

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 change 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 to 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 crime 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)

Training Bureau Material : Basic Course Module II

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<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	<u>12</u>
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Agency Specific Hours	<u> </u>
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Total Instructional Hours	<u>12</u>
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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 collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to property 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 to know the elements required to arrests for crimes related to arson, and to correctly classify these crimes as 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 to know the elements required to arrest for crimes related to trespassing, and to correctly classify these crimes 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 need to 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>6</u>

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 need 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 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 to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors 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, 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>8</u>

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 to know the elements required to arrest for crimes related to disorderly conduct and to correctly categorize 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.

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<u>Description</u>	<u>Hours</u>
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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 that 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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>8</u>

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 in 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.

- 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 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 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>8</u>

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 than 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.

<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	<u>4</u>
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Agency Specific Hours	<u> </u>
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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 will 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 and 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.

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<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>20</u>

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 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. 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 dea 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 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
 - 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.

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

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 conditions.

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 to 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>8</u>

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 order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others.

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 or 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 tactical 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 involving 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u> 6 </u>
Agency Specific Hours	<u> 2 </u>
Total Instructional Hours	<u> 8 </u>

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 progress is to 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 strategies 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, officers 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.

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

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, 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. 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>4</u>

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 restraint) 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 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.

- 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 student fails the course

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

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

ARREST METHODS/DEFENSIVE TACTICS SAFETY

All arrest 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 Exercise 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.

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<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>8</u>
Total Instructional Hours	<u>24</u>

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 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 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 them 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 process 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 (ortho-chlorobenzylidene-malononitrile)
- 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 student fails the second test, the student fails the course**

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

FIREARMS SAFETY

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

- A. An **exercise test** 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 presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable 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 authorized by 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 presenter-developed form approved by POST, which minimally includes the performance dimensions used for the exercise test.

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- 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 presenter-approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable 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 authorized by 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 presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

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- 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 in 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 concealment.

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 established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by 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 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 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 concealment.

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 established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by 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 yards.

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

The student is required to tactically load, unload and reload the shotgun 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 presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

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

The student is required to tactically load, unload and reload the shotgun 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 presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

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- 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 in 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 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 the presenter.

The student is required to tactically load, unload and reload the shotgun 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 Exercise Test Form or a presenter developed form approved by POST, which minimally includes the performance dimensions used for the 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 would 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 cover 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 the presenter.

The student is required to tactically load, unload and reload the shotgun 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/Light System/Existing Light
8. Accuracy

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>44</u>
Agency Specific Hours	<u>6</u>

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 the 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 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
 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 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. 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 PC 148.3 (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 know 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>4</u>

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 needed 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 unlawful 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 individuals 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 the 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 by *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 an 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, homophobia, 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 collectively or 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.

-

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>15</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>15</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I

LEARNING DOMAIN 25

DOMESTIC 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 of 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	<u> 0 </u>
Agency Specific Hours	<u> 5 </u>
Total Instructional Hours	<u> 5 </u>

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 waiver
 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 statutes.

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 statutes
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

<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	_____
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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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	_____
Agency Specific Hours	<u> 4 </u>
Total Instructional Hours	<u> 4 </u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE – MODULAR FORMAT

LASD Learning Domain 46

PHYSICAL CONDITIONING

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.

al. 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 of 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 1/2 to 1 mile walk/run assessment should be conducted; depending on the physical condition of each individual class member
 1. Distance runs increase by 1/2 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 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 of 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.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	_____
Agency Specific Hours	<u> 17.5 </u>
Total Instructional Hours	<u> 17.5 </u>

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 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 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

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<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u> 0 </u>
Agency Specific Hours	<u> 4 </u>
Total Instructional Hours	<u> 4 </u>