstrate the process for conducting a vehicle stop driver contact, to include:

1. Greeting
2. Identifying self and department
3. Requesting driver's license, registration, proof of insurance
4. Explaining the reason for the stop
5. Making a decision to warn, cite or arrest
6. Closing, appropriate to decision

H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle

1. Direct the driver/occupants to exit the vehicle one at a time.
   a. Constantly monitor each person's movements
   b. Advise person(s) to keep hands in view
2. Conduct lawful search
   a. As soon as practical, conduct a lawful search of each individual for weapons
3. Maintain control of driver/occupants
   a. Direct persons to a position which allows the officer to keep the target vehicle, and anyone remaining in the vehicle, in view at all times.
   b. Consider lawful option to control and /or prevent interference by driver/occupants while the officer is conducting business of the pullover (Placing person in the back seat of a partitioned patrol unit, use of handcuffs, etc.)

III. LEARNING NEED

Peace officers must recognize situations involving high levels of risks in order to apply appropriate tactic actions during a vehicle pullover.

LEARNING OBJECTIVES

A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover

1. Utilize appropriate resources and equipment
2. Rely on established training and methods (cover, maintaining position of advantage)
3. Maintaining self control

B. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high risk vehicle pullover

1. Protect the primary officer
2. Avoid silhouetting primary officer
3. Take a position of cover and concealment
4. Keep observation on subjects
5. Avoid crossfire situations
6. Maintain firearms at ready position

C. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover

1. Maintain communication between officers
2. Establish and maintain control over the subject and situation

3. Develop a plan for the safe conclusion to the situation
4. Choose good location.
5. Enough personnel

IV. LEARNING NEED

Peace officers must make appropriate safety and tactical adjustments when conducting pullovers involvir vehicles other than passenger cars and pickup trucks.

LEARNING OBJECTIVES

A. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:

1. Vans, campers, and motor homes
2. Motorcycles
3. Buses and semi-trucks

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:

1. Making an “ethical appeal” based upon a peace officer’s professional presence and

providing the subject with an opportunity to voluntarily comply (asking)
2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why", and providing another opportunity for the subject to voluntarily comply (setting context)
3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
   1. Greeting
   2. Identifying self and department
   3. Requesting driver's license, registration, and proof of insurance
   4. Explaining the reason for the stop
   5. Making decision to warn, cite, or arrest
   6. Closing appropriate to decision

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:
   1. Exercise of effective problem solving, communication and officer safety during vehicle stops
   2. Use of an appropriate ethical decision-making process to demonstrate "equal protection of the law"
   3. How the community may view vehicle pullover tactics as a function of the policing mission
   4. How peace officers may educate community members on the purpose of vehicle pullovers

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle pullovers.

Description	Hours
POST Minimum Required Hours	6
Agency Specific Hours	2
Total Instructional Hours	8

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 23

CRIMES IN PROGRESS

I. LEARNING NEED

Peace officers must recognize that their first responsibility when responding to a crime in progres
protect their own safety and that of others.

LEARNING OBJECTIVES

A. Explain the importance of wearing soft personal body armor while on patrol
   1. Body armor will stop most handgun rounds
   2. Ability to defend yourself for a longer period of time
   3. Trauma plate covers the heart area
   4. Most important piece of equipment

B. Distinguish between officer safety and officer survival, including:
   1. Current patterns related to deaths and assaults on peace officers
   2. The concept of “will to survive”
   3. Officer actions after being wounded
   4. Officer as hostage
   5. Officer actions in counter-ambush incidents when on foot
   6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategi and tactics.

LEARNING OBJECTIVES

A. Discuss the elements of a tactical approach to a crime in progress including:
   1. Nature of the crime
   2. Use and nonuse of warning lights and siren
   3. Appropriate communication to agency
   4. Uses cover and concealment upon arrival

B. Explain the primary purposes for establishing crime scene perimeters
   1. Keeps non Law Enforcement subjects outside crime scene
   2. Control movement in and out of the crime scene
   3. Accountability of crime scene
   4. Containment of suspects

C. Demonstrate appropriate actions when conducting a search for suspects, including:
   1. Preparing to enter the area to be searched
   2. Initiating owner contact, if applicable
   3. Communicating (e.g., announcement to potential suspects, contact with other units)
   4. Using Lighting
   5. Using canines/special units
   6. Using cover officers
   7. Making a tactically sound entry
   8. Conducting a systematic search
   9. Confronting a suspect during the search
   10. Using proper arrest techniques

III. LEARNING NEED

Some types of crimes in progress require officers to plan and execute specific arrival, approach, communication, and search tactics. Planning and patience are critical to achieving safe and successful outcomes.

LEARNING OBJECTIVES

A. Demonstrate effective officer actions for the safe and tactical response to crimes in progress involving:
    1. Shots fired
    2. Burglaries
    3. Robberies

IV. LEARNING NEED

To ensure the highest chance of survival and the best possible outcome for all involved individuals, officer recognize the dangers associated with high-risk situations and employ effective tactics.

LEARNING OBJECTIVES

A. Demonstrate effective officer actions for the safe and tactical response involving:
    1. Barricaded suspects/hostages
    2. Violent suspects
    3. Rapid deployment to a deadly encounter (Active shooter)
    4. Officer ambush/sniper attacks
    5. Officer-down calls
    6. Suspicious Persons

B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
    1. Lacking proper Law Enforcement equipment
    2. Liability to off duty officer
    3. Available back up officers
    4. Risk of non-identification by responding peace officer

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
    1. Person with a gun
    2. Shots-fired call
    3. Officer down
    4. Suspicious circumstances
    5. Suicidal person

B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
   1. A suggested approach to the location
   2. An effective placement of perimeter units
   3. An acceptable scene search pattern

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:
   1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
   2. Effective decision making to enhance tactical readiness
   3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes in progress.

Description	Hours
POST Minimum Required Hours	10
Agency Specific Hours	
Total Instructional Hours	10

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 30

- LEARNING DOMAIN 5
- LEARNING DOMAIN 6
- LEARNING DOMAIN 7
- LEARNING DOMAIN 8
- LEARNING DOMAIN 9
- LEARNING DOMAIN 10

CRIME SCENES, EVIDENCE AND FORENSICS

I. LEARNING NEED

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

LEARNING OBJECTIVES

B. Perform the steps of a preliminary criminal investigation, including:
   1. Proceed safely to the scene
   2. Determine need for emergency medical services and aid any injured persons
   3. Verify that a crime, if any, has occurred
   4. Identify and arrest the suspect(s), if appropriate
   5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information.
   6. Contain and protect the crime scene and cause the proper collection of physical evidence
   7. Locate and interview victim(s) and/or witness (es) and identify other sources of information
   8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)

C. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
   1. Establish inner and outer perimeters at the scene

2. Assign personnel to necessary duties to maintain the scene
3. Create a crime scene log

D. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
   1. Must show an object, person or location relevant to the crime
   2. Accurately represent the person, item or location
   3. Must not be used solely to appeal to the emotions of the jury
   4. Are not used solely to appeal to the emotions or prejudice the court or jury.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
   1. Photograph the evidence while in its original location
   2. Locate the item on a crime scene sketch
   3. Take complete notes regarding the item’s location and state

B. Identify the purpose of collecting control/known samples
   1. Creates a link between the two (or more) items
   2. Used to exclude items from crime
   3. May create a unique identity

C. Identify the primary reason for establishing a chain of custody record
   1. Creates a written, witnessed and unbroken record of who handled the item
   2. Advises why the item was examined
   3. Creates integrity for court use

D. Prepare the information that should be noted on a chain of custody record
   1. Who found the item and when it was collected

2. Description of the item and where it was found
3. What was the disposition of the item (where was it booked)

E. Identify the three forms of fingerprint impressions that may be found at a crime scene
   1. Visible
   2. Plastic
   3. Latent

F. Apply the basic steps for developing latent fingerprints
   1. Identify location of prints
      a. Identify surfaces likely to have latent prints.
      b. Identify which of these surfaces might be threatened by contamination. (Such surfaces should be developed first.)
      c. If possible, retrieve the entire item for further examination at a laboratory.
      d. If item or the relevant portion of the item cannot be transported, take close-up photographs of each identified surface.
   2. Prepare equipment
      a. Select the appropriate color of powder. (Black is the most common color used.)
      b. Roll the handle of the brush rapidly between palms to let bristles fan or spread out naturally.
      c. Turn powder canister upside down and shake vigorously to loosen powder.
   3. Lightly dust surface
      a. Carefully touch brush to powder and lightly dust each surface with a small amount of powder.
      b. If necessary, add more powder gradually in small amounts.
      c. After powder has been absorbed and all print details have been developed, gently brush away excess powder to “clean” the rest of the surface.
   4. Photograph / collect sample
      a. Photograph print with a special fingerprint camera.
      b. If a fingerprint camera is not available, a standard camera can be used by including a scale for size next to the fingerprint image.

G. Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene
   1. Be aware of agency policy regarding collection
   2. Document collection (photographs, sketch, notes, etc.)
   3. Maintain chain of evidence

4. Proper containers

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crime scenes, evidence and forensics.

Description	Hours
POST Minimum Required Hours	4
Agency Specific Hours	_
Total Instructional Hours	4

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

- LEARNING DOMAIN 11
- LEARNING DOMAIN 12

LEARNING DOMAIN 33

ARREST METHODS/DEFENSE TACTICS

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the areas of the body which require maximum protection during an attack

1. Skull
2. Neck
3. Throat
4. Spine
5. Kidneys
6. Joints

7 Groin

B. Describe parts of an officer's body that may be used as personal weapons for self-defense or to overcome resistance by a subject
   1. Head
   2. Hands
   3. Elbows
   4. Knees
   5. Feet
   6. Forearm

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

III. LEARNING NEED

Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject

LEARNING OBJECTIVES

A. Describe factors involved in retaining a peace officer's firearm
    1. Opportunity
    2. Equipment
    3. Training

B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
    1. There are a variety of acceptable techniques in the area of firearm retention. No matter which technique is applied, there are a number of common basic principles to regaining control of a firearm if the officer is assaulted by a subject.

        a. Secure weapon

        b. Distraction/Response

        c. Gain position

        d. Effect release

C. Discuss a peace officer's tactical considerations when confronted by an armed subject
    1. Attempting to disarm a subject, peace officers should consider the danger of injury to themselves and to others in the area, the type of weapon the subject is holding, the distance between the officer and the subject, and their own level of skill, physical conditioning, and training.

D. Discuss tactical considerations when disarming a subject
    1. There are a number of tactical considerations peace officers should take into account when confronting or attempting to disarm a subject.
        a. The distance between the officer and the subject

        b. Officer's own level of skill, physical conditioning and training

A. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway
    1. From 1995 through 1999, (33) police officers killed in the line of duty were murdered with firearms. Two of these officers were killed with their own firearm.
        a. This supports justification that peace officers continually train in

Arrest methods, weapon retention and takeaway.

IV. LEARNING NEED

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

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

B. Describe the safe and secure positioning of a prisoner
    1. Seated in an upright position and wear seatbelts
    2. Observe prisoners closely while transporting them
    3. Ensure safety and welfare of the officers and prisoners

V. REQUIRED TESTS

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

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

- An opportunity to review their results

- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest

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

Required exercise testing for each format of the basic course is set forth in the Training and Testing

Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

ARREST METHODS/DEFENSIVE TACTICS SAFETY

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

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

F. An exercise test that requires the student to demonstrate competency in a Handgun takeaway techniques including a minimum of one handgun takeaway technique from both the front and rear position.

The student will demonstrate competency in the following performance dimensions:

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

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

G. An exercise test that requires the student to demonstrate competency in handgun retention techniques, including a minimum of one technique to be demonstrated from the following positions:

- A holstered handgun front retention technique
- A holstered handgun rear retention technique
- An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

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

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

XI. REQUIRED LEARNING ACTIVITIES

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

XII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	16
Agency Specific Hours	8
Total Instructional Hours	24

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

- LEARNING DOMAIN 13

LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Explain basic safety guidelines to be followed at a firing range
   1. Entering the firing range
      a. Listen carefully for range commands and obey them instantly
      b. Request clarification if a command is not clear or was not completely heard
      c. Always wear approved eye and ear protection
      d. Keep firearm in its holster until instructed to remove it by the instructor or range

master

2. On the firing line
    a. Listen carefully for range commands and obey them instantly
    b. Request clarification if a command is not clear or was not completely heard.
    c. Keep the muzzle pointed in a safe direction
    d. Talk only when the instructor or range master speaks to you directly
    e. Never point your firearms at anything you are not willing to destroy
    f. Raise your nonshooting hand to gain the instructor or range master's attention if you have a question or see a safety violation
    g. Never proceed forward of the firing line except when told to do so
    h. On target on trigger
    a. Never attempt to pick up any item dropped on the ground unless instructed to do so and your firearm is holstered.
    j. Stop firing immediately on command

C. Describe the safety precautions for proper storage of firearms
    1. Keep all firearms inaccessible from children and other unauthorized persons
    2. Store ammunition separately from the firearm
    3. Store firearms in a secure location and in a locked container . If no secure container is available, a locking device should be used or the firearm should be disassembled before storing.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the basic information about shotguns, including:
    1. Advantages and limitations
    2. Primary components and their functions
    3. Steps for loading/unloading
    4. Steps for rendering the shotgun safe

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition
    1. Threat every round as though it were fully charged and capable of discharging.
    2. Only use the type and caliber recommended by the firearms manufacturer.
    3. Never fire at a threat you do not intend to hit
    4. Avoid dropping live rounds or hitting them with any object.
    5. Learn the sound and feel of a good round of fire and know what to do when a round misfires.
    6. Never use ammunition where the pressure levels exceed the industry standards for the firearm being used.

B. Describe the primary components of firearm cartridges
    1. Primer
    2. Powder charge
    3. Bullet
    4. Cartridge case
    5. Blank shell

C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
    1. Primer is detonated
    2. Power is ignited
    3. Bullet is expelled

D. Describe the primary components of a shotgun shell
    1. Primer
    2. Powder charge
    3. WAD
    4. Load
    5. Shell case

E. Define shot pattern as it relates to shotgun shells
    1. A shot pattern is the diameter of a circle in which the shot will fit
        a. The shot pattern will increase in size as the shot travels toward the threat or down range.
        b. Shot pattern will vary with each manufacture and type of round

F. Explain the correlation to the distance traveled by the shot (00 buckshot) and the size of the shot pattern
    1. Shotgun pellets can spread approximately
        a. 10 yards = 10 inches
        b. 20 yards = 20 inches
        c. 30 yards = 30 inches
    2. In excess of 30 yards the shot pattern begins to deteriorate and the one inch for every yard of distance no longer applies.

G. Describe the three ways shot placement can stop a threat, to include:
    1. Central nervous system
    2. Critical blood loss
    3. Psychological

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
    1. Barrel
    2. Frame
    3. Sights
    4. Cylinder
    5. Cylinder release
    6. Firing pin
    7. Grips
    8. Magazines

B. Describe the materials, equipment, and environment needed to properly clean firearms
    1. Cleaning materials
        a. Solvent
        b. Lubricants
        c. Cleaning patches
        d. Cleaning rags
    2. Cleaning equipment
        a. Screwdrivers
        b. Bore brushes
        c. Cylinder brushes
        d. Cleaning brushes
        e. Cleaning rod
        f. Patch holder
    3. Environment
        a. A safe area, well ventilated, free of adverse conditions (i.e., dust, dirt, moisture, etc…)
        b. No distractions or bystanders
        c. Unloaded firearm and unloaded magazines
        d. No ammunition in cleaning area

C. Apply routine procedures for cleaning firearms
    1. Render the firearm safe
        a. Remove the magazine
        b. Lock the slide open
        c. Remove any unspent rounds from the chamber
        d. Inspect and verify the weapon is unloaded
    2. Field strip the firearm
        a. Slide assembly
        b. Barrel
        c. Recoil spring and guide assembly
        d. Frame assembly
    3. Disassemble magazine
        a. Magazine body
        b. Floor plate
        c. Magazine spring
        d. Follower

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Apply the proper steps for drawing and holstering
    1. Drawing a firearms
        a. Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps or straps.
        b. In one smooth motion, lift the firearm out of the holster until the muzzle clears the holster. Keep the support hand away and clear of the muzzle.
        c. Extend the firearm downrange toward the intended target or threat or to a low ready position.
    2. Holstering
        a. Remove the trigger finger away from the trigger. Keep the trigger finger outside the trigger guard and away from the trigger.
        b. Decock the hammer of the firearm, if necessary.
        c. Keep support hand from crossing the muzzle of the firearm.
        d. Point the firearm downward toward the holster.
        e. Place the thumb of the primary hand over the rear of the slide.
        f. Firmly seat the firearm into the holster and release the grip.
        g. Refasten the holster safety snaps and straps.

B. Demonstrate the following elements to accurately shoot a firearm:
    1. Grip
    2. Stance
    3. Breath control
    4. Sight alignment/sight picture
    5. Trigger control
    6. Follow-through

C. Describe the types of malfunctions and demonstrate clearing methods for:
    1. Semiautomatic pistols
    2. Revolvers
    3. Shotguns

D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
    1. Night Vision
    2. Limited depth perception
    3. Limited target identification
    4. Flash disorientation
    5. Officer’s limitations

E. Describe conditions an officer may face when in a combat situation
    1. Rapid threat assessment
    2. Shoot/don’t shoot decisions
    3. Multiple targets
    4. Moving targets
    5. Varying target distances
    6. Multiple shooting positions
    7. Movement
    8. Use of cover or concealment

F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
    1. Fight or flight
        a. Increased heart rate
        b. A dramatic increase in the consumption of oxygen
        c. An increase in the hearts contractibility (pounding)
        d. Possible reduction in perception of pain
        e. Elevated levels of strength
        f. Tunnel vision
        g. Decreased auditory senses

G. Explain steps officers can take to prepare themselves for the extreme stress of combat
    1. Mental preparation

2. Physical conditioning
3. Proper nutrition
4. Equipment maintenance
5. Confidence building
6. Initial and ongoing training
7. Support groups

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination proce in order to safely and effectively handle and deploy chemical agents and gas masks.

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents
    1. Under statutory law peace officers may use chemical agents once they have satisfactorily completed instruction in their use. (PC 835a and 12403)

B. Describe four methods used to deploy chemical agents
    1. Aerosol
    2. Fogging
    3. Pyrotechnics
    4. Blast expulsion

C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
    1. Wind
    2. Rain
    3. Temperature
    4. Distance
    5. Proximity of others

D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
    1. When carrying a hand-held canister, officers should keep the device in a location:
        a. Accessible when needed
        b. Minimize the chance of unintentional discharge

2. When drawing a handheld canister from a holster or other location, officers should make sure it is right side up.

E. Apply decontamination procedures that should be followed after a chemical agent has been used
   1. Decontamination with clean water should begin as soon as the exposed suspect has been properly restrained.
      a. Eyes
      b. Skin
      c. Nose
      d. Chest

F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
   1. OC (oleoresin capsicum)
   2. CN (chloroacetophenone)
   3. CS (otho-chlorobenzylidene-molononitrile)

G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
   1. Inspection and proper fit
   2. Cleaning and storage

VII. REQUIRED TESTS

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

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

- An opportunity to review their test results

- **A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest**

- **An opportunity to be retested on the failed test, if the studer fails the second test, the student fails the course**

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

FIREARMS SAFETY

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

A. An **exercise test** requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a basic course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a preser approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptabl accuracy standards and under time restrictions established by the presenter.

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

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a prese developed form approved by POST, which minimally includes the performance dimensions used f exercise test.

B. An **exercise test** that requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **low light/night time** conditions on a **basic** course of fire.

The student is required to shoot from multiple distance of 1 to 15 yards or greater using a presente approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptabl accuracy standards and under time restrictions established by the presenter.

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a prese developed form approved by POST, which minimally includes the performance dimensions used f exercise test.

C. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created actual field **combat** situations. The test will minimally include threat assessment, multiple targets, and right handed shooting positions, multiple shooting positions, and the use of cover and concea

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions estab by the presenter.

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercis Test Form or a presenter-developed form approved by POST, which min includes the performance dimensions used for this exercise test.

D. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment under **low light/night time** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created actual field **combat** situations. The test will minimally include threat assessment, multiple targets, right handed shooting positions, multiple shooting positions, and the use of cover and concealmer

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter ap service handgun, with acceptable accuracy standards and under time restrictions established by t presenter.

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

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

E. An **exercise test** that requires the student to demonstrate competency in **basic** shotgun shooting principles using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **basic** course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 y

or greater, using a presenter approved shotgun, with acceptable accuracy standards and under ti
restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunction
may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

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

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

F. An **exercise test** that requires the student to demonstrate competency in **basic** shotgun shooting principles using a shotgun, while wearing body armor and duty equipment under **low light/night time** conditions on a basic course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 y
or greater using a presenter approved shotgun, with acceptable accuracy standards and under tin
restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunction
may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a prese developed form approved by POST, which minimally includes the performance dimensions used f this exercise test.

G. An **exercise test** that requires the student to demonstrate competency in shotgun **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created actual field **combat** situations. The test will minimally include threat assessment, multiple targets, and right handed shooting positions, multiple shooting positions and the use of cover and conceal

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics

7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a prese
developed form approved by POST, which minimally includes the performance dimensions used f
exercise test.

H. An **exercise test** that requires the student to demonstrate competency in combat shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a combat course of fire.

The course of fire must simulate the physical and mental stress that wou be most nearly created by actual field combat situations. The test will minimally include threat assessment, multiple targets, and left and right handed shooting positions, multiple shooting positions and the use of c and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a prese
developed form approved by POST, which minimally includes the performance dimensions used f
exercise test.

VIII. REQUIRED LEARNING ACTIVITIES

A. Each student will participate in a simulation that requires exposure to a nonlethal, riot control chemical agent. The simulation must involve the following:
   1. Exposure to a nonlethal, riot control chemical agent
   2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
   3. Decontamination techniques

B. Each student will participate in a simulation that requires exposure to a nonlethal, aerosol chemical agent. The simulation must involve the following:
   1. Exposure to a nonlethal, aerosol chemical agent
   2. Proper care, maintenance and deployment of a nonlethal, aerosol chemical agent
   3. Decontamination techniques

C. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:
   1. Open the shotgun action and check for rounds
   2. Inspect the functioning of the firing mechanism
   3. Load and unload the shotgun properly when a round has been chambered
   4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

IX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	44
Agency Specific Hours	6

Total Instructional Hours ___50___

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize th crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
   1. Intimidating witnesses or victims
   2. Threats of retaliation
   3. Violating a court order

B. Recognize the crime classification as a misdemeanor or felony
   1. Recognize the crime of intimidating witnesses or victims
      a. PC 136.1 - Felony
   2. Recognize the crime of threats of retaliation
      a. PC 140 - Felony
   3. Recognize the crime of violating a court order
      a. PC 166, PC 273.6(a) - Misdemeanor
      b. PC 273.6(e) - Felony

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for
   1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
   2. Obstructing or resisting an executive officer by use of threats or force
   3. Threatening a public officer
   4. Disarming an officer
   5. Removing any weapon, other than a firearm, from an officer
   6. Attempting to remove a firearm from a public officer
   7. Attempting to escape or escaping from the custody of a peace officer
   8. Attempting to escape or escaping from a prison or other place of confinement
   9. Attempting to escape or escaping from a county or city jail
   10. Attempting to rescue or rescuing
   11. Lynching

B. Recognize the crime classification as a misdemeanor or felony.
   1. Recognize the crime of resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician PC 148 (a) (1) - Misdemeanor
   2. Recognize the crime of obstructing or resisting an executive officer by use of threats or force PC 69 is a felony.
   3. Recognize the crime of threatening a public officer PC 71 is a felony.
   4. Recognize the crime of disarming an officer PC 148 (C) is a felony.
   5. Recognize the crime of removing any weapon, other than a firearm, from an officer PC 148 (B) is a felony.
   6. Recognize the crime of attempting to remove a firearm from a public officer PC 148 (D) is a felony.
   7. Recognize the crime of attempting to escape or escaping from the custody of a peace officer PC 836.6 is a misdemeanor.
   8. Recognize the crime of attempting to escape or escaping from a prison or other place of confinement PC 4530 is a felony.
   9. Recognize the crime of attempting to escape or escaping from a county or city jail PC 4532 is a felony.
   10. Recognize the crime of attempting to rescue or rescuing PC 4550 is a felony.

11. Recognize the crime of lynching PC 405a /405b is a felony.

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:
    1. Providing a false identity to a peace officer
    2. Falsely reporting a criminal offense
    3. Falsely reporting an emergency
    4. Falsely reporting a destructive device

B. Recognize the crime classification as a misdemeanor or felony.
    1. Recognize the crime of providing a false identity to a peace officer PC 148.9 as a misdemeanor.
    2. Recognize the crime of falsely reporting a criminal offense PC 148.5 as a misdemeanor.
    3. Recognize the crime of falsely reporting an emergency PC 148.3 as a misdemeanor. If the false report results in great bodily injury or death sustained by any person as a result of the report PC148.3 (b), the crime classification is a felony.
    4. Recognize the crime of falsely reporting a destructive device PC 148.1 as a felony.

IV. LEARNING NEED

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

A. Recognize the crime elements, required to arrest:
    1. Unlawful assembly
    2. Refusal to disperse

B. Recognize the crime classification as a misdemeanor or felony
   1. Recognize the crime of unlawful assembly PC 407 as a misdemeanor.
   2. Recognize the crime of refusal to disperse PC 416 (a) as a misdemeanor.

V. REQUIRED TESTS

I. The POST-Constructed Comprehensive Module II Test.

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	4
Agency Specific Hours	-
Total Instructional Hours	4

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

- LEARNING DOMAIN 14
- LEARNING DOMAIN 15

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the terms:
   1. Culture
   2. Cultural diversity

B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
   1. Enhanced officer safety, increase personal and ethical satisfaction, and career survival
   2. Improved quality of service provided, enhanced community support and improved public trust, reduced tension between officers and specific cultural groups, increased access to and cooperation with members of the community, improved compliance with the letter and spirit of the law.
   3. Improved morale, effectiveness, and professionalism within the law enforcement organization, positive impact on law enforcement's image within the community, reduction in the number of complaints against officers, reduction in personal and agency exposure to claims and litigation

C. Explain the historical and current cultural composition of California
   1. California has *never* been a homogeneous society. California has always been made up of groups of people representing many different cultures, races, and ethnic groups.
   2. California is a state with a rich diversity of cultures. Recent increases in the number of immigrants entering the state have had a direct impact on communities. These ongoing changes require peace officers to continuously recognize, appreciate, and utilize the unique talents and contributions of the cultures within their jurisdiction.
   3. Today, California leads the nation in the number of inhabitants born in other states or countries. Its population is made up of people from many individual groups including, but not limited to, the following examples.
      a. Asian/Filipino

b. Pacific Islander
c. African American
d. Latino
e. Anglo American
f. Native American
g. Middle Eastern
h. Eastern European
a. Caribbean
j. Gay/Lesbian

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term racial profiling, including the
    1. Conceptual definition
    2. Legal definition

B. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
    1. California Penal Code section 13519.4
    2. Fourth Amendment
    3. Fourteenth Amendment
    4. Current case law
    5. Criminal profiling vs. racial profiling

C. Discuss the impact of racial profiling on the:
    1. Individual citizens
    2. Community
    3. Officer
    4. Criminal justice system

D. Discuss landmark events in the evolution of civil and human rights
    1. Civil and human rights changed and broadened in the 20th century and continue to

evolve in the 21st century. Recognition of human rights within the United States has been evolving from the time the country was formed;

a. Initial drafting of the United States Constitution
b. Displacement of Native American Indians
c. Mexican/American War
d. Civil War
e. Women's Suffrage
f. Internment of American citizens of Japanese descent
g. Federal and state Civil Rights legislation
h. Americans with Disabilities Act
a. Legislation regarding sexual orientation

E. Define key indices peace officers should recognize and respect that make up evolving culture among a community.
   1. Every person needs to be recognized as an individual - without having dispersions cast upon him/her due to the actions of other members of their culture(s).

      a. This is true of all people and cultures.

   2. Policing is an excellent way to build trust and improve relations with the community because communities want to:

      a. Be involved in law enforcement efforts
      b. Respect peace officers, and be respected

F. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
   1. Racial profiling runs counter to the type of policing California agencies want to do.
   2. It is every officer's obligation to prevent, report, and respond to discriminatory or biased practices by fellow officers. (*Penal Code Section*

      ***13519.5* - Duty to Report)**

   3. The change in the community's perception about racial profiling will not take place with

policy, but as a result of individual officers' actions.

4. Peace officers are sworn to protect and defend the Constitution of the United States, which ensures equality and justice for people.

III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individ from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

LEARNING OBJECTIVES

A. Explain strategies for effective communication within a diverse community, including:
   1. Verbal communication
   2. Active listening
   3. Nonverbal communication

B. Describe positive officer behaviors during contacts with members of a cross-cultural community
   1. A professional peace officer possesses integrity and demonstrates behaviors that encompass a respect for human dignity, concern for human rights, and recognition of the value of diversity.
   2. Effective law enforcement contacts with members of differing cultural groups cannot be reduced to a "recipe-style" approach. Peace officers should remain ethical and apply certain behaviors consistently with all members of the community.

A. Discuss articles of faith that can be interpreted as a weapon, including:

1. Identification of the article
2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand tl impact of such crimes on victims and communities.

LEARNING OBJECTIVES

A. State the legal definition of a hate crime based on the Penal Code
   1. Any act of:
      a. Intimidation
      b. Harassment

c. Physical force

d. threats of physical force

2. Directed against any:

a. Person

b. Family

c. Their property or advocate

3. Motivated either in whole or in part by hostility to their real or perceived

a. Ethnic background

b. National Origin

c. Religious belief

d. Gender

e. Age

f. Disability

g. Sexual orientation

4. With the intention of causing fear and intimidation

B. Classify the crime and the elements required to arrest for:
   1. Desecrating religious symbols
   2. Interfering with religious freedom
   3. Terrorizing another
   4. Interfering with an individual's civil rights

C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and civil code
   1. A number of federal criminal statutes are intended to guarantee individual federally protected rights. The United States Justice Department becomes involved actively in a case after state or local authorities have concluded prosecuting the particular crime or in the absence of state or local prosecution.
      a. Conspiracy to interfere with civil rights

b. Forcible interference with civil rights
c. Forcible interference with civil rights under color of authority
d. Willful interference with civil rights under the Fair Housing Act

D. Describe the impact of hate crimes on victims, the victims' families, and the community
1. Victims of hate crimes may experience a number of reactions that are outside the range of their general experience. Such a trauma can often produce impacts that last days, weeks, or even years after the initial event.
a. Bitterness
b. Helplessness/frustration
c. Anger
d. Fear
e. Prolonged emotional trauma
2. Distrust between groups,
3. Disharmony among communities
4. Tension between communities and law enforcement agencies when incidents are not handled appropriately, thoroughly, or in a timely manner

E. Discuss the indicators of hate crimes
1. A number of physical indicators can lead investigating officers to determine that a criminal act is based on bigotry and could be considered a hate crime.
a. Target(s) of criminal act
b. Acts of vandalism
c. Presence of graffiti
d. Threatening telephone calls

F. Explain considerations when investigating and documenting incidents involving possible hate crimes

1. Interviews with victims, witnesses, and potential suspects can also be critical when determining if a criminal act is motivated by bigotry or hate. An officer's investigative report regarding incidents involving hate crimes must present each event in a complete and clear manner. Any investigation, arrest, prosecution, or other action taken must be initiated, supported, or justified b*y the information included in the report* written by that officer.

2. The collection and preservation of evidence substantiating that a hate

crime has occurred can be critical. Such evidence may include: a. Photographs of injuries, graffiti, vandalism, drawings, tattoos, etc.,

b. Physical evidence, such as

1) Hate/bias literature

2) Tape recordings (e.g., threat messages left on answering machines)

3) Computer messages, letters, notes, or

4) Videos

V. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

A. State the legal definition of sexual harassment
   1. Sexual harassment refers to sexually oriented behavior that:

a. Is unwelcome
a. Is personally offensive
b. Creates an intimidating, hostile or offensive work environment.

B. Discuss the federal and state laws dealing with sexual harassment to include:
   1. Title VII
   2. Government Code Section 12940 et. seq.
   3. Concept of Quid Pro Quo
   4. Concept of hostile work environment
   5. Current case law

C. Explain the legal remedies available to a victim of sexual harassment
   1. Sexual harassment in the workplace is a violation of the *California Fair*

Employment and Housing Act (FEHA). Violations are investigated by the Department of Fair Employment and Housing (DFEH).

2. Complaints filed under federal civil rights law are filed with the Equal Employment Opportunity Commission (EEOC).

3. Sexual harassment in the workplace is a violation of federal civil rights law. Specifically it is a violation of *Title VII of the 1964 Civil Rights Act*, as amended.

D. Describe behaviors that constitute sexual harassment, including:
   1. Verbal
   2. Physical
   3. Visual
   4. Written material
   5. Sexual favors
   6. Threats
   7. Hostile work environment
   8. Force

E. Explain the mandated sexual harassment complaint process guidelines
   1. *Penal Code Section 13519.7* mandates development of compliant guidelines for peace officers who are victims of sexual harassment in the workplace. The guidelines apply to peace officers who are employees of:
      a. City police departments
      b. County sheriff's department
      c. Districts
      d. State university police departments

   2. Where the complainant perceives the department's internal environment is not conducive to making an internal complaint, he/she has the option of reporting the harassment to and entity external to the department, such as:
      a. City or county (e.g. Human Resources)
      b. State agency
      c. Federal agency

   3. *Penal Code Section 13519.7* mandates development of complaint guidelines for

peace officers who are victims of sexual harassment in the workplace. The guidelines apply to peace officers who are employees of:

a. City police departments
b. County sheriff's departments
c. Districts
d. State university police departments

F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
    1. Employers are required to prevent and/or stop retaliation against any person making a complaint of sexual harassment. *Government Code Section 12950* protects complainants and witnesses in sexual harassment cases.

G. Describe the methods for responding to sexually offensive or unwanted behavior
    1. When appropriate, recipients of perceived sexual harassment may inform the harasser that the conduct is unwelcome, offensive, and should cease, but are not legally required to do so.
    2. Where the complainant is uncomfortable with a personal confrontation, he/she should contact any supervisor, manager, department head, or their equivalent.
    3. Where the complainant perceives that the department's internal environment is not conducive to making an internal complaint, he/she has the option of reporting the harassment to an entity external to the department

VI. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
    1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups

    2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobi
xenophobia, gender bias, and media impact on cultural perceptions

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collective
may be interspersed throughout the instructional block at the discretion of the instructor.

C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
   1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
   2. Professional, personal, and organizational impacts of the incident
   3. Legal and administrative consequences of the behaviors observed
   4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:
   1. Whether or not the incident constituted a hate crime under the law
   2. Impact of the incident on victims, victim's families and the community
   3. Effectiveness of the law enforcement response
   4. Legal rights of, and remedies available to the victim(s)

E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
   1. The impact racial profiling may have had on them as individuals or their community
   2. Concerns the students may have as to how racial profiling will affect them in the field
   3. Clarification of the myths and realities of racial profiling
   4. The concept of individualized suspicion as it pertains to probable cause
   5. How the history of the community can affect the way they view law enforcement today
   6. Law enforcement's obligation to various cultures within the community
   7. What law enforcement must do to increase trust with the community
   8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
   9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

F. Given three POST-develop video re-enactments depicting possible racial profiling, students will participate in a facilitated discussion and/or small group discussion which address the following:
   1. Application of the 4th and 14th Amendments and current case law
   2. Consensual contacts as it pertains to racial profiling
   3. Importance of articulable characteristics or behaviors to develop probable cause

VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	15
Agency Specific Hours	
Total Instructional Hours	15

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I

LEARNING DOMAIN 25

DOMESIC VIOLENCE

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

A. Recall the definition of domestic violence (Penal Code Section 13700)
B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
    1. Willful infliction of corporal injury
    2. Battery
    3. Stalking
    4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
    5. Preventing or dissuading a witness or a victim from testifying
    6. Criminal threats
    7. Spousal rape
C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

I. LEARNING NEED

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

LEARNING OBJECTIVES

A. Identify common characteristics of a victim and a batterer
A. Identify a peace officer’s role in reducing domestic violence

I. LEARNING NEED

When peace officer respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

LEARNING OBJECTIVES

A. Recognize the initial process for responding to a domestic violence call
B. Recognize under what circumstances an arrest should be made
C. Identify physical evidence to be collected
D. Recognize procedures for seizing firearms or other deadly weapons
E. Discuss resources available for victim protection

I. LEARNING NEED

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

LEARNING OBJECTIVES

A. Identify the difference between the types of court orders to include:
    1. Criminal protective/ stay-away orders
    2. Emergency Protective Orders
    3. Restraining orders
B. Identify the validity of a restraining order
C. Identify the purpose for obtaining an Emergency Protective Order
D. Demonstrate how to enforce a court order

I. LEARNING NEED

A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigation action.

LEARNING OBJECTIVES

A. Identify what information needs to be documented in a report
B. Identify how the peace officer can provide support for the victim

I. REQUIRED TESTS

A. The POST- Constructed Comprehensive Module I Test

B. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:

1. Conflict Resolution- The ability to mediate disagreements by resolving a conflict using appropriate communication skills
2. Use of Force- The ability to distinguish and apply reasonable force options in given circumstances.
3. Leadership- The practice if influencing people, while using ethical values and goals to produce an intended change.
4. Problem Solving/ Decision- Making- Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal Authority/ Individual Rights- The identification of laws and constitutional rights governing consensual encounters, detentions, and arrest.
6. Officer safety- The demonstration of situational and tactical awareness and appropriate response.
7. Communication- The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
8. Stress Tolerance and Emotional Regulation- Maintaining self-control and making timely, rational decisions in stressful situations.

   Presenters must use the POST- developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

I. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:

1. Felony arrest
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
5. Verification and enforcement of stay-away orders
6. Cite and release policies
7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for removal of personal property
8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
9. Providing information card with local resources to victims at the scene

A. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and

ability to obtain an Emergency Protective Order (EPO)

1. Who is eligible for an EPO
2. Legal authority
3. Procedures for obtaining an EPO
4. Completion of the appropriate documentation
5. Scope and duration of the EPO
6. Service of the EPO
7. Data entry of the EPO into the Domestic Violence Restraining Order System(DVROS)
8. Distribution of forms

A. The student will participate in one or more Learning Activities from the POST- developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence. At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g. PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response
2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident
3. How collaboration with the community builds trust and confidence in policing efforts
4. Discretion, flexibility and conflicts resolution skills
5. Influence of an officer's demeanor on persons present at the scene

I. HOURLY REQUIREMENTS
Students shall be provided with a minimum number of instructional hours on domestic violence.

Description	Hours
POST Minimum Required Hours	___0___
Agency Specific Hours	___5___
Total Instructional Hours	___5___

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I

LEARNING DOMAIN 27

MISSING PERSONS

I. LEARNING NEED

Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons investigations.

LEARNING OBJECTIVES

A. State the statutory definition of:

1. Missing Person
2. Child

A. Discuss missing person statutes as specified in:

1. California Penal Code
2. California Welfare and Institutions Code

I. LEARNING NEED
Peace officers need to know how to obtain sufficient and accurate preliminary information from the reporting party.

LEARNING OBJECTIVES

A. Explain the statutory requirements for accepting a missing person report.
B. Describe information that should be obtained, and step taken by the initial responder to a report of a missing person, including:

1. Verification that report is for a missing person
2. Classification of missing person case
3. Determining at risk status
4. Obtaining missing person description, recent photograph and release wavier
5. Efforts to locate missing person
6. Notification of a supervisor or investigator
7. Other agency notifications
8. Completion of the report

9. BOLO broadcasts
10. Entries to missing person information database (e.g. MUPS)
11. Amber Alert

A. Describe the conditions that influence the level of law enforcement response to a report of a missing person

1. Age
2. Family and social environment
3. Missing person's knowledge of the area
4. Suspicious circumstances
5. Mental, emotional, medical or physical condition
6. Weather/ time of day
7. Resources available to missing person
8. Length of time person has been missing
9. Parental custody status

I. LEARNING NEED

Peace Officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.

LEARNING OBJECTIVES

A. Discuss areas that should be included in an initial search for a missing person
B. Describe how search considerations for a child might vary from those of an adult
C. Explain a peace officer's primary responsibilities when responding to abduction of a child by a parent/family member
D. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody
E. Discuss penal code notification requirements when peace officers locate a missing person

I. HOURLY REQUIREMENTS
Student shall be provided with a minimum number of instructional hours on missing persons.

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I

LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

I. LEARNING NEED

Peace Officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.

LEARNING OBJECTIVES

A. Explain the relevance of traffic enforcement to:

1. Public safety and quality of life within a community
2. Legally establish probable cause for accomplishing general law enforcement objectives

A. Explain the organization of information within the Vehicle Code

I. LEARNING NEED

Peace Officers need to recognize their authority under the law to manage traffic effectively

LEARNING OBJECTIVES

A. Discuss the elements and Vehicle Code sections(s) governing arrest

B. Differentiate between mandatory and optional appearances before a magistrate

A. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee.

A. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic.

I. LEARNING NEED

Peace Officers must know the elements of the laws governing motor vehicles, bicycles and pedestrians.

LEARNING OBJECTIVES

A. Recognize the elements and common names for traffic control signal and device violations involving:

1. Red signal lights
2. Stop sign
3. Other traffic control signals and devices

A. Recognize the elements and common names for right-of-way violations involving:

1. Failure to yield the right-of-way
2. Failure to yield to an emergency vehicle

A. Recognize the elements and common names for rights and provisions involving bicyclists
B. Recognize the elements and common names for violations involving pedestrians
C. Recognize the elements and common names for violations involving turning and signaling
D. Recognize the elements and common names for speed violations involving:

1. Basic speed laws
2. Maximum speed

A. Recognize the elements and common names for driving and passing violations involving:

1. Following too closely
2. Unsafe lane change
3. Passing on the right/left
4. Passing a stopped school bus

A. Recognize the elements and common names for public offense violations involving:

1. Reckless driving
2. Speed contests
3. Hand-held wireless telephone
4. Electronic wireless communications device

A. Recognize the elements and common names for hit and run violations
B. Recognize the elements and common names for motor vehicle licensing requirements
C. Recognize the elements and common names for violations when driving with a suspended or revoked

license

D. Recognize the elements and common names for basic motor vehicle registration requirements
E. Recognize the elements and common names for basic vehicle equipment requirement for motor vehicles driven upon highways

IV. LEARNING NEED

Peace officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.

LEARNING OBJECTIVE

A. Recognize a peace officer's legal authority to remove vehicles

V. LEARNING NEED

Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.

LEARNING OBJECTIVES

A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
B. Explain the meaning of the phrase "under the influence"
C. Recognize the elements and common names for violations involving Driving Under the Influence (DUI)
D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
E. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver
F. Discuss medical conditions that may cause a person to appear under the influence
G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
H. Demonstrate FSTs that may be used to determine impairment, to include:

1. Horizontal Gaze Nystagmus (HGN)
2. One-Leg Stand (OLS)
3. Walk & Turn (WAT)

I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test

VI. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module I Test.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:
   1. Legal definitions and terminology
   2. Vehicle Code sections and related statutes

1. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
2. Evidence recognition, collection and preservation procedures
3. Report writing requirements

B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:

   1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
   2. Other traffic control devices, vehicles or other available equipment to safely control traffic movement

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum each activity, or a combination of activities, must address the following topics:

   1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues

   2. Professional demeanor, fairness and effective communication during a traffic enforcement contact

   3. Initiative, discretion and decision making when issuing citations and considering spirit versus letter of the law

D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role play exercises provided by the presenter, the student will participate in a learning activity that addresses:

1. The ability to recognize valid indicators of impairment that establish probable cause for arrest

2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs

3. The ability to present or critique testimony in court related to observation and documentation of impairment

E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:

1. Articulate a proper location for the test and why that location is appropriate

2. Articulate the objective observations of signs or symptoms of intoxication or drug use

3. Explain and demonstrate a series of FSTs that may include a minimum of three of the following tests:

a. Proper techniques of balance

b. Divided attention

c. Memory

d. Coordination

e. Horizontal Gaze Nystagmus test(s)

1. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs

F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will, at a minimum, identify:

1. The specific violation by common name and Vehicle Code section(s)
2. The crime classification
3. Options for resolution

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on traffic enforcement.

Description	Hours
POST Minimum Required Hours	___0___
Agency Specific Hours	___5 ___
Total Instructional Hours	___5___

EXPANDED COURSE OUTLINE

LASD Learning Domain 44

INSPECTION

I. LEARNING NEED

Peace Officers need to learn the proper way to wear their uniform, handle stressful situations, recall information learned in classroom, leadership building, and handle firearms, knowledge of equipment, laws and legal statues.

LEARNING OBJECTIVES

A. Uniform
    1. Cleanliness
    2. Proper fit

B. Personal Appearance
    1. Grooming habits

C. Equipment
    1. Weapon
    2. Baton
    3. Handcuffs
    4. Sam Browne

D. Knowledge
    1. Legal statues
    2. Radio codes
    3. Chain of command
    4. Classroom material

E. Leadership Skills
    1. Class Sergeant
    2. Class Assistant
    3. Platoon Leaders
    4. Squad Leaders

Description	Hours
POST Minimum Required Hours	_____

Agency Specific Hours __10.5_

Total Instructional Hours __10.5_

EXPANDED COURSE OUTLINE

LASD Learning Domain 45

ADMINISTRATIVE TIME

II. LEARNING NEED

Peace officers must complete departmental paperwork and participate in mentoring and counseling sessions, peer evaluations and team building exercises.

LEARNING OBJECTIVES

A. Paperwork
   1. College applications/admission forms
   2. Departmental paperwork
   3. Class evaluation forms
   4. Peer evaluations

B. Staff evaluations
   1. Mentoring and counseling sessions

C. Team Building
   1. Marching
   2. Graduation practice

Description	Hours
POST Minimum Required Hours	
Agency Specific Hours	4
Total Instructional Hours	4

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT

LASD Learning Domain 46

PHYSICAL CONDITIOINING

I. LEARNING NEED

The ability of the body to utilize oxygen depends upon the functional efficiency of the cardiovascular system, i.e., the heart, lungs and blood vessels. The largest amount of oxygen that a person can consume per minute is called maximal oxygen uptake. This maximal oxygen uptake is frequently referred to as aerobic capacity. Aerobic capacity is a functional measure of cardiovascular fitness. Regular vigorous exercise of an endurance quality can increase aerobic capacity by as much as 15 % to 25%; the precise amount of increase depends upon six factors:

A. Intensity
   1. The heart rate level that the individual maintains while exercising.

B. Duration
   1. The length of time that the individual performs the exercise at the training intensity.

C. Frequency
   1. The number of conditioning sessions per week based on pre-training fitness status- the aerobic capacity of the individual at the beginning of the program.

D. Pre-training fitness status
   1. The aerobic capacity of the individual at the beginning of the program.

E. Mode of exercise
   1. The type of activity being performed.

F. Program length
   1. The number of weeks/months/years that the individual continues in the conditioning program

G. P.T. Session Routine
   1. General components:

      a. Warm up
         i. The Standing Shoulder Stretch
            1. Feet shoulder width apart, hands stretched over head, right hand over left, bend at the waist to the right, stretching the left side. Then, left hand over right, bend at the waist to the left, stretching the right side.

      b. The Quad Stretch

i. Lying on left side, legs and left arm extended, right arm on front for support, right leg bent behind body, held with right hand stretching right quadriceps. Then reverse, right side, left leg.

c. Seated Toe Touch
   i. Seated upright on the ground. Legs spread at a 45 degree angle, reach for both feet simultaneous, bending at the waist. Then right hand to left toe, bending at the waist. Then left hand to right toe, bending at the waist.

d. Hamstring Stretch
   i. Seated, right leg extended to the front, left leg flex with sole of foot placed alongside opposite knee, lean forward, stretching the right hamstring. Then left leg extended to the front, right flexed with sole of foot placed alongside the opposite knee, lean forward, stretching the left hamstring.

e. Sitting Toe Touch
   i. Seated, legs extended, feet together Slowly bend trunk forward and reach arms to toes or beyond; do not rock back and forth.

f. Modified Seated Curl
   i. Seated, legs flexed, knees lateral, soles of feet placed together. Slowly bend trunk forward and grasp toes, flex trunk; do not "bob" up and down.

g. Bent Leg Trunk Twist (Not recommended for persons with low back pain or recent back injury/surgery)
   i. Seated, trunk upright, arms fully extended at shoulder level; legs extended with feet apart. Alternately twist trunk left and right rhythmically at moderate tempo; complete five repetitions each side or as prescribed.

h. Side Leg Raise
   i. Lying on left or right side, lower arm fully extended and upper arm placed in front of chest for support. Raise upper leg laterally and fully at moderate pace; complete five repetitions, or as prescribed, on each side.

a. Straight Leg Trunk Twist (Not recommended for persons with low back pain or recent back injury/surgery)
   i. Seated, trunk upright, arms fully extended at shoulder level; legs extended with feet apart. Alternately twist trunk left and right rhythmically at moderate tempo; complete five repetitions each side.

j. Modified Back Stretcher (Not recommended for persons with low back pain or recent back injury/surgery)
   i. Lying flat on back, legs extended together. Keeping back flat on the ground, slowly lift your head with both hands behind neck; hold this position for 10 seconds. Repeat exercise four times.

k. The Back Stretcher (Not recommended for persons with low back pain or recent back injury/surgery)
   i. Lying face up, supine; arms alongside trunk, legs extended, feet together. Raise and flex right and left leg alternately and fully while grasping flexed knee and tucking chin and chest to knee; repeat at moderate tempo, six repetitions each side, or as prescribed. (Decrease

tempo or do statically if low back pain is experienced or present prior to exercise.)

ax. Modified Calf Stretcher
   i. Standing, assume a modified push-up position, hands in front of the shoulder, both legs fully extended and both heels flat on the ground. (a) With hands on the ground, bend upwards at the waist, while maintaining right heel flat on ground bend left knee, hold for 10 seconds or as prescribed (pull or stretch should be felt in the calf muscle or heel cords). (b) Repeat above, now stretching the left calf and bending the right knee.

all. Standing Lateral Side Stretcher
   i. Stand erect, position right leg at a 90 degree angle, with the right knee bent. While keeping the left foot firmly on the ground, stretch the upper half or the body across the right leg and place the right elbow across the right knee, stretching the left side for a least 10 seconds, on each side.

n. Cross Leg Toe Touch
   i. Stand erect, cross right leg in front of left leg, feet together. (a) Slowly bend at waist, touching hands to toes; hold for 10 seconds or as prescribed. (b) Repeat above, this time crossing the left leg in front of the right leg. Do not bounce, slowly stretch backs of legs.

o. Stomach Curl
   i. Lying flat on back, legs bent 90 degree at the knees, arms crossed over chest. Raise trunk half way approximately (1 - 1 1/2 feet) towards knees and back to the starting position. (Two cycles is one repetition). Repeat at moderate tempo, five repetitions.

p. Squat Thrust
   i. Stand erect, feet together, hands on hips. Bend at the knees, place hands flat on the ground. Extend both legs to the rear, fully extended as in the starting position for push-ups. Return the legs to the squatted position and then back to the standing position.

2. Conditioning
   a. An initial ½ to 1 mile walk/run assessment should be conducted; depending on the physical condition of each individual class member 1. Distance runs increase by ½ mile after two PT sessions.

      2. Circuit Course

         a. Pushups

         b. Sit-ups

         c. Mountain Climbers

         d. Pull-ups

         e. 880 yard run

         f. 220 yard sprint

3. PT 500 Sessions are given four times throughout Academy

a. Pushups

b. Sit-ups

c. Mountain Climbers

d. Pull-ups

e. Mile and ½ run

f. 220 yard sprint

During the PT 500 session specific scores will give class recruits certain honors for their uniforms. It should be noted these exercises are not pass or fail, just designed for conditioning purposes only.

4. Circuit Course

1. Running of bleacher stairs using the guard rail for safety will be incorporated into circuit training, pace will be at a slow, consistent time. Staff will be at the front, middle and rear of single line formation.

3. Cool Down

1. General components:

a. Warm up

i. The Standing Shoulder Stretch
1. Feet shoulder width apart, hands stretched over head, right hand over left, bend at the waist to the right, stretching the left side. Then, left hand over right, bend at the waist to the left, stretching the right side.

b. The Quad Stretch
i. Lying on left side, legs and left arm extended, right arm on front for support, right leg bent behind body, held with right hand stretching right quadriceps. Then reverse, right side, left

leg.

c. Seated Toe Touch
    i. Seated upright on the ground. Legs spread at a 45 degree angle, reach for both feet simultaneous, bending at the waist. Then right hand to left toe, bending at the waist. Then left hand to right toe, bending at the waist.

d. Hamstring Stretch
    i. Seated, right leg extended to the front, left leg flex with sole of foot placed alongside opposite knee, lean forward, stretching the right hamstring. Then left leg extended to the front, right flexed with sole of foot placed alongside the opposite knee, lean forward, stretching the left hamstring.

e. Sitting Toe Touch
    i. Seated, legs extended, feet together Slowly bend trunk forward and reach arms to toes or beyond; do not rock back and forth.

f. Modified Seated Curl
    i. Seated, legs flexed, knees lateral, soles of feet placed together. Slowly bend trunk forward and grasp toes, flex trunk; do not "bob" up and down.

g. Bent Leg Trunk Twist (Not recommended for persons with low back pain or recent back injury/surgery)
    i. Seated, trunk upright, arms fully extended at shoulder level; legs extended with feet apart. Alternately twist trunk left and right rhythmically at moderate tempo; complete five repetitions each side or as prescribed.

h. Side Leg Raise
    i. Lying on left or right side, lower arm fully extended and upper arm placed in front of chest for support. Raise upper leg laterally and fully at moderate pace; complete five repetitions, or as prescribed, on each side.

a. Straight Leg Trunk Twist (Not recommended for persons with low back pain or recent back injury/surgery)
    i. Seated, trunk upright, arms fully extended at shoulder level; legs extended with feet apart. Alternately twist trunk left and right rhythmically at moderate tempo; complete five repetitions each side.

j. Modified Back Stretcher (Not recommended for persons with low back pain or recent back injury/surgery)
    i. Lying flat on back, legs extended together. Keeping back flat on the ground, slowly lift your head with both hands behind neck; hold this position for 10 seconds. Repeat exercise four times.

k. The Back Stretcher (Not recommended for persons with low back pain or recent back injury/surgery)
    i. Lying face up, supine; arms alongside trunk, legs extended, feet together. Raise and flex right and left leg alternately and fully while grasping flexed knee and tucking chin and chest to knee; repeat at moderate tempo, six repetitions each side, or as prescribed. (Decrease tempo or do statically if low back pain is experienced or present prior to exercise.)

ax. Modified Calf Stretcher
    i. Standing, assume a modified push-up position, hands in front of the shoulder, both legs fully extended and both heels flat on the ground. (a) With hands on the ground, bend upwards at the waist, while maintaining right heel flat on ground bend left knee, hold for 10 seconds or as prescribed (pull or stretch should be felt in the calf muscle or heel cords). (b) Repeat above, now stretching the left calf and bending the right knee.

all. Standing Lateral Side Stretcher
    i. Stand erect, position right leg at a 90 degree angle, with the right knee bent. While keeping the left foot firmly on the ground, stretch the upper half or the body across the right leg and place the right elbow across the right knee, stretching the left side for a least 10 seconds, on each side.

n. Cross Leg Toe Touch
    i. Stand erect, cross right leg in front of left leg, feet together. (a) Slowly bend at waist, touching hands to toes; hold for 10 seconds or as prescribed. (b) Repeat above, this time crossing the left leg in front of the right leg. Do not bounce, slowly stretch backs of legs.

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	17.5
Total Instructional Hours	17.5

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT

LASD Learning Domain 50

WEAPONS LAWS

A. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the possession of prohibited and assault weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Possession of prohibited weapons
2. Possession of an illegal knife
3. Unlawful possession of tear gas weapons or chemical agent

A. Recognize the crime classification as a misdemeanor of felony

1. Circumstances of the crime
2. Examples

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers mist know the elements required to arrest for crimes related to the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Carrying a firearm in public place or within a vehicle
2. Possession of a deadly weapon with intent to assault another person
3. Possession of loaded firearms with intent to commit a felony
4. Alteration or removal of identifying marks from a firearm

A. Recognize the crime classification as a misdemeanor or felony

1. Circumstances of the crime
2. Examples

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest from crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the statutory definition of a concealed firearm

1. Penal Code 12001(a) definition

A. Recognize the exceptions to the license requirement for possession of a concealable firearms

1. Penal Code 12026, 12026.1 and 12026.2
2. Penal Code 12027

A. Recognize the crime elements required to arrest for possession of a concealable firearms without a license

1. Crime elements

A. Recognize the crime classification for possession of a concealable firearms without a license

1. Classification

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace Officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for possession of:

1. A firearm by a convicted felon, narcotic addict or other restricted persons
2. A firearms by a person convicted of a specified misdemeanor
3. An unauthorized weapon in a prohibit location

A. Recognize the crime classification as a misdemeanor or felony

1. Circumstances of the crime
2. Example

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace Officers must know the elements required to arrest for crimes related to the drawing, exhibiting or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies

LEARNING OBJECTIVES

A. Recognize the crimes elements required to arrest for drawing, exhibiting or unlawful use of a (n):

1. Deadly weapon (other than a firearm)
2. Firearm
3. Firearm in the presence of a motor vehicle occupant
4. Imitation firearms
5. Loaded firearms on the grounds of any daycare facility
6. In the presence of a peace officer

A. Recognize the crime elements required to arrest for, and classification of, unlawful discharge of a firearm

1. Crime elements
2. Classification

A. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies

1. Circumstances of the crime
2. Examples

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

• Basic Course Module III

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: AUGUST 1, 2015

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss why leadership is important
   1. To the officer
   2. To the agency
   3. To the profession

B. Define leadership
   1. The practice of influencing people while using ethical values and goals, to produce an intended change
   2. Core competencies
   3. Core skills and traits

C. Discuss universal components of leadership
   1. Author
   2. Power
   3. Informal leadership

D. Discuss the officer as a leader
   1. Peer leadership
   2. Expecting change
   3. Leadership in the community/Community Policing

E. Discuss the leader as a follower
    1. Separation of ego from power and authority
    2. Responsibility to the agency
    3. Recognizing other peoples expertise

F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
    1. Improved communication, problem solving and decision making
    2. Positive leadership vs. absence of leadership
    3. Improved officer safety

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the relationship between public trust and a peace officer's ability to perform their job
    1. Previous experience with law enforcement
    2. Develop or enhance police/community partnership
    3. General public apathy and prevailing attitudes

B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
    1. Community expectations
    2. Agency expectations
    3. Peer expectations

C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer

1. Benefits to the officer
2. Benefits to the agency
3. Benefits to the community

D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
   1. For the officer
   2. For the agency
   3. For the community

E. Discuss the *LawEnforcement Code of Ethics*, and explain the importance of adhering to the *LawEnforcement Code of Ethics*
   1. Law Enforcement Code of Ethics
   2. Importance of adherence
   3. California's Code of Conduct

F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
   1. PC 147, 149 and 673
   2. PC 661
   3. Federal Laws

G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
   1. Situations requiring intervention
   2. Factors that can inhibit intervention
   3. Officer's responsibility to respond

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

I. Give examples of ethical decision making strategies
   1. Decision making strategies
   2. Common steps
   3. What are consequences of your decision

J. Explain the value of ethical decision making in leadership
   1. Ethical leadership and competent decision making leads to appropriate solutions
   2. Code of Ethics
   3. Effective techniques

III. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding leadership. At a minimum, each activity or combination of activities must address the following topics:
   1. Power and authority
   2. Compliance and commitment
   3. Sphere of influence
   4. Officer as a leader
   5. Leadership in the community
   6. Positive and adverse impacts and challenges for consistently demonstrating leadership

B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing(December 2005)* or other comparable sources regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
   1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement/Code of Ethics*
   2. Identification of those whom the conduct impacts
   3. The potential sanctions that could result from the behavior
   4. Potential perceptions of the public regarding the behavior
   5. Whether or not intervention is appropriate

C. The student will participate in a learning activity consisting of a small group that uses a video, the POST-developed publication *Becoming an Exemplary Peace Officer,* or other media

presentation as a resource. During the exercise, the group will complete the following tasks:

1. Identify any ethical issues
2. Discuss the impact of the conduct
3. Determine if intervention is required
4. Defend the chosen intervention strategy

Description	Hours
POST Minimum Required Hours	__8___
Agency Specific Hours	_____
Total Instructional Hours	__8___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
    1. First Amendment
    2. Fourth Amendment
    3. Fifth Amendment
    4. Sixth Amendment
    5. Eighth Amendment
    6. Fourteenth Amendment

C. Discuss the components and primary goals of the criminal justice system
    1. Law enforcement and its goals
    2. Judicial system and its goals
    3. Correction systems and its goals

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
    1. Federal Agencies
        a. US Department of Homeland Security
        b. Federal Bureau of Investigation
        c. Armed Forces Police
    2. State Agencies
        a. Youth and Adult Corrections
        b. Department of Justice

c. Department of Motor Vehicles

3. Local Agencies

a. Sheriff's Department

b. Municipal Police Agencies

c. Airport Police

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives of the Judicial component of the criminal justice system
   1. Providing due process of the law
   2. Rendering fair judgments
   3. Dispensing just punishments

B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
   1. State Supreme
   2. Lower Courts
   3. Higher Courts

C. Discuss the judicial process in criminal cases
   1. Arrest
   2. Arraignment
   3. Right to Bail

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system

1. Confining prisoner
2. Rehabilitating prisoners
3. Supervising parolees and probationers in the community

B. Recall the definitions of parole and probation
   1. Definition of parole
      a. A conditional release from state prison which allows an individual to serve the remainder of his sentence outside of prison

   2. Definition of a probation
      a. The suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release into the community (Penal Code Section 1203 P.C).

C. Discuss the differences between:
   1. Parole
      a. A conditional release from state prison which allows an individual to serve the remainder of his sentence outside of prison
      b. Imposed by Administrative Board
      c. Revoked by Parole Agent

   2. Probation
      a. The suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release into the community (Penal Code Section 1203 P.C)

b. Imposed at courts direction in the county where offense occurred
c. Revoked by Probation Officer

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	___2__
Agency Specific Hours	___0__
Total Instructional Hours	___2__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 3

POLICING THE COMMUNITY

Effective date of outline: July 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community policing
   1. Address the cause of crime
   2. Address the fear or perception of crime
   3. Improve the overall quality of life in the community

B. Identify the essential components of community policing, including:
   1. Problem solving
   2. Addressing quality of life issues
   3. Partnerships with the community
   4. Partnerships with other agencies
   5. Internal and external resources

C. Identify community policing goals, including:
   1. Reducing/preventing crime
   2. Reducing the fear of crime
   3. Improving the quality of life
   4. Increasing Community

a. awareness

b. involvement

c. ownership

   5. Increasing local government involvement in problem solving

D. Discuss community policing philosophy
   1. An organization philosophy that permeates all of an agency’s operations
   2. A working partnership with the community

3. Community participates in defining priorities for law enforcement agencies

E. Discuss the history of policing models, including:
   1. Traditional
   2. Professional
   3. Community

F. Identify peace officer responsibilities in the community, including:
   1. Maintaining order
   2. Enforcing the law
   3. Preventing crime
   4. Delivering service
   5. Educating and learning from the community
   6. Working with the community to solve problems

G. Differentiate between proactive and reactive policing
   1. Making self-initiated arrests
   2. Monitoring areas of frequent criminal activity
   3. Apprehending suspects for violation of law
   4. Collecting and preserving physical evidence at a crime scene

H. Discuss community expectations of peace officers
   1. Patrol community in highly visible manner
   2. Maintain public peace
   3. Manage civil disturbances

I. Recognize peace officers' responsibilities to enforce the law, including:
   1. Adhering to all levels of the law
   2. Fair and impartial enforcement
   3. Knowing the patrol beat or area of responsibility

J. Identify the elements of area/beat knowledge, including:
   1. Critical Sites

2. Locations requiring special attention, i.e. hot spots
3. Potentially dangerous areas

K. Discuss current and emerging issues that can impact the delivery of services by peace officers
   1. Changing community demographics
   2. Economic shifts
   3. Advanced technologies

AX. Discuss opportunities where peace officers educate and learn from community members
   1. Speaking at community meetings
   2. Teaching courses on law at high school and college levels
   3. Participating in collaborative meetings with two-day communication

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community partnerships
   1. Neighborhood residents
   2. Victim services organizations
   3. City and county departments

B. Discuss the key elements for developing trust between community partners, including:
   1. Truth
   2. Respect
   3. Understanding
   4. Support
   5. Teamwork

C. Discuss the relationship of ethics to the badge of office
    1. Character
    2. Trust
    3. Integrity
    4. Ethical Conduct

D. Discuss leadership skills in community policing
    1. Conduct ethically
    2. Trust
    3. Integrity

E. Define communication
    1. Sender
    2. Receiver
    3. Message

F. Recognize the components of a message in communications with others, including:
    1. Content (words)
    2. Voice characteristics
    3. Nonverbal signals

G. Recognize the potential effects of negative nonverbal signals
    1. Making a poor impression
    2. Contradicting what an officer is saying verbally, or
    3. Potentially escalating situations

H. Give examples of effective communication techniques for:
    1. Active listening
    2. Establishing effective lines of communication
    3. Overcoming barriers to communication

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and

addresses the underlying conditions of crime and disorder in the community.

LEARNING OBJECTIVES

A. Define and discuss a problem solving strategy

Problem solving is a comprehensive planning process that attempts to attain long- term benefits through effectively:

1. Identifying problems and priorities
2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
4. Evaluating the response to determine its effectiveness and modifying it as necessary

B. Apply a problem solving strategy
   1. Identifying problems and priorities
   2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
   3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
   4. Evaluating the response to determine its effectiveness and modifying it as necessary

V. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
      1. Identifying problems and priorities
      2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
      3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
      4. Evaluating the response to determine its effectiveness and modifying it as necessary

Description	Hours
POST Minimum Required Hours	__6___
Agency Specific Hours	__0___
Total Instructional Hours	__6___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the relationship among:
   1. Constitutional law
   2. Statutory law
   3. Case law

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between the *letter of the law* and the *spirit of the law*
    1. Literal meaning vs. intent of the legislature
    2. English Common Law
    3. California Legal System

B. Differentiate between criminal and civil law
    1. Definition
    2. Violation terminology
    3. Prosecutor

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the statutory definition of a crime
    1. A crime is a violation of a criminal statute. *Penal Code Section 15* defines a crime or public offense as “an act committed or omitted in violation of a law forbidding or commanding it,” and to which is annexed, upon conviction, a penalty that provides the following punishments for the crime.

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

C. Identify the basic elements required of an attempt to commit a crime
    1. Intent to commit that crime
    2. A direct, but ineffectual, act done toward its commission
    3. Whenever the circumstances make accomplishment of the objective apparently possible even though in fact it was not accomplished

D. Discuss general, specific and transferred intent crimes
   1. In some crimes, intent is presumed and does not have to be proven. These are called **general intent crimes**, i.e. battery, arson, transportation of drugs or ex-felon in possession of a firearm. In general, the person intentionally did that which the law declared to be a crime.
   2. It does not matter that the person does not know that the particular conduct was against the law. General intent presumes that the person was aware of his (or her) actions or was aware of his (or her) conduct. Ignorance of the law is no excuse.
   3. In other crimes, intent is an element of the offense that must be proven. These are called **specific intent crimes**, i.e. burglary, or kidnapping for ransom.

E. Differentiate between criminal intent and criminal negligence
   1. **Criminal intent** must exist to distinguish the crime from an accident or mistake of fact.
   2. Criminal Specific
   3. In certain crimes, **criminal negligence** meets the requirement of criminal intent. Negligence is the failure to exercise ordinary care. Criminal negligence is a negligent act that is aggravated or reckless and constitutes indifference to the consequences.
   4. Exercise ordinary care
   5.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify three classes of crime:
   1. Felony
   2. Misdemeanor
   3. Infraction

B. Differentiate among the three parties to a crime, to include:
   1. Principals
   2. Accessories

3. Accomplices

C. Identify people legally incapable of committing a crime
   1. Children under 14
   2. Persons who lack mental capacity
   3. Ignorance or mistake

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive Modular III Test.

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__4___
Total Instructional Hours	__6___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 15

LAWS OF ARREST

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
   1. Fourth Amendment
   2. Fifth Amendment
   3. Sixth Amendment
   4. Fourteenth Amendment.

B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
   1. U.S. Code, Title 42, Section 1983
   2. U.S. Code, Title 18, Section 241
   3. U.S. Code, Title 18, Section 242

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter
   1. Gathering information
   2. Interviewing witnesses at the scene of a crime or accident
   3. Conversing casually

B. Recognize conduct that may elevate a consensual encounter
   1. Using emergency lights
   2. Placing the peace officer or the officer's vehicle so as to prevent the person or car from leaving

3. Issuing orders or commands

C. Recognize the consequences of elevating a consensual encounter
   1. Violation of Fourth Amendment rights
   2. Civil prosecution for violation of civil rights
   3. Criminal prosecution for false imprisonment

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter
   1. A consensual encounters is a face-to-face contact between a private individual and a peace officer under circumstances that would cause a reasonable person to believe that they are free to leave and otherwise cooperate

   2. No legal justification is needed as long as officer's are in a place they have a right to be

   3. A detention is limited in scope, intensity, and duration. It is less than an arrest and more than a consensual encounter

B. Recognize reasonable suspicion
   1. Definition
   2. Basis
   3. Contributing factors

C. Recognize appropriate peace officer actions during a detention
   1. Investigative actions
   2. Length of detention
   3. Transporting a person during detention

D. Recognize the scope and conditions for warrantless searches and seizures during a

detention
1. Scope
2. Conditions
3. Discovery

E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
   1. Person attempts to walk away from scene or officer
   2. Person attempts to run or flee from officer

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest
   1. Illegal level of intoxication
   2. Self-incrimination contraband
   3. Possession of illegal weapons or contraband

B. Identify elements of a lawful arrest
   1. Made by a peace officer or private person (PC834)
   2. Arrestee must be taken into custody (PC834)
   3. Restraint of the person, or submission to officer’s authority (PC835)

C. Differentiate between arrest and detention
   1. Taking a person into custody in the manner authorized by law
   2. Person making the arrest has full control
   3. Detention- assertion of authority that would cause a reasonable person to believe they are not free to leave

D. Recognize information that must be given to an arrested person

1. Intent
2. Cause
3. Authority

E. Recognize elements of a warrantless arrest for a misdemeanor
   1. Probable cause that the misdemeanor happened in the officer's presence
   2. Misdemeanor was not committed in the officer's presence, but probable cause existed
   3. Time of arrest

F. Recognize elements of a warrantless arrest for a felony
   1. Probable cause exists that the person to be arrested committed a felony
   2. Committed the felony in the presence of the peace officer
   3. Committed the felony though not in the presence of the peace officer
   4. Committed the felony, regardless of whether or not the felony was, in fact, committed

G. Recognize elements of a warrant arrest
   1. Time of warrant
   2. Arrest warrant contests
   3. Pre-complaint warrants

H. Recognize the requirements for entry into a dwelling to make an arrest
   1. Knock and notice
   2. Exigent circumstances
   3. Destruction of evidence

I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
   1. Conditions
   2. Required actions
   3. Private searches and seizures

J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
   1. Penal code authority
   2. Individuals who resist arrest
   3. Fleeing suspects/felons

K. Recognize the statutory requirements for the disposition of an arrested person
   1. Disposition of arrestees
   2. Compliance with warrant
   3. Infractions

AX. Recognize the exception to the powers to arrest
   1. Stale misdemeanor
   2. Statute of limitations
   3. Diplomatic immunity

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the purpose of the Miranda warning
   1. Protection of Fifth Amendment rights
   2. Right to remain silent
   3. Right to an attorney

B. Recognize when Miranda warnings must be given
   1. Requirements
   2. Volunteered statements
   3. Privilege against self-incrimination

C. Identify the proper administration of Miranda warnings
   1. The right to remain silent
   2. Any statement can be used against them in a court of law

3. The right to an attorney being present before and during questioning

D. Recognize the impact of invoking:
   1. The right to remain silent
   2. The right to counsel
   3. Can be used in court against you

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

F. Recognize the exception to the Miranda rule
   1. Public safety exception
   2. Armed person who was apprehended inside busy market but apparently discarded the weapon
   3. Suspect placed under formal arrest

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between an interview and interrogation
   1. Interview
      a. Process of gathering information from person who has knowledge of the facts that an officer will need to conduct an investigation
   2. Interrogation
      a. Questioning or conduct that is reasonably likely to elicit an incriminating response from the suspect

B. Differentiate between an admission and confession
   1. Definition of a an admission
      a. Certain facts that tend to incriminate the individual but falls short of confession
   2. Definition of a confession
      a. Acknowledge the commission of all elements of the crime
      b.

VII. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__5___
Agency Specific Hours	__0___
Total Instructional Hours	__5___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 16

SEARCH AND SEIZURE

Effective date of outline: FEBRUARY 15, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize constitutional protections guaranteed by the Fourth Amendment
   1. Constitutional protections
   2. Unreasonable searches
   3. Limitation on government's power

B. Identify the concept of reasonable expectation of privacy
   1. Expectation of privacy can exist almost anytime and anyplace
      a. Individuals have indicated that they personally (subjectively) expect privacy in the object or area
      b. Their expectation is one which society is prepared to recognize as legitimate
   2. Subjective expectation of privacy
   3. Objective reasonableness
   4. Cartilage

C. Recognize standing and how it applies to an expectation of privacy
   1. Ownership

2. Lawful possession

3 Authority, and/or

4 Control of the area searched or the property seized.

2.

D. Recognize probable cause to search and its link between Fourth Amendment protections

and search and seizure law

1. Definition:

Probable cause to search an area or object means having enough facts or

information to provide a *fair probability*, or a *substantial chance*, that the item sought is located in the place to be searched.

2. Peace officers must demonstrate that probable cause exists to search a specific place for specific property or contraband which will be used as evidence. Even though the court will consider the totality of the circumstances, to meet the Fourth Amendment requirement, officers must have specific facts which can be articulated in court or in a sworn statement (affidavit).

3. To better understand the Fourth Amendment, peace officers need to

understand the following terms.

A **search** occurs when an expectation of privacy that society is prepared to consider reasonable is infringed upon by the government.

A **seizure of property** occurs when there is some meaningful interference with an individual's possessory interest in that property by the government. A seizure of a person occurs when:

- a peace officer physically applies force, or

- a person voluntarily submits to a peace officer's authority.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
   1. Fourth Amendment protection:
      a. The first clause of the Fourth Amendment states people have a right to be protected from unreasonable searches and seizures by government agents.
      b. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

   2. In deciding whether a warrantless search or seizure was legal, courts will

   always consider the *totality of the circumstances*. However, peace officers must always have specific facts to demonstrate the search or seizure fell within one of the exceptions to the warrant requirement

a. cursory/frisk/pat down

b. consent searches

c. searches pursuant to exigent circumstances

d. searches incident to custodial arrest, and probation/parole searches.

B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
   1. Cursory/frisks/pat searches
   2. Consent searches
   3. Searches pursuant to exigent circumstances

4. Searches incident to arrest

5. Probation/parole searches

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
   1. Probable cause searches
   2. Seizures of items in plain view
   3. Protective searches

4. Consent searches

5. Searches incident to custodial arrest,

6. Instrumentality searches

B. Recognize the scope and necessary conditions for conducting a vehicle inventory
   1. The vehicle must be in the *lawful custody* of law enforcement before the inventory can take place.
   2. The inventory must be conducted pursuant to *standardized agency policy* or regulations
   3.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
   1. With a warrant

a. Forth Amendment

b. Fifth Amendment

2. Without a warrant
    a. probable cause to arrest,
    b. probable cause to search,
    c. exigent circumstances, and
    d. a need that outweighs the

intrusiveness.

3. Exigent circumstances
    a. Blood test (DNA samples)

B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
    1. Level of force
    2. Preventing a suspect from swallowing evidence
    3. Swallowed evidence

C. Recognize the conditions necessary for legally obtaining blood samples
    1. Consent
    2. Implied consent
    3. Incident to arrest

D. Recognize the conditions for legally obtaining the following evidence:
    1. Fingerprints
    2. Handwriting samples
    3. Voice evidence

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

Description	Hours
POST Minimum Required Hours	__4___
Agency Specific Hours	__0___
Total Instructional Hours	__4___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize relevance as it pertains to the admissibility of evidence
    1. Evidence that is admissible in court is subject to a set of rules designed to protect jurors from being misled
    2. To protect constitutional rights
    3. To ensure a speedy trail

B. Identify four types of evidence
    1. Testimonial
    2. Real
    3. Demonstrative
    4. Circumstantial

C. Recognize the process of authentication of evidence
    1. All real and demonstrated evidence must be authenticated. That is, it must be shown that it is what the officer claims it to be.
    2. Authentication is the act of establishing that claims made about the item of evidence are true.

D. Understand what constitutes the legal chain of custody for evidence
    1. When evidence is collected in connection to a crime, a chain of custody of that evidence must be established and maintained throughout the custody of the evidence
    2. The chain of custody is a method of authentication. T requires every step in the process of handling of the evidence be accounted for. By every person since its recognition and collection, explain what they have done with it

    3. Each person handling the evidence is a link in the chain of custody. Each link in the chain of custody must be documented.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer’s role and responsibilities in ensuring the admissibility of evidence:
    1. California Evidence Code 352
    2. Exclusionary Rule
    3. Opinion and expert testimony

4. Privilege

5. Creditability of witnesses

B. Recognize the requirements and exceptions for admitting hearsay evidence for:
   1. Spontaneous statements
   2. Admissions and confessions
   3. Dying declarations
   4. Records and officer testimony
   5. Hearsay testimony at preliminary hearings
      a. By active and honorably retired peace officers

III. REQUIRED TESTS
   A. None

VI. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports
   1. An **investigative report** is a written document prepared by a peace officer that records in detail the officer's observations and actions as they relate to a specific event or incident.
   2. Each investigative report is a legal document that becomes a permanent written record of that event or incident.
   3. Judicial process:
      a. In order to ensure *due process*, officers, prosecutors, judges, etc., must have sufficient information and evidence to initiate or continue the judicial process and successfully prosecute or exonerate a suspect.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports
   1. Field notes are more reliable than an officer's memory
   2. Field notes are the primary source of information for the investigative report
   3. Detailed field notes reduce the need to recontact the involved parties at a later time

B. Apply appropriate actions for taking notes during a field interview
   1. Listen attentively

2. Take notes and ask questions
3. Verify information

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report
   1. Who
   2. What
   3. When

B. Identify the fundamental content elements in investigative reports, including:
   1. Initial information
   2. Identification of the crime
   3. Identification of involved parties
   4. Victim/witness statements
   5. Crime scene specifics
   6. Property information
   7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

LEARNING OBJECTIVES

A. Apply guidelines for recommended grammar used in investigative reports, including use of:
   1. Proper nouns
   2. First person pronouns
   3. Third person pronouns
   4. Past tense

5. Active voice

B. Organize information within a paragraph for clarity and proper emphasis

1. Effective investigative reports must present all relevant information simply, or logically. They must be written in plain English in order to be useful for the reader.
2. Paragraphs are the structural units for grouping information. No matter which format is used for the investigative report (narrative or category); all paragraphs within the report must be clear and easy to understand.

3. When writing an investigative report, the first sentence (lead-in sentence) of each paragraph should clearly state the *primary topic or subject of the paragraph*. The sentences that follow within the paragraph should present facts, ideas, reasons, or examples that are directly related to that primary topic.

C. Select language that will clearly convey information to the reader of the investigative report
1. Officers who are writing investigative reports should select simple, common, concrete language whenever possible. The use of simple language can help keep reports concise and brief, addressing relevant information quickly and clearly.
2. Words that are used to make an investigative report sound eloquent or scholarly may actually serve to make the report wordy, vague and less effective. Inflated language is never appropriate and officers should resist the temptation to impress their readers.
3. Effective investigative reports must present all relevant information simply, or logically. They must be written in plain English in order to be useful for the reader.

D. Distinguish between commonly used words that sound alike but have different meanings
1. Officers should take care to use the correct word for what they are trying to say when writing investigative reports.
2. There are a number of frequently used words that sound alike but have completely different spellings and meanings.
3.

E. Proofread for content and mechanical errors, including:

1. Spelling
2. Punctuation
3. Grammar

4. Word choice

5. Syntax

Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or video tape depictions developed by the presenter.

V. REQUIRED TESTS
A. None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__6__
Agency Specific Hours	__4___
Total Instructional Hours	__10___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 19

VEHICLE OPERATIONS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits

LEARNING OBJECTIVES

A. Determine a safe distance when following another vehicle
   1. Space cushions around the vehicle
   2. Following distance
   3. Focal point

B. Identify the effect of speed on a driver's peripheral vision
   1. Peripheral vision
   2. Tunnel vision
   3. Following distance

C. Discuss how perception-reaction time affects a vehicle's total stopping distance
   1. Perception time
   2. Reaction time

3. Visual horizon

D. Demonstrate appropriate actions to prevent intersection collisions.
   1. Clearing intersections
   2. Flash green light
   3. Stale green light

E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
   1. Merging onto freeway
   2. Re-entering freeway after a traffic stop
   3. Driving at high speed for long periods

F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse.
   1. Backing at greater than 10 mph
   2. Backing on roadway
   3. Backing into traffic

G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
   1. Agency requirements
   2. Legal requirements
   3. Tactical considerations

H. Identify psychological and physiological factors that may have an effect on a peace officer's driving
   1. Driving skill and vehicular factors
   2. Psychological factors
   3. Physiological factors

I. Identify hazards of various road conditions
   1. Standing water or rain
   2. Loose gravel
   3. Mud

J. Discuss the components of a vehicle inspection
   1. Tires
   2. Under the vehicle
   3. Exterior

K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle.

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a thorough understanding of the associated liability and safety issues.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving
   1. A combination of good driving habits and sound judgment will allow an officer to drive to the scene of an emergency quickly and safely.
   2. Got to the scene of an emergency quickly and safely
   3. Appropriate Code 3 response include any life threatening emergency, serious crime in progress, officer needs assistance, traffic collision involving major injuries, fire, and others.

B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
   1. Public entities **are liable** for death, injury, or property damage (17001 VC)
   2. Officers **are not liable** for civil damages for death, injury, or property damage (17004 VC)
   3. Officers may do the following if it is accomplished in a safe manner with due regard for the safety of others (21055 VC)
   4. Officers must drive with due regard for the safety of others (21056 VC)

C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving

1. Policies differ from agency to agency
2. Officers must know and follow their specific agency policy regarding emergency response driving.
3. Officers must always use sound judgement.

D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
   1. Yield the right-of-way
   2. Immediately pull to the right side of the road
   3. Stop

E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
   1. Light bar
   2. Wig-wag lights
   3. Siren

F. Identify factors that can limit the effectiveness of a vehicle’s emergency warning devices
   1. Heavy Traffic
   2. Fog, rain and snow
   3. Congested urban areas

G. Demonstrate the use of communication equipment
   1. Stay calm and speak clearly
   2. Use the radio on straight stretches of road
   3. Roll windows up to reduce outside noise

H. Identify the effects of siren syndrome
   1. Increase in adrenaline flow
   2. Affected judgment
   3. How to mitigate the effects

I. Recognize guidelines for entering a intersection when driving under emergency response conditions
   1. The approach
   2. Clearing an intersection
   3. Clearing lane by lane

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

A. Discuss the requirements of Penal Code Section 13519.8
   1. When to initiate a pursuit
   2. The number of involved law enforcement units permitted
   3. Responsibility of primary and secondary units

B. Discuss the requirements of Vehicle Code Section 17004.7
   1. Liability

      Vehicle Code Section 17004.7 requires every agency to have a written pursuit policy. It gives statutory immunity to government entities for injury or damage caused by a fleeing suspect.

   2. Agency policy

      a. Agency Policies may differ, but all policies will include certain provisions as required by *Penal Code Section 13519.8*. Each officer is responsible for knowing their agency's pursuit policy. Each policy must include:

b. If the threat to public safety is greater than the need for apprehending the suspect, then the pursuit should not be initiated or it should be terminated.

1. The seriousness of the crime against the threat to public safety.

2. Officers also need to consider the following when deciding to initiate or continue with the pursuit:

c. Agency policy

d. Condition of the vehicle

e. Condition of the driver

f. Roadway conditions

g. Traffic conditions

h. Weather conditions

IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

LEARNING OBJECTIVES

A. Distinguish between longitudinal and lateral weight transfer
   1. A **vehicle dynamic** is any force or condition that affects the path of a vehicle in motion. A driver using proper techniques can reduce the effects of these forces, resulting in better control of the vehicle.
   2. Longitudinal weight transfer
   3. Lateral weight transfer

B. Demonstrate the ability to mitigate the effects of spring loading
   1. **Spring loading** - a build-up and release of energy in the springs of the suspension system
   2. Cause
   3. Correction

C. Demonstrate proper techniques for two-handed shuffle steering
    1. Shuffle steering
    2. Allows for greater steering control and weight transfer control
    3. Positioning of hands

D. Demonstrate proper throttle control
    1. The operation of the throttle has a definite and immediate effect on weight transfer.
    2. Affect on weight transfer

E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
    1. Entry
    2. Apex
    3. Exit

F. Explain the primary effects speed has on a vehicle in a turning maneuver
    1. Turning radius
    2. Traction limits
    3. Weight transfer

G. Demonstrate proper braking methods
    1. Breaking methods
    2. ABS braking
    3. Locked skid

H. Distinguish between and describe the causes of the following types of vehicle skids:
    1. Understeer skid
    2. Oversteer skid
    3. Locked-wheel skid
    4. Acceleration Skid

I. Identify the causes and contributing factors of vehicle hydroplaning
    1. Cause
    2. Correction

3. Contributing factors

V. REQUIRED TESTS

VEHICLE OPERATIONS SAFETY

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

A. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of the slow speed precision driving maneuvers must, that include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around

Off set lane

Steering Course (forward and reverse)

"T" driveway

Parallel Driving

Boot Leg Turn

Angled Driveway

"Y" driveway

Vehicle Control

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

Presenters must use the POST-developed vehicle operations Competency Exercise Test Form or a presenter-develop form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VI. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on vehicle operations. This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8.

Description	Hours
POST Minimum Required Hours	__8___
Agency Specific Hours	__2___
Total Instructional Hours	__10___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 20

USE OF FORCE

Effective date of outline: FEBRUARY 1, 2019

I. LEARNING NEED

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

governing the use of force.

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law
   1. Definition:
      a. **Reasonable force** is a legal term for how much and what kind of force a peace officer may use in a given circumstance.

   2. Penal Code:
      a. *Penal Code Section 835a* states: “Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance.”

   3. Reasonable force must be based on the facts and circumstances

known to the peace officer at the time the force was used.

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
   1. The officer’s perspective
   2. Community policing
   3. The officer’s intent

C. Explain the legal framework establishing a peace officer’s authority during a legal arrest, including:
   1. A Subject’s requirement to submit to arrest without resistance
   2. Peace officer’s authority to use reasonable force during a detention or arrest

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
   1. Penal Code- Penal Code Section 834a
   2. Penal Code Section 835a states:
      a. “Any officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect an arrest, to prevent escape or to overcome resistance.

   3. Fourth Amendment

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
   1. Although the law and courts have presented a foundation for the use of force by a peace officer, the most detailed considerations and regulations are established by each agency's policies.
   2. Limitations on the use of force are set by agency policy. These policies are attempts to provide reasonable guidelines for officers to protect them and their agency from criminal and civil liability.
   3. Peace officers are responsible for becoming familiar with and complying

with their agency's policies and guidelines regarding the use of force.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term "force option"
   1. Definition:
      a. **Force options** are choices identified to a peace officer in each agency's policy documentation.
   2. Equipment
   3. Physical training

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
   1. Use the type of force which is reasonable under the circumstances
   2. Use only the amount of force reasonable to overcome resistance and to gain maintain control of the subject
   3. Use only the amount and type of force permitted by agency policy

C. Recognize force options and the amount of force peace officers may use based on the subject's resistance

1. Subject's actions
2. Constant reevaluation
3. Availability of assistance

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
   1. It has been established that peace officers, when required to respond in

dangerous situations, will revert to the responses they learned in training

   2. Officers' tactical performance may depend entirely on how well and

effectively they have trained and practiced required skills and abilities.

E. Discuss the importance of effective communication when using force
   1. Safety
   2. Professionalism
   3. De-escaltion

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force
   1. Life threatening escape
   2. Life threatening felony
   3. Give warning where reasonable
   4. If necessary to prevent escape

B. Identify the factors required to establish sufficiency of fear for the use of deadly force
   1. Circumstances must be sufficient to excite the fears of a reasonable person in like circumstances
   2. The person must act under the influence of fear alone. There has to be some circumstance or overt act apart from the officer's fear.
   3. The decision to use deadly force must be made to save one's self or another from

great bodily injury or death.

C. Recognize facts an officer should consider when determining whether or not to use deadly force
    1. Preparation by training
    2. Judgment
    3. Mental alertness
    4. Existing circumstances

D. Discuss the role of agency policies regarding the use of deadly force
    1. Some of the issues most common to the use of deadly force addressed by

agency policies include, but are not limited to:

        a. Defense of self and others against great bodily harm or death.

    2. Application of deadly force
    3. Officers must conform to agency policy and *federal and state law*

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
    1. Penal Code
    2. Under orders to carry out the death sentence
    3. Acting in the course of duty
    4. Retaking escaped felons
    5. Arresting a felon who resists to the point deadly force becomes reasonable

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
    1. Justification for using force
        a. Supreme Court has determined that the objective reasonableness for the use of force must be fact specific
    2. Precursory Act
        a. Officer's actions based on actions of suspect
    3. Give detailed information necessary to justify use of force

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
    1. Fear
        a. Reasonable
        b. Unreasonable
    2. Anger
    3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger
    1. Depersonalize what people say or do
    2. Identifying worst-case scenario
    3. Developing problem-solving solutions

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
    1. Response versus reaction
    2. Confidence in abilities versus lack of confidence
    3. Correct responses versus incorrect reactions

VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and

ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force
    1. Criminal action
    2. Civil rights violation
    3. Compensatory and punitive damages

B. Explain an agency's potential liability associated with the use of unreasonable force
    1. Liable under Federal civil rights
    2. Sued for negligent or inadequate training or failure to supervise adequately
    3. Criminal action

C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
    1. Disciplinary action
    2. Civil / criminal action
    3. Loss of career

D. Discuss immediate and delayed intervention techniques
    1. Immediate
        a. Verbal
        b. Physical
    2. Delayed
        a. Discussion
        b. Admonishment

E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
    1. Personal factors
    2. Psychological factors
    3. Peer pressure

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:

1. Exercise of leadership in the application of reasonable force
2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

IX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__5___
Agency Specific Hours	__0___
Total Instructional Hours	__5___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers need to recognize their authority under the law to manage traffic effectively.

LEARNING OBJECTIVES

A. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee

1. Drivers and pedestrians are required to obey the lawful orders of a peace officer who is enforcing the traffic laws(*Vehicle Code Section 2800VC)*
2. It is also unlawful to evade or attempt to evade a peace officer's orders or direction. The following table identifies a number of statutes that pertain to evading a peace officer.
3. If the evading vehicle is driven in a willful or wanton disregard for the safety of persons or property, the person driving the vehicle is guilty of a felony.

B. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
   1. Hand signals
   2. Whistles
   3. Voice commands

II. LEARNING NEED

Peace officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.

A. Recognize a peace officer's legal authority to remove vehicles

1. Under certain circumstances, peace officers have the legal authority to remove unattended vehicles from a highway to a garage or any other place. They also may remove such vehicles from public or private property.
2. When a vehicle is **stored**, the vehicle can be released to the owner with proper

identification and the vehicle, and after fulfilling certain requirements, if necessary. (e.g., fines, towing fees, etc.)

3. **Impound** of a vehicle from public or private property while an *investigation* is still in progress or when forfeiture or 30-day hold procedures are in progress.

III. REQUIRED TESTS

A. None

IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:

1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic

2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement

V. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on traffic enforcement.

Description	Hours
POST Minimum Required Hours	__2___

Agency Specific Hours __2___

Total Instructional Hours __4___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the goal of a criminal investigation
   1. Establishment of a criminal violation,
   2. Identification and arrest of a suspect, and
   3. Gathering of evidence for presentation in a court of law.
   4. The successful prosecution of the guilty and the exoneration of the innocent

B. Perform the steps of a preliminary criminal investigation, including:

1. Proceed safely to the scene

2. Determine need for emergency medical services and

3. Aid any injured persons

4. Verify that a crime, if any, has occurred

5. Identify and arrest the suspect(s), if appropriate. As soon as possible, provide

dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information

6. Contain and protect the crime scene and cause the proper collection of evidence

7. Locate and interview victim(s) and/or witness(s) and identify other sources of information

8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)

C. Identify the primary purpose of conducting an:
   1. Initial survey of a crime scene
   2. Crime scene search

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the primary reason for establishing a chain of custody record

1. The chain of custody is the written, witnessed, unbroken record of all

individuals who maintained control or had access to any physical evidence

2. To ensure that a piece of evidence is valid and reliable by the court, it must be accounted for from the time it is identified at the scene until it is presented in court

3. For any piece of evidence to be considered valid and reliable by the court, it must be accounted for from the time it is collected at the scene until it is

presented in court.

B. Prepare the information that should be noted on a chain of custody record
   1. Report number
   2. Who initially found the item
   3. Where and when the item was found

III. REQUIRED TESTS
   A. None

IV. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on crimes scenes, evidence and forensics._

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 31

CUSTODY

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

A. Recall the definition of custody
   1. **Custody** refers to the immediate care or charge of an arrested person.
   2. An **arrest** is the taking of a person into custody, in a case and manner authorized by law.
   3. From the moment of a lawful arrest through the formal process of incarceration into a detention facility, the arrested person remains in the custody of peace officers.

B. Recognize general responsibilities an officer has for the care and custody of an arrested person
   1. Assuring that there is a lawful basis for custody
   2. Protecting the constitutional and statutory rights of the arrested person while that person is in the officer's charge
   3. Maintaining the care, custody and safety of the arrested person until that person is processed into a local detention facility

C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
   1. Departmental discipline (including termination)
   2. State prosecution for violation of penal code statutes
   3. Federal prosecution for violation of federal civil rights law

D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
   1. Court documents (e.g., warrants, court orders, etc.)
   2. Parole and probation commitments
   3. Probable cause arrests
   4. Prisoners in transit

E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
   1. First Amendment
   2. Sixth Amendment
   3. Eight Amendment

F. Recognize fatal errors officers can make that jeopardize their safety while performing

custodial duties

1. Tombstone courage
2. Fatigue
3. Bas position

II. LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements, required to complete the crime of:
   1. Assault of a prisoner under the color of authority
   2. Cruel or unusual treatment of prisoners
   3. Inhumane or oppressive treatment of a prisoner

B. Identify the crime classification as a misdemeanor or felony
   1. Any officer who willfully, inhumanely treats or oppresses any prisoner under his/her care or custody is guilty of an infraction
   2. The crime of depriving a person of their civil rights is covered under *Penal Code Section 422.6(a)*.
   3. **Color of law** means an action carried out as if under the authority of law, but that is actually done in violation of the law.

C. Recognize the crime of violation of a prisoner's civil rights
   1. There are several U.S. statutes that protect a person's civil rights. Peace officers are subject to these laws and can be prosecuted if they violate these federal statutes
   2. Peace officers who are found guilty of violating the civil rights of prisoners may be subject to departmental discipline (up to termination), state prosecution for violation of penal code statutes, federal prosecution for violation of federal civil rights law, and/or civil lawsuits which may include punitive damages levied directly against individual officers
   3.

III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility

LEARNING OBJECTIVES

A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
    1. In order to arrest a person for the crime of bringing a firearm, deadly weapon, or explosive into a detention facility, the elements must include any person who
    2. Knowingly brings or sends into, or assists in brining into or sending into a local detention facility,
    3. Any person who *while lawfully confined* to a detention facility, possesses any firearm, deadly weapon, explosive, or tear gas or tear gas weapon.

B. Identify the crime classification as a misdemeanor or felony
    1. The crime of bringing a firearm, deadly weapon, or explosive into a local detention facility is a felony
    2. Any person who knowingly brings or sends tear gas or a tear gas weapon into a local detention facility is guilty of a misdemeanor. *(Penal Code Section 4574(c)*)

C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility.
    1. Medical care prior to detention
    2. Ethical considerations
    3. Notifying custody personnel

D. Identify classes of prisoners who may require special care or protection
    1. Prior to detention certain medical conditions of prisoners may require urgent medical care. The arresting officer is responsible for informing custodial personnel and documenting any observable, known, or recognized signs of injury, illness or other pertinent observations
    2. Conditions requiring urgent medical care include but are not limited to diabetic shock, head injury, severe bleeding, drug overdose, unresponsiveness/unconsciousness, or chest pain

IV. REQUIRED TEST

A. The POST-Constructed Comprehensive Modular III Test.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
   1. Legal basis for the custody
   2. Pertinent laws relating to the care and custody of the arrested person
   3. Officer's responsibilities during intake
   4. Actions of custodial personnel upon receipt of the arrested person

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Describe the areas of the body which require maximum protection during an attack
   1. Head
   2. Face
   3. Neck

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain factors to consider when approaching a subject and conducting a plain view search
   1. Suspect's clothing
   2. Location of suspect's hands
   3. Proximity of the suspect's obvious or potential weapons

B. Demonstrate a systematic to safely and effectively conduct a person search
    1. Front waistband
    2. Upper body
    3. Back

C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
    1. Hair
    2. Mouth
    3. Back of neck

D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
    1. Maintaining officer safety
    2. Availability and use of officers of the same sex
    3. Acceptable search techniques

E. Explain cover officer responsibilities
    1. Maintain constant observation of the overall situation; be aware of possible dangers and potential interference
    2. Exhibit command presence or professional demeanor toward subject

being searched

    3. Protect the searching officer from possible interference by onlookers or

associates of the subject

F. Discuss cover officer responsibilities during a search of a subject
    1. Be constantly alert
    2. Maintain a position of advantage
    3. Safeguard weapons

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
    1. The primary goal of using force is to gain compliance of a subject.
    2. Gain compliance from a subject
    3. Not to cause pain or inflict unnecessary punishment

B. Explain advantages and limitations a peace officer should consider when applying a control hold
    1. Control holds can be used for direction and control
    2. Close proximity of the officer and subject

C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
    1. Close proximity of the officer and subject
    2. A single technique may not be adequate to gain complete control
    3. Officer safety

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the purpose of using restraint devices on a subject
    1. Minimize attack on the officer or others
    2. Minimize escape of the subject
    3. Minimize destruction or concealment of evidence or contraband

B. Explain potential hazards when using restraint devices on a subject
    1. Prisoner escape
    2. Threat to officer safety
    3. Harm to prisoner

C. Demonstrate the proper application and correct positioning of handcuffs on a subject
   1. Hands behind subject's back, whenever possible
   2. Shape of the handcuff should correspond to the shape of the wrist
   3. Applied on the bare wrist between hand and protruding ulnar bone

D. Explain various double- locking mechanisms on handcuffs.

E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
   1. Contact officer
      a. Control subject, directing them verbally to arrest positions and giving them arrest commands
      b. Alert cover officer of weapons found
   2. Cover officer

a. Subject makes a furtive movement to provide safety for...

V. LEARNING NEED

Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject.

LEARNING OBJECTIVES

A. Describe factors involved in retaining a peace officer's firearm

1. Opportunity

2. Equipment

3. Training

B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict

1. Respond immediately

2. Secure the weapon in the holster

3. Gain a position of advantage

C. Discuss a peace officer's tactical considerations when confronted by an armed subject

1. Danger of injury to themselves and others in the area

2. The type of firearm

3. The distance between the officer and suspect

D. Discuss tactical considerations when disarming a subject

1. The danger of injury to themselves and others

2. The type of firearm the subject is holding

3. The distance between the officer and the subject

E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

1. Officer safety
2. Threat to community

VI. LEARNING NEED

Peace officers must know that an impact weapon is a force option.

LEARNING OBJECTIVES

A. Describe a peace officer's legal authority for using an impact weapon
   1. Officers reasonably believe they cannot overcome the resistance of assault or gain compliance of the subject by using a lesser amount of force.
   2. Stance or action of the subject leads officers to believe they cannot overcome the assault or gain compliance of the subject by use of defensive tactics.
   3. Officer is faced with several unarmed subjects who are threatening and capable of carrying out the threat, or who make an overt act to carry out the threat.

B. Discuss circumstances when a peace officer is justified in using an impact weapon
    1. Protect property
    2. Self-defense
    3. Defense of other

C. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining control.
    1. Chest
    2. Ribcage
    3. Arms

D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
    1. Head
    2. Neck
    3. Back

E. Discuss the use of verbal commands during a confrontation
    1. Command Presence
    2. Professionalism

VII. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
    1. Search of the prisoner
    2. Search of the vehicle area
    3. Proper procedures for positioning the prisoner in the vehicle

B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
   1. Seat belting of a prisoner
   2. Observation of prisoner
   3. Officer safety

VIII. REQUIRED TESTS

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

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

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

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

ARREST AND CONTROL SAFETY

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

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

A. An exercise test that requires the student to demonstrate competency in Hand Gun retention techniques, will include a minimum of one technique to be demonstrated from the following positions:

1. A holstered handgun front retention technique
2. A holstered handgun rear retention technique
3. An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the Post-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test

B. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s).

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the Post-developed Arrest and Control Competency exercise test form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test

Exercise tests developed by POST that specifically prescribes the 832 PC/Module lll Arrest and Control techniques which requires the student to demonstrate basic search and control methods

C. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches.

1. Visual search
2. Cursory/Pat/Frisk search
3. Full-body Search incident to arrest

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise

Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

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

The student will demonstrate competency in the following performance dimensions:

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

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

F. An exercise test that requires the student to demonstrate competency in a minimum of one take down techniques.

The student will demonstrate competency in the following performance dimensions

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

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

IX. REQUIRED LEARNING ACTIVITIES

A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover officer during a field contact to include:

1. Assuming a position of advantage and control
2. Maintaining proper balance and control
3. Maintaining awareness
4. Protecting the searching officer from possible interference
5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

X. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__24__
Agency Specific Hours	___4___
Total Instructional Hours	__28__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 34

FIRST AID, CPR AND AED

Effective date of outline: FEBRUARY 1, 2017

I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services to the best of their abilities, and within the scope of their training.

LEARNING OBJECTIVES

A. Discuss the components of the EMS system including:
   1. EMS access
   2. Interaction with other EMS personnel
   3. Local EMS and trauma systems

B. Identify the primary responsibilities of peace officers as EMS First Responders at a emergency including :
   1. Safety

a. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety

2. Scene size-up
3. Law enforcement actions
4. Assessment and care of victims

C. Identify the links of the chain of transmission of infectious pathogens
   1. Airborne pathogens
   2. Blood borne pathogens
   3. Body fluids

D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:
   1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
      a. Removal of contaminated gloves
   2. Decontamination considerations

E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services
   1. Act within the scope of their employment
   2. Act in good faith
   3. Provide a standard of care that is within the scope of their training and specific agency policy

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.

LEARNING OBJECTIVES

A. Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims:
   1. Responsiveness
   2. Airway
   3. Breathing

4. Circulation

B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:
   1. Vital signs
   2. Head-to-Toe assessment
   3. Patient history

C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
   1. Classification Categories
   2. Non salvageable
   3. Immediate
   4. Delayed

D. Recognize conditions under which an injured victim should be moved from one location to another
   1. Imminent danger
   2. Unable to assess
   3. General guidelines

E. Recognize proper procedures for moving a victim including:
   1. Shoulder drag
   2. Lifts and carries which may include using:
      a. Soft litters
      b. Manual extractions including fore/aft, side-by-side, shoulder/belt

III. LEARNING NEED

Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

LEARNING OBJECTIVES

A. Identify the components of the Chain of Survival
B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:
    1. Ventilation duration
    2. Pulse location
    3. Compression depth
    4. Compression rate
    5. Compression-to-ventilation ratio (one person CPR)
    6. Compression-to-ventilation ratio (two person CPR)
    7. Automated External Defibrillator (AED)

C. Discuss basic Automated External Defibrillator (AED) operation including:
    1. Special considerations
    2. Troubleshooting

D. Recognize circumstances under which a victim's airway should be opened by using a:
    1. Head-tilt/chin-lift maneuver
    2. Jaw-thrust maneuver
    3. If the victim has a laryngectomy, a surgical procedure that implants an artificial airway (stoma) in the neck, the officer should use a *mask-to-stoma* position.

E. Identify the difference between a mild and severe airway obstruction
    1. Mild Airway Obstruction

a. With a mild airway obstruction, it may be assumed that there is adequate air exchange to prevent respiratory failure.

2. Severe Airway Obstruction
   a. Unconscious and unable to be ventilated after the airway has been opened .
3. Tongue Obstruction
   a. In the unconscious victim, the muscles of the lower jaw relax and the tongue can lose muscle tone. When this happens, the tongue can slide into the victim's airway.

F. Demonstrate procedures for clearing an obstruction from the airway of both conscious and an unconscious:
   1. Open the victim's mouth by grasping both the tongue and lower jaw

between the thumb and fingers

   2. Insert the index finger of the other hand down along the cheek and then

gently into the throat in a "hooking" motion

   3. If the object can be felt, grasp it and remove it.

G. Discuss rescue breathing techniques including:
   1. Mouth-to-mouth
      a. Take a position to the side of the victim's head.
      b. Pinch victim's nose closed with thumb and index finger of the hand being used to hold the victim's forehead.
      c. Place mouth over the victim's mouth making a tight seal.

   2. Pocket mask or other barrier devices
      a. Take a position at the top of the victim's head.
      b. Place mask on the victim so the top of the mask

      is over the victim's nose while the base of the

      mask is between the lower lip and chin.

3. Bag valve mask

H. Discuss the recovery position

I. Discuss bleeding control techniques-including:
   1. Direct pressure/pressure dressings
   2. Tourniquet
   3. Types of hemostatic dressings and packing the wound

J. Demonstrate the general guidelines for controlling bleeding from an open wound
   1. Cover the entire wound site with dressing
   2. Apply pressure to stop bleeding
   3. Bandages should be applied snugly but not so tight as to impair circulation

K. Recognize the first aid treatment for traumatic injuries including:
   1. Impaled objects
   2. Amputations

AX. Recognize the signs and symptoms of shock
   1. Altered mental state
   2. Pale, cool, clammy skin
   3. Profuse sweating

ALL. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature.

N. Demonstrate first aid measures to treat shock
   1. Control all external bleeding and treat other injuries
   2. Gently place the victim in the appropriate position
   3. Be alert for vomiting

IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.

LEARNING OBJECTIVES

A. Recognize indicators of a possible head injury
    1. Mechanism of injury
    2. Mental status
    3. Vital signs

B. Recognize the appropriate first aid measures for treating facial injuries including:
    1. Objects in the eye
    2. Chemicals in the eye
    3. Dental emergency
    4. Nose bleed

C. Recognize appropriate first aid measures for treating open and closed injuries to the:
    1. Chest
        a. Chest seals dressing
    2. Abdomen

D. Recognize appropriate first aid measures for internal bleeding

E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
    1. Assessment
    2. Treatment
    3. Classification

F. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:

1. Spinal immobilization

G. Recognize appropriate first aid measures for treating:
   1. Thermal burns
   2. Chemical burns
   3. Electrical burns
   4. Radiation burns

H. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
   1. Movement to threat versus casualty care
   2. Integration with EMS
   3. Tactical casualty care
      a. Determining treatment priorities

i. Circulation
ii. Airway
iii. Breathing

      b. Self-care/buddy-care

V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

LEARNING OBJECTIVES

A. Recognize indicators of and first aid measures for, a victim experiencing:
   1. Cardiac emergency
   2. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
   3. Drowning
   4. Seizure
   5. Stroke
   6. Altered mental status
   7. Severe abdominal pain
   8. Allergic reactions and anaphylaxis
      a. Assisted epinephrine administration
      b. Accessing EMS

B. Identify signs and symptoms of psychological emergencies

C. Differentiate between indicators and first aid measures for treating diabetic emergencies:
   1. Low blood sugar (hypoglycemia) including assisted oral glucose administration
   2. High blood sugar (hyperglycemia)

D. Recognize appropriate first aid measures for a victim experiencing signs of
   1. Poisons that have been ingested, inhaled, absorbed, or injected
      a. Poison control system access
   2. Alcohol and/or drug-related emergencies including:
      a. Assisted Naloxone administration
      b. Accessing EMS

E. Differentiate between the indicators and first aid measures for treating:
   1. Hypothermia and frostbite
   2. Heat cramps
   3. Heat exhaustion/ Heat stroke

F. Recognize appropriate first aid measures for:
   1. Insect bites and stings
   2. Animal and human bites

VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.

LEARNING OBJECTIVES

A. Recognize the signs of imminent birth
   1. Contractions that are occurring less than two minutes apart
   2. The woman feels an urgent need to bear down
   3. Crowning is present

B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:
   1. Excessive vaginal bleeding
   2. Newborn fails to breathe

VII. REQUIRED TESTS

A. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.

B. An exercise test requires the student to demonstrate competency in the following skills:
   1. Assesses victim
   2. Activates emergency response system
   3. Checks for pulse
   4. Delivery of high-quality CPR
   5. Provides effective breaths
   6. Automated External Defibrillator (AED) operation

Presenter must use a Skills Exercise Test Form which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC)

VIII. REQUIRED LEARNING ACTIVITY

An exercise test that requires the student to conduct a primary assessment. The primary assessment shall minimally include:

1. Primary assessment
   a. Check for responsiveness
   b. Check pulse
   c. Check airway
   d. Check for breathing

B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):

1. Direct pressure
2. Pressure bandages
3. Tourniquet device
4. Hemostatic dressings/wound packing
5. Chest seals and dressings

C. A learning activity that requires the student to demonstrate the following basic life support techniques:
   1. Clearing an obstructed airway on conscious and unconscious victims
      a. Adult or child
      b. Infant
      c. Obese or pregnant
   2. Rescue breathing
      a. Adult
      b. Child
      c. Infant
   3. Cardiopulmonary resuscitation
      a. Adult
      b. Child
      c. Infant

D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
   1. When should a victim be treated for shock?
   2. What are the possible consequences of failing to treat for shock?
   3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:
   1. Use the cleanest material that is available
   2. Expose the injury site
   3. Cover the entire injury site
   4. Bandage snugly but without impairing circulation
   5. Leave victim's fingers and toes exposed
   6. Immobilize injury site as necessary

IX. HOURLY REQUIREMENTS

A. Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100018(a) of the California Code of Regulations.

Description	Hours
POST Minimum Required Hours	__21__
Agency Specific Hours	___0__
Total Instructional Hours	__21__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Explain basic safety guidelines to be followed at a firing range
   1. When entering the firing range
   2. On the firing line
   3. When handguns are unholstered

C. Describe the safety precautions for proper storage of firearms
   1. Keep all firearms inaccessible from children and other unauthorized persons
   2. Store ammunition separately from firearms
   3. Take all precautions against theft by storing firearms in a secure location, a locked container, with a locking device or disassembled

II. LEARNING NEED

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

them safely and effectively.

LEARNING OBJECTIVES

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

B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
    1. Firing
    2. Unlocking
    3. Extracting

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition
    1. Treat every round as though it were fully charged and capable of discharging
    2. Use only the type and caliber of ammunition specifically recommended by the firearm’s manufacturer
    3. Never fire at a threat you do not intend to hit

B. Describe the primary components of firearm cartridges
    1. Primer
    2. Powder charge

3. Bullet

C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
    1. Primer detonated
    2. Powder ignited
    3. Bullet expelled

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
    1. Barrel
    2. Frame
    3. Sights

B. Describe the materials, equipment, and environment needed to properly clean firearms
    1. Solvent
    2. Lubricant
    3. Cleaning patches

C. Apply routine procedures for cleaning firearms
    1. Barrel assembly
    2. Slide assembly
    3. Recoil spring and guide assembly

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Apply the proper steps for drawing and holstering
    1. Drawing
        a. Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps/straps
        b. In a smooth motion lift the firearm out of the holster until the muzzle clears the holster
        c. Extend the firearm downrange toward the intended target or threat or to a low ready position

    2. Holstering

    Remove trigger finger away from trigger. Keep trigger finger outside of trigger guard and away from trigger.

b. decock hammer of the firearm if necessary.

c. place thumb of the primary hand over the rear slide

B. Demonstrate the following elements to accurately shoot a firearm:
    1. Grip
    2. Stance
    3. Breath control

4. Sight Alignment/Sight Picture

5. Trigger Control

6. Follow-Through

C. Describe the types of malfunctions and demonstrate clearing methods for:
    1. Semiautomatic pistols
    2. Revolvers

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents
    1. Penal Code 835a
    2. Penal Code 12403
    3. Situations for use of chemical agents

B. Describe four methods used to deploy chemical agents
    1. Aerosol
    2. Fogging
    3. Pyrotechnics
    4. Blast Expulsion

C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
    1. Wind
    2. Rain
    3. Temperature

D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
    1. When a hand-held canister is drawn, either from a holster or other location, officers should first make sure it is right-side-up. Canisters which are not held upright will not discharge properly and can lead to loss of the propellant
    2. It may be tactically advantageous to conceal the canister from the suspect until it is actually used
    3. Officers must also be able to quickly and easily reholster and secure the device in order to take control of the suspect. Both drawing and reholstering are skills that will require practice

E. Apply decontamination procedures that should be followed after a chemical agent has been used
    1. What to use

2. What not to use
3. Affected area procedures

VII. REQUIRED TESTS

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

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

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

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

FIREARMS SAFETY

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

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

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

Using a presenter approved handgun, the student must:

1. - Fire 36 rounds of service ammunition and
2. - Achieve a minimum score of 29 hits in the 7-ring on a
3. - B-27 single target

The PC 832 Handgun Course of Fire:

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

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety

2. Mechanical Functions

3 Manipulations

4. Basic Shooting Principles

5. Accuracy

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

VIII. REQUIRED LEARNING ACTIVITIES

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

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

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

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

1. Render the weapon safe

2. Open cylinder

3. Close cylinder

4. Holster weapon

5. Unholster weapon

6. Load/reload revolver with authorized loading device

7. Clear any malfunctions

B. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
   1. Visually inspect the weapon
   2. Properly clean the weapon
   3. Ensure the weapon is maintained according to the manufacturer's specifications

IX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__28__
Agency Specific Hours	___2__
Total Instructional Hours	__30__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 36

INFORMATION SYSTEMS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

LEARNING OBJECTIVES

A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the CLETS network
    1. Make an effort to verify the information and match
    2. Ensure that confirmation occurred with the originating agency to verify the person or property is still wanted
    3. Obtain confirmation before an arrest or the confiscation of the property in response to the computer match

B. Recognize crimes involving unlawful access or use of a law enforcement computer system
    1. Any person who knowingly accesses and without permission alters, damages, deletes, destroys, or otherwise uses any data, computer, computer system, or computer network for personal gain in order to: defraud, deceive, extort, etc. is guilty of *502(c)(1) P.C.*
    2. Any person who knowingly accesses and without permission takes, copies, or makes us of any data from a computer, computer system, or computer network; or takes or copies any supporting documentation is guilty of *502(c)(2) P.C.*
    3. Any person who knowingly accesses and without permission uses or causes to be used any computer services is guilty of *502(c)(4) P.C.*

C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
    1. State CORI can be released only if the requesting person or agency *is authorized by law*to receive the information (**right-to-know**), and/or has a *compelling reason* to request the information (**need-to-know**)
    2. Local CORI can be released only if the requesting person or agency *is authorized by law*to receive the information (**right-to-know**), and/or has a *compelling reason* to request the information (**need-to-know**)
    3. In order to gain access to CORI, a requesting individual or agency must have the *right or authority* to obtain CORI pursuant to a court order, statutory law, or case law, and/or a compelling *need* to obtain CORI in order to execute official responsibilities

D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
    1. Furnishing the information to an unauthorized person

2. Lawfully receiving the information and then furnishing it to an unauthorized person
3. Purchase, receipt, or possession of the information by an unauthorized person

II. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network perform their duties, for their safety and the safety of others.

LEARNING OBJECTIVES

A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
   1. Wanted Persons
   2. Criminal history System
   3. Domestic Violence Restraining Order System

B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
   1. Requesting person’s name,
   2. Requesting person’s unit or division, and
   3. Official purpose for the information requested.

III. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

LEARNING OBJECTIVES

A. Identify systems and databases available from the Department of Motor Vehicles Information System and the types of information provided
   1. Driver's license/identification card
   2. Vehicle/vessels registration
   3. Parking/toll violation information

B. Recognize the minimum information required for generating an inquiry into each of the DMV databases

1. Date of birth,
2. Name,
3. Address, and
4. Aliases and monikers

IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
   1. Wanted persons
   2. Property, vehicles and firearms
   3. Criminal histories
   4. DMV information
   5. Miscellaneous information

VI. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on information systems.

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Recognize the crime classification as a misdemeanor or felony.
    1. It is a crime to threaten the use of force or violence upon witnesses, victims, or informants in retaliation for providing assistance or information regarding a crime.
    2. It is a felony to use threats to prevent public officers from performing their duties
    3. Threats of retaliation is covered under *Penal Code Section 140*.

II. LEARNING NEED

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

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

B. Recognize the crime classification as a misdemeanor or felony
    1. Falsely reporting a crime or emergency is not only an obstruction of justice by the misuse of personnel, facilities, and equipment, it can also jeopardize the safety and well-being of law enforcement officers and the public.
    2. The crime of falsely reporting a criminal offense is covered under *Penal Code Section 148.5P.C*
    3. The crime of falsely reporting a criminal offense is a misdemeanor.

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer
2. Falsely reporting a criminal offense
3. Falsely reporting an emergency
4. Falsely reporting a destructive device

B. Recognize the crime classification as a misdemeanor or felony
   1. Falsely reporting a crime or emergency is not only an obstruction of justice by the misuse of personnel, facilities, and equipment, it can also jeopardize the safety and well-being of law enforcement officers and the public.
   2. The crime of falsely reporting a criminal offense is covered under *Penal Code Section 148.5P.C*
   3. The crime of falsely reporting a criminal offense is a misdemeanor.

IV. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

V. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__1___
Agency Specific Hours	__1___

Total Instructional Hours __2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
   1. Personal benefits
   2. Professional benefits
   3. Organizational benefits

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term stereotype
   1. A **stereotype** is a preconceived or over-simplified generalization involving negative or positive beliefs about another group. When an individual is stereotyped, that person is perceived as having specific behavioral traits and abilities. This perception is based

solely on the individual's apparent membership in a certain group

2. Stereotypes can be based on a number of factors including, but not limited to nationality, ethnicity, race, gender, sexual orientation, socioeconomic status, age, or physical ability
3. To place one's own perceptions of other cultures in proper perspective, peace officers should first recognize and understand how these perceptions of differing cultures developed.

B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
   1. Characteristics of the group are accurate?
   2. All members of a group share the same characteristics
   3. Maturity

C. Define the term prejudice
   1. **Prejudice** is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known
   2. Prejudice is a process, not a static attitude, a *learned* attitude, and a way of thinking about others that may be based on misconceptions, misunderstandings, and inflexible generalizations
   3. Any preconceived notions, whether positive or negative, about a cultural or ethnic group formed before the facts are known can lead to acts of discrimination.

D. Define the term discrimination
   1. **Discrimination** is an *action* or *behavior* that is prompted or based on prejudiced thought. It includes differential treatment based on an unsubstantiated or unfair categorization
   2. Because a *prejudice is a thought*, it is private and is not a violation of the law
   3. A prejudicial *thought that is acted upon*, consciously or unconsciously, may lead to discrimination. Behaviors or acts of discrimination can be unlawful

VI. REQUIRED TESTS

A. None

VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__1___
Agency Specific Hours	__3__
Total Instructional Hours	__4__

EXPANDED COURSE OUTLINE

LEVEL III

LASD LEARNING DOMAIN 44

INSPECTION

Effective date of outline: AUGUST 1, 2017

I. Learning Need

Peace Officers need to learn the proper way to wear their uniform, handle stressful situations, recall information learned in classroom, leadership building, and handle firearms, knowledge of equipment, laws and legal statues.

Learning Objectives

A. Uniform
   1. Cleanliness
   2. Proper fit

B. Personal Appearance
   1. Grooming habits

C. Equipment
   1. Weapon
   2. Baton
   3. Handcuffs
   4. Sam Browne

D. Knowledge
   1. Legal statues
   2. Radio codes
   3. Chain of command
   4. Classroom material

E. Leadership Skills
   1. Class Sergeant
   2. Class Assistant
   3. Platoon Leaders
   4. Squad Leaders

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	__7.5__

Total Instructional Hours __7.5__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 45

ADMINISTRATIVE TIME

Effective date of outline: AUGUST 1, 2017

I. Learning Need

Peace officers must complete departmental paperwork and participate in mentoring and counseling sessions, peer evaluations and team building exercises.

Learning Objectives

A. Paperwork
   1. College applications/admission forms
   2. Departmental paperwork
   3. Class evaluation forms
   4. Peer evaluations

B. Staff evaluations
   1. Mentoring and counseling sessions

C. Team Building
   1. Marching
   2. Graduation practice

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	__4__
Total Instructional Hours	__4__

EXPANDED COURSE OUTLINE

LEVEL III

LASD LEARNING DOMAIN 46

LIFETIME FITNESS

Effective date of outline: AUGUST 1, 2017

LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a heal lifestyle necessary for safely and effectively performing peace officer duties.

LEARNING OBJECTIVES

Discuss the elements of a personal physical fitness program to include:

1. Cardiovascular
2. Muscular strength
3. Flexibility
4. Muscular endurance
5. Body composition

E. Discuss techniques for evaluating personal fitness in the areas of:
   1. Cardiovascular endurance
   2. Muscular strength
   3. Muscular endurance
   4. Flexibility
   5. Body composition

F. Describe appropriate measures for improving an officer's performance within each of the five components of a personal fitness program
   1. Cardiovascular endurance
      a. The ability of the heart, lungs, and blood vessels to deliver adequate amounts of oxygen and nutrients to working cells during prolonged physical activity
      b. Also known as aerobic fitness, cardio respiratory fitness, and cardiopulmonary fitness

2. Muscular strength
    a. The maximum force that a muscle can exert at one time
    b. Focuses on a one-time maximum muscular exertion

3. Muscular endurance
    a. The number of times a muscle can contract before it fatigues
    b. Considers how the muscle performs over time
    c. An officer can increase muscular endurance without a significant increase in muscular strength

4. Flexibility
    a. The ability to move a body part (usually a joint or limb) through a full range of motion

5. Body composition
    a. The proportion of fat compared with lean tissue in the body

G. Discuss principles of physical conditioning, including:
    1. Specificity
    2. Frequency
    3. Intensity
    4. Duration/time

H. Describe components of a training session to include:
    1. Warm-up/stretching
    2. Conditioning phase
    3. Cool down/stretching

I. Explain the two types of training injuries and appropriate treatment for each
    1. Acute injuries
        a. Physical injuries resulting from a specific event, mishap, or accident.

    2. Chronic injuries

a. Usually the consequence of overtraining or over use. Chronic injuries do not result from one incident, instead, they result from several exercise sessions when the officer does too much too soon or when the body mechanics of the officer are abnormal.

III. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

Describe how to accomplish fitness goals using nutritional planning

1. Maintain or improve body composition
2. Decrease risk of disease and injury
3. Manage stress

IV. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk managem techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

Discuss illnesses or injuries commonly associated with law enforcement officers, including:

1. Cardiovascular disease
2. Lower back disorders
3. Gastrointestinal disorders and disease

V. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect th personal health and ensure their ability to perform their duties

LEARNING OBJECTIVES

Explain the signs and symptoms of elevated stress levels

1. High blood pressure
2. Headaches
3. Shortness of breath
4. Sleeping disorders
5. Eating disorders
6. Trembling hands, sweating, dizziness, or nausea
7. Sexual disfunctions

B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
    1. The consumption of substances or quantities of substances that injure the body. Substance abuse usually takes place when an officer fails to effective manage stress. Officers must recognize that substance abuse is an inappropriate coping strategy taken in response to physical and/or psychological stress.

C. Describe the short and long term effects of abusing:
    1. Alcohol
    2. Tobacco
    3. Caffeine
    4. Prescription, nonprescription, and illegal drugs

D. Explain the techniques for stress management
    1. Lifestyle modifications
        a. Regular exercise
        b. Proper nutrition
        c. Getting sufficient sleep
        d. Removal from the stressful activity or environment, if possible
        e. Prioritization of work hours, if possible
        f. Taking vacations
        g. Engaging in recreation or play activities
        h. Engaging in hobbies, reading, or games
    2. Professional interventions
        a. Professional and peer counseling
        b. Relaxation techniques or exercises

c. Participation in religious activity
d. Biofeedback
e. Meditation
f. Massage therapy
g. Acupuncture therapy

VI. REQUIRED LEARNING ACTIVITIES

The student will participate in a structured POST-approved physical conditioning program.

A. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session, or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topic:
   1. Common illnesses/injuries including cardiovascular disease, low back injury, gastrointestinal disorders, cancers and substance abuse
   2. The short-term and long-term effects of using/abusing alcohol and tobacco
   3. The essential elements of lifetime fitness including exercise, nutrition, stress management, drug avoidance and body composition management

B. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
   1. The relationship between the proportion of calories consumed from each food group and body composition
   2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
   3. The relationship between exercise and body composition management

C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
   1. Cardiovascular endurance
   2. Flexibility
   3. Muscular strength

4. Muscular endurance
5. Body composition

D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
   1. The relationship between the different dimensions of physical fitness (i.e., cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition) and the physical conditioning activities that develop them
   2. The basic principles of a physical conditioning program (e.g., progressive overload, specificity, frequency, intensity, duration/time) and an exercise session (e.g., warmup/stretch, conditioning phase, cool down/stretch)
   3. Calculating the aerobic heart rate training zone
   4. The components of an effective cardiovascular training program
   5. The components of an effective strength training program
   6. Evaluation and treatment of training injuries

Description	Hours
POST Minimum Required Hours	____
Agency Specific Hours	_16_
Total Instructional Hours	_16__rse Module

• Learning Domains

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss why leadership is important
    1. Effective problem solving
    2. Increased respect
    3. Increased public trust

B. Define leadership
    1. Influencing People
    2. Ethical values
    3. Producing change

C. Discuss universal components of leadership
    1. Authority and power
    2. Circle of influence
    3. Life balance

D. Discuss the officer as a leader
    1. Peer leadership
    2. Modeling
    3. Community policing

E. Discuss the leader as a follower
    1. Humility
    2. Recognizing other's strengths
    3. Supportive position

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
    1. Improved communication

2. Problem solving

3. Decision making

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the relationship between public trust and a peace officer's ability to perform their job
    1. Public trust

2. Values

3. Ethical conduct

B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
    1. Suspects/persons of interest

2. Victims

3. Witnesses

C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
   1. Officer benefits

2. Agency benefits

3. Community benefits

D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
   1. Disciplinary action

2. Civil/criminal liability

3. Embarrassment to stakeholder

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

4. Eroding the police image

5. Reinforcing negative stereotypes

6. Reduction of effectiveness

7. Diminishing public trust and cooperation

8. Compromising officer safety

E. Discuss the *LawEnforcement Code of Ethics*, and explain the importance of

adhering to the *Law Enforcement Code of Ethics*

1. Code of Conduct

2. Developed in 1979

3. Canons and ethical standards

F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
   1. Officer responsibility to respond

2. Definition of Intervention

3. Restore professional control

G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
   1. Unreasonable force used

2. Member of public unjustifiably arrested

3. Constitutional issues

4. Prevent harm from occurring

5. Inappropriate language

6. Unlawful, unethical, inappropriate behavior

7. Factor inhibiting intervention

   a. Close relationships

   b. Inexperienced or unfamiliar

   c. Other's responsibility

   d. Peer pressure

   e. Fear of consequences

   f. No support from superiors

   g. Psychologically unprepared

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
   1. Advanced
   2. Intermediate
      a. Verbal
      b. Physical
   3. Delayed

I. Give examples of ethical decision making strategies
   1. Common steps
   2. Decision making
   3. Ways to implement

J. Explain the value of ethical decision making in leadership
   1. Public expectations

III. REQUIRED TESTS

A. None

IV. REQUIRED LEARNING ACTIVITIES

A. None

V. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
   1. First Amendment
   2. Fourth Amendment
   3. Fifth Amendment

4. Sixth Amendment

5. Eighth Amendment

6. Fourteenth Amendment

B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
   1. First Amendment

2. Fourth Amendment

3. Fifth Amendment

4. Sixth Amendment

5. Eighth Amendment

6. Fourteenth Amendment

C. Discuss the components and primary goals of the criminal justice system
   1. Law enforcement

2. Judicial

3. Corrections

4. Goals

II. LEARNING NEED

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

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

LEARNING OBJECTIVES

A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
    1. Federal Agencies

2. State Agencies

3. Local Agencies

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives of the judicial component of the criminal justice system
    1. Providing due process of the law

2. Rendering fair judgments

3. Dispensing just punishment

4. Assuring victim’s rights

B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
    1. State Supreme Court

2. Lower trial courts

3. Higher courts (Appellate Courts)

C. Discuss the judicial process in criminal cases
    1. Arrest

2. Arraignment

3. Bail – Right to Bail
4. Preliminary Hearing
5. Superior court arraignment
6. Trial
7. Sentencing
8. Grand Jury

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
    1. Confining prisoners
2. Rehabilitating prisoners
3. Supervision parolees and probationers

4. Assuring victim's rights

V. REQUIRED TESTS

None

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 3

POLICING THE COMMUNITY

Effective date of outline: October 1, 2019

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community

members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Identify peace officer responsibilities in the community, including:

1. Maintaining order
2. Enforcing the law Learning Objectives, continued
3. Preventing crime
4. Delivering service
5. Educating and learning from the community
6. Working with the community to solve problems

B. Differentiate between proactive and reactive policing
1. Proactive approach
2. Reactive approach

C. Recognize peace officers' responsibilities to enforce the law, including:

1. Adhering to all levels of the law

2. Fair and impartial enforcement
3. Knowing the patrol beat or area of responsibility

D. Identify the elements of area/beat knowledge, including:

1. Critical Sites

2. Locations requiring special attention, i.e. hot spots
3. Potentially dangerous areas

E. Discuss current and emerging issues that can impact the delivery of services by peace officers

1. **Changing community demographics**
2. Economic shifts
3. Advanced technologies

LEARNING DOMAIN 3

POLICING THE COMMUNITY

4. Jail overcrowding
5. Cultural diversity
6. Continuous law changes
7. Homeland security

F. Discuss opportunities where peace officers educate and learn from community members

1. **Speaking at community meetings**
2. Visiting local schools
3. Teaching courses on the law
4. Using new media
5. Participating in collaborative meetings

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community partnerships
   1. Relationships comprised of two or more individuals, groups or

Organizations

2. Working together to address an issue

B. Discuss the key elements for developing trust between community partners, including:
   1. Truth
2. Respect
3. Understanding
4. Support
5. Teamwork

C. Discuss the relationship of ethics to the badge of office
   1. Badge
2. Trust and integrity

LEARNING DOMAIN 3

POLICING THE COMMUNITY

D. Discuss leadership skills in community policing

1. Influencing people

2. Using ethical values and goals

3. Producing intended changes

E. Define communication

1. Sending and receiving messages

2. Verbal and nonverbal

3. Between two or more people

F. Recognize the components of a message in communications with others, including:

1. Content (words)

2. Voice characteristics

3. Nonverbal signals

G. Recognize the potential effects of negative nonverbal signals

1. Making poor impression

2. Contradicting what officer is saying verbally

3. Potentially escalating situations

H. Give examples of effective communication techniques for:

1. Active listening

2. Establishing effective lines of communication

3. Overcoming barriers to communication

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

LEARNING DOMAIN 3

POLICING THE COMMUNITY

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the relationship among:

1. Constitutional law

2. Statutory law

3. Case law

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between the *letter of the law* and the *spirit of the law*

1. Letter of Law

2. Spirit of Law

B. Differentiate between criminal and civil law

1. Criminal Law

2. Civil Law

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the statutory definition of a crime

1. Act committed or omitted in violation of law

2. Forbidding or commanding it

3. Upon conviction

4. Provides punishments

B. Identify the basic elements common to all crimes

1. Commission of prohibited act, or an omission of required act

2. Presence of a designated state of mind (intent)

C. Identify the basic elements required of an attempt to commit a crime.

2. Intent to commit that crime, and
3. A direct, but ineffectual, act done toward its commission

D. Discuss general, specific and transferred intent crimes

1. **General**
2. Specific
3. Transferred

E. Differentiate between criminal intent and criminal negligence

1. **Criminal intent**
2. Criminal negligence

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify three classes of crime:

1. **Felony**
2. Misdemeanor
3. Infraction

B. Differentiate among the three parties to a crime, to include:

1. **Principals**
2. Accessories
3. Accomplices

C. Identify people legally incapable of committing a crime

1. Children under age of 14 years

2. Idiots

3. Persons who committed the act or omission:

a. under the ignorance or mistake of fact

b. without being conscious of the act

c. through misfortune or accident, or

d. under threat or menace

V. REQUIRED TESTS

A. POST constructed PC 832 Arrest Comprehensive Test

VI. REQUIRED LEARNING ACTIVITIES

None

HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on introduction to criminal law.

Description	Hours
POST Minimum Required Hours	3
Agency Specific Hours	0
Total Instructional Hours	3

LEARNING DOMAIN 15

LAWS OF ARREST

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Fourth Amendment

2. Fifth Amendment

3. Sixth Amendment

4. Fourteenth Amendment

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

1. U.S. Code, Title 42, Section 1983

2. U.S. Code, Title 18, Section 241

3. U.S. Code, Title 18, Section 242

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter

1. Gathering information

2. Interviewing witnesses at scene of crime or accident

3. Conversing casually

4. Disseminating information

LEARNING DOMAIN 15

LAWS OF ARREST

B. Recognize conduct that may elevate a consensual encounter

1. Using emergency lights

2. Blocking with patrol unit

3. Issuing orders

4. Using accusatory questioning or tone of voice

5. Conducting cursory/frisk searches without legal justification

6. Demanding and/or keeping a person' identification

C. Recognize the consequences of elevating a consensual encounter

1. Violate the Fourth Amendment right

2. Be civilly prosecuted and held liable for violation of civil rights

3. Be criminally prosecuted for false imprisonment

4. Face agency disciplinary action

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter

1. Detention

2. Consensual Encounter

B. Recognize reasonable suspicion

1. Enough facts and circumstances

2. Make it reasonable to suspect criminal activity

3. Detained Person is connected to activity

C. Recognize appropriate peace officer actions during a detention

1. Take certain investigative actions

2. Completed in reasonable time frame

LEARNING DOMAIN 15

LAWS OF ARREST

D. Recognize the scope and conditions for warrantless searches and seizures during a detention

1. No searches allowed during detention, unless

2. Peace Officer suspects

3. Concealed weapon or dangerous instrument

E. Recognize conditions where the use of force or physical restraint is appropriate during a detention

1. Reasonable force may be used

2. If person attempts to leave or

3. Is uncooperative

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest

1. Set of facts

2. Cause person of ordinary care and prudence

3. To entertain an honest and strong belief

4. That person to be arrested

5. Is guilty of a crime

B. Identify elements of a lawful arrest

1. Arrest made by peace officer or private person

2. Arrested person taken into custody in case and manner authorized by Law

3. Arrest may be made by restraint of person

4. Reasonable force may be used to make arrest, prevent escape or overcome resistance

C. Differentiate between arrest and detention

1. Arrest

LEARNING DOMAIN 15

LAWS OF ARREST

2. Detention

D. Recognize information that must be given to an arrested person

1. Intent

2. Cause

3. Authority

E. Recognize elements of a warrantless arrest for a misdemeanor

1. Misdemeanor committed in officer’s presence

2. Misdemeanor not committed in officer’s presence

F. Recognize elements of a warrantless arrest for a felony

1. Felony committed in officer’s presence

2. Felony not committed in the officer’s presence

G. Recognize elements of a warrant arrest

1. Written order signed by magistrate

2. Directing and commanding an peace officer

3. To arrest the person named in warrant

4. For offense named in warrant

H. Recognize the requirements for entry into a dwelling to make an arrest

1. Knock and notice

2. Exceptions

I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest

1. Private person's arrest

2. Officer's actions

J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest

1. Penal Code Section, 835a

a. reasonable force

LEARNING DOMAIN 15

LAWS OF ARREST

b. to make arrest

c. prevent escape

d. overcome resistance

K. Recognize the statutory requirements for the disposition of an arrested person

1. Infraction

2. Misdemeanor

3. Felony

L. Recognize the exception to the powers to arrest

1. Immunity

2. Stale misdemeanor

3. Statute of limitations

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the purpose of the Miranda warning

1. To protect against self-incrimination

B. Recognize when Miranda warnings must be given

1. Custody

2. Interrogation

C. Identify the proper administration of Miranda warnings

1. Right to remain silent

2. Statements may be used in court

3. Right to attorney

4. Attorney appointed if unable to afford one

D. Recognize the impact of invoking:

1. The right to remain silent

LEARNING DOMAIN 15

LAWS OF ARREST

2. The right to counsel

E. Recognize the types of Miranda waivers

1. Expressed

2. Implied

3. Conditional

F. Recognize the exception to the Miranda rule

1. **Public safety**

2. Emergency rescue

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between an interview and interrogation

1. **Interviews**

2. Interrogations

B. Differentiate between an admission and confession

1. **Admission**

2. Confession

VII. REQUIRED TESTS

The POST-Constructed PC 832 Arrest Comprehensive Test.

VIII. REQUIRED LEARNING ACTIVITIES

None

LEARNING DOMAIN 15

LAWS OF ARREST

IV. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	5
Agency Specific Hours	0
Total Instructional Hours	5

LEARNING DOMAIN 16

SEARCH AND SEIZURE

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize constitutional protections guaranteed by the Fourth Amendment

1. Privacy

2. Liberty

3. Possession of property

B. Identify the concept of reasonable expectation of privacy

1. Exists as long as:

a. Individuals indicate they expect privacy

b. That expectation which society recognize as legitimate

C. Recognize standing and how it applies to an expectation of privacy

1. Exists when person has legitimate possessory interest or relationship

2. Established by ownership, lawful possession, authority, and/or control

of area searched or property seized.

D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law

1. Having enough facts or information

2. To provide a fair probability, or substantial chance that object sought is

located in place to be searched

II. LEARNING NEED

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

LEARNING DOMAIN 16

SEARCH AND SEIZURE

A. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal.

1. Under the Fourth Amendment, warrantless searches of private property are presumptively illegal. However, case law has created some exceptions to the warrant requirement.

2. The courts have identified certain specific conditions and circumstances where warrantless searches and seizures are considered reasonable and, therefore, legal.

3. In addition to plain view seizures, these exceptions to the usual warrant requirement include:

- cursory/frisk/pat
- consent searches
- searches pursuant to exigent circumstances
- searches incident to custodial arrest
- probation/parole searches

B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches for:

1. **Cursory/frisk/pat searches**
2. Consent searches
3. Searches pursuant to exigent circumstances
4. Searches incident to arrest, and
5. Probation/parole searches

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:

1. Probable cause searches

LEARNING DOMAIN 16

SEARCH AND SEIZURE

2. Seizures of items in plain view
3. Protective searches
4. Consent searches
5. Searches incident to custodial arrest
6. Instrumentality searches

B. Recognize the scope and necessary conditions for conducting a vehicle inventory

1. Lawful custody

2. Standardized agency policy/regulations

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
    1. With a warrant

2. Without a warrant

B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence

    1. Bodily intrusion

2. Use of force

C. Recognize the conditions necessary for legally obtaining blood samples

    1. Warrant based on probable cause

2. Proper removal

D. Recognize the conditions for legally obtaining the following evidence:

1. Fingerprints
2. Handwriting samples (third level of detail)

LEARNING DOMAIN 16

SEARCH AND SEIZURE

V. REQUIRED TESTS

A. The POST-Constructed PC 832 Arrest Comprehensive Test

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	3
Agency Specific Hours	0

Total Instructional Hours __3___

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize relevance as it pertains to the admissibility of evidence

1. Relevant
2. Competent

B. Identify four types of evidence

1. Testimonial
2. Real
3. Demonstrative
4. Circumstantial

C. Understand what constitutes the legal chain of custody for evidence

1. It is written, witnessed, unbroken record of all individuals who…
2. Maintained control or who had access…
3. To any physical evidence
4. A complete and accurate chain of custody record is essential in establishing the validity and integrity of any evidence in court

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:

1. California Evidence Code 352
2. Exclusionary Rule
3. Opinion and expert testimony

4. Privilege
5. Credibility of witnesses

B. Recognize the requirements and exceptions for admitting hearsay evidence for:

1. Spontaneous statements

2. Admissions and confessions

3. Dying declarations

4. Records and officer testimony;

5. Hearsay testimony at preliminary hearings

    a. By active and honorably retired peace officers

III. REQUIRED TESTS:

None

IV. REQUIRED LEARNING ACTIVITIES:

None

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

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports
    1. Penal Code Section 11107
2. Content of reports
3. Specified crimes
4. Ethics
5. Agency policies

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports
    1. Field notes
2. Information to be recorded
3. Important considerations

B. Apply appropriate actions for taking notes during a field interview
    1. Definition of interview
2. Role of statements
3. Actions before interview
4. Recording the interview

5. Three step process

III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

judicial process, the report must be well organized, and include facts needed to establish

that a crime has been committed and all actions taken by officers were appropriate.

LEARNING OBJECTIVES

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

B. Identify the fundamental content elements in investigative reports, including:

1. Initial information

2. Identification of the crime

3. Identification of involved parties
4. Victim/witness statements

5. Crime scene specifics Learning Objectives, continued
6. Property information
7. Officer actions

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

None

VI. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 20

USE OF FORCE

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law
   1. Penal Code Section, 835a

2. That force reasonable for restraint of the suspect and to get the

   suspect to submit to custody

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court

1. In Graham vs. Connor, the court stated that determining the objective

reasonableness for the use of force must be *fact specific.*

2. "Reasonableness" must be judged from the perspective of a *reasonable*

   officer.

3. "Reasonableness" must be examined through the eyes of an officer on the scene *at the time the force was applied.*

4. It must be based on the facts and circumstances confronting the Officer *without regard to the officer's underlying intent or motivation.*

5. It must be based on the knowledge that the officer acted properly

   under the established lawat the time.

C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:

1. Subject's requirement to submit to arrest without resistance

2. Peace officer's authority to use reasonable force during a detention or

   arrest

LEARNING DOMAIN 20

USE OF FORCE

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force (PC 843)

1. If the suspect flees or attempts to resist arrest (PC 834)

2. Officer may use all necessary means to effect the arrest (PC 835)

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

1. State law and the courts set a basic foundation for the use of force.

2. Departments establish the most detailed considerations and regulations.

3. Officers are responsible for knowing and complying with their own

department's specific policies and guidelines in re use of force.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term "force option"

1. Choices available to an officer concerning the methods available for

defending oneself, another person, effecting an arrest, or overcoming

resistance.

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

1. Type of force which is reasonable under circumstances

2. Amount of force to overcome resistance and gain/maintain control

3. Amount and type of force permitted by agency policy

C. Recognize force options and the amount of force peace officers may use based on the subject's resistance

1. Cooperative suspect….Appearance, non-verbal, verbal communication

2. Passive-Resistive….Physical strength, control holds

LEARNING DOMAIN 20

USE OF FORCE

3. Active-Resistive….Same

4. Assaultive….Control holds, baton, pepper spray

5. Life threatening actions….Any available weaponry, including firearms

III. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of

deadly force as authorized by law.

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force (Tennessee v. Garner)

1. **Life threatening escape**
2. Life threatening felony
3. Give warning when feasible
4. Use if necessary to prevent escape

B. Identify the factors required to establish sufficiency of fear for the use of deadly force (PC 198)

1. **The circumstances must be sufficient to excite the fears of a reasonable person in like circumstances**
2. The officer/person must not act under the influence of fear alone
3. The decision to use lethal force must be made to save oneself or another from great bodily injury or death.

C. Recognize facts an officer should consider when determining whether or not to use deadly force

1. **Threat to life**
2. Immediacy of the threat
3. Type of crime/suspect(s)
4. Capability of suspect & suspect’s weaponry
5. Field of fire

6. Officer’s present capabilities

D. Discuss the role of agency policies regarding the use of deadly force

1. State law and the courts set forth a baseline for use of lethal force

LEARNING DOMAIN 20

USE OF FORCE

2. Department policy strictly controls the conditions under which lethal force may be used

3. Officers must conform to department policy regardless of what federal or state law might allow

4. Department policy often specifies such matters as use of warning shots, shooting at or from moving vehicles, etc.

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable (PC 196)

1. PC 196 permits justifiable homicide by a peace officer

2. Occurs when a peace officer kills a person in the performance of his or her duty

3. Or in self-defense

4. Or when arresting or retaking a felon who is armed or whose continued

freedom poses a significant threat or death or GBI to officer or to others

IV. LEARNING NEEDED

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

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
   1. Justification for using force
   2. Relevant factors and detail

V. LEARNING NEED

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

LEARNING DOMAIN 20

USE OF FORCE

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:

1. Fear

a. Reasonable

b. Unreasonable

2. Anger

3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger

1. Depersonalizing what people say or do
2. Identifying worst-case scenarios
3. Developing problem-solving solutions

A. Describe the benefits of on-going physical and mental training for peace officers involving the use of force.

1. Physical
2. Mental
3. Response and reactions

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer

1. Increased stress
2. Embarrassment
3. Civil/criminal action
4. Disciplinary action
5. Loss of career

LEARNING DOMAIN 20

USE OF FORCE

A. Discuss immediate and delayed intervention techniques.

1. Immediate
2. Delayed

VII. REQUIRED TESTS

A. The POST-Constructed PC 832 Arrest Comprehensive Test.

VIII. REQUIRED LEARNING ACTIVITIES:

None.

IX. HOURLY REQUIREMENTS

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

Description	3 Hours

POST Minimum Required Hours	3
Agency Specific Hours	0
Total Instructional Hours	3

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the goal of a criminal investigation

1. Successful prosecution of guilty

2. Exoneration of innocent

B. Identify the primary purpose of the:

1. **Initial survey of a crime scene**

2. Crime scene search

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the primary reason for establishing a chain of custody record

1. **Validity of evidence**

2. Integrity of evidence

B. Prepare the information that should be noted on a chain of custody record

1. **Report number**

2. Who found the item

3. Where and when the item was found

4. Description of item

5. Who recovered, packaged and labeled the item

6. Who transported the item

7. Where it was submitted, and

8. Where, how and when item was secured

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crime scenes, evidence and forensics.

Description	2 Hours

POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective date of outline: **October 1, 2019**

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Describe the areas of the body which require maximum protection during an attack
   1. Face
   2. Throat
   3. Heart
   4. Groin
   5. Joints
   6. Head
   7. Neck
   8. Spine
   9. Kidneys

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

II. LEARNING NEED

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

LEARNING DOMAIN 33

ARREST AND CONTROL

LEARNING OBJECTIVES

A. Explain factors to consider when approaching a subject and conducting a plain view search
   1. Aware of subject's clothing
   2. Location of subject's hands
   3. Proximity of subject's obvious or potential weapons

B. Demonstrate a systematic approach to safely and effectively conduct a person search
   1. Search should include any area where weapon might be hidden
   2. Include:
      a. waistband
      b. upper body
      c. back
      d. lower body

C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
   1. Locations where weapons/contraband may be concealed:
      a. hair
      b. mouth

c. neck

d. underarms

e. waistband

f. belt buckle

g. hand

h. groin

i. pockets

j. ankles

k. shoes or boots

l. back of neck

m. small of back

n. between buttocks

o. inner thighs

p. heel of shoe

LEARNING DOMAIN 33

ARREST AND CONTROL

D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex

1. Policies vary between agencies

2. Follow agency procedures

3. Most procedures are common to all agencies
    a. Maintain officer safety
    b. Availability and use of officers of the same sex
    c. Acceptable search techniques
    d. How to avoid false claims of misconduct or sexual assault

E. Explain cover officer responsibilities

1. Being constantly alert

2. Maintain position of advantage

3. Safeguard their weapons
4. Maintain constant observation of overall situation, aware of possible dangers and potential interference
5. Exhibit command presence or professional demeanor toward subject being Searched
6. Protect the searching officer
7. Assist in restraining the subject if necessary
8. Assist the searching officer by taking possession of any found weapons or contraband

F. Discuss cover officer responsibilities during a search of a subject

1. Demonstration

2. Application / Practice by students

III. LEARNING NEED

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

LEARNING DOMAIN 33

ARREST AND CONTROL

LEARNING OBJECTIVES

A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
    1. To gain the compliance of a suspect
    2. Not to cause pain or inflict punishment

B. Explain advantages and limitations a peace officer should consider when applying a control hold
    1. Holds can be used for direction and control

2. Close proximity of the officer and subject

C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
    1. Close proximity of the officer and subject

2. Single technique may not be adequate to gain complete control of subject

V. LEARNING NEED

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

subjects.

A. Explain the purpose of using restraint devices on a subject.
   1. They are a temporary restraint intended to minimize the chances of:
      a. Attack on the officer or others
      b. Escape of the prisoner
      c. Destruction or concealment of evidence
      d. Self-infliction of injury by suspect
      e. Combat between prisoners

B. Explain the potential hazards when using restraint devices on a subject

1. Restraint devices are a temporary restraint
2. Restraint devices can be defeated
3. Restraint devices can, unless applied properly, be used as a weapon

LEARNING DOMAIN 33

ARREST AND CONTROL

4. Restraint devices do not totally immobilize a prisoner

C. Demonstrate the proper application and correct positioning of handcuffs on a suspect

1. Behind suspect’s back whenever possible

2. On suspect's bare wrist between hand and ulnar bone

3. Shape of handcuffs should correspond to shape of suspect's wrist

4. Should be secure, but not too tight

5. Should not be applied over the top of clothing or jewelry

6. Always double lock the handcuffs

D. Explain various double-locking mechanisms on handcuffs

1. Lever lock

2. Push pin lock

3. Slot lock

E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects.

1. Contact Officer responsibility

2. Cover Officer responsibility

IX. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape

1. Search of prisoner

2. Search of vehicle area

3. Proper procedures for positioning prisoner in vehicle

4. Use of safety belts

5. Observation of prisoner while transporting

LEARNING DOMAIN 33

ARREST AND CONTROL

B. Describe the safe and secure positioning of a prisoner in an officer's vehicle

1. Prisoners should be placed in and removed from vehicle in way that

maintains advantage and control over prisoner

2. A second officer, if available, should act as cover officer

X. REQUIRED TESTS

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

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

- An opportunity to review their results

- A reasonable amount of time, as determined by the academy/presenter, to prepare retest

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

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

ARREST AND CONTROL SAFETY

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

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

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

LEARNING DOMAIN 33

ARREST AND CONTROL

I. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches:

Visual Search

Cursory/Pat/Frisk/Search

Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

K. An exercise test that requires the student to demonstrate competency in minimum of one control hold technique.

LEARNING DOMAIN 33

ARREST AND CONTROL

The student will demonstrate competency in the following performance dimensions:

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

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

AX. An **exercise test** that requires the student to demonstrate competency in a minimum of one takedown technique

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance

4 Control

5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

X. REQUIRED LEARNING ACTIVITIES

A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover officer during a field contact to include:

1. **Assuming a position of advantage and control**
2. Maintaining proper balance and control
3. Maintaining awareness
4. Protecting the searching officer from possible interference
5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

LEARNING DOMAIN 33

ARREST AND CONTROL

XI. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	10
Agency Specific Hours	0
Total Instructional Hours	10

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician

2. Obstructing or resisting an executive officer by use of threats or force

3. Threatening a public officer

B. Recognize the crime classification as a misdemeanor or felony.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer

2. Falsely reporting a criminal offense

3. Falsely reporting an emergency

4. Falsely reporting a destructive device

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

B. Recognize the crime classification as a misdemeanor or felony

III. REQUIRED TESTS

The POST-Constructed PC 832 Arrest Comprehensive Test.

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	1
Agency Specific Hours	0
Total Instructional Hours	1

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: October 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe personal, professional, and organizational benefits of valuing diversity

within the community and law enforcement organizations

1. **Improved quality of service provided**
2. **Enhanced community support**
3. **Improved public trust**
4. **Reduced tension between officers and specific cultural groups**
5. **Increased access to, and cooperation with, community members**
6. **Improved morale, effectiveness, and professionalism within the law enforcement organization**
7. **Positive impact on the law enforcement image within the community**
8. **Reduction in the number of complaints against officers**
9. **Reduction in personal and agency exposure to claims and litigation**
10. **Enhanced officer safety**
11. **Increased personal and ethical satisfaction**
12. **Career survival**

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term stereotype

1. **A preconceived or over-simplified generalization involving negative or positive beliefs about another group**
2. **When a person is stereotyped, that person is perceived as having specific behavioral traits and abilities as a consequence of belonging to a certain group**

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions

1. **Stereotyping can mean ascribing differences to other groups.**
2. **It can also result in making a positive or negative judgment based on those perceived differences.**
3. **Such judgments can be, and often are, incorrect.**
4. Relying on stereotypes can lead an officer to flawed and often dangerous decision-making—which generally produces inappropriate officer behavior.

C. Define the term prejudice

1. **A pre-judgment or point of view about a person or group in individuals that is usually formed before the facts are known**

2. **A prejudice is a process, a learned attitude—not a static attitude**

3. It is a way of thinking about others that may be based on misconceptions and/or misunderstandings

D. Define the term discrimination

1. **An action or behavior that is prompted by, or based upon, prejudiced thought**
2. **includes differential treatment based on an unsubstantiated or unfair categorization**

III. REQUIRED TESTS:

None

IV. REQUIRED LEARNING ACTIVITIES:

None

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

V. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	1
Agency Specific Hours	0
Total Instructional Hours	1

• 2024-02: Fraternization



Date: October 8, 2025
Subject: **FRATERNIZATION**

PURPOSE OF ORDER

The purpose of this order is to set forth the expressed policy of the Bureau regarding fraternization.

SCOPE OF ORDER

This order applies to all Training Bureau personnel. This unit order revises and replaces previous Unit Order 30/10.1.

POLICY

Fraternization is a private, personal or intimate relationship or contact with another person. Fraternization with applicants and/or recruits endangers the quality of service necessary and required of Training Bureau personnel.

1. Except as permitted by written authority of the Training Bureau Commander, all Training Bureau employees (including Operations, Recruitment, Pre-Employment and Recruit Training Units) shall not fraternize with, engage the services of, accept services from, or do any favors for any Sheriff's Department applicant or Academy recruit, outside the scope of their official duties.
2. All Training Bureau employees shall comply with the Policy of Equality, dated January 05, 2003, and the following Policy and Procedures Manual sections:

   3-01/121.15 Policy of Equality – Sexual Harassment
   3-01/030.15 Conduct Toward Others
   3-01/030.85 Derogatory Language

3. Any form of fraternization, however slight, will not be tolerated as this could lead to misunderstandings by other applicants, recruits, Bureau employees, or the public. If an applicant or recruit initiates a non-business related contact with any Bureau employee, that employee shall notify his/her supervisor immediately.

   ***See attached: Training Bureau Code of Conduct and Fraternization Unit Order, 2013-01.**

4. Under no circumstance will a Training Bureau Instructor provide a recruit, or applicant, with their personal phone number. The recruit will be directed to contact the staff office, Sheriff's Information Bureau, or an Academy Supervisor with a rank of Sergeant or higher.
5. No Training Bureau employee, under the rank of Sergeant, will be permitted to communicate with a recruit, or applicant, utilizing their personal phone, social media, or other electronic communication methods outside of official Department resources. Sergeants, or higher rank, may only do so when official business requires.
6. No Bureau employee will meet or counsel privately with an applicant or recruit outside of regular business hours or off the facility (those areas designated as Bureau offices), without the permission of the employee's supervisor.

Business hours are defined as those working hours established by Unit requirements and almost exclusively fall between 0600 and 2200 hours daily. Unless extraordinary circumstances exist, no contact with applicants or recruits shall be made between the hours of 2200 and 0600 hours. All exceptions shall have the prior approval of the employee's immediate supervisor.

7. Bureau employees will not intentionally physically contact any applicant or recruit unless involved in a hands-on training activity.
8. Bureau employees will, at all times, conduct themselves in a courteous and professional manner when dealing with applicants and recruits.
9. Should any questions arise, or misunderstandings of policy develop, the Unit Lieutenant, Operations Lieutenant of the Captain, shall be asked for clarification.
10. It must be clearly understood that it is the expressed policy of the Bureau Commander that any violation of this Order will result in disciplinary action. This discipline may include, but is not limited to, transfer from the Training Bureau.
11. Any Training Bureau personnel with personal knowledge of another employee involved in the violation of this Unit Order or the Academy Staff Code of Conduct shall immediately notify a supervisor.