Basic Course Module III

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: AUGUST 1, 2015

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

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

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

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

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

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
    1. Community expectations
    2. Agency expectations

3. Peer expectations

C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
   1. Benefits to the officer
   2. Benefits to the agency
   3. Benefits to the community

D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
   1. For the officer
   2. For the agency
   3. For the community

E. Discuss the *LawEnforcement Code of Ethics*, and explain the importance of adhering to the *LawEnforcement Code of Ethics*
   1. Law Enforcement Code of Ethics
   2. Importance of adherence
   3. California's Code of Conduct

F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
   1. PC 147, 149 and 673
   2. PC 661
   3. Federal Laws

G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
   1. Situations requiring intervention
   2. Factors that can inhibit intervention
   3. Officer's responsibility to respond

H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior

1. Advance
2. Immediate
3. Delayed

I. Give examples of ethical decision making strategies
   1. Decision making strategies
   2. Common steps
   3. What are consequences of your decision

J. Explain the value of ethical decision making in leadership
   1. Ethical leadership and competent decision making leads to appropriate solutions
   2. Code of Ethics
   3. Effective techniques

III. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding leadership. At a minimum, each activity or combination of activities must address the following topics:
   1. Power and authority
   2. Compliance and commitment
   3. Sphere of influence
   4. Officer as a leader
   5. Leadership in the community
   6. Positive and adverse impacts and challenges for consistently demonstrating leadership

B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing(December 2005)* or other comparable sources regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
   1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement/Code of Ethics*
   2. Identification of those whom the conduct impacts
   3. The potential sanctions that could result from the behavior
   4. Potential perceptions of the public regarding the behavior

5. Whether or not intervention is appropriate

C. The student will participate in a learning activity consisting of a small group that uses a video, the POST-developed publication *Becoming an Exemplary Peace Officer,* or other media presentation as a resource. During the exercise, the group will complete the following tasks:
   1. Identify any ethical issues
   2. Discuss the impact of the conduct
   3. Determine if intervention is required
   4. Defend the chosen intervention strategy

Description	Hours
POST Minimum Required Hours	__8___
Agency Specific Hours	_____
Total Instructional Hours	__8___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
    1. First Amendment
    2. Fourth Amendment
    3. Fifth Amendment
    4. Sixth Amendment
    5. Eighth Amendment
    6. Fourteenth Amendment

C. Discuss the components and primary goals of the criminal justice system
    1. Law enforcement and its goals
    2. Judicial system and its goals
    3. Correction systems and its goals

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
    1. Federal Agencies
        a. US Department of Homeland Security
        b. Federal Bureau of Investigation
        c. Armed Forces Police

2. State Agencies
    a. Youth and Adult Corrections
    b. Department of Justice
    c. Department of Motor Vehicles

3. Local Agencies

a. Sheriff's Department

b. Municipal Police Agencies

c. Airport Police

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives of the Judicial component of the criminal justice system
    1. Providing due process of the law
    2. Rendering fair judgments
    3. Dispensing just punishments

B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
    1. State Supreme
    2. Lower Courts
    3. Higher Courts

C. Discuss the judicial process in criminal cases
    1. Arrest
    2. Arraignment

3. Right to Bail

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system

1. Confining prisoner
2. Rehabilitating prisoners
3. Supervising parolees and probationers in the community

B. Recall the definitions of parole and probation
   1. Definition of parole
      a. A conditional release from state prison which allows an individual to serve the remainder of his sentence outside of prison

   2. Definition of a probation
      a. The suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release into the community (Penal Code Section 1203 P.C).

C. Discuss the differences between:
   1. Parole
      a. A conditional release from state prison which allows an individual to serve the remainder of his sentence outside of prison
      b. Imposed by Administrative Board
      c. Revoked by Parole Agent

2. Probation
    a. The suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release into the community (Penal Code Section 1203 P.C)
    b. Imposed at courts direction in the county where offense occurred
    c. Revoked by Probation Officer

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	___2__
Agency Specific Hours	___0__
Total Instructional Hours	___2__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 3

POLICING THE COMMUNITY

Effective date of outline: July 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community policing
   1. Address the cause of crime
   2. Address the fear or perception of crime
   3. Improve the overall quality of life in the community

B. Identify the essential components of community policing, including:
   1. Problem solving
   2. Addressing quality of life issues
   3. Partnerships with the community
   4. Partnerships with other agencies
   5. Internal and external resources

C. Identify community policing goals, including:
   1. Reducing/preventing crime
   2. Reducing the fear of crime
   3. Improving the quality of life
   4. Increasing Community

a. awareness

b. involvement

c. ownership

   5. Increasing local government involvement in problem solving

D. Discuss community policing philosophy
    1. An organization philosophy that permeates all of an agency's operations
    2. A working partnership with the community
    3. Community participates in defining priorities for law enforcement agencies

E. Discuss the history of policing models, including:
    1. Traditional
    2. Professional
    3. Community

F. Identify peace officer responsibilities in the community, including:
    1. Maintaining order
    2. Enforcing the law
    3. Preventing crime
    4. Delivering service
    5. Educating and learning from the community
    6. Working with the community to solve problems

G. Differentiate between proactive and reactive policing
    1. Making self-initiated arrests
    2. Monitoring areas of frequent criminal activity
    3. Apprehending suspects for violation of law
    4. Collecting and preserving physical evidence at a crime scene

H. Discuss community expectations of peace officers
    1. Patrol community in highly visible manner
    2. Maintain public peace
    3. Manage civil disturbances

I. Recognize peace officers' responsibilities to enforce the law, including:
    1. Adhering to all levels of the law
    2. Fair and impartial enforcement
    3. Knowing the patrol beat or area of responsibility

J. Identify the elements of area/beat knowledge, including:
   1. Critical Sites
   2. Locations requiring special attention, i.e. hot spots
   3. Potentially dangerous areas

K. Discuss current and emerging issues that can impact the delivery of services by peace officers
   1. Changing community demographics
   2. Economic shifts
   3. Advanced technologies

AX. Discuss opportunities where peace officers educate and learn from community members
   1. Speaking at community meetings
   2. Teaching courses on law at high school and college levels
   3. Participating in collaborative meetings with two-day communication

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community partnerships
   1. Neighborhood residents
   2. Victim services organizations
   3. City and county departments

B. Discuss the key elements for developing trust between community partners, including:
   1. Truth
   2. Respect
   3. Understanding
   4. Support

5. Teamwork

C. Discuss the relationship of ethics to the badge of office
    1. Character
    2. Trust
    3. Integrity
    4. Ethical Conduct

D. Discuss leadership skills in community policing
    1. Conduct ethically
    2. Trust
    3. Integrity

E. Define communication
    1. Sender
    2. Receiver
    3. Message

F. Recognize the components of a message in communications with others, including:
    1. Content (words)
    2. Voice characteristics
    3. Nonverbal signals

G. Recognize the potential effects of negative nonverbal signals
    1. Making a poor impression
    2. Contradicting what an officer is saying verbally, or
    3. Potentially escalating situations

H. Give examples of effective communication techniques for:
    1. Active listening
    2. Establishing effective lines of communication
    3. Overcoming barriers to communication

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define and discuss a problem solving strategy

Problem solving is a comprehensive planning process that attempts to attain long- term benefits through effectively:

1. Identifying problems and priorities
2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
4. Evaluating the response to determine its effectiveness and modifying it as necessary

B. Apply a problem solving strategy
   1. Identifying problems and priorities
   2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
   3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
   4. Evaluating the response to determine its effectiveness and modifying it as necessary

V. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
      1. Identifying problems and priorities
      2. Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
      3. Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
      4. Evaluating the response to determine its effectiveness and modifying it as necessary

Description	Hours
POST Minimum Required Hours	__6___
Agency Specific Hours	__0___
Total Instructional Hours	__6___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the relationship among:
   1. Constitutional law
   2. Statutory law
   3. Case law

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between the *letter of the law* and the *spirit of the law*
   1. Literal meaning vs. intent of the legislature
   2. English Common Law
   3. California Legal System

B. Differentiate between criminal and civil law
   1. Definition
   2. Violation terminology
   3. Prosecutor

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the statutory definition of a crime
   1. A crime is a violation of a criminal statute. *Penal Code Section 15* defines a crime or public offense as “an act committed or omitted in violation of a law forbidding or commanding it,” and to which is annexed, upon conviction, a penalty that provides the following punishments for the crime.

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

C. Identify the basic elements required of an attempt to commit a crime
   1. Intent to commit that crime
   2. A direct, but ineffectual, act done toward its commission
   3. Whenever the circumstances make accomplishment of the objective apparently possible even though in fact it was not accomplished

D. Discuss general, specific and transferred intent crimes
   1. In some crimes, intent is presumed and does not have to be proven. These are called **general intent crimes**, i.e. battery, arson, transportation of drugs or ex-felon in possession of a firearm. In general, the person intentionally did that which the law declared to be a crime.
   2. It does not matter that the person does not know that the particular conduct was against the law. General intent presumes that the person was aware of his (or her) actions or was aware of his (or her) conduct. Ignorance of the law is no excuse.
   3. In other crimes, intent is an element of the offense that must be proven. These are called **specific intent crimes**, i.e. burglary, or kidnapping for ransom.

E. Differentiate between criminal intent and criminal negligence
   1. **Criminal intent** must exist to distinguish the crime from an accident or mistake of fact.
   2. Criminal Specific
   3. In certain crimes, **criminal negligence** meets the requirement of criminal intent. Negligence is the failure to exercise ordinary care. Criminal negligence is a negligent act that is aggravated or reckless and constitutes indifference to the consequences.
   4. Exercise ordinary care
   5.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify three classes of crime:
   1. Felony
   2. Misdemeanor
   3. Infraction

B. Differentiate among the three parties to a crime, to include:

1. Principals
2. Accessories
3. Accomplices

C. Identify people legally incapable of committing a crime
   1. Children under 14
   2. Persons who lack mental capacity
   3. Ignorance or mistake

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive Modular III Test.

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__4___
Total Instructional Hours	__6___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 15

LAWS OF ARREST

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
   1. Fourth Amendment
   2. Fifth Amendment
   3. Sixth Amendment
   4. Fourteenth Amendment.

B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
   1. U.S. Code, Title 42, Section 1983
   2. U.S. Code, Title 18, Section 241
   3. U.S. Code, Title 18, Section 242

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter
   1. Gathering information
   2. Interviewing witnesses at the scene of a crime or accident
   3. Conversing casually

B. Recognize conduct that may elevate a consensual encounter
   1. Using emergency lights

2. Placing the peace officer or the officer's vehicle so as to prevent the person or car from leaving
3. Issuing orders or commands

C. Recognize the consequences of elevating a consensual encounter
   1. Violation of Fourth Amendment rights
   2. Civil prosecution for violation of civil rights
   3. Criminal prosecution for false imprisonment

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter
   1. A consensual encounters is a face-to-face contact between a private individual and a peace officer under circumstances that would cause a reasonable person to believe that they are free to leave and otherwise cooperate

   2. No legal justification is needed as long as officer's are in a place they have a right to be

   3. A detention is limited in scope, intensity, and duration. It is less than an arrest and more than a consensual encounter

B. Recognize reasonable suspicion
   1. Definition
   2. Basis
   3. Contributing factors

C. Recognize appropriate peace officer actions during a detention
   1. Investigative actions
   2. Length of detention
   3. Transporting a person during detention

D. Recognize the scope and conditions for warrantless searches and seizures during a detention
   1. Scope
   2. Conditions
   3. Discovery

E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
   1. Person attempts to walk away from scene or officer
   2. Person attempts to run or flee from officer

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest
   1. Illegal level of intoxication
   2. Self-incrimination contraband
   3. Possession of illegal weapons or contraband

B. Identify elements of a lawful arrest
   1. Made by a peace officer or private person (PC834)
   2. Arrestee must be taken into custody (PC834)
   3. Restraint of the person, or submission to officer’s authority (PC835)

C. Differentiate between arrest and detention
   1. Taking a person into custody in the manner authorized by law
   2. Person making the arrest has full control
   3. Detention- assertion of authority that would cause a reasonable person to believe they are not free to leave

D. Recognize information that must be given to an arrested person
    1. Intent
    2. Cause
    3. Authority

E. Recognize elements of a warrantless arrest for a misdemeanor
    1. Probable cause that the misdemeanor happened in the officer's presence
    2. Misdemeanor was not committed in the officer's presence, but probable cause existed
    3. Time of arrest

F. Recognize elements of a warrantless arrest for a felony
    1. Probable cause exists that the person to be arrested committed a felony
    2. Committed the felony in the presence of the peace officer
    3. Committed the felony though not in the presence of the peace officer
    4. Committed the felony, regardless of whether or not the felony was, in fact, committed

G. Recognize elements of a warrant arrest
    1. Time of warrant
    2. Arrest warrant contests
    3. Pre-complaint warrants

H. Recognize the requirements for entry into a dwelling to make an arrest
    1. Knock and notice
    2. Exigent circumstances
    3. Destruction of evidence

I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
    1. Conditions
    2. Required actions
    3. Private searches and seizures

J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
   1. Penal code authority
   2. Individuals who resist arrest
   3. Fleeing suspects/felons

K. Recognize the statutory requirements for the disposition of an arrested person
   1. Disposition of arrestees
   2. Compliance with warrant
   3. Infractions

AX. Recognize the exception to the powers to arrest
   1. Stale misdemeanor
   2. Statute of limitations
   3. Diplomatic immunity

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the purpose of the Miranda warning
   1. Protection of Fifth Amendment rights
   2. Right to remain silent
   3. Right to an attorney

B. Recognize when Miranda warnings must be given
   1. Requirements
   2. Volunteered statements
   3. Privilege against self-incrimination

C. Identify the proper administration of Miranda warnings

1. The right to remain silent
2. Any statement can be used against them in a court of law
3. The right to an attorney being present before and during questioning

D. Recognize the impact of invoking:
   1. The right to remain silent
   2. The right to counsel
   3. Can be used in court against you

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

F. Recognize the exception to the Miranda rule
   1. Public safety exception
   2. Armed person who was apprehended inside busy market but apparently discarded the weapon
   3. Suspect placed under formal arrest

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between an interview and interrogation
   1. Interview
      a. Process of gathering information from person who has knowledge of the facts that an officer will need to conduct an investigation
   2. Interrogation
      a. Questioning or conduct that is reasonably likely to elicit an incriminating response from the suspect

B. Differentiate between an admission and confession
   1. Definition of a an admission
      a. Certain facts that tend to incriminate the individual but falls short of confession
   2. Definition of a confession
      a. Acknowledge the commission of all elements of the crime
      b.

VII. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	5
Agency Specific Hours	0
Total Instructional Hours	5

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 16

SEARCH AND SEIZURE

Effective date of outline: FEBRUARY 15, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize constitutional protections guaranteed by the Fourth Amendment
   1. Constitutional protections
   2. Unreasonable searches
   3. Limitation on government's power

B. Identify the concept of reasonable expectation of privacy
   1. Expectation of privacy can exist almost anytime and anyplace
      a. Individuals have indicated that they personally (subjectively) expect privacy in the object or area
      b. Their expectation is one which society is prepared to recognize as legitimate
   2. Subjective expectation of privacy
   3. Objective reasonableness
   4. Cartilage

C. Recognize standing and how it applies to an expectation of privacy
   1. Ownership

2. Lawful possession

3 Authority, and/or

4 Control of the area searched or the property seized.

2.

D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law

1. Definition:

Probable cause to search an area or object means having enough facts or

information to provide a *fair probability*, or a *substantial chance*, that the item sought is located in the place to be searched.

2. Peace officers must demonstrate that probable cause exists to search a specific place for specific property or contraband which will be used as evidence. Even though the court will consider the totality of the circumstances, to meet the Fourth Amendment requirement, officers must have specific facts which can be articulated in court or in a sworn statement (affidavit).

3. To better understand the Fourth Amendment, peace officers need to

understand the following terms.

A **search** occurs when an expectation of privacy that society is prepared to consider reasonable is infringed upon by the government.

A **seizure of property** occurs when there is some meaningful interference with an individual's possessory interest in that property by the government. A seizure of a person occurs when:

- a peace officer physically applies force, or

- a person voluntarily submits to a peace officer's authority.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
   1. Fourth Amendment protection:
      a. The first clause of the Fourth Amendment states people have a right to be protected from unreasonable searches and seizures by government agents.
      b. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

   2. In deciding whether a warrantless search or seizure was legal, courts will

   always consider the *totality of the circumstances*. However, peace officers must always have specific facts to demonstrate the search or seizure fell within one of the exceptions to the warrant requirement

a. cursory/frisk/pat down

b. consent searches

c. searches pursuant to exigent circumstances

d. searches incident to custodial arrest, and probation/parole searches.

B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
   1. Cursory/frisks/pat searches
   2. Consent searches
   3. Searches pursuant to exigent circumstances

4. Searches incident to arrest

5. Probation/parole searches

III. LEARNING NEED

The Fourth Amendment’s protection against unreasonable searches and seizures extends to a

person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
    1. Probable cause searches
    2. Seizures of items in plain view
    3. Protective searches

4. Consent searches

5. Searches incident to custodial arrest,

6. Instrumentality searches

B. Recognize the scope and necessary conditions for conducting a vehicle inventory
    1. The vehicle must be in the *lawful custody* of law enforcement before the inventory can take place.
    2. The inventory must be conducted pursuant to *standardized agency policy* or regulations
    3.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
    1. With a warrant

a. Forth Amendment

b. Fifth Amendment

2. Without a warrant
    a. probable cause to arrest,
    b. probable cause to search,
    c. exigent circumstances, and
    d. a need that outweighs the

intrusiveness.

3. Exigent circumstances
    a. Blood test (DNA samples)

B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
    1. Level of force
    2. Preventing a suspect from swallowing evidence
    3. Swallowed evidence

C. Recognize the conditions necessary for legally obtaining blood samples
    1. Consent
    2. Implied consent
    3. Incident to arrest

D. Recognize the conditions for legally obtaining the following evidence:
    1. Fingerprints
    2. Handwriting samples
    3. Voice evidence

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

Description	Hours
POST Minimum Required Hours	__4___
Agency Specific Hours	__0___
Total Instructional Hours	__4___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize relevance as it pertains to the admissibility of evidence
   1. Evidence that is admissible in court is subject to a set of rules designed to protect jurors from being misled
   2. To protect constitutional rights

3. To ensure a speedy trail

B. Identify four types of evidence
   1. Testimonial
   2. Real
   3. Demonstrative
   4. Circumstantial

C. Recognize the process of authentication of evidence
   1. All real and demonstrated evidence must be authenticated. That is, it must be shown that it is what the officer claims it to be.
   2. Authentication is the act of establishing that claims made about the item of evidence are true.

D. Understand what constitutes the legal chain of custody for evidence
   1. When evidence is collected in connection to a crime, a chain of custody of that evidence must be established and maintained throughout the custody of the evidence
   2. The chain of custody is a method of authentication. T requires every step in the process of handling of the evidence be accounted for. By every person since its recognition and collection, explain what they have done with it

   3. Each person handling the evidence is a link in the chain of custody. Each link in the chain of custody must be documented.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer’s role and responsibilities in ensuring the admissibility of evidence:
   1. California Evidence Code 352
   2. Exclusionary Rule
   3. Opinion and expert testimony

4. Privilege

5. Creditability of witnesses

B. Recognize the requirements and exceptions for admitting hearsay evidence for:
   1. Spontaneous statements
   2. Admissions and confessions
   3. Dying declarations
   4. Records and officer testimony
   5. Hearsay testimony at preliminary hearings
      a. By active and honorably retired peace officers

III. REQUIRED TESTS
   A. None

VI. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports
   1. An **investigative report** is a written document prepared by a peace officer that records in detail the officer's observations and actions as they relate to a specific event or incident.
   2. Each investigative report is a legal document that becomes a permanent written record of that event or incident.
   3. Judicial process:
      a. In order to ensure *due process*, officers, prosecutors, judges, etc., must have sufficient information and evidence to initiate or continue the judicial process and successfully prosecute or exonerate a suspect.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports
   1. Field notes are more reliable than an officer's memory
   2. Field notes are the primary source of information for the investigative report
   3. Detailed field notes reduce the need to recontact the involved parties at a later time

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report
    1. Who
    2. What
    3. When

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

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

4. Past tense

5. Active voice

B. Organize information within a paragraph for clarity and proper emphasis

1. Effective investigative reports must present all relevant information simply, or logically. They must be written in plain English in order to be useful for the reader.
2. Paragraphs are the structural units for grouping information. No matter which format is used for the investigative report (narrative or category); all paragraphs within the report must be clear and easy to understand.

3. When writing an investigative report, the first sentence (lead-in sentence) of each paragraph should clearly state the *primary topic or subject of the paragraph*. The sentences that follow within the paragraph should present facts, ideas, reasons, or examples that are directly related to that primary topic.

C. Select language that will clearly convey information to the reader of the investigative report
1. Officers who are writing investigative reports should select simple, common, concrete language whenever possible. The use of simple language can help keep reports concise and brief, addressing relevant information quickly and clearly.
2. Words that are used to make an investigative report sound eloquent or scholarly may actually serve to make the report wordy, vague and less effective. Inflated language is never appropriate and officers should resist the temptation to impress their readers.
3. Effective investigative reports must present all relevant information simply, or logically. They must be written in plain English in order to be useful for the reader.

D. Distinguish between commonly used words that sound alike but have different meanings
1. Officers should take care to use the correct word for what they are trying to say when writing investigative reports.
2. There are a number of frequently used words that sound alike but have completely different spellings and meanings.
3.

E. Proofread for content and mechanical errors, including:
   1. Spelling
   2. Punctuation
   3. Grammar

4. Word choice

5. Syntax

Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or video tape depictions developed by the presenter.

V. REQUIRED TESTS
   A. None

VII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__6__
Agency Specific Hours	__4___
Total Instructional Hours	__10___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 19

VEHICLE OPERATIONS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits

LEARNING OBJECTIVES

A. Determine a safe distance when following another vehicle
   1. Space cushions around the vehicle
   2. Following distance
   3. Focal point

B. Identify the effect of speed on a driver's peripheral vision
   1. Peripheral vision
   2. Tunnel vision
   3. Following distance

C. Discuss how perception-reaction time affects a vehicle's total stopping distance
   1. Perception time

2. Reaction time
3. Visual horizon

D. Demonstrate appropriate actions to prevent intersection collisions.
   1. Clearing intersections
   2. Flash green light
   3. Stale green light

E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
   1. Merging onto freeway
   2. Re-entering freeway after a traffic stop
   3. Driving at high speed for long periods

F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse.
   1. Backing at greater than 10 mph
   2. Backing on roadway
   3. Backing into traffic

G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
   1. Agency requirements
   2. Legal requirements
   3. Tactical considerations

H. Identify psychological and physiological factors that may have an effect on a peace officer's driving
   1. Driving skill and vehicular factors
   2. Psychological factors
   3. Physiological factors

I. Identify hazards of various road conditions
   1. Standing water or rain
   2. Loose gravel
   3. Mud

J. Discuss the components of a vehicle inspection
   1. Tires
   2. Under the vehicle
   3. Exterior

K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle.

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a thorough understanding of the associated liability and safety issues.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving
   1. A combination of good driving habits and sound judgment will allow an officer to drive to the scene of an emergency quickly and safely.
   2. Got to the scene of an emergency quickly and safely
   3. Appropriate Code 3 response include any life threatening emergency, serious crime in progress, officer needs assistance, traffic collision involving major injuries, fire, and others.

B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
   1. Public entities **are liable** for death, injury, or property damage (17001 VC)
   2. Officers **are not liable** for civil damages for death, injury, or property damage (17004 VC)
   3. Officers may do the following if it is accomplished in a safe manner with due regard for the safety of others (21055 VC)
   4. Officers must drive with due regard for the safety of others (21056 VC)

C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving
    1. Policies differ from agency to agency
    2. Officers must know and follow their specific agency policy regarding emergency response driving.
    3. Officers must always use sound judgement.

D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
    1. Yield the right-of-way
    2. Immediately pull to the right side of the road
    3. Stop

E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
    1. Light bar
    2. Wig-wag lights
    3. Siren

F. Identify factors that can limit the effectiveness of a vehicle’s emergency warning devices
    1. Heavy Traffic
    2. Fog, rain and snow
    3. Congested urban areas

G. Demonstrate the use of communication equipment
    1. Stay calm and speak clearly
    2. Use the radio on straight stretches of road
    3. Roll windows up to reduce outside noise

H. Identify the effects of siren syndrome
    1. Increase in adrenaline flow
    2. Affected judgment
    3. How to mitigate the effects

I. Recognize guidelines for entering a intersection when driving under emergency response conditions
   1. The approach
   2. Clearing an intersection
   3. Clearing lane by lane

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

A. Discuss the requirements of Penal Code Section 13519.8
   1. When to initiate a pursuit
   2. The number of involved law enforcement units permitted
   3. Responsibility of primary and secondary units

B. Discuss the requirements of Vehicle Code Section 17004.7
   1. Liability

      Vehicle Code Section 17004.7 requires every agency to have a written pursuit policy. It gives statutory immunity to government entities for injury or damage caused by a fleeing suspect.

   2. Agency policy

      a. Agency Policies may differ, but all policies will include certain provisions as required by *Penal Code Section 13519.8*. Each officer is responsible for knowing their agency's pursuit policy. Each policy must include:

b. If the threat to public safety is greater than the need for apprehending the suspect, then the pursuit should not be initiated or it should be terminated.

1. The seriousness of the crime against the threat to public safety.

2. Officers also need to consider the following when deciding to initiate or continue with the pursuit:

c. Agency policy

d. Condition of the vehicle

e. Condition of the driver

f. Roadway conditions

g. Traffic conditions

h. Weather conditions

IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

LEARNING OBJECTIVES

A. Distinguish between longitudinal and lateral weight transfer
   1. A **vehicle dynamic** is any force or condition that affects the path of a vehicle in motion. A driver using proper techniques can reduce the effects of these forces, resulting in better control of the vehicle.
   2. Longitudinal weight transfer
   3. Lateral weight transfer

B. Demonstrate the ability to mitigate the effects of spring loading
   1. **Spring loading** - a build-up and release of energy in the springs of the suspension system
   2. Cause
   3. Correction

C. Demonstrate proper techniques for two-handed shuffle steering
    1. Shuffle steering
    2. Allows for greater steering control and weight transfer control
    3. Positioning of hands

D. Demonstrate proper throttle control
    1. The operation of the throttle has a definite and immediate effect on weight transfer.
    2. Affect on weight transfer

E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
    1. Entry
    2. Apex
    3. Exit

F. Explain the primary effects speed has on a vehicle in a turning maneuver
    1. Turning radius
    2. Traction limits
    3. Weight transfer

G. Demonstrate proper braking methods
    1. Breaking methods
    2. ABS braking
    3. Locked skid

H. Distinguish between and describe the causes of the following types of vehicle skids:
    1. Understeer skid
    2. Oversteer skid
    3. Locked-wheel skid
    4. Acceleration Skid

I. Identify the causes and contributing factors of vehicle hydroplaning

1. Cause
2. Correction
3. Contributing factors

V. REQUIRED TESTS

VEHICLE OPERATIONS SAFETY

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

A. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of the slow speed precision driving maneuvers must, that include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around

Off set lane

Steering Course (forward and reverse)

"T" driveway

Parallel Driving

Angled Driveway

"Y" driveway

Vehicle Control

Boot Leg Turn

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

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

VI. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on vehicle operations. This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8.

Description	Hours
POST Minimum Required Hours	__8___
Agency Specific Hours	__2___
Total Instructional Hours	__10___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 20

USE OF FORCE

Effective date of outline: FEBRUARY 1, 2019

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to affect an arrest, to

prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law
    1. Definition:
        a. **Reasonable force** is a legal term for how much and what kind of force a peace officer may use in a given circumstance.

    2. Penal Code:
        a. *Penal Code Section 835a* states: “Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance.”

    3. Reasonable force must be based on the facts and circumstances

known to the peace officer at the time the force was used.

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
    1. The officer’s perspective
    2. Community policing
    3. The officer’s intent

C. Explain the legal framework establishing a peace officer’s authority during a legal arrest, including:
    1. A Subject’s requirement to submit to arrest without resistance
    2. Peace officer’s authority to use reasonable force during a detention or arrest

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
    1. Penal Code- Penal Code Section 834a
    2. Penal Code Section 835a states:
        a. “Any officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect an arrest, to prevent escape or to overcome resistance.

3. Fourth Amendment

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
   1. Although the law and courts have presented a foundation for the use of force by a peace officer, the most detailed considerations and regulations are established by each agency's policies.
   2. Limitations on the use of force are set by agency policy. These policies are attempts to provide reasonable guidelines for officers to protect them and their agency from criminal and civil liability.
   3. Peace officers are responsible for becoming familiar with and complying

with their agency's policies and guidelines regarding the use of force.

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term "force option"
   1. Definition:
      a. **Force options** are choices identified to a peace officer in each agency's policy documentation.
   2. Equipment
   3. Physical training

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
   1. Use the type of force which is reasonable under the circumstances
   2. Use only the amount of force reasonable to overcome resistance and to gain maintain control of the subject
   3. Use only the amount and type of force permitted by agency policy

C. Recognize force options and the amount of force peace officers may use based on the subject's resistance
    1. Subject's actions
    2. Constant reevaluation
    3. Availability of assistance

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
    1. It has been established that peace officers, when required to respond in

dangerous situations, will revert to the responses they learned in training

    2. Officers' tactical performance may depend entirely on how well and

effectively they have trained and practiced required skills and abilities.

E. Discuss the importance of effective communication when using force
    1. Safety
    2. Professionalism
    3. De-escaltion

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force
    1. Life threatening escape
    2. Life threatening felony
    3. Give warning where reasonable
    4. If necessary to prevent escape

B. Identify the factors required to establish sufficiency of fear for the use of deadly force
    1. Circumstances must be sufficient to excite the fears of a reasonable person in like circumstances
    2. The person must act under the influence of fear alone. There has to be some circumstance or overt act apart from the officer's fear.

3. The decision to use deadly force must be made to save one's self or another from great bodily injury or death.

C. Recognize facts an officer should consider when determining whether or not to use deadly force
   1. Preparation by training
   2. Judgment
   3. Mental alertness
   4. Existing circumstances

D. Discuss the role of agency policies regarding the use of deadly force
   1. Some of the issues most common to the use of deadly force addressed by

agency policies include, but are not limited to:

   a. Defense of self and others against great bodily harm or death.

   2. Application of deadly force
   3. Officers must conform to agency policy and *federal and state law*

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
   1. Penal Code
   2. Under orders to carry out the death sentence
   3. Acting in the course of duty
   4. Retaking escaped felons
   5. Arresting a felon who resists to the point deadly force becomes reasonable

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
    1. Justification for using force
        a. Supreme Court has determined that the objective reasonableness for the use of force must be fact specific
    2. Precursory Act
        a. Officer's actions based on actions of suspect
    3. Give detailed information necessary to justify use of force

V. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Give examples of acceptable techniques for managing anger
    1. Depersonalize what people say or do
    2. Identifying worst-case scenario
    3. Developing problem-solving solutions

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
    1. Response versus reaction
    2. Confidence in abilities versus lack of confidence
    3. Correct responses versus incorrect reactions

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force
    1. Criminal action
    2. Civil rights violation
    3. Compensatory and punitive damages

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

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

D. Discuss immediate and delayed intervention techniques
    1. Immediate
        a. Verbal
        b. Physical
    2. Delayed
        a. Discussion
        b. Admonishment

E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
    1. Personal factors
    2. Psychological factors

3. Peer pressure

VII. REQUIRED LEARNING ACTIVITIES

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

1. Exercise of leadership in the application of reasonable force
2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

IX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__5___
Agency Specific Hours	__0___
Total Instructional Hours	__5___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Drivers and pedestrians are required to obey the lawful orders of a peace officer who is enforcing the traffic laws(*Vehicle Code Section 2800VC)*

2. It is also unlawful to evade or attempt to evade a peace officer's orders or direction. The following table identifies a number of statutes that pertain to evading a peace officer.
3. If the evading vehicle is driven in a willful or wanton disregard for the safety of persons or property, the person driving the vehicle is guilty of a felony.

B. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
   1. Hand signals
   2. Whistles
   3. Voice commands

II. LEARNING NEED

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

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

1. Under certain circumstances, peace officers have the legal authority to remove unattended vehicles from a highway to a garage or any other place. They also may

remove such vehicles from public or private property.

2. When a vehicle is **stored**, the vehicle can be released to the owner with proper identification and the vehicle, and after fulfilling certain requirements, if necessary. (e.g., fines, towing fees, etc.)
3. **Impound** of a vehicle from public or private property while an *investigation* is still in progress or when forfeiture or 30-day hold procedures are in progress.

III. REQUIRED TESTS

A. None

IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
   1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
   2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement

V. HOURLY REQUIREMENTS

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

Description	Hours

POST Minimum Required Hours __2___

Agency Specific Hours __2___

Total Instructional Hours __4___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the goal of a criminal investigation
   1. Establishment of a criminal violation,
   2. Identification and arrest of a suspect, and
   3. Gathering of evidence for presentation in a court of law.
   4. The successful prosecution of the guilty and the exoneration of the innocent

B. Perform the steps of a preliminary criminal investigation, including:

1. Proceed safely to the scene

2. Determine need for emergency medical services and

3. Aid any injured persons

4. Verify that a crime, if any, has occurred

5. Identify and arrest the suspect(s), if appropriate. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information

6. Contain and protect the crime scene and cause the proper collection of evidence

7. Locate and interview victim(s) and/or witness(s) and identify other sources of information

8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)

C. Identify the primary purpose of conducting an:
   1. Initial survey of a crime scene
   2. Crime scene search

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the primary reason for establishing a chain of custody record

1. The chain of custody is the written, witnessed, unbroken record of all

individuals who maintained control or had access to any physical evidence

2. To ensure that a piece of evidence is valid and reliable by the court, it must be accounted for from the time it is identified at the scene until it is presented in court

3. For any piece of evidence to be considered valid and reliable by the court, it must be accounted for from the time it is collected at the scene until it is

presented in court.

B. Prepare the information that should be noted on a chain of custody record
   1. Report number
   2. Who initially found the item
   3. Where and when the item was found

III. REQUIRED TESTS
   A. None

IV. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 31

CUSTODY

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

A. Recall the definition of custody
    1. **Custody** refers to the immediate care or charge of an arrested person.
    2. An **arrest** is the taking of a person into custody, in a case and manner authorized by law.
    3. From the moment of a lawful arrest through the formal process of incarceration into a detention facility, the arrested person remains in the custody of peace officers.

B. Recognize general responsibilities an officer has for the care and custody of an arrested person
    1. Assuring that there is a lawful basis for custody
    2. Protecting the constitutional and statutory rights of the arrested person while that person is in the officer's charge
    3. Maintaining the care, custody and safety of the arrested person until that person is processed into a local detention facility

C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
    1. Departmental discipline (including termination)
    2. State prosecution for violation of penal code statutes
    3. Federal prosecution for violation of federal civil rights law

D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
    1. Court documents (e.g., warrants, court orders, etc.)
    2. Parole and probation commitments
    3. Probable cause arrests
    4. Prisoners in transit

E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
    1. First Amendment
    2. Sixth Amendment
    3. Eight Amendment

F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
    1. Tombstone courage
    2. Fatigue
    3. Bas position

II. LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements, required to complete the crime of:
    1. Assault of a prisoner under the color of authority
    2. Cruel or unusual treatment of prisoners
    3. Inhumane or oppressive treatment of a prisoner

B. Identify the crime classification as a misdemeanor or felony
    1. Any officer who willfully, inhumanely treats or oppresses any prisoner under his/her care or custody is guilty of an infraction
    2. The crime of depriving a person of their civil rights is covered under *Penal Code Section 422.6(a)*.
    3. **Color of law** means an action carried out as if under the authority of law, but that is actually done in violation of the law.

C. Recognize the crime of violation of a prisoner's civil rights
    1. There are several U.S. statutes that protect a person's civil rights. Peace officers are subject to these laws and can be prosecuted if they violate these federal statutes
    2. Peace officers who are found guilty of violating the civil rights of prisoners may be subject to departmental discipline (up to termination), state prosecution for violation of penal code statutes, federal prosecution for violation of federal civil rights law, and/or civil lawsuits which may include punitive damages levied directly against individual officers
    3.

III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility

LEARNING OBJECTIVES

A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
    1. In order to arrest a person for the crime of bringing a firearm, deadly weapon, or explosive into a detention facility, the elements must include any person who
    2. Knowingly brings or sends into, or assists in brining into or sending into a local detention facility,
    3. Any person who *while lawfully confined* to a detention facility, possesses any firearm, deadly weapon, explosive, or tear gas or tear gas weapon.

B. Identify the crime classification as a misdemeanor or felony
    1. The crime of bringing a firearm, deadly weapon, or explosive into a local detention facility is a felony
    2. Any person who knowingly brings or sends tear gas or a tear gas weapon into a local detention facility is guilty of a misdemeanor. *(Penal Code Section 4574(c)*)

C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility.
    1. Medical care prior to detention
    2. Ethical considerations
    3. Notifying custody personnel

D. Identify classes of prisoners who may require special care or protection
    1. Prior to detention certain medical conditions of prisoners may require urgent medical care. The arresting officer is responsible for informing custodial personnel and documenting any observable, known, or recognized signs of injury, illness or other pertinent observations
    2. Conditions requiring urgent medical care include but are not limited to diabetic shock, head injury, severe bleeding, drug overdose, unresponsiveness/unconsciousness, or

chest pain

IV. REQUIRED TEST

A. The POST-Constructed Comprehensive Modular III Test.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
   1. Legal basis for the custody
   2. Pertinent laws relating to the care and custody of the arrested person
   3. Officer's responsibilities during intake
   4. Actions of custodial personnel upon receipt of the arrested person

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Describe the areas of the body which require maximum protection during an attack
   1. Head
   2. Face
   3. Neck

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain factors to consider when approaching a subject and conducting a plain view search
   1. Suspect's clothing

2. Location of suspect's hands
3. Proximity of the suspect's obvious or potential weapons

B. Demonstrate a systematic to safely and effectively conduct a person search
   1. Front waistband
   2. Upper body
   3. Back

C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
   1. Hair
   2. Mouth
   3. Back of neck

D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
   1. Maintaining officer safety
   2. Availability and use of officers of the same sex
   3. Acceptable search techniques

E. Explain cover officer responsibilities
   1. Maintain constant observation of the overall situation; be aware of possible dangers and potential interference
   2. Exhibit command presence or professional demeanor toward subject

being searched

   3. Protect the searching officer from possible interference by onlookers or

associates of the subject

F. Discuss cover officer responsibilities during a search of a subject
   1. Be constantly alert
   2. Maintain a position of advantage
   3. Safeguard weapons

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
   1. The primary goal of using force is to gain compliance of a subject.
   2. Gain compliance from a subject
   3. Not to cause pain or inflict unnecessary punishment

B. Explain advantages and limitations a peace officer should consider when applying a control hold
   1. Control holds can be used for direction and control
   2. Close proximity of the officer and subject

C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
   1. Close proximity of the officer and subject
   2. A single technique may not be adequate to gain complete control
   3. Officer safety

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the purpose of using restraint devices on a subject
   1. Minimize attack on the officer or others
   2. Minimize escape of the subject
   3. Minimize destruction or concealment of evidence or contraband

B. Explain potential hazards when using restraint devices on a subject
   1. Prisoner escape
   2. Threat to officer safety
   3. Harm to prisoner

C. Demonstrate the proper application and correct positioning of handcuffs on a subject
   1. Hands behind subject's back, whenever possible
   2. Shape of the handcuff should correspond to the shape of the wrist
   3. Applied on the bare wrist between hand and protruding ulnar bone

D. Explain various double- locking mechanisms on handcuffs.

E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
   1. Contact officer
      a. Control subject, directing them verbally to arrest positions and giving them arrest commands
      b. Alert cover officer of weapons found
   2. Cover officer

a. Subject makes a furtive movement to provide safety for...

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe factors involved in retaining a peace officer's firearm

1. Opportunity

2. Equipment

3. Training

B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict

1. **Respond immediately**
2. **Secure the weapon in the holster**
3. **Gain a position of advantage**

C. Discuss a peace officer's tactical considerations when confronted by an armed subject

1. **Danger of injury to themselves and others in the area**
2. **The type of firearm**
3. **The distance between the officer and suspect**

D. Discuss tactical considerations when disarming a subject

1. **The danger of injury to themselves and others**
2. **The type of firearm the subject is holding**
3. **The distance between the officer and the subject**

E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

1. Officer safety
2. Threat to community

VI. LEARNING NEED

Peace officers must know that an impact weapon is a force option.

LEARNING OBJECTIVES

A. Describe a peace officer's legal authority for using an impact weapon

1. Officers reasonably believe they cannot overcome the resistance of assault or gain compliance of the subject by using a lesser amount of force.
2. Stance or action of the subject leads officers to believe they cannot overcome the assault or gain compliance of the subject by use of defensive tactics.
3. Officer is faced with several unarmed subjects who are threatening and capable of carrying out the threat, or who make an overt act to carry out the threat.

B. Discuss circumstances when a peace officer is justified in using an impact weapon
   1. Protect property
   2. Self-defense
   3. Defense of other

C. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining control.
   1. Chest
   2. Ribcage
   3. Arms

D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
   1. Head
   2. Neck
   3. Back

E. Discuss the use of verbal commands during a confrontation
   1. Command Presence
   2. Professionalism

VII. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe common transporting procedures that maximize officer safety and prevent prisoner

escape

1. Search of the prisoner
2. Search of the vehicle area
3. Proper procedures for positioning the prisoner in the vehicle

B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
   1. Seat belting of a prisoner
   2. Observation of prisoner
   3. Officer safety

VIII. REQUIRED TESTS

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

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

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

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

ARREST AND CONTROL SAFETY

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

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

exercise test anytime the risk for student/staff injury exists.

A. An exercise test that requires the student to demonstrate competency in Hand Gun retention techniques, will include a minimum of one technique to be demonstrated from the following positions:

1. A holstered handgun front retention technique
2. A holstered handgun rear retention technique
3. An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

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

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

B. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s).

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the Post-developed Arrest and Control Competency exercise test form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test

Exercise tests developed by POST that specifically prescribes the 832 PC/Module lll Arrest and Control techniques which requires the student to demonstrate basic search and control methods

C. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches.

1. Visual search
2. Cursory/Pat/Frisk search
3. Full-body Search incident to arrest

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control

5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

F. An exercise test that requires the student to demonstrate competency in a minimum of one take down techniques.

The student will demonstrate competency in the following performance dimensions

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

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

IX. REQUIRED LEARNING ACTIVITIES

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

X. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__24__
Agency Specific Hours	___4___
Total Instructional Hours	__28__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 34

FIRST AID, CPR AND AED

Effective date of outline: FEBRUARY 1, 2017

I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services to the best of their abilities, and within the scope of their training.

LEARNING OBJECTIVES

A. Discuss the components of the EMS system including:
    1. EMS access
    2. Interaction with other EMS personnel
    3. Local EMS and trauma systems

B. Identify the primary responsibilities of peace officers as EMS First Responders at a emergency including :
    1. Safety
        a. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety
    2. Scene size-up
    3. Law enforcement actions
    4. Assessment and care of victims

C. Identify the links of the chain of transmission of infectious pathogens
    1. Airborne pathogens
    2. Blood borne pathogens
    3. Body fluids

D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:
    1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
        a. Removal of contaminated gloves
    2. Decontamination considerations

E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services
    1. Act within the scope of their employment
    2. Act in good faith
    3. Provide a standard of care that is within the scope of their training and specific agency policy

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.

LEARNING OBJECTIVES

A. Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims:
    1. Responsiveness
    2. Airway
    3. Breathing
    4. Circulation

B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:
    1. Vital signs
    2. Head-to-Toe assessment
    3. Patient history

C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
    1. Classification Categories
    2. Non salvageable
    3. Immediate
    4. Delayed

D. Recognize conditions under which an injured victim should be moved from one location to another
    1. Imminent danger
    2. Unable to assess
    3. General guidelines

E. Recognize proper procedures for moving a victim including:
    1. Shoulder drag
    2. Lifts and carries which may include using:
        a. Soft litters
        b. Manual extractions including fore/aft, side-by-side, shoulder/belt

III. LEARNING NEED

Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

LEARNING OBJECTIVES

A. Identify the components of the Chain of Survival
B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:
    1. Ventilation duration
    2. Pulse location
    3. Compression depth
    4. Compression rate
    5. Compression-to-ventilation ratio (one person CPR)
    6. Compression-to-ventilation ratio (two person CPR)
    7. Automated External Defibrillator (AED)

C. Discuss basic Automated External Defibrillator (AED) operation including:
    1. Special considerations
    2. Troubleshooting

D. Recognize circumstances under which a victim’s airway should be opened by using a:

1. Head-tilt/chin-lift maneuver
2. Jaw-thrust maneuver
3. If the victim has a laryngectomy, a surgical procedure that implants an

artificial airway (stoma) in the neck, the officer should use a *mask-to-stoma* position.

E. Identify the difference between a mild and severe airway obstruction
   1. Mild Airway Obstruction
      a. With a mild airway obstruction, it may be assumed that there is adequate air exchange to prevent respiratory failure.
   2. Severe Airway Obstruction
      a. Unconscious and unable to be ventilated after the airway has been opened .
   3. Tongue Obstruction
      a. In the unconscious victim, the muscles of the lower jaw relax and the tongue can lose muscle tone. When this happens, the tongue can slide into the victim's airway.

F. Demonstrate procedures for clearing an obstruction from the airway of both conscious and an unconscious:
   1. Open the victim's mouth by grasping both the tongue and lower jaw

between the thumb and fingers

   2. Insert the index finger of the other hand down along the cheek and then

gently into the throat in a "hooking" motion

   3. If the object can be felt, grasp it and remove it.

G. Discuss rescue breathing techniques including:
   1. Mouth-to-mouth
      a. Take a position to the side of the victim's head.
      b. Pinch victim's nose closed with thumb and index finger of the hand being used to hold the victim's forehead.
      c. Place mouth over the victim's mouth making a tight seal.
   2. Pocket mask or other barrier devices
      a. Take a position at the top of the victim's head.

b. Place mask on the victim so the top of the mask

is over the victim's nose while the base of the

mask is between the lower lip and chin.

3. Bag valve mask

H. Discuss the recovery position

I. Discuss bleeding control techniques-including:
   1. Direct pressure/pressure dressings
   2. Tourniquet
   3. Types of hemostatic dressings and packing the wound

J. Demonstrate the general guidelines for controlling bleeding from an open wound
   1. Cover the entire wound site with dressing
   2. Apply pressure to stop bleeding
   3. Bandages should be applied snugly but not so tight as to impair circulation

K. Recognize the first aid treatment for traumatic injuries including:
   1. Impaled objects
   2. Amputations

AX. Recognize the signs and symptoms of shock
   1. Altered mental state
   2. Pale, cool, clammy skin
   3. Profuse sweating

ALL. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature.

N. Demonstrate first aid measures to treat shock
    1. Control all external bleeding and treat other injuries
    2. Gently place the victim in the appropriate position
    3. Be alert for vomiting

IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.

LEARNING OBJECTIVES

A. Recognize indicators of a possible head injury
    1. Mechanism of injury
    2. Mental status
    3. Vital signs

B. Recognize the appropriate first aid measures for treating facial injuries including:
    1. Objects in the eye
    2. Chemicals in the eye
    3. Dental emergency
    4. Nose bleed

C. Recognize appropriate first aid measures for treating open and closed injuries to the:
    1. Chest
        a. Chest seals dressing
    2. Abdomen

D. Recognize appropriate first aid measures for internal bleeding

E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles,

soft tissues, or joints
1. Assessment
2. Treatment
3. Classification

F. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:
   1. Spinal immobilization

G. Recognize appropriate first aid measures for treating:
   1. Thermal burns
   2. Chemical burns
   3. Electrical burns
   4. Radiation burns

H. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
   1. Movement to threat versus casualty care
   2. Integration with EMS
   3. Tactical casualty care
      a. Determining treatment priorities

i. Circulation
ii. Airway
iii. Breathing

      b. Self-care/buddy-care

V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

LEARNING OBJECTIVES

A. Recognize indicators of and first aid measures for, a victim experiencing:
   1. Cardiac emergency
   2. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)

3. Drowning
4. Seizure
5. Stroke
6. Altered mental status
7. Severe abdominal pain
8. Allergic reactions and anaphylaxis
    a. Assisted epinephrine administration
    b. Accessing EMS

B. Identify signs and symptoms of psychological emergencies

C. Differentiate between indicators and first aid measures for treating diabetic emergencies:
    1. Low blood sugar (hypoglycemia) including assisted oral glucose administration
    2. High blood sugar (hyperglycemia)

D. Recognize appropriate first aid measures for a victim experiencing signs of
    1. Poisons that have been ingested, inhaled, absorbed, or injected
        a. Poison control system access
    2. Alcohol and/or drug-related emergencies including:
        a. Assisted Naloxone administration
        b. Accessing EMS

E. Differentiate between the indicators and first aid measures for treating:
    1. Hypothermia and frostbite
    2. Heat cramps
    3. Heat exhaustion/ Heat stroke

F. Recognize appropriate first aid measures for:
    1. Insect bites and stings
    2. Animal and human bites

VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.

LEARNING OBJECTIVES

A. Recognize the signs of imminent birth
   1. Contractions that are occurring less than two minutes apart
   2. The woman feels an urgent need to bear down
   3. Crowning is present

B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:
   1. Excessive vaginal bleeding
   2. Newborn fails to breathe

VII. REQUIRED TESTS

A. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.
B. An exercise test requires the student to demonstrate competency in the following skills:
   1. Assesses victim
   2. Activates emergency response system
   3. Checks for pulse
   4. Delivery of high-quality CPR
   5. Provides effective breaths
   6. Automated External Defibrillator (AED) operation

Presenter must use a Skills Exercise Test Form which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC)

VIII. REQUIRED LEARNING ACTIVITY

An exercise test that requires the student to conduct a primary assessment. The primary assessment shall minimally include:

1. Primary assessment
   a. Check for responsiveness
   b. Check pulse
   c. Check airway

d. Check for breathing

B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):

1. Direct pressure
2. Pressure bandages
3. Tourniquet device
4. Hemostatic dressings/wound packing
5. Chest seals and dressings

C. A learning activity that requires the student to demonstrate the following basic life support techniques:
   1. Clearing an obstructed airway on conscious and unconscious victims
      a. Adult or child
      b. Infant
      c. Obese or pregnant
   2. Rescue breathing
      a. Adult
      b. Child
      c. Infant
   3. Cardiopulmonary resuscitation
      a. Adult
      b. Child
      c. Infant

D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
   1. When should a victim be treated for shock?
   2. What are the possible consequences of failing to treat for shock?
   3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:
   1. Use the cleanest material that is available
   2. Expose the injury site
   3. Cover the entire injury site
   4. Bandage snugly but without impairing circulation
   5. Leave victim's fingers and toes exposed
   6. Immobilize injury site as necessary

IX. HOURLY REQUIREMENTS

A. Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100018(a) of the California Code of Regulations.

Description	Hours
POST Minimum Required Hours	__21__
Agency Specific Hours	___0__
Total Instructional Hours	__21__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Explain basic safety guidelines to be followed at a firing range
   1. When entering the firing range
   2. On the firing line
   3. When handguns are unholstered

C. Describe the safety precautions for proper storage of firearms

1. Keep all firearms inaccessible from children and other unauthorized persons
2. Store ammunition separately from firearms
3. Take all precautions against theft by storing firearms in a secure location, a locked container, with a locking device or disassembled

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
   1. Firing
   2. Unlocking
   3. Extracting

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition
   1. Treat every round as though it were fully charged and capable of discharging

2. Use only the type and caliber of ammunition specifically recommended by the firearm's manufacturer
3. Never fire at a threat you do not intend to hit

B. Describe the primary components of firearm cartridges
   1. Primer
   2. Powder charge
   3. Bullet

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
   1. Barrel
   2. Frame
   3. Sights

B. Describe the materials, equipment, and environment needed to properly clean firearms
   1. Solvent
   2. Lubricant
   3. Cleaning patches

C. Apply routine procedures for cleaning firearms
   1. Barrel assembly
   2. Slide assembly
   3. Recoil spring and guide assembly

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Apply the proper steps for drawing and holstering
   1. Drawing
      a. Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps/straps
      b. In a smooth motion lift the firearm out of the holster until the muzzle clears the holster
      c. Extend the firearm downrange toward the intended target or threat or to a low ready position
   2. Holstering

      Remove trigger finger away from trigger. Keep trigger finger outside of trigger guard and away from trigger.

b. decock hammer of the firearm if necessary.

c. place thumb of the primary hand over the rear slide

B. Demonstrate the following elements to accurately shoot a firearm:
   1. Grip
   2. Stance
   3. Breath control

4. Sight Alignment/Sight Picture

5. Trigger Control

6. Follow-Through

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

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents
    1. Penal Code 835a
    2. Penal Code 12403
    3. Situations for use of chemical agents

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

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

D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
    1. When a hand-held canister is drawn, either from a holster or other location, officers should first make sure it is right-side-up. Canisters which are not held upright will not

discharge properly and can lead to loss of the propellant
2. It may be tactically advantageous to conceal the canister from the suspect until it is actually used
3. Officers must also be able to quickly and easily reholster and secure the device in order to take control of the suspect. Both drawing and reholstering are skills that will require practice

E. Apply decontamination procedures that should be followed after a chemical agent has been used
   1. What to use
   2. What not to use
   3. Affected area procedures

VII. REQUIRED TESTS

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

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

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

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

FIREARMS SAFETY

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

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

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

Using a presenter approved handgun, the student must:

1. - Fire 36 rounds of service ammunition and
2. - Achieve a minimum score of 29 hits in the 7-ring on a
3. - B-27 single target

The PC 832 Handgun Course of Fire:

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

VIII. REQUIRED LEARNING ACTIVITIES

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

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

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon

7. Load Weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

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

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon
5. Unholster weapon
6. Load/reload revolver with authorized loading device
7. Clear any malfunctions

B. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
   1. Visually inspect the weapon
   2. Properly clean the weapon
   3. Ensure the weapon is maintained according to the manufacturer's specifications

IX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__28__
Agency Specific Hours	___2__
Total Instructional Hours	__30__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 36

INFORMATION SYSTEMS

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

LEARNING OBJECTIVES

A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the CLETS network
   1. Make an effort to verify the information and match
   2. Ensure that confirmation occurred with the originating agency to verify the person or property is still wanted
   3. Obtain confirmation before an arrest or the confiscation of the property in response to the computer match

B. Recognize crimes involving unlawful access or use of a law enforcement computer system
   1. Any person who knowingly accesses and without permission alters, damages, deletes, destroys, or otherwise uses any data, computer, computer system, or computer network for personal gain in order to: defraud, deceive, extort, etc. is guilty of *502(c)(1) P.C.*
   2. Any person who knowingly accesses and without permission takes, copies, or makes us of any data from a computer, computer system, or computer network; or takes or copies any supporting documentation is guilty of *502(c)(2) P.C.*
   3. Any person who knowingly accesses and without permission uses or causes to be used any computer services is guilty of *502(c)(4) P.C.*

C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
   1. State CORI can be released only if the requesting person or agency *is authorized by*

*law*to receive the information (**right-to-know**), and/or has a *compelling reason* to request the information (**need-to-know**)

2. Local CORI can be released only if the requesting person or agency *is authorized by law*to receive the information (**right-to-know**), and/or has a *compelling reason* to request the information (**need-to-know**)

3. In order to gain access to CORI, a requesting individual or agency must have the *right or authority* to obtain CORI pursuant to a court order, statutory law, or case law, and/or a compelling *need* to obtain CORI in order to execute official responsibilities

D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
   1. Furnishing the information to an unauthorized person
   2. Lawfully receiving the information and then furnishing it to an unauthorized person
   3. Purchase, receipt, or possession of the information by an unauthorized person

II. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network perform their duties, for their safety and the safety of others.

LEARNING OBJECTIVES

A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
   1. Wanted Persons
   2. Criminal history System
   3. Domestic Violence Restraining Order System

B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
   1. Requesting person’s name,
   2. Requesting person’s unit or division, and
   3. Official purpose for the information requested.

III. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

LEARNING OBJECTIVES

A. Identify systems and databases available from the Department of Motor Vehicles Information System and the types of information provided
    1. Driver's license/identification card
    2. Vehicle/vessels registration
    3. Parking/toll violation information

B. Recognize the minimum information required for generating an inquiry into each of the DMV databases

1. Date of birth,
2. Name,
3. Address, and
4. Aliases and monikers

IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
    1. Wanted persons

2. Property, vehicles and firearms
3. Criminal histories
4. DMV information
5. Miscellaneous information

VI. HOURLY REQUIREMENTS

A. Students shall be provided with a minimum number of instructional hours on information systems.

Description	Hours
POST Minimum Required Hours	__2___
Agency Specific Hours	__0___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Recognize the crime classification as a misdemeanor or felony.
    1. It is a crime to threaten the use of force or violence upon witnesses, victims, or informants in retaliation for providing assistance or information regarding a crime.
    2. It is a felony to use threats to prevent public officers from performing their duties
    3. Threats of retaliation is covered under *Penal Code Section 140*.

II. LEARNING NEED

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

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

B. Recognize the crime classification as a misdemeanor or felony
    1. Falsely reporting a crime or emergency is not only an obstruction of justice by the misuse of personnel, facilities, and equipment, it can also jeopardize the safety and well-being of law enforcement officers and the public.

2. The crime of falsely reporting a criminal offense is covered under *Penal Code Section 148.5P.C*
3. The crime of falsely reporting a criminal offense is a misdemeanor.

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Recognize the crime classification as a misdemeanor or felony
   1. Falsely reporting a crime or emergency is not only an obstruction of justice by the misuse of personnel, facilities, and equipment, it can also jeopardize the safety and well-being of law enforcement officers and the public.
   2. The crime of falsely reporting a criminal offense is covered under *Penal Code Section 148.5P.C*
   3. The crime of falsely reporting a criminal offense is a misdemeanor.

IV. REQUIRED TESTS

A. The POST-Constructed Comprehensive Module III Test.

V. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__1___
Agency Specific Hours	__1___
Total Instructional Hours	__2___

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: AUGUST 1, 2017

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations

1. Personal benefits
2. Professional benefits
3. Organizational benefits

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term stereotype
   1. A **stereotype** is a preconceived or over-simplified generalization involving negative or positive beliefs about another group. When an individual is stereotyped, that person is perceived as having specific behavioral traits and abilities. This perception is based solely on the individual's apparent membership in a certain group
   2. Stereotypes can be based on a number of factors including, but not limited to nationality, ethnicity, race, gender, sexual orientation, socioeconomic status, age, or physical ability
   3. To place one's own perceptions of other cultures in proper perspective, peace officers should first recognize and understand how these perceptions of differing cultures developed.

B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
   1. Characteristics of the group are accurate?
   2. All members of a group share the same characteristics
   3. Maturity

C. Define the term prejudice
   1. **Prejudice** is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known
   2. Prejudice is a process, not a static attitude, a *learned* attitude, and a way of thinking about others that may be based on misconceptions, misunderstandings, and inflexible generalizations
   3. Any preconceived notions, whether positive or negative, about a cultural or ethnic group formed before the facts are known can lead to acts of discrimination.

D. Define the term discrimination
   1. **Discrimination** is an *action* or *behavior* that is prompted or based on prejudiced

thought. It includes differential treatment based on an unsubstantiated or unfair categorization

2. Because a *prejudice is a thought*, it is private and is not a violation of the law
3. A prejudicial *thought that is acted upon*, consciously or unconsciously, may lead to discrimination. Behaviors or acts of discrimination can be unlawful

VI. REQUIRED TESTS

A. None

VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__1___
Agency Specific Hours	__3__
Total Instructional Hours	__4__

EXPANDED COURSE OUTLINE

LEVEL III

LASD LEARNING DOMAIN 44

INSPECTION

Effective date of outline: AUGUST 1, 2017

I. Learning Need

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

Learning Objectives

A. Uniform
   1. Cleanliness
   2. Proper fit

B. Personal Appearance
   1. Grooming habits

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

D. Knowledge
   1. Legal statues

2. Radio codes
3. Chain of command
4. Classroom material

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

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	__7.5__
Total Instructional Hours	__7.5__

EXPANDED COURSE OUTLINE

LEVEL III

LEARNING DOMAIN 45

ADMINISTRATIVE TIME

Effective date of outline: AUGUST 1, 2017

I. Learning Need

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

Learning Objectives

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

B. Staff evaluations
    1. Mentoring and counseling sessions

C. Team Building
    1. Marching
    2. Graduation practice

Description	Hours
POST Minimum Required Hours	_____
Agency Specific Hours	__4__
Total Instructional Hours	__4__

EXPANDED COURSE OUTLINE

LEVEL III

LASD LEARNING DOMAIN 46

LIFETIME FITNESS

Effective date of outline: AUGUST 1, 2017

LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a heal
lifestyle necessary for safely and effectively performing peace officer duties.

LEARNING OBJECTIVES

Discuss the elements of a personal physical fitness program to include:

1. Cardiovascular
2. Muscular strength
3. Flexibility
4. Muscular endurance
5. Body composition

E. Discuss techniques for evaluating personal fitness in the areas of:

1. Cardiovascular endurance
2. Muscular strength
3. Muscular endurance
4. Flexibility
5. Body composition

F. Describe appropriate measures for improving an officer's performance within each of the five components of a personal fitness program
   1. Cardiovascular endurance
      a. The ability of the heart, lungs, and blood vessels to deliver adequate amounts of oxygen and nutrients to working cells during prolonged physical activity
      b. Also known as aerobic fitness, cardio respiratory fitness, and cardiopulmonary fitness
   2. Muscular strength
      a. The maximum force that a muscle can exert at one time
      b. Focuses on a one-time maximum muscular exertion
   3. Muscular endurance
      a. The number of times a muscle can contract before it fatigues
      b. Considers how the muscle performs over time
      c. An officer can increase muscular endurance without a significant increase in muscular strength
   4. Flexibility
      a. The ability to move a body part (usually a joint or limb) through a full range of motion
   5. Body composition
      a. The proportion of fat compared with lean tissue in the body

G. Discuss principles of physical conditioning, including:
   1. Specificity
   2. Frequency

3. Intensity
4. Duration/time

H. Describe components of a training session to include:
   1. Warm-up/stretching
   2. Conditioning phase
   3. Cool down/stretching

I. Explain the two types of training injuries and appropriate treatment for each
   1. Acute injuries
      a. Physical injuries resulting from a specific event, mishap, or accident.

   2. Chronic injuries
      a. Usually the consequence of overtraining or over use. Chronic injuries do not result from one incident, instead, they result from several exercise sessions when the officer does too much too soon or when the body mechanics of the officer are abnormal.

III. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

Describe how to accomplish fitness goals using nutritional planning

1. Maintain or improve body composition
2. Decrease risk of disease and injury
3. Manage stress

IV. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk managem techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

Discuss illnesses or injuries commonly associated with law enforcement officers, including:

1. Cardiovascular disease
2. Lower back disorders
3. Gastrointestinal disorders and disease

V. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect th personal health and ensure their ability to perform their duties

LEARNING OBJECTIVES

Explain the signs and symptoms of elevated stress levels

1. High blood pressure
2. Headaches
3. Shortness of breath
4. Sleeping disorders
5. Eating disorders
6. Trembling hands, sweating, dizziness, or nausea
7. Sexual disfunctions

B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
   1. The consumption of substances or quantities of substances that injure the body. Substance abuse usually takes place when an officer fails to effective manage stress. Officers must recognize that substance abuse is an inappropriate coping strategy taken in response to physical and/or psychological stress.

C. Describe the short and long term effects of abusing:
   1. Alcohol
   2. Tobacco
   3. Caffeine
   4. Prescription, nonprescription, and illegal drugs

D. Explain the techniques for stress management
   1. Lifestyle modifications
      a. Regular exercise
      b. Proper nutrition
      c. Getting sufficient sleep
      d. Removal from the stressful activity or environment, if possible
      e. Prioritization of work hours, if possible
      f. Taking vacations
      g. Engaging in recreation or play activities
      h. Engaging in hobbies, reading, or games
   2. Professional interventions
      a. Professional and peer counseling
      b. Relaxation techniques or exercises
      c. Participation in religious activity
      d. Biofeedback
      e. Meditation
      f. Massage therapy
      g. Acupuncture therapy

VI. REQUIRED LEARNING ACTIVITIES

The student will participate in a structured POST-approved physical conditioning program.

A. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session, or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topic:
   1. Common illnesses/injuries including cardiovascular disease, low back injury, gastrointestinal disorders, cancers and substance abuse
   2. The short-term and long-term effects of using/abusing alcohol and tobacco
   3. The essential elements of lifetime fitness including exercise, nutrition, stress management, drug avoidance and body composition management

B. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
   1. The relationship between the proportion of calories consumed from each food group

and body composition

2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management

3. The relationship between exercise and body composition management

C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
   1. Cardiovascular endurance
   2. Flexibility
   3. Muscular strength
   4. Muscular endurance
   5. Body composition

D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
   1. The relationship between the different dimensions of physical fitness (i.e., cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition) and the physical conditioning activities that develop them
   2. The basic principles of a physical conditioning program (e.g., progressive overload, specificity, frequency, intensity, duration/time) and an exercise session (e.g., warmup/stretch, conditioning phase, cool down/stretch)
   3. Calculating the aerobic heart rate training zone
   4. The components of an effective cardiovascular training program
   5. The components of an effective strength training program
   6. Evaluation and treatment of training injuries

Description	Hours

POST Minimum Required Hours ____

Agency Specific Hours	_16_
Total Instructional Hours	_16__rse Module