

## Learning Domains

Effective date of outline: **October 1, 2019**

### I. **LEARNING NEED**

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

#### LEARNING OBJECTIVES

- A. Discuss why leadership is important
  - 1. Effective problem solving
  - 2. Increased respect
  - 3. Increased public trust
  
- B. Define leadership
  - 1. Influencing People
  - 2. Ethical values
  - 3. Producing change
  
- C. Discuss universal components of leadership
  - 1. Authority and power
  - 2. Circle of influence
  - 3. Life balance
  
- D. Discuss the officer as a leader
  - 1. Peer leadership
  - 2. Modeling
  - 3. Community policing

- E. Discuss the leader as a follower
  - 1. Humility
  - 2. Recognizing other's strengths
  - 3. Supportive position

## LEARNING DOMAIN 1

### LEADERSHIP, PROFESSIONALISM & ETHICS

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

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
  - 1. Public trust
  - 2. Values

3. Ethical conduct
  - B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
    1. Suspects/persons of interest
    2. Victims
    3. Witnesses
  - C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
    1. Officer benefits
    2. Agency benefits
    3. Community benefits
  - D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
    1. Disciplinary action
    2. Civil/criminal liability
    3. Embarrassment to stakeholder

## LEARNING DOMAIN 1

### LEADERSHIP, PROFESSIONALISM & ETHICS

4. Eroding the police image
5. Reinforcing negative stereotypes
6. Reduction of effectiveness

7. Diminishing public trust and cooperation
8. Compromising officer safety

E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of

**adhering to the *Law Enforcement Code of Ethics***

1. Code of Conduct
  2. Developed in 1979
  3. Canons and ethical standards
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
1. Officer responsibility to respond
  2. Definition of Intervention
  3. Restore professional control
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
1. Unreasonable force used
  2. Member of public unjustifiably arrested
  3. Constitutional issues
  4. Prevent harm from occurring
  5. Inappropriate language
  6. Unlawful, unethical, inappropriate behavior
  7. Factor inhibiting intervention

- a. Close relationships
- b. Inexperienced or unfamiliar
- c. Other's responsibility
- d. Peer pressure
- e. Fear of consequences
- f. No support from superiors
- g. Psychologically unprepared

LEARNING DOMAIN 1

**LEADERSHIP, PROFESSIONALISM & ETHICS**

- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
  - 1. Advanced
  - 2. Intermediate
    - a. Verbal
    - b. Physical
  - 3. Delayed
  
- I. Give examples of ethical decision making strategies
  - 1. Common steps
  - 2. Decision making
  - 3. Ways to implement
  
- J. Explain the value of ethical decision making in leadership

1. Public expectations

### III. REQUIRED TESTS

A. None

### IV. REQUIRED LEARNING ACTIVITIES

A. None

### V. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>2</u>

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

**Effective date of outline: October 1, 2019**

#### I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
  - 1. First Amendment
  - 2. Fourth Amendment
  - 3. Fifth Amendment
  - 4. Sixth Amendment
  - 5. Eighth Amendment
  - 6. Fourteenth Amendment
  
- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
  - 1. First Amendment
  - 2. Fourth Amendment
  - 3. Fifth Amendment
  - 4. Sixth Amendment
  - 5. Eighth Amendment
  - 6. Fourteenth Amendment
  
- C. Discuss the components and primary goals of the criminal justice system
  - 1. Law enforcement
  - 2. Judicial
  - 3. Corrections
  - 4. Goals

## II. LEARNING NEED

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

### LEARNING DOMAIN 2

#### CRIMINAL JUSTICE SYSTEM

#### LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
  - 1. Federal Agencies
  - 2. State Agencies
  - 3. Local Agencies

## III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss the objectives of the judicial component of the criminal justice system
  - 1. Providing due process of the law
  - 2. Rendering fair judgments
  - 3. Dispensing just punishment
  - 4. Assuring victim's rights

- B. Discuss the organization of the California court system, including positions commonly

recognized as part of the judicial system

1. State Supreme Court
  2. Lower trial courts
  3. Higher courts (Appellate Courts)
- C. Discuss the judicial process in criminal cases
1. Arrest
  2. Arraignment
  3. Bail – Right to Bail
  4. Preliminary Hearing
  5. Superior court arraignment
  6. Trial
  7. Sentencing
  8. Grand Jury

## LEARNING DOMAIN 2

### CRIMINAL JUSTICE SYSTEM

#### IV. LEARNING NEED

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

**enforcement of those conditions.**

LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
  - 1. Confining prisoners
  - 2. Rehabilitating prisoners
  - 3. Supervision parolees and probationers
  - 4. Assuring victim's rights

V. REQUIRED TESTS

None

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

LEARNING DOMAIN 3

POLICING THE COMMUNITY

**Effective date of outline:    October 1, 2019**

**I.        LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Identify peace officer responsibilities in the community, including:**

1. Maintaining order
2. Enforcing the law Learning Objectives, continued
3. Preventing crime
4. Delivering service
5. Educating and learning from the community
6. Working with the community to solve problems

**B. Differentiate between proactive and reactive policing**

1. Proactive approach
2. Reactive approach

**C.        Recognize peace officers' responsibilities to enforce the law, including:**

- 1.        Adhering to all levels of the law**
2. Fair and impartial enforcement
3. Knowing the patrol beat or area of responsibility

**D. Identify the elements of area/beat knowledge, including:**

**1. Critical Sites**

2. Locations requiring special attention, i.e. hot spots
3. Potentially dangerous areas

**E. Discuss current and emerging issues that can impact the delivery of services by**

**peace officers**

**1. Changing community demographics**

2. Economic shifts
3. Advanced technologies

LEARNING DOMAIN 3

POLICING THE COMMUNITY

4. Jail overcrowding
5. Cultural diversity
6. Continuous law changes
7. Homeland security

**F. Discuss opportunities where peace officers educate and learn from community**

**members**

1. **Speaking at community meetings**
2. Visiting local schools
3. Teaching courses on the law
4. Using new media
5. Participating in collaborative meetings

## II. **LEARNING NEED**

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

### LEARNING OBJECTIVES

A. Define community partnerships

1. Relationships comprised of two or more individuals, groups or

**Organizations**

2. Working together to address an issue

B. Discuss the key elements for developing trust between community partners, including:

1. Truth
2. Respect
3. Understanding
4. Support
5. Teamwork

C. Discuss the relationship of ethics to the badge of office

1. Badge
2. Trust and integrity

LEARNING DOMAIN 3

POLICING THE COMMUNITY

**D. Discuss leadership skills in community policing**

1. **Influencing people**
2. Using ethical values and goals
3. Producing intended changes

**E. Define communication**

1. **Sending and receiving messages**
2. Verbal and nonverbal
3. Between two or more people

**F. Recognize the components of a message in communications with others, including:**

1. **Content (words)**
2. Voice characteristics
3. Nonverbal signals

**G. Recognize the potential effects of negative nonverbal signals**

1. **Making poor impression**
2. **Contradicting what officer is saying verbally**

3. Potentially escalating situations

**H. Give examples of effective communication techniques for:**

1. **Active listening**
2. Establishing effective lines of communication
3. Overcoming barriers to communication

**III. REQUIRED TESTS**

**None**

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

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

LEARNING DOMAIN 3

POLICING THE COMMUNITY

-  
-  
-  
-  
Description \_\_\_\_\_ Hours

POST Minimum Required Hours                        2

Agency Specific Hours              0  

Total Instructional Hours              2  

LEARNING DOMAIN 5  
INTRODUCTION TO CRIMINAL LAW

**Effective date of outline:    October 1, 2019**

**I.        LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Identify the relationship among:**

1.        **Constitutional law**
2.        Statutory law
3.        Case law

**II.       LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Differentiate between the *letter of the law* and the *spirit of the law***

1. **Letter of Law**

2. Spirit of Law

**B. Differentiate between criminal and civil law**

1. **Criminal Law**

2. Civil Law

**III. LEARNING NEED**

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

LEARNING OBJECTIVES

**A. Recall the statutory definition of a crime**

1. **Act committed or omitted in violation of law**

2. Forbidding or commanding it

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

3. Upon conviction

4. Provides punishments

**B. Identify the basic elements common to all crimes**

1. **Commission of prohibited act, or an omission of required act**

2. Presence of a designated state of mind (intent)

**C. Identify the basic elements required of an attempt to commit a crime.**

2. Intent to commit that crime, and
3. A direct, but ineffectual, act done toward its commission

**D. Discuss general, specific and transferred intent crimes**

1. **General**
2. Specific
3. Transferred

**E. Differentiate between criminal intent and criminal negligence**

1. **Criminal intent**
2. Criminal negligence

**IV. LEARNING NEED**

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

LEARNING OBJECTIVES

**A. Identify three classes of crime:**

1. **Felony**
2. Misdemeanor
3. Infraction

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

1. **Principals**
2. Accessories
3. Accomplices

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

**C. Identify people legally incapable of committing a crime**

**1. Children under age of 14 years**

2. Idiots
3. Persons who committed the act or omission:
  - a. **under the ignorance or mistake of fact**
  - b. without being conscious of the act
  - c. through misfortune or accident, or
  - d. under threat or menace

**V. REQUIRED TESTS**

- A. POST constructed PC 832 Arrest Comprehensive Test

**VI. REQUIRED LEARNING ACTIVITIES**

None

**HOURLY REQUIREMENTS**

Students shall be provided with a minimum number of instructional hours on introduction to criminal law.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>3</u>

## LEARNING DOMAIN 15

### LAWS OF ARREST

**Effective date of outline: October 1, 2019**

#### I. LEARNING NEED

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

#### LEARNING OBJECTIVES

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

- 1. Fourth Amendment**
2. Fifth Amendment
3. Sixth Amendment
4. Fourteenth Amendment

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

**1. U.S. Code, Title 42, Section 1983**

2. U.S. Code, Title 18, Section 241

3. U.S. Code, Title 18, Section 242

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter

**1. Gathering information**

2. Interviewing witnesses at scene of crime or accident

3. Conversing casually

4. Disseminating information

LEARNING DOMAIN 15

LAWS OF ARREST

B. Recognize conduct that may elevate a consensual encounter

**1. Using emergency lights**

2. Blocking with patrol unit
3. Issuing orders
4. Using accusatory questioning or tone of voice
5. Conducting cursory/frisk searches without legal justification
6. Demanding and/or keeping a person' identification

C. Recognize the consequences of elevating a consensual encounter

**1. Violate the Fourth Amendment right**

2. Be civilly prosecuted and held liable for violation of civil rights
3. Be criminally prosecuted for false imprisonment
4. Face agency disciplinary action

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter

**1. Detention**

2. Consensual Encounter

B. Recognize reasonable suspicion

1. **Enough facts and circumstances**
  2. Make it reasonable to suspect criminal activity
  3. Detained Person is connected to activity
- C. Recognize appropriate peace officer actions during a detention

1. **Take certain investigative actions**
2. Completed in reasonable time frame

## LEARNING DOMAIN 15

### LAWS OF ARREST

- D. Recognize the scope and conditions for warrantless searches and seizures during a detention

1. **No searches allowed during detention, unless**
2. Peace Officer suspects
3. Concealed weapon or dangerous instrument

- E. Recognize conditions where the use of force or physical restraint is appropriate**
- during a detention**

1. **Reasonable force may be used**

2. If person attempts to leave or

3. Is uncooperative

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize when there is probable cause to arrest

1. **Set of facts**

2. Cause person of ordinary care and prudence

3. To entertain an honest and strong belief

4. That person to be arrested

5. Is guilty of a crime

B. Identify elements of a lawful arrest

1. **Arrest made by peace officer or private person**

2. Arrested person taken into custody in case and manner authorized by Law

3. Arrest may be made by restraint of person

4. Reasonable force may be used to make arrest, prevent escape or overcome  
resistance

C. Differentiate between arrest and detention

1. **Arrest**

LEARNING DOMAIN 15

LAWS OF ARREST

2. Detention

D. Recognize information that must be given to an arrested person

1. **Intent**

2. Cause

3. Authority

E. Recognize elements of a warrantless arrest for a misdemeanor

1. **Misdemeanor committed in officer's presence**

2. Misdemeanor not committed in officer's presence

F. Recognize elements of a warrantless arrest for a felony

1. Felony committed in officer's presence

2. Felony not committed in the officer's presence

**G. Recognize elements of a warrant arrest**

1. **Written order signed by magistrate**
2. Directing and commanding an peace officer
3. To arrest the person named in warrant
4. For offense named in warrant

**H. Recognize the requirements for entry into a dwelling to make an arrest**

1. Knock and notice
2. Exceptions

**I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest**

1. **Private person's arrest**
2. Officer's actions

**J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest**

1. **Penal Code Section, 835a**
  - a. reasonable force

LEARNING DOMAIN 15

## LAWS OF ARREST

- b. to make arrest
- c. prevent escape
- d. overcome resistance

### **K. Recognize the statutory requirements for the disposition of an arrested person**

- 1. **Infraction**
- 2. Misdemeanor
- 3. Felony

### **L. Recognize the exception to the powers to arrest**

- 1. **Immunity**
- 2. Stale misdemeanor
- 3. Statute of limitations

## V. LEARNING NEED

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

## LEARNING OBJECTIVES

### **A. Identify the purpose of the Miranda warning**

**1. To protect against self-incrimination**

**B. Recognize when Miranda warnings must be given**

1. **Custody**
2. Interrogation

**C. Identify the proper administration of Miranda warnings**

1. **Right to remain silent**
2. Statements may be used in court
3. Right to attorney
4. Attorney appointed if unable to afford one

**D. Recognize the impact of invoking:**

1. **The right to remain silent**

LEARNING DOMAIN 15

LAWS OF ARREST

2. The right to counsel

**E. Recognize the types of Miranda waivers**

1. **Expressed**
2. Implied
3. Conditional

**F. Recognize the exception to the Miranda rule**

1. **Public safety**
2. Emergency rescue

VI. LEARNING NEED

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

LEARNING OBJECTIVES

**A. Differentiate between an interview and interrogation**

1. **Interviews**
2. Interrogations

**B. Differentiate between an admission and confession**

1. **Admission**
2. Confession

VII. REQUIRED TESTS

The POST-Constructed PC 832 Arrest Comprehensive Test.

VIII. REQUIRED LEARNING ACTIVITIES

None

LEARNING DOMAIN 15

LAWS OF ARREST

IV. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>  5  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  5  </u>

LEARNING DOMAIN 16

SEARCH AND SEIZURE

**Effective date of outline:    October 1, 2019**

## **I.        LEARNING NEED**

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

### LEARNING OBJECTIVES

A. Recognize constitutional protections guaranteed by the Fourth Amendment

1.        **Privacy**
2.        Liberty
3.        Possession of property

B. Identify the concept of reasonable expectation of privacy

1.        **Exists as long as:**
  - a.        Individuals indicate they expect privacy
  - b.        That expectation which society recognize as legitimate

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

1.        **Exists when person has legitimate possessory interest or relationship**
2.        Established by ownership, lawful possession, authority, and/or control  
of area searched or property seized.

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

**1. Having enough facts or information**

2. To provide a fair probability, or substantial chance that object sought is located in place to be searched

II. LEARNING NEED

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

LEARNING DOMAIN 16

SEARCH AND SEIZURE

**A. Recognize the conditions and circumstances where warrantless searches and**

**seizures are considered reasonable and legal.**

**1. Under the Fourth Amendment, warrantless searches of private property are presumptively illegal. However, case law has created some exceptions to the warrant requirement.**

2. The courts have identified certain specific conditions and circumstances where warrantless searches and seizures are considered reasonable and, therefore, legal.

3. In addition to plain view seizures, these exceptions to the usual warrant requirement include:

- cursory/frisk/pat
- consent searches
- searches pursuant to exigent circumstances
- searches incident to custodial arrest
- probation/parole searches

**B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches for:**

1. **Cursory/frisk/pat searches**
2. Consent searches
3. Searches pursuant to exigent circumstances
4. Searches incident to arrest, and
5. Probation/parole searches

**III. LEARNING NEED**

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

LEARNING OBJECTIVES

**A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:**

1. Probable cause searches

LEARNING DOMAIN 16

## SEARCH AND SEIZURE

2. Seizures of items in plain view
3. Protective searches
4. Consent searches
5. Searches incident to custodial arrest
6. Instrumentality searches

### **B. Recognize the scope and necessary conditions for conducting a vehicle inventory**

1. **Lawful custody**
2. **Standardized agency policy/regulations**

## **IV. LEARNING NEED**

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

### LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
  1. With a warrant
  2. Without a warrant
  
- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
  1. Bodily intrusion

2. Use of force
- C. Recognize the conditions necessary for legally obtaining blood samples
1. Warrant based on probable cause
  2. Proper removal
- D. Recognize the conditions for legally obtaining the following evidence:
1. Fingerprints
  2. Handwriting samples (third level of detail)

LEARNING DOMAIN 16

SEARCH AND SEIZURE

**V. REQUIRED TESTS**

- A. The POST-Constructed PC 832 Arrest Comprehensive Test

**VI. REQUIRED LEARNING ACTIVITIES**

None

**VII. HOURLY REQUIREMENTS**

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>3</u>

LEARNING DOMAIN 17  
PRESENTATION OF EVIDENCE

**Effective date of outline: October 1, 2019**

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
  - 1. Relevant
  - 2. Competent

B. Identify four types of evidence

1. Testimonial
2. Real
3. Demonstrative
4. Circumstantial

C. Understand what constitutes the legal chain of custody for evidence

1. It is written, witnessed, unbroken record of all individuals who...
2. Maintained control or who had access...
3. To any physical evidence
4. A complete and accurate chain of custody record is essential in establishing the validity and integrity of any evidence in court

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

#### **A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:**

1. California Evidence Code 352
2. Exclusionary Rule
3. Opinion and expert testimony

### LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

- 4. Privilege
- 5. Credibility of witnesses

B. Recognize the requirements and exceptions for admitting hearsay evidence for:

- 1. Spontaneous statements**
- 2. Admissions and confessions
- 3. Dying declarations
- 4. Records and officer testimony;
- 5. Hearsay testimony at preliminary hearings
  - a. By active and honorably retired peace officers

III. REQUIRED TESTS:

None

**IV. REQUIRED LEARNING ACTIVITIES:**

**None**

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

LEARNING DOMAIN 18  
INVESTIGATIVE REPORT WRITING

**Effective date of outline:    October 1, 2019**

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the legal basis for requiring investigative reports
  - 1. Penal Code Section 11107
  - 2. Content of reports
  - 3. Specified crimes
  - 4. Ethics
  - 5. Agency policies

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the importance of taking notes in preparation for writing reports
  - 1. Field notes
  - 2. Information to be recorded

3. Important considerations
  
- B. Apply appropriate actions for taking notes during a field interview
  1. Definition of interview
  2. Role of statements
  3. Actions before interview
  4. Recording the interview
  5. Three step process

### III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the

#### LEARNING DOMAIN 18

#### INVESTIGATIVE REPORT WRITING

judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

#### LEARNING OBJECTIVES

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

B. Identify the fundamental content elements in investigative reports, including:

1. **Initial information**
2. **Identification of the crime**
3. Identification of involved parties
4. Victim/witness statements
5. Crime scene specifics Learning Objectives, continued
6. Property information
7. Officer actions

#### **IV. REQUIRED TESTS**

None

#### **V. REQUIRED LEARNING ACTIVITIES**

None

#### **VI. HOURLY REQUIREMENTS**

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

-

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>2</u>

LEARNING DOMAIN 20

USE OF FORCE

Effective date of outline: **October 1, 2019**

## **I. LEARNING NEED**

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

### LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
  - 1. Penal Code Section, 835a
  - 2. That force reasonable for restraint of the suspect and to get the suspect to submit to custody
  
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  - 1. **In *Graham vs. Connor*, the court stated that determining the objective reasonableness for the use of force must be fact specific.**
  - 2. “Reasonableness” must be judged from the perspective of a reasonable officer.
  - 3. **“Reasonableness” must be examined through the eyes of an officer on the scene at the time the force was applied.**
  - 4. It must be based on the facts and circumstances confronting the Officer without regard to the officer’s underlying intent or motivation.
  - 5. It must be based on the knowledge that the officer acted properly

*under the established law at the time.*

C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:

1. **Subject's requirement to submit to arrest without resistance**
2. Peace officer's authority to use reasonable force during a detention or arrest

## LEARNING DOMAIN 20

### USE OF FORCE

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force (PC 843)

1. **If the suspect flees or attempts to resist arrest (PC 834)**
2. Officer may use all necessary means to effect the arrest (PC 835)

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

1. **State law and the courts set a basic foundation for the use of force.**
2. Departments establish the most detailed considerations and regulations.
3. Officers are responsible for knowing and complying with their own

**department's specific policies and guidelines in re use of force.**

## **II. LEARNING NEED**

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

### LEARNING OBJECTIVES

#### **A. Define the term “force option”**

- 1. Choices available to an officer concerning the methods available for defending oneself, another person, effecting an arrest, or overcoming resistance.**

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

- 1. Type of force which is reasonable under circumstances**
- 2. Amount of force to overcome resistance and gain/maintain control**
- 3. Amount and type of force permitted by agency policy**

#### **C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance**

- 1. Cooperative suspect....Appearance, non-verbal, verbal communication**
- 2. Passive-Resistive....Physical strength, control holds**

LEARNING DOMAIN 20

USE OF FORCE

3. Active-Resistive....Same
4. Assaultive....Control holds, baton, pepper spray
5. Life threatening actions....Any available weaponry, including firearms

### **III. LEARNING NEED**

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

#### LEARNING OBJECTIVES

#### **A. Identify the legal standard for the use of deadly force (Tennessee v. Garner)**

1. **Life threatening escape**
2. Life threatening felony
3. Give warning when feasible
4. Use if necessary to prevent escape

#### **B. Identify the factors required to establish sufficiency of fear for the use of deadly force (PC 198)**

1. **The circumstances must be sufficient to excite the fears of a reasonable person in like circumstances**
2. The officer/person must not act under the influence of fear alone
3. The decision to use lethal force must be made to save oneself or another from great bodily injury or death.

**C. Recognize facts an officer should consider when determining whether or not to use deadly force**

1. Threat to life
2. Immediacy of the threat
3. Type of crime/suspect(s)
4. Capability of suspect & suspect's weaponry
5. Field of fire
6. Officer's present capabilities

**D. Discuss the role of agency policies regarding the use of deadly force**

1. State law and the courts set forth a baseline for use of lethal force

LEARNING DOMAIN 20

USE OF FORCE

2. Department policy strictly controls the conditions under which lethal force may be used
3. Officers must conform to department policy regardless of what federal or state law might allow
4. Department policy often specifies such matters as use of warning shots, shooting at or from moving vehicles, etc.

**E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered**

## **justifiable (PC 196)**

1. **PC 196 permits justifiable homicide by a peace officer**
2. **Occurs when a peace officer kills a person in the performance of his or her duty**
3. Or in self-defense
4. Or when arresting or retaking a felon who is armed or whose continued freedom poses a significant threat or death or GBI to officer or to others

## **IV. LEARNING NEEDED**

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

### LEARNING OBJECTIVES

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

## **V. LEARNING NEED**

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

LEARNING DOMAIN 20

USE OF FORCE

LEARNING OBJECTIVES

**A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:**

1. **Fear**
  - a. **Reasonable**
  - b. **Unreasonable**
2. Anger
3. Indecision and hesitation

**B. Give examples of acceptable techniques for managing anger**

1. **Depersonalizing what people say or do**
2. Identifying worst-case scenarios
3. Developing problem-solving solutions

- A. Describe the benefits of on-going physical and mental training for peace officers involving the use of force.
1. Physical
  2. Mental
  3. Response and reactions

**VI. LEARNING NEED**

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

LEARNING OBJECTIVES

- A. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer

1. Increased stress
2. Embarrassment
3. Civil/criminal action
4. Disciplinary action
5. Loss of career

LEARNING DOMAIN 20

USE OF FORCE

A. Discuss immediate and delayed intervention techniques.

1. Immediate
2. Delayed

**VII. REQUIRED TESTS**

**A. The POST-Constructed PC 832 Arrest Comprehensive Test.**

VIII. REQUIRED LEARNING ACTIVITIES:

**None.**

IX. HOURLY REQUIREMENTS

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

Description \_\_\_\_\_ 3 Hours

POST Minimum Required Hours              3  

Agency Specific Hours                      0  

Total Instructional Hours                  3

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

**Effective date of outline: October 1, 2019**

**I. LEARNING NEED**

Peace officers must have a general understanding of the total range of basic criminal investigation

procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.

#### LEARNING OBJECTIVES

A. Identify the goal of a criminal investigation

1. **Successful prosecution of guilty**
2. Exoneration of innocent

**B. Identify the primary purpose of the:**

1. **Initial survey of a crime scene**
2. Crime scene search

## II. LEARNING NEED

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

#### LEARNING OBJECTIVES

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

1. **Validity of evidence**
2. Integrity of evidence

**B. Prepare the information that should be noted on a chain of custody record**

1. **Report number**
2. Who found the item

3. Where and when the item was found
4. Description of item
5. Who recovered, packaged and labeled the item
6. Who transported the item
7. Where it was submitted, and
8. Where, how and when item was secured

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE AND FORENSICS

**III. REQUIRED TESTS**

None

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

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

Description 2 Hours

POST Minimum Required Hours 2

Agency Specific Hours 0

Total Instructional Hours 2

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective date of outline: **October 1, 2019**

## I. LEARNING NEED

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

### LEARNING OBJECTIVES

A. Demonstrate principles of arrest and control, to include:

1. Awareness
2. Balance
3. Control

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

1. Face
2. Throat
3. Heart
4. Groin
5. Joints
6. Head
7. Neck
8. Spine
9. Kidneys

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

1. Head

2. Hands
3. Arms
4. Legs
5. Feet

## II. LEARNING NEED

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

### LEARNING DOMAIN 33

#### ARREST AND CONTROL

#### LEARNING OBJECTIVES

- A. Explain factors to consider when approaching a subject and conducting a plain view search
  1. Aware of subject's clothing
  2. Location of subject's hands
  3. Proximity of subject's obvious or potential weapons
  
- B. Demonstrate a systematic approach to safely and effectively conduct a person search
  1. Search should include any area where weapon might be hidden
  2. Include:
    - a. waistband
    - b. upper body
    - c. back

d. lower body

C. Discuss locations where weapons and/or contraband can be concealed on a subject's body

1. Locations where weapons/contraband may be concealed:

a. hair

b. mouth

c. neck

d. underarms

e. waistband

f. belt buckle

g. hand

h. groin

i. pockets

j. ankles

k. shoes or boots

l. back of neck

m. small of back

n. between buttocks

o. inner thighs

p. heel of shoe

LEARNING DOMAIN 33

ARREST AND CONTROL

**D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex**

1. **Policies vary between agencies**
2. **Follow agency procedures**
3. Most procedures are common to all agencies
  - a. Maintain officer safety
  - b. Availability and use of officers of the same sex
  - c. Acceptable search techniques
  - d. How to avoid false claims of misconduct or sexual assault

**E. Explain cover officer responsibilities**

1. **Being constantly alert**
2. **Maintain position of advantage**
3. Safeguard their weapons
4. Maintain constant observation of overall situation, aware of possible dangers and potential interference
5. Exhibit command presence or professional demeanor toward subject being Searched
6. Protect the searching officer
7. Assist in restraining the subject if necessary
8. Assist the searching officer by taking possession of any found weapons or contraband

**F. Discuss cover officer responsibilities during a search of a subject**

- 1. Demonstration**
2. Application / Practice by students

**III. LEARNING NEED**

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

**LEARNING DOMAIN 33**

**ARREST AND CONTROL**

**LEARNING OBJECTIVES**

- A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
  1. To gain the compliance of a suspect
  2. Not to cause pain or inflict punishment
  
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
  1. Holds can be used for direction and control
  2. Close proximity of the officer and subject

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

## V. LEARNING NEED

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

- A. Explain the purpose of using restraint devices on a subject.
  - 1. They are a temporary restraint intended to minimize the chances of:
    - a. Attack on the officer or others
    - b. Escape of the prisoner
    - c. Destruction or concealment of evidence
    - d. Self-infliction of injury by suspect
    - e. Combat between prisoners
- B. Explain the potential hazards when using restraint devices on a subject
  - 1. Restraint devices are a temporary restraint
  - 2. Restraint devices can be defeated
  - 3. Restraint devices can, unless applied properly, be used as a weapon

LEARNING DOMAIN 33

ARREST AND CONTROL

4. Restraint devices do not totally immobilize a prisoner
- C. Demonstrate the proper application and correct positioning of handcuffs on a suspect
1. Behind suspect's back whenever possible
  2. On suspect's bare wrist between hand and ulnar bone
  3. Shape of handcuffs should correspond to shape of suspect's wrist
  4. Should be secure, but not too tight
  5. Should not be applied over the top of clothing or jewelry
  6. Always double lock the handcuffs
- D. Explain various double-locking mechanisms on handcuffs
1. Lever lock
  2. Push pin lock
  3. Slot lock
- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects.
1. Contact Officer responsibility
  2. Cover Officer responsibility

## **IX. LEARNING NEED**

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

### LEARNING OBJECTIVES

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

- 1. Search of prisoner**
2. Search of vehicle area
3. Proper procedures for positioning prisoner in vehicle
4. Use of safety belts
5. Observation of prisoner while transporting

### LEARNING DOMAIN 33

#### ARREST AND CONTROL

#### **B. Describe the safe and secure positioning of a prisoner in an officer's vehicle**

- 1. Prisoners should be placed in and removed from vehicle in way that maintains advantage and control over prisoner**
2. A second officer, if available, should act as cover officer

## **X. REQUIRED TESTS**

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

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

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

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

#### ARREST AND CONTROL SAFETY

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

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

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

LEARNING DOMAIN 33

ARREST AND CONTROL

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

Visual Search

Cursory/Pat/Frisk/Search

Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

LEARNING DOMAIN 33

ARREST AND CONTROL

The student will demonstrate competency in the following performance dimensions:

1. **Safety**
  2. **Awareness**
  3. **Balance**
  4. **Control**
  5. **Controlling Force**

## 6. Proper Techniques

### 7. Verbal Commands/Instructions

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

AX. An **exercise test** that requires the student to demonstrate competency in a minimum of one takedown technique

The student will demonstrate competency in the following performance dimensions:

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

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

## X. REQUIRED LEARNING ACTIVITIES

**A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover officer during a field contact to include:**

1. **Assuming a position of advantage and control**
2. Maintaining proper balance and control
3. Maintaining awareness

## Training Bureau Material : Learning Domains

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4. Protecting the searching officer from possible interference
5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

### LEARNING DOMAIN 33

### ARREST AND CONTROL

### XI. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>10</u>

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

**Effective date of outline:    October 1, 2019**

**I.        LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Recognize the crime elements required to arrest for:**

- 1.        Resisting, delaying or obstructing a public officer, peace officer, or  
emergency medical technician**
- 2.        Obstructing or resisting an executive officer by use of threats or force**
- 3.        Threatening a public officer**

**B.        Recognize the crime classification as a misdemeanor or felony.**

**II.       LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Recognize the crime elements required to arrest for:**

- 1.        Providing a false identity to a peace officer**
- 2.        Falsely reporting a criminal offense**
- 3.        Falsely reporting an emergency**

**4. Falsely reporting a destructive device**

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

**B. Recognize the crime classification as a misdemeanor or felony**

**III. REQUIRED TESTS**

The POST-Constructed PC 832 Arrest Comprehensive Test.

**IV. REQUIRED LEARNING ACTIVITIES**

None

**V. HOURLY REQUIREMENTS**

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

Description \_\_\_\_\_ Hours

POST Minimum Required Hours \_\_\_\_\_ 1

Agency Specific Hours \_\_\_\_\_ 0

## Training Bureau Material : Learning Domains

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Total Instructional Hours

1

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

**Effective date of outline:    October 1, 2019**

**I.        LEARNING NEED**

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

LEARNING OBJECTIVES

**A.        Describe personal, professional, and organizational benefits of valuing diversity**

within the community and law enforcement organizations

- 1.        Improved quality of service provided**
- 2.        Enhanced community support**
- 3.        Improved public trust**
- 4.        Reduced tension between officers and specific cultural groups**
- 5.        Increased access to, and cooperation with, community members**
- 6.        Improved morale, effectiveness, and professionalism within the law enforcement organization**
- 7.        Positive impact on the law enforcement image within the community**
- 8.        Reduction in the number of complaints against officers**
- 9.        Reduction in personal and agency exposure to claims and litigation**
- 10.      Enhanced officer safety**
- 11.      Increased personal and ethical satisfaction**

**12. Career survival**

**II. LEARNING NEED**

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

LEARNING OBJECTIVES

**A. Define the term stereotype**

specific

- 1. A preconceived or over-simplified generalization involving negative or positive beliefs about another group**
- 2. When a person is stereotyped, that person is perceived as having behavioral traits and abilities as a consequence of belonging to a certain group**

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

**B. Discuss the dangers of relying on stereotypes to form judgments or to determine**

**actions**

those

- 1. Stereotyping can mean ascribing differences to other groups.**
- 2. It can also result in making a positive or negative judgment based on perceived differences.**

3. **Such judgments can be, and often are, incorrect.**
4. Relying on stereotypes can lead an officer to flawed and often dangerous decision-making—which generally produces inappropriate officer behavior.

**C. Define the term prejudice**

1. **A pre-judgment or point of view about a person or group in individuals that is usually formed before the facts are known**
2. **A prejudice is a process, a learned attitude—not a static attitude**
3. It is a way of thinking about others that may be based on misconceptions and/or misunderstandings

**D. Define the term discrimination**

1. **An action or behavior that is prompted by, or based upon, prejudiced thought**
2. **includes differential treatment based on an unsubstantiated or unfair categorization**

**III. REQUIRED TESTS:**

None

**IV. REQUIRED LEARNING ACTIVITIES:**

**None**

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

**V. HOURLY REQUIREMENTS**

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

<u>Description</u>	<u>Hours</u>
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POST Minimum Required Hours	<u>  1  </u>
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Agency Specific Hours	<u>  0  </u>
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Total Instructional Hours	<u>  1  </u>
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