

**OCTOBER 1, 2020**  
EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE

**Course Description**

POST-Certified Intensive Format Academy for qualified candidates. 1008 hours including the mandated Academy Learning Domains (Firearms, Arrest & Control, Driver Training, CPR/First Aid, etc.) with additional skill and team building instruction (e.g., First Responder training, water safety, and more).

**OCTOBER 1, 2020**  
**EXPANDED COURSE OUTLINE**  
**REGULAR BASIC COURSE**

**LEARNING DOMAIN 1**  
**LEADERSHIP, PROFESSIONALISM & ETHICS**

**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. Essential for effective problem solving
  - 2. Essential for engaging community cooperation
  - 3. Every officer is a leader
- B. Define leadership
  - 1. Practice of influencing people
  - 2. Using ethical values and goals
  - 3. Produce an intended change
- C. Discuss universal components of leadership
  - 1. Competencies
  - 2. Components
- D. Discuss the officer as a leader
  - 1. Peer relationship
  - 2. Modeling behavior
  - 3. Taking charge
  - 4. Intervening
  - 5. Sharing knowledge and experiences
  - 6. Expecting change
  - 7. Leadership in the community
  - 8. Community Policing
  - 9. Leadership within the profession
- E. Discuss the leader as a follower
  - 1. Exercising leadership
  - 2. Separation of ego from power and authority
- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
  - 1. Impacts to improved communication, problem solving and decision making
  - 2. Contrasts between positive leadership and the absence of leadership

## 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. Aligning police profession and the public trust
  - 2. Values, ethics, and the golden rule
  - 3. Principles
  - 4. Importance of ethical conduct
  - 5. Career survival
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
  - 1. Agency expectations
  - 2. Officer's peer expectation
  - 3. Expectations of peace officers
  - 4. Common expectations of community, agency, other officers
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
  - 1. Benefits of ethical behavior to officer
  - 2. Benefits of ethical behavior to agency
  - 3. Benefits of ethical behavior to the community
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
  - 1. Damages the credibility of peace officers and their agencies
  - 2. Compromises public trust and support
  - 3. Consequences
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
  - 1. Law enforcement code of ethics
  - 2. Adherence
  - 3. Key elements
  - 4. 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. Officer responsibility to respond
  - 2. Intervention
  - 3. Federal law regarding officer behavior

4. Legal basis for intervention
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
  1. Public expectations of intervention regarding force
  2. Factors inhibiting intervention
  3. Necessity for intervention
- 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. Identify the issue(s), relevant facts and/or ethical question(s)
  2. Determine the stakeholders
  3. Consider your options, or courses of action
  4. Decide which option is most appropriate
- J. Explain the value of ethical decision making in leadership
  1. Rely on a code of ethics
  2. Implement actions that are fair, legal and just.

### III. LEARNING NEED

Peace officers need to value not only the warrior mindset but the guardian mindset as well. To be effective, a peace officer must develop the skills to manage themselves and their approach towards other in making theirs a noble profession.

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- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
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  2. Intervention
  3. Federal law regarding officer behavior
  4. Legal basis for intervention

#### IV. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:
  1. Leadership – the practice of influencing people, while using ethical values and goals to produce an intended change
  2. Problem solving/Decision-Making – analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
  5. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

#### V. 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
- D. The student will participate in a learning activity exploring scenario(s) examining the Blue Courage concept of Engaging with respect. During the exercise, the group should consider the following:
1. How is respect an issue in service calls?
  2. How can respect/disrespect play a part, escalation/de-escalation during an incident?
  3. What factors impact people's reactions during a difficult incident?
  4. What could have taken place from either person to prevent this incident from escalating?

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 2**

#### CRIMINAL JUSTICE SYSTEM

##### 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. Constitutional Rights
  - 2. Bill of Rights places limits on government powers
  - 3. Establishes branches of government
- 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. Components
  - 2. 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
  - 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. Lower and higher courts
  - 2. Judges
  - 3. Prosecuting Attorneys
  - 4. Defense Attorneys
- C. Discuss the judicial process in criminal cases
  - 1. Lower and higher courts
  - 2. Judges
  - 3. Prosecuting Attorneys
  - 4. Defense Attorneys

### 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. Supervising parolees and probationers in the community
  - 4. Assuring victim's rights
  - 5. Agencies' responsibilities
- B. Recall the definitions of parole and probation
  - 1. Parole definition
  - 2. Probation definition
- C. Discuss the differences between:
  - 1. Parole
  - 2. Probation

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

EXPANDED COURSE OUTLINE  
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**LEARNING DOMAIN 3**  
**PRINCIPLED POLICING IN THE COMMUNITY**

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Define community policing
  - 1. Address the causes 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. Contrast what is and is not community policing
  - 2. Partnership between law enforcement and the community
  - 3. Community benefactors
- 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. Define proactive vs. reactive
  2. Eliminate or minimize crime related problems
  3. Prevent problems from becoming worse
  4. Reduce criminal opportunity
  5. Deter potential offenders
  6. Develop crime prevention strategies
- H. Discuss community expectations of peace officers
1. Patrol the community in a highly visible manner
  2. Maintain the 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
  4. Jail overcrowding
  5. Cultural diversity
  6. Continuous law changes
  7. Homeland security
- L. Identify the components that comprise communities
1. Families
  2. Individuals
  3. Neighborhoods
  4. Schools
  5. Elected officials and local government agencies
  6. Businesses
  7. The media
  8. Social service organizations and agencies

9. Religious institutions (e.g., churches, synagogues, mosques, etc.)
  10. Law enforcement agencies
- M. Discuss opportunities where peace officers educate and learn from community members
1. Formal opportunities
  2. Informal opportunities
- N. Identify resources which provide opportunities to educate and learn from the community, including:
1. Community forums
  2. Community advisory groups
- O. Recognize a peace officer's role in influencing community attitudes
1. Performing duties ethically
  2. Getting to know community members,
  3. Demonstrating integrity,
  4. Promoting themselves by getting involved in the community and its activities
- P. Discuss government expectations of law enforcement and peace officers
1. Reducing and controlling crime
  2. Providing community service
  3. Enforcing the law
  4. Reducing or eliminating civil liability
  5. Problem solving

## 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 working together to address an issue
  2. Community partnerships composition examples
- 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. Standard of ethical conduct is symbolized by a badge of office
  2. Badge is a symbol of public trust, however character of the person behind the badge is more important than the authority the badge

3. Effective community partnerships require trust and integrity
- D. Identify the essential partnering skills, including:
  1. Leadership
  2. Communication
  3. Facilitation
  4. Community mobilization
- E. Discuss leadership skills in community policing
  1. Definition
  2. Ethical leadership skills
- F. Define communication
  1. Sender
  2. Receiver
  3. Message
  4. Circumstances under which the communication occurs
- G. Recognize the components of a message in communications with others, including:
  1. Content (words)
  2. Voice characteristics
  3. Nonverbal signals
- H. Recognize the potential effects of negative nonverbal signals
  1. Making a poor impression
  2. Contradicting what an officer is saying verbally
  3. Potentially escalating situations
- I. Give examples of effective communication techniques for:
  1. Active listening
  2. Establishing effective lines of communication
  3. Overcoming barriers to communication
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
  1. Ask
  2. Set context
  3. Present options
  4. Act
- K. Define facilitation
  1. Consensus building process which brings together diverse priorities and perspectives toward a desired outcome
  2. Requires recognizing group dynamics
  3. Ensures all have an opportunity to provide input and be respected
- L. Discuss the components of the facilitation process, including:
  1. Being familiar with the issues
  2. Establishing meeting guidelines

3. Stating meeting purpose, scope, and need
  4. Stating and clarifying objectives
  5. Prioritizing competing problems and issues
  6. Identifying potential solutions
- M. Apply facilitation techniques reflecting professional behavior, including:
1. Maintaining the focus on the issues and stimulating discussion
  2. Displaying interest in the issues
  3. Leading the group toward problem resolution
  4. Helping participants learn from the problem solving experience
  5. Dealing calmly and respectfully with unexpected incidents
  6. Maintaining objectivity
- N. Give examples of obstacles that officers may encounter when developing community partnerships
1. Internal
  2. External
  3. Time limitations for problem solving
  4. Stereotypes
  5. "Us" vs. "Them" mentality
- O. Define community mobilization
1. Continual process of identifying, bringing together, community members
  2. Involving community members for crime prevention
  3. Involving community members for problem solving
- P. Discuss the elements of the community mobilization process, including:
1. Getting people involved
  2. Identifying community resources (skills)
  3. Calling for action
  4. Educating the public
  5. Taking responsibilities for public safety and quality of life
  6. Sustaining effort
- Q. Discuss community mobilization methods
1. The Internet
  2. Flyers
  3. Meetings
  4. Email alerts
  5. Events
  6. The media
- R. Discuss the benefits of maintaining a positive relationship with the news media
1. Aiding in crime prevention efforts/programs
  2. Aiding in investigations of missing persons
  3. Assisting in the apprehension of a suspect, e.g., Amber Alert
  4. Warning the public of potential danger, e.g., traffic issues
  5. Influencing public opinion

6. Aiding recruitment efforts
7. Promoting a positive image of law enforcement
8. Improving communication between the department and the community
- S. Discuss the components of a community inventory, including:
  1. Partners
  2. Stakeholders
  3. Community collaboration
- T. Define homeland security
  1. Cooperative effort between communities and law enforcement to prevent, or respond to, terrorist acts
  2. Unified national effort to reduce vulnerability to terrorism
- U. Identify the benefits of integrating community mobilization and homeland security
  1. Improved communication
  2. Coordination of information flow
  3. Identification of potential terrorists
  4. Identification of potential terrorist targets
  5. Preventing or preempting terrorist acts
  6. Responding to terrorist acts
  7. Apprehending those who commit terrorist acts
  8. Information sharing (federal, state local, and community members)
  9. Intelligence gathering

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Define the term “problem”
  1. Two or more incidents similar in nature that are causing harm or are capable of causing harm
  2. A problem is a basic unit of police work. It may or may not be a crime and there is an expectation that the police will do something about it
- B. Identify the elements of the crime triangle, including:
  1. Victim
  2. Offender
  3. Location
- C. Discuss the Broken Windows Theory
  1. One unchecked problem may lead to other problems
  2. By dealing with disorder, a reduction in crime often follows
- D. Define problem solving



1. Identifying problems and priorities
  2. Collecting and analyzing information concerning the problem in a thorough and concise 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.
- E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
1. POP is policing in focusing on problem analysis within the police mandate, developing a prevention responses, implementation of a strategy and evaluation of the results. Collaboration with the community depends on the problem.
  2. CP is an all-encompassing engages the community in the policing process. Its practice that involves problem solving, partnership and mobilization within the community to achieve objectives.
- F. Define and discuss a problem solving strategy
1. SARA Model
  2. Methodology
- G. Apply a problem solving strategy
1. Factors to consider when attaining a goal
  2. Problem-based learning (PBL)
- H. Define crime prevention
1. The anticipation, recognition, and appraisal of a crime risk
  2. Coupled with specific actions taken to remove or reduce that risk
- I. Identify crime prevention strategies
1. Anticipating criminal activity
  2. Recognizing crime risks
  3. Identifying crime problems
  4. Taking specific actions to remove or reduce the opportunity for criminal activity
- J. Give examples of crime risk factors
1. Commercial establishments
  2. Residences/Apartment complexes
  3. Vehicles and vessels
  4. Individuals
- K. Identify methods for recognizing crime problems
1. Exchanging information with officers on other shifts
  2. Exchanging information with officers from other departments,
  3. Using crime analysis information, and
  4. Interacting with members of the community.

- L. Define Crime Prevention Through Environmental Design (CPTED)
  - 1. Definition
  - 2. Methodology
- M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
  - 1. Natural surveillance
  - 2. Access control
  - 3. Territorial reinforcements
  - 4. Image
- N. Discuss crime prevention programs within the community
  - 1. Community “watch” and “alert” programs:
  - 2. Operation Identification (property identification)
  - 3. Child identification and fingerprinting
  - 4. Drug and alcohol prevention education
  - 5. Family violence prevention
  - 6. Gang awareness prevention
  - 7. High tech crime programs
  - 8. Internet safety for adults and children
  - 9. Hate crime prevention
  - 10. Safe schools planning and development
  - 11. Elder abuse prevention and senior safety

#### IV. LEARNING NEED

Peace officers should recognize how principal policing contributes to legitimacy and benefit the officer, agency, and community.

#### LEARNING OBJECTIVES

- A. Define principled policing
  - 1. Definition
  - 2. Examples
- B. Discuss principled policing, to include:
  - 1. Implicit and explicit bias
  - 2. Procedural justice
  - 3. Legitimacy
  - 4. Historical events
- C. Identify the four tenets of procedural justice
  - 1. Voice
  - 2. Neutrality
  - 3. Respect
  - 4. Trustworthiness

- D. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
  - 1. Improved safety
  - 2. Reduced stress
  - 3. Fewer Complaints
  - 4. Increased cooperation
  - 5. Improved community relations
  - 6. Reduced crime
  
- E. Discuss the application of procedural justice to the law enforcement mission
  - 1. A fair process can beget a tolerated outcome
  - 2. Mitigates challenges of police work
  - 3. Greater legitimacy improves voluntary compliance and cooperation

#### V. LEARNING NEED

Peace officers should recognize how historical and current events affect the perspectives of law enforcement and the community.

#### LEARNING OBJECTIVES

- A. Discuss the impact of historical and current events and how they affect community perspectives
  - 1. Historical events
  - 2. Current events
- B. Discuss the concept of a community “bank account” (perspective) and its:
  - 1. Deposits
  - 2. Withdrawals
- C. Discuss cynicism and its impact on law enforcement and the community, to include:
  - 1. Community cynicism
  - 2. Peace officer cynicism

#### VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

- A. Discuss implicit bias to include:
  - 1. Definition
  - 2. Sources
- B. Distinguish between implicit bias
  - 1. Explicit bias definitions
  - 2. Examples of variance
- C. Discuss how implicit bias may influence decision making and procedural justice
  - 1. Impacts to decision-making
  - 2. Impacts to procedural justice

## 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. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.
- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
- C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
  - 1. Community policing philosophy
  - 2. Community mobilization
  - 3. Partnerships
  - 4. Leadership
  - 5. Facilitation techniques
  - 6. Communication skills
- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
  - 1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  - 2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
  - 3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
  - 4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.
  - 1. How each tenet impacts the relationship between law enforcement and the community
  - 2. How each tenet influences perceptions of legitimacy
- F. Students will participate in a group discussion of a past or current event, to include:
  - 1. Impact on the perspectives of law enforcement and the community

2. Implicit bias
3. Cynicism

## VIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	<u>26</u>
Agency Specific Hours	0
Total Instructional Hours	26

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 4**  
VICTIMOLOGY/CRISIS INTERVENTION

I. LEARNING NEED

Peace officers must deal effectively and considerately with victims, and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.

LEARNING OBJECTIVES

- A. Describe the direct and indirect victims of a crime
  - 1. Direct victims
  - 2. Indirect victims
- B. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis
  - 1. Emotional
  - 2. Physical
- C. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
  - 1. Empathy
  - 2. Reassure their safety
  - 3. Active listening
  - 4. Ask diversionary reality questions
  - 5. Ask questions which pose simple choices
  - 6. Use of tone of voice
  - 7. Apply positive nonverbal communication techniques
  - 8. Explain follow up actions
- D. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime
  - 1. Inappropriate reactions
  - 2. Disassociation,
  - 3. Blame
  - 4. Apathy or impatience

## II. LEARNING NEED

Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.

### LEARNING OBJECTIVES

- A. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
  - 1. Crisis
  - 2. Urgency
  - 3. Affirmation
  - 4. Confirmation
  - 5. Validation
- B. Apply the guidelines for interviewing a victim
  - 1. Set the stage
  - 2. Gather information
  - 3. Provide assistance
  - 4. "You-We-I" interviewing technique.
  - 5. Death notification guidelines.
- C. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
  - 1. Government Code Section(s) 13950-13966
  - 2. Victims' Bill of Rights, California Constitution, Article I, Section 28(b), "Marsy's Law"
- D. Explain qualifications for compensation under the Victims of Crime Compensation Program
  - 1. Injuries
  - 2. Crimes
  - 3. Crimes involving vehicles.
  - 4. Qualified persons.
- E. Explain the legal and procedural information available to the victim
  - 1. Access to reports
  - 2. Legal considerations and restrictions
  - 3. Case follow-up procedures
  - 4. Making promises

5. Written information

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:
1. Leadership - The practice of influencing people while using ethical values and goals to produce an intended change.
  2. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
  3. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim's rights.
  4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the current POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
1. Behaviors exhibited by persons in crisis/crime victims
  2. Use of effective interview techniques (e.g. empathy, active listening, and non-verbal skills) during a peace officer's contact with persons in crisis/crime victims
  3. Impact of a peace officer's conduct on victims, witnesses or others who may be at the scene of an incident
  4. Listing and function of resources available to victims/persons in crisis
- B. The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include:
1. Psychological reactions to victimization
  2. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
  3. Assistance and support services available to the victim
  4. Legal and procedural information to provide the victim
  5. Qualifications for compensation under the Victims of Crime Compensation Program



Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	0
Total Instructional Hours	6

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 5**  
INTRODUCTION TO CRIMINAL LAW

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 the law
2. Spirit of the law
3. Interpretation of the law
4. Policing in our communities

B. Differentiate between criminal and civil law

1. Criminal law
2. Civil law
3. Tort by omission
4. Civil actions by crime victims

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. Definition of a crime
2. Persons liable for punishment

B. Identify the basic elements common to all crimes

1. Commission of a prohibited act, or an omission of a required act
  2. 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. Attempt crimes defined in the penal code
  4. Attempt crimes not defined in the penal code
- D. Discuss general, specific and transferred intent crimes
1. General Intent
  2. Specific Intent
  3. Transferred Intent
- E. Differentiate between criminal intent and criminal negligence
1. Negligence
  2. Criminal negligence vs. criminal intent

#### 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. Lack of mental capacity
  3. Ignorance or mistake
  4. Unconscious act
  5. Misfortune or accident
  6. Under threat or menace

7. Defense of others

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 6**

#### PROPERTY CRIMES

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Theft
  - 2. Vehicle theft
  - 3. Defrauding an innkeeper
  - 4. Burglary
  - 5. Shoplifting
  - 6. Possession of burglary tools
  - 7. Possession of or receiving personal property with altered serial numbers or identification marks
  - 8. Receiving stolen property
  - 9. Forgery
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each crime above
- C. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes
  - 1. Felonious Intent
  - 2. Burglary Offenders
  - 3. Initial response
  - 4. Officer approach
- D. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary
  - 1. Officer demeanor
  - 2. Collect as much detail as possible (descriptions and evidence)

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Arson
  - 2. Unlawfully causing a fire
  - 3. Possession of a flammable or combustible material
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each above

## III. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Unauthorized entry of property
  - 2. Trespass
- B. Recognize the crime classification as a misdemeanor
  - 1. Classification of each above

## IV. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for vandalism
  - 1. Vandalism
  - 2. Vandalism of government property.
- B. Recognize what constitutes unlawful conduct in a landlord/tenant dispute
  - 1. Unlawful landlord conduct
  - 2. Unlawful conduct by evicted tenant
- C. Recognize what constitutes a lawful repossession
  - 1. Definition

2. Related terms
  3. Has a crime been committed?
  4. Control of property
  5. Related crimes
  6. Peace officers responding to a report of stolen property
- D. Recognize the crime classification as a misdemeanor or felony
1. Classification of each above

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

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

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	0
Total Instructional Hours	6

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 7**

#### CRIMES AGAINST PERSONS/DEATH INVESTIGATION

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Battery
  - 2. Assault with a deadly weapon or by means of force
  - 3. Elder or dependent adult abuse
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each above

##### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Kidnapping
  - 2. False imprisonment
  - 3. Child abduction without custodial right
  - 4. Child abduction with custodial right
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each above

##### III. LEARNING NEED

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

##### LEARNING OBJECTIVES

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



1. Robbery
  2. Carjacking
- B. Recognize the crime classification as a felony
1. Classification of each above

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for murder
1. Definition
  2. Penal Code section
  3. Crime elements
  4. Classification
  5. Malice aforethought
  6. Felony degree murder
  7. Felony murder rule
- B. Recognize the crime elements, and classification for manslaughter crimes
1. Definitions
  2. Penal Code sections
  3. Crime elements
  4. Classifications
  5. Related terms
  6. Involuntary manslaughter
  7. Definition
  8. Penal Code sections
  9. Crime elements
  10. Classifications
  11. Vehicular manslaughter

#### V. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child
  - 1. Death Investigation protocol
  - 2. Homicide Investigation protocol
  - 3. Suicide Investigation protocol
  - 4. Death involving poisoning
  - 5. Death involving children
- B. Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)
  - 1. Definition
  - 2. No known cause
  - 3. Indicators of SIDS
- C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident
  - 1. Empathy
  - 2. Support resources

#### VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
  - B. The POST-Constructed Comprehensive RBC Test 3.
- H. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student's ability to:
- 1. Leadership – The practice of influencing people, while using ethical values and goals to produce an intended change
  - 2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation
  - 3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests
  - 4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response
  - 5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
  - 6. Stress Tolerance and Emotional Regulation – Maintaining self-control and making timely, rational decisions in stressful situations

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

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
  - 1. Initial actions
  - 2. Sources of information
  - 3. Establishing the elements of the crime
  - 4. Physical evidence considerations
- B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
  - 1. Initial actions
  - 2. Sources of information
  - 3. Indications that a SIDS death has occurred
  - 4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
  - 5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
  - 6. Physical evidence considerations
- C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
  - 1. SIDS facts to involved parties, as appropriate
  - 2. Required investigative tasks and need for a complete investigation
  - 3. Availability of local and regional SIDS survivor support groups
  - 4. How to make a referral to the county public health nurse
  - 5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
  - 6. How to notify county coroner's office/medical examiner's office
- D. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
  - 1. Initial actions
  - 2. Sources of information

3. Establishing the elements of the crime
4. Physical evidence considerations

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	0
Total Instructional Hours	6

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 8**  
GENERAL CRIMINAL STATUTES

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Lewd conduct
  - 2. Invasion of privacy
  - 3. Prostitution
  - 4. Loitering about a public toilet
  - 5. Public intoxication
- B. Recognize the crime classifications as a misdemeanor or felony
  - 1. Classification of each of the above

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance, and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Disturbing the peace
  - 2. Obstruction of a public way
  - 3. Prowling and peeping
- B. Recognize the crime classification as a misdemeanor
  - 1. Classification of each of the above
  - 2.
  - 3.

III. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

**LEARNING DOMAIN 9**

CRIMES AGAINST CHILDREN

I. LEARNING NEED

To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Child harm, injury, or endangerment
  - 2. Physical abuse of a child
  - 3. Lewd or lascivious acts with a child
  - 4. Annoying or molesting children
  - 5. Possession of child pornography
  - 6. Unlawful sexual intercourse
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each of the above

II. LEARNING NEED

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.

LEARNING OBJECTIVES

- A. Identify by category the professional occupations required to report suspected child abuse
  - 1. Introduction
  - 2. Professionals responsible for reporting suspected child abuse
  - 3. Related terms
- B. Recognize the specific law enforcement reporting requirements
  - 1. Penal Code Section 11166(b)
  - 2. Crime elements
  - 3. Classification
- C. Recognize the required documentation when investigating crimes against children

1. Contacting child protective agency
  2. Conducting the investigation
  3. Follow-up reporting
  4. Reporting responsibilities
  5. Content of report
- D. Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party
1. Penal Code Section 11172
  2. Confidentiality of reports
  3. Failure to maintain confidentiality (PC 11167.5)
  4. Classification

### III. LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.

#### LEARNING OBJECTIVES

- A. Recognize the legal basis for entry without a warrant to protect a minor
1. Conditions restricting entry
  2. Warrantless entry requirements
- B. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
1. Exigent circumstances
  2. Violation of Constitution

### IV. LEARNING NEED

Ensuring the safety of a child victim is a peace officer's primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.

#### LEARNING OBJECTIVES

- A. Recall the statutory definition of child abuse
1. Statutory definition
  2. Extent of child abuse
  3. Victim age levels
  4. Abusers
  5. Categories of child abuse
- B. Discuss physical and behavioral indicators of:



1. Physical child abuse
2. Physical neglect of a child
3. Mental Suffering
4. Sexual child abuse

C. Demonstrate effective officer actions for conducting an interview with a child victim of abuse

1. Temporary protective custody
2. Victim interviews
3. Evidence consideration
4. Forensic medical examination
5. Arrest of a suspect

#### V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST Constructed Comprehensive RBC Test 3.

#### VI. REQUIRED LEARNING ACTIVITIES

A. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student's ability to conduct an investigation to include:

1. Establishing elements of the crime
2. Protecting the child's safety
3. Identifying the suspect
4. Locating witnesses
5. Recovering physical evidence, photographs and statements
6. Demonstrating a knowledge of child abuse reporting procedures
7. Demonstrating a knowledge of the contents in a child abuse report
8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
  - a. Gaining the child's confidence
  - b. Remaining neutral in the interview
  - c. Speaking to the child in a level the child understands
9. Taking the child into protective custody if at risk of serious physical harm

Description

Hours

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 10**

#### SEX CRIMES

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Rape
  - 2. Assault with intent to commit rape and other crimes specified in Penal Code Section 220
  - 3. Indecent exposure
  - 4. Oral copulation
  - 5. Penetration with a foreign object
  - 6. Sodomy
  - 7. Sexual battery
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of the above

##### II. LEARNING NEED

The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.

##### LEARNING OBJECTIVES

- A. Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention
  - 1. Assessing medical needs
  - 2. Victim's needs assessment
  - 3. Asking the victim about medical needs
  - 4. Medical/Legal exam
- B. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
  - 1. Peace officers' role
  - 2. Possible emotional and physical responses

3. Individual reactions
  4. Treating the emotional state of the victim
  5. Examples of reassuring statements
  6. Special needs
- C. Describe a peace officer's own emotional and attitudinal reactions to sex crimes
1. Primary role
  2. Objectivity and emotional control
  3. Objective vs. subjective
  4. Empathy vs. personalization
  5. Focus beyond the sexual nature of the crime
  6. Nonverbal signals

### III. LEARNING NEED

To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.

#### LEARNING OBJECTIVES

- A. Discuss factors that set a positive tone for the victim interview
1. Initial contact with the victim
  2. Provide information on their rights
  3. Beginning the interview
- B. Select questions to be asked during the victim interview
1. Determine what crimes were committed
  2. Types of sex crimes
  3. Details of the assault
  4. Other questions for the victim
  5. Follow-up
- C. Identify the purpose of a medical/legal exam
1. Purpose of the medical/legal exam
  2. Collection of biological samples
  3. Location of exam
  4. Peace officer responsibilities for the medical/legal exam
  5. Medical professional interviews
- D. Explain victim's rights
1. Victim's rights to counsel and support person
  2. Confidentiality laws
  3. Prohibition of polygraph testing
- E. Discuss the types of evidence to be collected from the crime scene, victim and suspect

1. From the scene
2. Biological
3. From the victim
4. Not at the scene

F. Describe the services available to sexual assault victims

1. Programs for victim assistance
2. Victim assistance brochure

#### IV. LEARNING NEED

Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.

#### LEARNING OBJECTIVES

- A. Identify the requirements for sex offender registration under Penal Code Section 290
  1. Sex offender registration conditions
  2. Registration requirements
  3. Classification
  4. Disseminating information to the public
  5. Public access to information
- B. Recognize violations of Penal Code Section 290
  1. Classification of violations

#### V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

#### VI. REQUIRED LEARNING ACTIVITIES

- A. A learning activity, which requires the student to perform the tasks while conducting a preliminary investigation of a sexual assault. At a minimum, the learning activity must address the student's ability to:
  1. Apply laws related to sex crimes
  2. Maintain an objective attitude toward the investigation of sex crimes
  3. Understand the behavioral, emotional or physical reaction of the sex crime victim
  4. Prioritize and perform investigative tasks
  5. Conduct a comprehensive interview with the victim
  6. Interrogate the suspect and obtain a confession
  7. Collect evidence from the suspect

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

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 11**  
JUVENILE LAW AND PROCEDURES

I. LEARNING NEED

Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.

LEARNING OBJECTIVES

- A. Recognize a peace officer's responsibility for the safety of a juvenile and the general public
  - 1. Purpose of Juvenile Law
  - 2. Protection of the general public
  - 3. Peace Officer's role
  - 4. Related Terms
  - 5. Parental Responsibility
  - 6. California Juvenile Law
- B. Recognize the conditions when admonishment of a juvenile's rights is or is not required
  - 1. They have a history of being abused or neglected and are at immediate risk of physical or emotional harm, or sexual abuse,
  - 2. They are at immediate risk because of their physical environment or lack of adequate supervision,
  - 3. They are hospitalized and release of the minor to a parent or guardian poses an immediate danger to the juvenile's health or safety,
  - 4. They are found in a street or public place suffering from any sickness or injury requiring care or treatment
  - 5. They are stopped for general questioning by an officer.
- C. Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights
  - 1. When waiver must be obtained
  - 2. Nature of the advisement
  - 3. Notification of Parents

II. LEARNING NEED

Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.

## LEARNING OBJECTIVES

- A. Recognize the sources of peace officer authority to take a juvenile into temporary custody
  - 1. Purpose of temporary custody
  - 2. Related terms
  - 3. Protection of the minor
  - 4. Additional authority
  - 5. Protection of the general public
  - 6. Unexcused school absence
- B. Recognize the options available to a peace officer for the disposition of a juvenile case
  - 1. Legal authority
  - 2. Disposition options
- C. Recognize the conditions under which a juvenile may become a dependent of the court
  - 1. Legal authority
  - 2. Intent of legislature
  - 3. Related terms
  - 4. Risk of serious harm
  - 5. Inadequate supervision or protection
  - 6. Religious belief
  - 7. Risk of serious emotional damage
  - 8. Sexual abuse
  - 9. Abuse of a child under the age of five
  - 10. Other reasons for protective custody
- D. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
  - 1. Legal authority
  - 2. Related terms
  - 3. Welfare and institution code sections
  - 4. Status offenders
- E. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
  - 1. Legal authority
  - 2. Committing a crime
  - 3. Welfare and institution code sections



4. Age-related jurisdiction
5. Offenses not witnessed by a peace officer

### III. LEARNING NEED

Peace officers must recognize that *Welfare and Institutions Code Sections 206, 207, 207.1 and 208* provide the basis for regulations established for the confinement of juveniles in adult detention facilities.

#### LEARNING OBJECTIVES

- A. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
  1. Time limitations for temporary custody
  2. Segregation of juveniles
  3. Hospital confinement
  4. Confinement in an adult facility
  5. Confinement for alcohol or drugs
- B. Recognize the appropriate level of confinement for the purposes of temporary custody
  1. Secure detention
  2. Criteria for secure detention
  3. Informing the minor
  4. Supervision of a minor in secure detention
  5. Secure detention outside a locked enclosure
  6. Criteria for non-secure custody
  7. Supervision of minors in non-secure custody
- C. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility
  1. Definition
  2. "Incidental" contact with an adult inmate

### IV. LEARNING NEED

Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements of contributing to the delinquency of a minor
  1. Definition
  2. Penal code section
  3. Crime elements
  4. Additional Welfare and Institution Code sections

B. Recognize the crime classification as a misdemeanor or felony

1. Classification of each of the above

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 3.

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 12**

#### CONTROLLED SUBSTANCES

##### I. LEARNING NEED

Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct.

##### LEARNING OBJECTIVES

- A. Discuss the impact of drugs on the body
  - 1. Stimulants
  - 2. Hallucinogens
  - 3. Narcotic Analgesics
  - 4. Cannabis
  - 5. Depressants
  - 6. Inhalants
  - 7. Dissociative Anesthetics (Phencyclidine)

##### II. LEARNING NEED

To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.

##### LEARNING OBJECTIVES

- A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:
  - 1. Stimulants
  - 2. Hallucinogens
  - 3. Narcotic Analgesics
  - 4. Cannabis
  - 5. Depressants
  - 6. Inhalants
  - 7. Dissociative Anesthetics (Phencyclidine)
- B. Recognize how the following substances are introduced into the body and general indicators of use:
  - 1. Stimulants
  - 2. Hallucinogens
  - 3. Narcotic Analgesics
  - 4. Cannabis
  - 5. Depressants

6. Inhalants
7. Dissociative Anesthetics (Phencyclidine)

### III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as infractions, misdemeanors, or felonies.

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  1. Possession of drug paraphernalia
  2. Being under the influence of a controlled substance
  3. Possession of a controlled substance
  4. Possession of a controlled substance for sale
  5. Transporting/selling/furnishing, etc. of a controlled substance
  6. Manufacturing a controlled substance
  7. Possession of precursor chemicals for manufacturing
- B. Recognize the crime elements required to arrest for:
  1. Possession of marijuana/concentrated cannabis
  2. Smoking/ingesting marijuana/concentrated cannabis in public
  3. Cultivating or harvesting marijuana
  4. Possession of marijuana/concentrated cannabis for sale
  5. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis
- C. Recognize the crime classification as an infraction, misdemeanor, or felony
  1. Classification of each of the above

### IV. LEARNING NEED

Peace officers need to recognize the existence of an illegal manufacturing and or cultivating site for controlled substances based on observations upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal marijuana cultivation.

#### LEARNING OBJECTIVES

- A. Identify the characteristics of a clandestine laboratory/illegal marijuana cultivation
  1. Dangers associated with identifying clandestine laboratories/illegal marijuana cultivation
  2. Location of clandestine laboratories/illegal marijuana cultivation
  3. Initiating an investigation into clandestine laboratories/illegal marijuana cultivation
- B. Identify types of clandestine laboratories/illegal marijuana cultivation
  1. Introduction
  2. Types of clandestine laboratories
  3. Laboratory configurations

- C. Identify the required safety precautions when securing a clandestine laboratory/illegal marijuana cultivation
  - 1. Introduction
  - 2. Qualified safety personnel

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	0
Total Instructional Hours	12

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 13**

##### ABC LAW

#### I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies.

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest, for the following crimes:
  - 1. Sales without a license
  - 2. Unauthorized alcohol on premises
  - 3. Furnishing alcohol to an obviously intoxicated person
  - 4. Sale/consumption during restricted hours
  - 5. Sale to, consumption by, purchase by, or attempting to purchase by a minor
  - 6. Minor in possession of an alcoholic beverage
  - 7. Minors consuming /in possession of alcoholic beverages at a social gathering
  - 8. Minor's possession/presentation of a false ID
  - 9. Minor inside public premises
  - 10. Possession of alcoholic beverages on public school grounds
  - 11. Furnishing false identification to a minor
- B. Recognize the crime classifications as an infraction, misdemeanor or felony
  - 1. Classification of each of the above

#### II. LEARNING NEED

The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.

##### LEARNING OBJECTIVES

- A. Identify possible threats to officer safety encountered when investigating ABC violations
  - 1. Intoxication and drug influence
  - 2. Policing in the community
  - 3. Poor lighting
  - 4. Overcrowding/ confined space
  - 5. Weapons
  - 6. Possible locations of weapons
  - 7. Attitudes towards law enforcement

8. Preventative measures approaching scene
- B. Recognize the methods for determining if a suspected liquid is an alcoholic beverage
  1. Introduction
  2. Methods
- C. Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation
  1. Retain alcoholic beverage for evidence. When necessary, put in a clean evidence bottle and seal. Local policy may allow photographic evidence.
  2. Mark bottles or containers of seized beverage for identification.
  3. Seal container in presence of person from whom it was seized, if possible.
  4. Give a receipt for seized evidence, if container is unopened. This requirement for unopened alcoholic beverages may vary with agencies.
  5. Smell and identify alcoholic beverage, if in an open container.
  6. If a mixed drink, remove ice immediately and place in clean sample bottle.
  7. Obtain chemical analysis to substantiate alcoholic content, if deemed necessary.
- D. Recognize procedures for establishing the age and identity of a person using legally accepted identification
  1. Introduction
  2. Legally acceptable identification
  3. False identification” purchasing alcoholic beverages
  4. Defenses in court
  5. Establishing minor’s identity
  6. Establishing witness identity
- E. Identify general information to include in a written report involving a violation of ABC law
  1. Facts about premises
  2. Facts about buyer

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 15**

##### LAWS OF ARREST

#### 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
  - 4. California equivalent to U.S. Code, Title 18, S

#### 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. Policing in our communities
  - 2. Definition
  - 3. Appropriate applications
  - 4. Non-cooperation
- B. Recognize conduct that may elevate a consensual encounter
  - 1. Introduction



2. Elevating actions
- C. Recognize the consequences of elevating a consensual encounter
  1. May violate the Fourth Amendment right against unreasonable searches and seizures, resulting in the suppression of evidence
  2. May be civilly prosecuted and held liable for a violation of civil rights
  3. May be criminally prosecuted for false imprisonment
  4. May 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. Introduction
  2. Definition of detention
  3. Consensual encounter vs. detention
- B. Recognize reasonable suspicion
  1. Introduction
  2. Definition
  3. Basis for reasonable suspicion
  4. Contributing factors
  5. Role of reliable source
- C. Recognize appropriate peace officer actions during a detention
  1. Introduction
  2. Investigative actions
  3. Common actions
  4. Length of detention
  5. Transporting a person during a detention
  6. Refusal to answer questions
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
  1. Introduction
  2. Scope of cursory/pat search
  3. Conditions
  4. Discovery

- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
  - 1. Introduction
  - 2. Use of force or physical restraints

#### 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. Definitions
  - 2. Reasonable suspicion vs. probable cause
  - 3. Officer training and experience
- B. Identify elements of a lawful arrest
  - 1. Elements of a lawful arrest
  - 2. Difference between an arrest and a detention
  - 3. Peace officer authority to arrest
  - 4. In the officer's presence
- C. Differentiate between arrest and detention
  - 1. Definition of arrest
  - 2. Definition of detention
- D. Recognize information that must be given to an arrested person
  - 1. Intent
  - 2. Cause
  - 3. Authority
  - 4. Exceptions
- E. Recognize elements of a warrantless arrest for a misdemeanor
  - 1. Introduction
  - 2. Conditions for misdemeanor felony arrests
  - 3. Time of arrest
  - 4. Exemption from prosecution
- F. Recognize elements of a warrantless arrest for a felony
  - 1. Introduction
  - 2. Conditions for warrantless felony arrests

3. Time of arrest
4. Exemption from prosecution
- G. Recognize elements of a warrant arrest
  1. Introduction
  2. Definition
  3. Arrest warrant contents
  4. Pre-complaint warrants
  5. Obtaining pre-complaint warrant
  6. Affidavit of probable cause
  7. Time of arrest
- H. Recognize the requirements for entry into a dwelling to make an arrest
  1. "Knock and notice"
  2. Knock and notice procedure
  3. Knock and notice exceptions
- 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
  4. Officer refusing to receive or arrest person charged with offense
  5. Disposition
  6. Exemption from prosecution
- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
  1. Introduction
  2. Penal code authority
- K. Recognize the statutory requirements for the disposition of an arrested person
  1. Introduction
  2. Disposition of arrestees
  3. Compliance with warrant
  4. Infractions
  5. Warrantless misdemeanor arrest and release
  6. Exceptions to misdemeanor cite and release

7. Domestic violence/abuse exceptions
8. Warrantless arrest releases
9. Probable cause determination
10. Phone calls
11. Visitation privileges

- L. Recognize the exceptions to the powers to arrest
  1. Introductions
  2. Related terms
  3. Stale misdemeanor
  4. 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 warnings
  1. Introduction
  2. Custody
  3. Interrogation
  4. Miranda not required
  5. Volunteered statements
  6. Privilege against self-incrimination
  7. Consequences of not administering Miranda
- B. Recognize when Miranda warnings must be given
  1. Introduction
  2. Conditions
- C. Identify the proper administration of Miranda warnings
  1. Introduction
  2. Elements of Miranda
  3. Miranda process
- D. Recognize the impact of invoking:
  1. The right to remain silent
  2. The right to counsel
- E. Recognize the types of Miranda waivers

1. Waivers
  2. Validity of waiver
  3. Types of waivers
  4. When a suspect reinitiates questioning
  5. Documentation
  6. Juveniles in custody
- F. Recognize the exceptions to the Miranda rule
1. Introduction
  2. Public safety exception

## 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 definition
  2. Interview purpose
  3. Interviews vs. interrogations
  4. Preparation
  5. Listening attentively
  6. Ask questions and take notes
  7. Record the interview
  8. Verify information
  9. Close the interview
  10. Additional sources of information
- B. Identify the purpose of an interrogation
1. Introduction
  2. Miranda
  3. Purposes
- C. Differentiate between an admission and confession
1. Admission definition
  2. Confession definition
  3. Inadmissible statements

4. Preparation
  5. Location
- D. Identify the conditions in which a confession or admission may be inadmissible in court.
1. Obtaining a statement
  2. Permissible use of subterfuge
  3. Not permitted - Involuntary confessions

VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:
1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
  2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
  3. Officer accountability and responsibility as it relates to laws of arrest
  4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community
- B. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
1. Mechanics of the interview process
  2. Location and physical environment
  3. Interviewer's actions and style
  4. Types of questions

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	2
Total Instructional Hours	14

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 16**

#### SEARCH AND SEIZURE

##### 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. Introduction
2. Policing in the community
3. Constitutional protections
4. Fourth Amendment
5. Article 1, Section 13
6. Unreasonable searches
7. Limitation on government's power
8. Related terms

###### B. Identify the concept of reasonable expectation of privacy

1. Introduction
2. Expectation of privacy
3. Related terms
4. Expectation of privacy beyond a home or person
5. Open fields
6. Overflights

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

1. Standing definition
2. How standing is established

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

1. Introduction
2. Definition

3. Probable cause to search
4. Officer training and experience
- E. Recognize how the exclusionary rule applies to a peace officer's collection of evidence
  1. Impact
  2. Definition

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Recognize how probable cause serves as a basis for obtaining a search warrant
  1. Introduction to Warrant searches
  2. Probable cause to search
- B. Recognize the necessary conditions for securing an area pending the issuance of a search warrant
  1. Introduction
  2. Securing an area pending issuance of a search warrant
  3. Detaining suspects pending issuance of a search warrant
- C. Identify the time limitations for serving a search warrant
  1. Time limit for service
  2. Failure to make a timely execution
  3. Failure to make a timely return
  4. Time of service
  5. Nighttime service
- D. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
  1. Knock and notice rule
  2. Knock and notice procedure
  3. Wait/refusal requirement
  4. Inner doors
  5. Ruse entry
  6. Presenting the search warrant
  7. Scope and specificity of a search warrant
  8. Detaining persons on the premises



9. Searching containers
- E. Recognize the application of the Nexus Rule while conducting an authorized search
  1. When can items not on the warrant be seized
  2. Definition of nexus

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize why a plain view seizure does not constitute a search
  1. Introduction
  2. No Fourth Amendment protection
- B. Recognize the legal requirements for seizure of items in plain view
  1. Requirements for seizure
  2. Probable cause for seizure
  3. Observation from a lawful location
  4. Public access area
  5. Surveillance
  6. Sensory aids
  7. Abandoned property
  8. Lawful access
- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
  1. Fourth Amendment protection
  2. Case law exceptions
  3. Establishing the basis for a warrantless search or seizure
- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
  1. Cursory/frisk/pat searches
  2. Consent searches
  3. Searches pursuant to exigent circumstances
  4. Searches incident to arrest
  5. Probation/parole searches

#### IV. 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. Necessary conditions
  - 2. Scope of search
  - 3. Purpose of inventory
  - 4. Lawful custody
  - 5. Authority to impound
  - 6. Personal possessions
  - 7. Standardized procedures
  - 8. Officer discretion
  - 9. Repossessed vehicles

#### V. 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. Level of force
  - 2. Preventing a suspect from swallowing evidence

3. Swallowed evidence
4. Documentation
- C. Recognize the conditions necessary for legally obtaining blood samples
  1. Probable cause
  2. Removal conducted by trained medical personnel employing accepted medical practices
- D. Recognize the conditions for legally obtaining the following evidence:
  1. Fingerprints
  2. Handwriting samples

## VI. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Identify the importance of a peace officer's neutral role during an identification procedure
  1. Introduction
  2. Purpose
  3. Undue suggestion
  4. General identification procedures
  5. Absolute certainty
  6. Documentation
- B. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
  1. Field show-up
  2. Photographic spread
  3. Custodial lineup

## VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

## VIII. REQUIRED LEARNING ACTIVITIES

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

1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
3. Ability to balance officer safety with the protection of individual rights and the preservation of property
4. Legal and agency policy issues

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	2
Total Instructional Hours	14

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 17**  
PRESENTATION OF EVIDENCE

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. Introduction
2. Community Policing
3. Purpose of rules of evidence
4. Definition

B. Identify four types of evidence

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

C. Recognize the process of authentication of evidence

1. Introduction
2. Definition

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

1. Introduction
2. Definitions

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. California Evidence Code 352
2. Exclusionary Rule
3. Opinion and expert testimony
4. Privilege
5. Credibility of witnesses

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

### III. LEARNING NEED

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

- A. Identify a peace officer's responsibilities regarding pretrial preparation
  - 1. Introduction
  - 2. Leadership
  - 3. Primary role
  - 4. Peace officers' responsibilities
  - 5. Peace officers' testimony
- B. Identify aspects of a case that peace officers should review prior to giving testimony
  - 1. Case review
  - 2. Personal information
  - 3. Pretrial meeting with prosecutor
  - 4. Legality of pretrial meetings
  - 5. Physical evidence
- C. Identify factors related to a peace officer's personal appearance that can influence how an officer's testimony is received by the court
  - 1. Dress
  - 2. Grooming
- D. Identify appropriate peace officer responses while testifying as a witness
  - 1. Witness credibility
  - 2. Courtroom demeanor
  - 3. Demeanor outside the courtroom
  - 4. Receiving and responding to question
  - 5. References to the defendant
  - 6. Addressing the court
  - 7. Physical evidence
  - 8. Hypothetical questions

9. Yes/No questions

10. Anger

11. Profanity

E. Identify appropriate responses when a peace officer is unsure of or does not know the answer to a question asked by an attorney

1. Limits on one's knowledge

2. Using notes

3. Fairness

4. Excluding witnesses and disallowing testimony

F. Identify appropriate responses when asked to give an opinion while testifying

1. Opinion evidence

2. An officer as an expert witness

3. Qualifying as an expert witness

4. Expert testimony

5. Defendant confessions

G. Recognize the importance of being a truthful peace officer while testifying in court

1. Tell the truth

2. Testify to only those facts which they know from personal knowledge

3. Be unbiased witnesses for either side

## V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:

1. Badgering/belligerent

2. Offensive

3. Friendly

4. Condescending

5. Hearsay questions and testimony at a preliminary hearing

a. By active and honorably retired peace officers

Description

Hours

POST Minimum Required Hours

6

Agency Specific Hours	1
Total Instructional Hours	7



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 18**  
INVESTIGATIVE REPORT WRITING

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. Introduction
  - 2. Investigative report
  - 3. Judicial process
  - 4. Officer's reports and the judicial process
  - 5. Statutory requirement
  - 6. Specified crimes
  - 7. Failure to file a report
  - 8. Ethics
  - 9. 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. Introduction
  - 2. Field notes
  - 3. When to take notes
  - 4. Important considerations
  - 5. Information to include
  - 6. Incident specific information
- B. Apply appropriate actions for taking notes during a field interview
  - 1. Introduction
  - 2. Interviews
  - 3. Roles of statement
  - 4. Before the interview begins

5. Recording the interview
  6. Three step process
- C. Distinguish between:
1. Opinion
  2. Fact
  3. Conclusion

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Summarize the primary questions that must be answered by an investigative report
1. Introduction
  2. Investigative report format
  3. Agency policy
  4. Community policing
  5. Primary questions
  6. Supporting facts and information: what, when, where, who, how, and 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
  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. Organization format
  2. Examples
- C. Select language that will clearly convey information to the reader of the investigative report
1. Transitional words
  2. Concrete vice abstract words
- D. Distinguish between commonly used words that sound alike but have different meanings
1. Definitions
  2. Examples
- E. Proofread for content and mechanical errors, including:
1. Spelling
  2. Punctuation
  3. Grammar
  4. Word choice
  5. Syntax

V. REQUIRED TESTS

- A. A report writing test that requires the student to prepare an investigative report including the arrest of one or more suspects as described below:

Given a depiction of a criminal situation, which requires investigation and the arrest of one or more suspects based upon a presenter-developed video re-enactment, simulation, or scenario, the student will write an acceptable report in class.

To be of sufficient complexity, the investigation must reflect an investigative report including the arrest of one or more suspects which minimally incorporates:

1. Elements of a crime
2. Reasonable suspicion or probable cause to stop
3. Justification for a pat down search
4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest
7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

To be considered acceptable, the report must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader

2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

The student will demonstrate competency in the following performance dimensions:

1. Knowledge of Report Forms
2. Elements of Crime(s)
3. Narrative Organization
4. Narrative Content
5. Writing Mechanics

Presenters must use the POST-developed Investigative Report-Writing Competency Test Form or a presenter-developed form, which minimally includes the performance dimensions used for this exercise test.

The POST-developed Investigative Report Writing Competency Test Form provides two available grading processes

1. Pass/Fail using the LD 18 Investigative Report Writing Competency Test Scoring Matrix
2. Point deduction using the LD 18 Investigative Report Writing quantitative/numerical deduction scoring system based on overall award of 100 points per written exercise with the minimum pass point set by the presenter

The presenter will determine which grading method will be used, and what the pass point is for the test report.

## VI. REQUIRED LEARNING ACTIVITIES

- A. 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 videotape depictions developed by the presenter.

The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

Each learning activity must incorporate:

1. Generation of appropriate field notes narrative
2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

- a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:
    - (1) The determination of the existence or nonexistence of a crime
    - (2) If a crime has been committed, the proper identification of that crime
    - (3) The taking of proper safety measures
    - (4) The preservation of evidence
    - (5) The capturing of all essential information
  - b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
    - (1) The organization and development of the report
    - (2) The inclusion of relevant information
    - (3) The anticipation of possible defenses that might be asserted by the suspect
    - (4) The use of the active voice
    - (5) The use of the first person
    - (6) The proper use of grammar, punctuation, spelling, and word choice
- 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* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:
1. Written communication as an expression of integrity, reliability, fairness and credibility
  2. Effective reports as a demonstration of an officer's character, decision making, and courage
  3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g., victims, suspects, courts, witnesses)
  4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

Description	Hours
POST Minimum Required Hours	<u>48</u>
Agency Specific Hours	16
Total Instructional Hours	64



## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 19**

#### VEHICLE OPERATIONS

##### 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. Characteristics of a defensive driver
  - 2. Space cushion
- B. Identify the effect of speed on a driver's peripheral vision
  - 1. Definition
  - 2. Tunnel vision
- C. Discuss how perception and reaction time affects a vehicle's total stopping distance
  - 1. Perception time
  - 2. Reaction time
  - 3. Calculable minimum following distance
- D. Demonstrate appropriate actions to prevent intersection collisions
  - 1. Distractions while driving
  - 2. Intersections
- 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. Safety actions
  - 2. Hazards
  - 3. Considerations
- G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle

1. Benefits
  2. Requirements
- H. Identify psychological and physiological factors that may have an effect on a peace officer's driving
1. Contributing factors
  2. Driving skill
  3. Psychological factors
  4. Physiological factors
- I. Identify hazards of various road conditions
1. Standing Water or rain
  2. Loose Gravel
  3. Mud
  4. Hills
  5. Construction Zones
  6. Potholes
  7. Snow and Ice
  8. Fog
  9. Night Driving
- J. Discuss the components of a vehicle inspection
1. Tires
  2. Vehicle attitude
  3. Under the vehicle
  4. Exterior
  5. Lights
  6. Interior
  7. Vehicle abuse
- K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle
1. Distractions outside the vehicle
  2. Distractions inside the vehicle
  3. Techniques to employ



## 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. Introduction
  - 2. Objective of driving "Code 3"
- B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
  - 1. Rules of the road
  - 2. Liability
- C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving
  - 1. Importance of agency policies
  - 2. Good judgment
  - 3. Escorts
- 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. VEHICLE CODE 21806
  - 2. Required actions
- E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
  - 1. Passing other vehicles
  - 2. Emergency warning devices
- F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices
  - 1. Heavy traffic
  - 2. Fog, rain, snow
  - 3. Congested urban areas
  - 4. High speed
  - 5. Other drivers
  - 6. Drivers reactions
  - 7. Other responding units
  - 8. Response considerations
- G. Demonstrate the use of communication equipment

1. Speak clearly
2. Use of radio
3. Windows up
4. Computer idle
5. Avoid using the radio while clearing intersections

H. Identify the effects of siren syndrome

1. Definition
2. Effect on stress/adrenaline flow
3. Mitigations

I. Recognize guidelines for entering an intersection when driving under emergency response conditions

1. Approach
2. Clearing the intersection

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. Pursuit Definition
2. Impact of pursuits
3. Liability
4. Agency policies

B. Discuss the requirements of Vehicle Code Section 17004.7

1. Additional Backup
2. When to initiate or continue the pursuit
3. Balance test
4. Responsibilities of involved units
5. Offensive intervention tactics
6. Speed limit and considerations
7. Inter-jurisdictional considerations
8. Reasons for terminating a pursuit
9. Ethical considerations
10. Supervision
11. Post pursuit analysis

#### 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. Lateral weight transfer
  - 2. Longitudinal weight transfer
- B. Demonstrate the ability to mitigate the effects of spring loading
  - 1. Cause
  - 2. Correction
- C. Demonstrate proper techniques for two-handed shuffle steering
  - 1. Advantages
  - 2. Technique
- D. Demonstrate proper throttle control
  - 1. Use
  - 2. Effects
- 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. Front end swing
  - 2. Rear wheel cheat
  - 3. Caster effect
- G. Demonstrate proper braking methods
  - 1. Definition
  - 2. Antilock brakes (ABS)
  - 3. ABS failure
  - 4. Brake fade
- 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
5. Centrifugal skid

I. Identify the causes and contributing factors of vehicle hydroplaning

1. Factors
2. Type of action
3. Cause
4. Correction

## 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 drive a law enforcement vehicle not equipped with Electronic Stability Control (ESC) and demonstrate the ability to control the vehicle during understeer and oversteer conditions or drive a law enforcement vehicle equipped with ESC and demonstrate the ability to control the vehicle during understeer conditions.

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. Control of Weight Transfer
7. Skid Control
8. Rate of Performance
9. Fluency of Performance
10. Level of Response

Presenters must use the POST-developed Vehicle Operations 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 drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

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. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

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

- C. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under vehicle pursuit situations to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

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. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Level of Performance
10. Fluency of Performance

Presenters must use the POST-developed Vehicle Operations 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 drive a law enforcement vehicle and successfully demonstrate in four out of five attempts the collision avoidance exercise as described in the Emergency Vehicle Operations Course Instructor Manual. The test will include a light indicator for lane selection and a minimum of 35 mph entry speed in dry surface conditions and a minimum of 30 mph entry speed in wet surface conditions. If the light indicator malfunctions, an alternate visual indicator shall be utilized.

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

Presenters must use the POST-developed Vehicle Operations 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 drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers. The slow speed precision driving maneuvers must 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	Angled driveway
Off set lane	“Y” Driveway
Steering Course (forward and reverse)	Vehicle Control
“T” Driveway	Parallel parking
Bootleg 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-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- F. An **exercise test** that requires a student to drive a law enforcement vehicle during which the student must reach a speed of at least 65 mph prior to entering a turn of sufficient radius to require a minimum 30 mph deceleration. This exercise test may be tested concurrently with emergency response or pursuit tests.

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. Roadway Positioning
8. Fluency of Performance
9. Level of Response

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

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS).
- B. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.
- C. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:
  1. Safety
  2. Situational Awareness
  3. Braking Technique(s)
  4. Steering Technique(s)
  5. Throttle Control
  6. Speed Judgment
  7. Roadway Positioning
  8. Control of Weight Transfer
- D. The student will participate in one or more learning activities from the POST-developed Instructor's Guide to *Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle operations. At a minimum, each activity, or combination of activities must address the following topics:
  1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
  2. Effects of personal attitudes on emergency or pursuit driving and the interests of public safety
  3. Community expectations that officers should be exemplary drivers
  4. Accountability as it relates to officer actions during vehicle operation
  5. Universal concepts of *Penal Code Section 13519.8* and *Vehicle Code Section 17004.7*

Description

Hours

POST Minimum Required Hours	<u>40</u>
Agency Specific Hours	0
Total Instructional Hours	40



EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 20**  
USE OF FORCE/DE-ESCALATION

I. LEARNING NEED

Peace officers must recognize that they have the authority to use objectively reasonable force to effect 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 objectively reasonable force as stated by law
  - 1. Definition
  - 2. Penal code reference
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  - 1. Definition of objective reasonableness
  - 2. Judged from the perspective of a reasonable officer
  - 3. Judged from the perspective of an officer on scene
  - 4. Based on facts/circumstances confronting the officer
  - 5. Based on the officer's lawful actions at the time of arrest
- 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 835(a)
  - 2. Reasonable use of force
  - 3. Officer limitations
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
  - 1. Provides guidelines on limitations of use of force
  - 2. Protection from liability

3. Officer responsible for knowing agency policies

## II. LEARNING NEED

Peace officers must understand how the principles of de-escalation can enhance contacts with the public, and may result in improved decision-making, reduction in situational intensity, and opportunities for outcomes with greater voluntary compliance.

### LEARNING OBJECTIVES

- A. Define de-escalation
  1. De-escalation is the process of using strategies and techniques intended to decrease the intensity of the situation
  2. Recognize common misconceptions and benefits of de-escalation
  3. Understand the history of de-escalation
- B. Recognize the four core concepts of de-escalation
  1. Self-control
  2. Effective communication
  3. Scene assessment and management
  4. Force options
- C. Understand the components of a Critical Decision-making Model including:
  1. Collect information
  2. Assess situation, threats, and risks
  3. Law and policy
  4. Plan
  5. Act, review, and reassess
- D. Recognize how tactical methods that use time, cover, and concealment assist in de-escalation
  1. Tactics
  2. Results
- E. Recognize how strategic communication may enhance de-escalation
  1. Instruction
  2. Examples

## III. 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 objectively 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
  2. Objective for use of force
- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

1. Officer judgment
2. Officer preparation
- C. Recognize force options and the amount of force peace officers may use based on the subject's resistance
  1. Factors
  2. Subject's actions
  3. Force options
  4. Constant reevaluation
- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
  1. Impact of training benefits
  2. Risks of no training
- E. Discuss the importance of effective communication when using force
  1. Importance
  2. Visibility to the public

#### IV. 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. Definition
  2. Leadership
  3. Protection of self or life
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
  1. Legal standard for use of deadly force
  2. Related terms
  3. Sufficiency of fear elements
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
  1. Officer's capabilities/state of mind
  2. Considerations before use of deadly force
- D. Discuss the role of agency policies regarding the use of deadly force
  1. Conditions under which deadly force may be used are strictly controlled by agency policy

2. Officer must conform to agency policies
  3. Example of elements addressed by agency policies
- E. Recognize the law regarding justifiable homicide by a peace officer and the circumstances under which the homicide is considered justifiable
1. Penal code 196
  2. When homicide by a public officer may be justified
  3. Unlawful instances

#### V. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
1. Justification for using force
  2. Relevant factors and detail
  3. De-escalation strategies and techniques utilized
- B. Supervisor responsibilities
1. Use of force review and analysis
- C. State required reporting
1. Introduction
  2. Examples

#### VI. 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. Emotional responses
  2. Physical responses

- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
  - 1. Introduction
  - 2. Response vs. reaction
  - 3. Training and practice
  - 4. Officer responsibility

## VII. 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. Reasonable force
  - 2. Objective of force application
  - 3. Unreasonable force
  - 4. Consequences of unreasonable force
- B. Explain an agency's potential liability associated with the use of unreasonable force
  - 1. California statutes regarding officer behavior
  - 2. Federal law regarding officer behavior
  - 3. Vicarious liability
- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
  - 1. Definition
  - 2. Necessity for intervention
  - 3. Fourth amendment protections
  - 4. Lawful resistance
- D. Discuss immediate and delayed intervention techniques
  - 1. Immediate intervention
  - 2. Delayed intervention
  - 3. Duty to report
- E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
  - 1. Factors to intervening
  - 2. Personal psychological factors

3. Consequence of not intervening

VIII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
  - B. The POST-Constructed Comprehensive RBC Test 2.
  - C. The POST-Constructed Comprehensive RBC Test 3.
- L. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force – The ability to distinguish and apply objectively reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics – Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation – maintaining self-control and making timely, rational decisions in stressful situations.

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

- M. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control when using a presenter approved non-deadly force option or options (e.g. de-escalation, baton, control hold, chemical agent(s), taser, etc.)

The test must simulate the physical and mental stress that would be imposed by an actual encounter where the student would be required to use a non-deadly force option or options to control a suspect and, if necessary, effect an arrest.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force – The ability to distinguish and apply objectively reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics – Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation – maintaining self-control and making timely, rational decisions in stressful situations.

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

#### IX. 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 objectively 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
- B. The student will participate in a learning activity that will include a use of force scenario that will include simulations of low-frequency, high-risk situations and calls for service, shoot-or-don’t shoot situations, and real time force option decision making. :

#### HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	0
Total Instructional Hours	16

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

**LEARNING DOMAIN 21**

PATROL TECHNIQUES

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
  - 1. Preventative
  - 2. Directed enforcement
- B. Discuss considerations for selecting a patrol strategy
  - 1. Fundamental elements of patrol
  - 2. Knowledge of assignment area
  - 3. Trained observer and observation approaches
- C. Select appropriate actions for peace officers who are conducting security checks
  - 1. Fundamental objectives of security checks
  - 2. Conducting security checks
  - 3. Indicators of criminal activity
- D. Distinguish between the roles and responsibilities of contact and cover officers
  - 1. Definitions
  - 2. Cover and concealment
  - 3. Responsibilities
  - 4. One- and two-officer units
  - 5. Switching roles
  - 6. Initial briefings
  - 7. Positioning
  - 8. Weapons searches/handcuffing
  - 9. Multiple contacts and cover officers
  - 10. Release of cover officer



- E. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol
  - 1. Inherent danger
  - 2. Fatal errors
  - 3. Elements of officer safety
  - 4. Officer safety guidelines

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
  - 1. Checking all personal equipment
  - 2. Acquiring any necessary information and materials/supplies
  - 3. Inspecting each piece of equipment issued at beginning of shift
  - 4. Mental preparation
- B. Discuss tactical considerations and guidelines for patrolling effectively:
  - 1. Determining appropriate speed
  - 2. Patrol vehicle placement
  - 3. Avoiding silhouetting and telltale noise
- C. Demonstrate proper procedures for transmitting and receiving a radio communication
  - 1. Types of radio traffic
  - 2. FCC rules and regulations
  - 3. Call signs
  - 4. Radio demeanor
  - 5. Radio transmissions
  - 6. Receiving messages
  - 7. Numeric radio codes
- D. Discuss information an officer should include when generating a crime broadcast
  - 1. Incident specifics
  - 2. Victim related
  - 3. Suspect related
  - 4. Vehicle
  - 5. Weapon
  - 6. Description of loss

7. Law enforcement action to be taken if suspect is located
- E. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
1. Legal considerations
  2. Check of persons
  3. Lawful detention
  4. Investigative actions
  5. Length of detention
  6. Consequences of inappropriate detentions
  7. Officer safety
  8. Multiple suspects
  9. Considerations prior to contact
  10. Approach on foot vs. via patrol vehicle
  11. Tactical approach and contact
- F. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
1. Do not show recognition of officer
  2. Treat officer as any other citizen
  3. If an enforcement contact, treat officer as others within the scope of contact
- G. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
1. Inherent dangers
  2. Safety considerations
  3. Justification
  4. Indications of a plan to flee
  5. Foot pursuit guidelines

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a pedestrian approach. At a minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.

4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

#### IV. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
  1. The nature of the event (what appears to have occurred)
  2. Physical descriptions of persons involved, if applicable
  3. Statements made by the involved parties, if any
  4. Any differences in perception among the students who observed the incident
- B. The student will participate in a learning activity that reinforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
  1. Unit identification
  2. Type of incident and location
  3. Number of suspects with complete known description
  4. Description of loss, if any
  5. Weapon(s) used, if any
  6. Time, direction of flight, and vehicle description

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	0
Total Instructional Hours	12

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 22**

#### VEHICLE PULLOVERS

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Describe the three basic categories of vehicle pullovers, to include:
  - 1. Traffic enforcement pullover
  - 2. Investigative pullover
  - 3. High-risk pullover
- B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
  - 1. Levels of risk
  - 2. Risk assessment
- C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover
  - 1. Officer safety definition
  - 2. Inherent safety hazards
  - 3. Jeopardizing officer safety
  - 4. Fatal Errors
  - 5. Officer safety guidelines

##### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

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

- f. Availability of cover and concealment
  2. Communicating with dispatch
  3. Getting the attention of the driver of the target vehicle
    - a. Lights (e.g., emergency lights, headlights, spotlights)
    - b. Hand gestures
    - c. Horn/audible devices
    - d. Siren
    - e. Maintaining appropriate distance from target vehicle prior to initiating the pullover
- B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit
  1. Risk assessment
  2. Vehicle placement
  3. Offset position
  4. Emergency lighting
- C. Apply appropriate procedures for exiting the patrol unit
  1. Exiting vehicle
  2. Approaching target vehicle
  3. Methods of approach
  4. Non-approach
- D. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
  1. Check approaching traffic and open the door only if the path is clear,
  2. Consider lowering the driver and passenger front door windows,
  3. Unlock the doors,
  4. Quickly exit the vehicle, and
  5. After exiting, momentarily pause to observe the target vehicle.
- E. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
  1. Approach
  2. Methods of approach
  3. Non-approach
  4. Visual checks of target vehicle
  5. Exterior checks
  6. Other checks

- F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
  - 1. Officer positioning
  - 2. Initial contact
  - 3. Communication skills
- G. Demonstrate the process for conducting a vehicle stop driver contact, to include:
  - 1. Greeting
  - 2. Identifying self and department
  - 3. Requesting driver's license, registration, proof of insurance
  - 4. Explaining the reason for the stop
  - 5. Making a decision to warn, cite or arrest
  - 6. Closing, appropriate to decision
- H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle
  - 1. Driver occupants location
  - 2. Directing driver occupants out of target vehicle
  - 3. Voluntary exits
- I. Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification
  - 1. Driver's license checks
  - 2. License examinations
  - 3. Temporary license
  - 4. Other forms of ID
  - 5. Returning to patrol vehicle
  - 6. Re-contacting target driver
  - 7. Termination of contact

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover
  - 1. Definition
  - 2. High risk pullovers – when to conduct
  - 3. Officer reactions

4. Safety precautions
- B. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
  1. Contact officer
  2. Cover officers
  3. Communication between officers
- C. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover
  1. Introduction
  2. Communication
  3. Tactical procedures
  4. Fleeing suspects
  5. Specify agency policies
- D. Discuss officer safety considerations when searching the target vehicle, including:
  1. Use of available cover officer(s)
  2. Types of objects sought and likely locations
  3. Potential hazards (e.g., needles, edged weapons, etc.)
  4. A systematic search process
    - a. Interior
    - b. Exterior

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:
  1. Vans, campers, and motor homes
  2. Motorcycles
  3. Buses and semi-trucks

#### V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during the hours of darkness (as defined in Vehicle Code Section 280). At a minimum, the test shall evaluate the following competencies:
  1. Police Vehicle Operation – The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:
  1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?”, and providing another opportunity for the subject to voluntarily comply (setting context)
  3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
  4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
  1. Greeting
  2. Identifying self and department
  3. Requesting driver’s license, registration, and proof of insurance
  4. Explaining the reason for the stop
  5. Making decision to warn, cite, or arrest
  6. Closing appropriate to decision
- C. The student will participate in a learning activity, with one or more students acting as a team that simulates a high-risk vehicle stop. The high-risk stop will minimally include:
  1. Identify violation/suspect
  2. Request and coordinate responding units
  3. Select appropriate location for the stop
  4. Advise dispatch of stop information
  5. Activate emergency equipment
  6. Patrol vehicle position



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

Description	Hours
POST Minimum Required Hours	<u>14</u>
Agency Specific Hours	2
Total Instructional Hours	16

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 23**

#### CRIMES IN PROGRESS

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Explain the importance of wearing soft personal body armor while on patrol
  - 1. Initial Response to a crime in progress
  - 2. Dangerous Persons
  - 3. Dangerous situations
- B. Distinguish between officer safety and officer survival, including:
  - 1. Current patterns related to deaths and assaults on peace officers
  - 2. The concept of “will to survive”
  - 3. Officer actions after being wounded
  - 4. Officer as hostage
  - 5. Officer actions in counter-ambush incidents when on foot
  - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

##### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Discuss the elements of a tactical approach to a crime in progress including:
  - 1. Nature of the crime
  - 2. Use and nonuse of warning lights and siren
  - 3. Appropriate communication to agency
  - 4. Uses cover and concealment upon arrival
- B. Explain the primary purposes for establishing crime scene perimeters
  - 1. Contains and isolates the crime scene
  - 2. Prevents the suspect(s) from escaping the area
  - 3. Prevents unauthorized entry into the area
  - 4. Aids in apprehending the suspect(s)
- C. Demonstrate appropriate actions when conducting a search for suspects, including:

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

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

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

### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response involving:
  1. Barricaded suspects/hostages
  2. Violent suspects
  3. Rapid deployment to a deadly encounter (Active Shooter)
  4. Officer ambush/sniper attacks
  5. Officer-down calls
  6. Suspicious Persons
- B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
  1. Extent of authority
  2. Factors to consider
  3. Off duty firearms
  4. Good judgment
  5. Agency policy

## V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:
1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
  4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

- B. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:
1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
  5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

C. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress. At a minimum, the test shall evaluate the following competencies:

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

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

D. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s). At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
  - 1. Person with a gun
  - 2. Shots-fired call
  - 3. Officer down
  - 4. Suspicious circumstances
  - 5. Suicidal person
- B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
  - 1. A suggested approach to the location
  - 2. An effective placement of perimeter units
  - 3. An acceptable scene search pattern
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:
  - 1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
  - 2. Effective decision making to enhance tactical readiness
  - 3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

Description	Hours
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	5
Total Instructional Hours	25

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 24**  
HANDLING DISPUTES/CROWD CONTROL

I. LEARNING NEED

When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved.

LEARNING OBJECTIVES

- A. Explain the responsibilities of peace officers at the scene of a dispute
  - 1. Community expectations
  - 2. Safely take control
  - 3. Gather the facts, defuse the situation, conclude if a crime has taken place
  - 4. Apply problem solving techniques
  - 5. Provide referrals as required
  - 6. Civil vs. criminal matters
  - 7. Legal advice
  - 8. Resolution at first visit
- B. Describe measures officers should take to protect their own safety and the safety of others when:
  - 1. Approaching
  - 2. Making initial contact
  - 3. Once inside a residence or area where a dispute is taking place
- C. Describe intervention techniques that can be used to protect the safety of officers, other persons, or property
  - 1. Presence and demeanor
  - 2. Verbal
  - 3. Physical contact
  - 4. Physical force

II. LEARNING NEED

Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating.

LEARNING OBJECTIVES

- A. Explain appropriate techniques for defusing a potentially violent dispute

1. Definition
  2. Defusing techniques
  3. Bringing involved parties together Presence and demeanor
- B. Describe appropriate techniques for conducting a brief interview of the parties involved in a dispute
1. Mediation vs. resolution
  2. Fact finding interview
  3. Ending the interview
  4. When not to mediate
- C. Summarize the steps involved in the problem solving process for mediating a dispute
1. Elicit and discuss possible solutions
  2. Summarize agreements
  3. Encourage follow through
  4. Closure

### III. LEARNING NEED

Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute.

#### LEARNING OBJECTIVES

- A. Discuss safety considerations officers should be aware of when responding to a family dispute
1. Situations
  2. Safety considerations
- B. Describe crimes associated with landlord/tenant disputes, including:
1. Tenant lockout/seizure of property
  2. Vandalism
  3. Unauthorized entry
  4. Disruption of utility services
  5. Re-entry following a lawful eviction
- C. Explain peace officers' role when called to a dispute involving a repossession
1. Vehicle
  2. Property
- D. Determine when possession is complete in the course of a repossession
1. Vehicle
  2. Property



#### IV. LEARNING NEED

Peace officers must have a clear understanding of the individual's rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights.

##### LEARNING OBJECTIVES

- A. Explain peace officer responsibilities regarding the protection of an individual's right to free speech and assembly
  - 1. Regard family disputes as potentially explosive
  - 2. Involved parties and reasons for conflict
  - 3. Officer safety fundamentals
- B. Discuss the role of law enforcement regarding crowd control
  - 1. Introduction
  - 2. Role of law enforcement
  - 3. Restoring order
  - 4. Professional integrity
  - 5. Changing tactics
  - 6. Law enforcement perspective
- C. Describe psychological factors associated with crowd behavior
  - 1. Types of crowds
  - 2. Group identity
- D. Discuss the phases of crowd development from a casual gathering through the development of a riot
  - 1. Grouping
  - 2. Interaction
  - 3. Volume
  - 4. Overt act
  - 5. Mimicking
- E. Discuss the three primary roles individuals play within a crowd
  - 1. Leaders
  - 2. Aggressors
  - 3. Followers

#### V. LEARNING NEED

Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.

## LEARNING OBJECTIVES

- A. Describe the phases of riot development
  - 1. Grouping
  - 2. Interaction
  - 3. Volume
  - 4. Overt act
  - 5. Mimicking
  - 6. Riot
- B. Explain the primary law enforcement objective of:
  - 1. Crowd management
  - 2. Crowd control
  - 3. Riot control
- C. Apply common riot control formations used by law enforcement
  - 1. Skirmish line
  - 2. Wedge/Vee
  - 3. Diagonal
  - 4. Column
  - 5. Arrest/rescue formations (e.g., circle)

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:
  - 1. Lockout or other landlord/tenant conflict
  - 2. Repossession
  - 3. Neighborhood or business conflict
  - 4. Family conflict (non-domestic violence incident)

The following issues should be discussed in connection with each of the dispute situations:

- 1. Maintaining officer safety
  - 2. Providing safety to individuals and property
  - 3. Applying appropriate defusing strategies
  - 4. If appropriate, separating parties
  - 5. Keeping the peace
  - 6. Determining if a crime has been committed
  - 7. Attempting to find solutions to the problem
  - 8. Applying effective communication skills
  - 9. Demonstrating responsibility and professionalism
- B. The student will participate in a crowd control simulation incorporating the following concepts and tactics:
  - 1. Containment

2. Isolation
3. Dispersal
4. Crowd control formations which include:
  - a. Skirmish line
  - b. Wedge/Vee
  - c. Diagonal
  - d. Column
  - e. Arrest/rescue movements (e.g., circle)

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	2
Total Instructional Hours	10

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 25**

#### DOMESTIC VIOLENCE

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recall the definition of domestic violence (Penal Code Section 13700)
  - 1. Leadership/Officer support, intervention, and referral
  - 2. Definition -Penal Code section 13700
  - 3. Examples
  - 4. Abuse for legal mandates
  - 5. Cohabitants
  - 6. Domestic disputes vs. domestic violence
- B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
  - 1. Willful infliction of corporal injury
  - 2. Battery
  - 3. Stalking
  - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
  - 5. Preventing or dissuading a witness or a victim from testifying
  - 6. Criminal threats
  - 7. Spousal rape
- C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony
  - 1. Classification of crimes above
  - 2. Parameters that translate from a misdemeanor to felony
  - 3.

##### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Identify common characteristics of a victim and a batterer
  - 1. Introduction
  - 2. Power and control
  - 3. Children as affected parties
  - 4. Victim reasoning
  - 5. Remaining in an abusive setting
- B. Identify a peace officer's role in reducing domestic violence
  - 1. Peace officer's impact
  - 2. Positive consequences of response to domestic violence calls

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize the initial process for responding to a domestic violence call to include:
  - 1. Making contact with members of the LGBTQ community
  - 2. Introduction
  - 3. Prior to contact
  - 4. Upon entry
  - 5. Establish control
  - 6. Making contact with all parties at the scene
  - 7. Determine who is the dominant aggressor
  - 8. Defensive and offensive injuries
  - 9. Self-defense
  - 10. Mutual aggressors
  - 11. Dual arrests
  - 12. Summary of actions
  - 13. Report information
- B. Recognize under what circumstances an arrest should be made
  - 1. Introduction
  - 2. Arrest law
  - 3. Types of arrest
  - 4. Private person's (citizen's) arrest
  - 5. Related terms

6. Protection of victims
  7. Continued domestic violence
  8. Summary of responses
- C. Identify physical evidence to be collected
1. Introduction
  2. Evidence collected
- D. Recognize procedures for seizing firearms or other deadly weapons
1. Seizure of firearms
  2. Seizing firearms procedures
- E. Discuss resources available for victim protection
1. Introduction
  2. Resources for victim assistance/protection
  3. Disclosure of shelter location

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Identify the differences between the types of court orders to include:
1. Criminal protective/stay-away orders
  2. Emergency Protective Orders
  3. Restraining orders
- B. Identify the validity of a restraining order
1. Records requirements
  2. Verifying a restraining order
  3. California Restraining and Protective Order System (CARPOS) access through CLETS
  4. Items to check on a restraining order
  5. When proof of service cannot be verified
  6. Copy of a restraining order
- C. Identify the purpose for obtaining an Emergency Protective Order
1. Introduction
  2. Individuals protected by an Emergency Protective Order (EPO)
  3. Obtaining an EPO
  4. Required judicial findings

5. Information in an EPO
6. Procedures for serving an EPO

D. Demonstrate how to enforce a court order

1. Introduction
2. Classification of violation
3. Criminal protective order
4. If restrained party has left the scene
5. Authority to arrest
6. Criteria for arrest
7. Special issues “inviting over.”
8. Orders allowing limited contact
9. Multiple orders

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify what information needs to be documented in a report

1. Introduction
2. Why is the report important
3. Domestic violence report requirements
4. Additional information to assist in prosecution
5. Photo evidence
6. Weapons seized
7. Evidence seized

B. Identify how the peace officer can provide support for the victim

1. Medical attention
2. Follow-up for the victim
3. Explaining available resources and protective orders
4. Transportation
5. Civil (Police) standby
6. Incarceration of the batterer
7. Notice of release
8. Personal safety options

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

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

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

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:
1. Felony arrests
  2. Misdemeanor arrests
  3. Use of citizen arrests
  4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
  5. Verification and enforcement of stay-away orders
  6. Cite-and-release policies
  7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
  8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit



9. Providing information card with local resources to victims at the scene
- B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).
1. Who is eligible for an EPO
  2. Legal authority
  3. Procedures for obtaining an EPO
  4. Completion of the appropriate documentation
  5. Scope and duration of the EPO
  6. Service of the EPO
  7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
  8. Distribution of forms
- C. The student will participate in one or more Learning Activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence.

At a minimum, each activity, or combination of activities must address the following topics:

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

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	1
Total Instructional Hours	11

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 26**

#### CRITICAL INCIDENTS

##### I. LEARNING NEED

As the first responders and state-designated Disaster Service Workers, peace officers must become familiar with the principles of emergency management.

##### LEARNING OBJECTIVES

- A. Recall the mission of emergency management
  - 1. Coordinate and integrate activities in response to threatened or actual emergencies
  - 2. Emergencies include natural disasters, acts of terrorism or other man-made emergencies
  - 3. Support the principles of mitigation, preparation, response and recovery
- B. Identify entities involved in emergency management
  - 1. FEMA and DHS
  - 2. State, County, and Local emergency services
  - 3. Non-Governmental Organizations (e.g., Red Cross)
- C. Explain the role of a Disaster Service Worker
  - 1. Assist in disaster response
  - 2. Not activated until official declaration
  - 3. Does not include the day-to-day tasks of said workers

##### II. LEARNING NEED

To protect the public, peace officers must be able to identify critical incidents and respond rapidly, safely, and efficiently based on the situation.

##### LEARNING OBJECTIVES

- A. Recall the definition of critical incidents
  - 1. Abrupt, powerful events that fall outside the range of ordinary human experiences.
  - 2. An unscheduled event
  - 3. Involving potential injury and/or property damage
  - 4. Requiring a law enforcement response.
- B. Identify the mission of law enforcement when responding to a critical incidents
  - 1. Establish, maintain law and order; enforce emergency roles and regulations

2. Identify necessary resources
3. Provide emergency care for the sick and injured
- C. Identify the responsibilities of the first responding officer on the scene of an critical incident, to include:
  1. Locating the threat or hazard
  2. Isolating the threat or hazard (i.e., set perimeter)
  3. Evacuating or sheltering persons in imminent peril
  4. Assuming/declaring incident command
- D. Identify the information that should be communicated to dispatch from the scene of an incident, including:
  1. Location of the incident
  2. Type of premises and/or vehicles involved
  3. Size and perimeter of the involved area
  4. Weather conditions
  5. Name of hazardous material involved, if known
  6. Information about placards, ID numbers, warning signs, etc.
  7. Safe entry and exit routes to and from the scene
  8. EMS, if appropriate
  9. Location of command post

### III. LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government

#### LEARNING OBJECTIVES

- A. Identify law enforcement First Responder roles and responsibilities associated with responding to a critical incident
  1. Attend to casualties, set a perimeter, maintain officer safety
  2. Establish a command post
  3. Brief other resources as they join in support
- B. Identify the features of the Incident Command System (ICS)
  1. Common Terminology
  2. Modular organization
  3. Integrated communications
  4. Incident Action Plan
  5. Unity of command
  6. Span of Control
  7. Designated Incident Facilities
  8. Comprehensive Resource Management

- C. Identify the five functional components of ICS
  1. Command
  2. Operations
  3. Planning/Intelligence
  4. Logistics
  5. Finance Administration
- D. Identify the components of the State of California Standardized Emergency Management System (SEMS)
  1. Incident Command System
  2. Operational Area Concepts
  3. Mutual Aid Agreements/Plans
  4. Multi-Agency Coordination
- E. Identify the components of the National Incident Management System (NIMS)
  1. Command and Management
  2. Preparedness
  3. Resource Management
  4. Communications and Information Management
  5. Supporting Technologies
  6. Ongoing Management and Maintenance

#### IV. LEARNING NEED

Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.

#### LEARNING OBJECTIVES

- A. Identify a hazardous materials incident
  1. any emergency involving the release or potential release of a hazardous material.
  2. can present risks to life, the environment, and property.
- B. Identify the specific challenges that are presented by incidents involving hazardous materials
  1. Difficulty in identifying the materials
  2. Potential long-and short-term health effects on humans and animals
  3. Environmental impact
  4. Public safety implications
  5. Multiple hazards
  6. Complexity of the situation

- C. Recognize the roles and responsibilities of a First Responder at the awareness level
  - 1. Notify proper authorities
  - 2. Isolate and deny entry for the safety of others
  - 3. Take no further action unless trained at the operational level
- D. Identify the primary pathways in which hazardous materials can enter the human body, including:
  - 1. Inhalation
  - 2. Absorption
  - 3. Ingestion
  - 4. Injection
- E. Identify precautions peace officers can take to protect themselves from hazardous materials
  - 1. Personal Protective Equipment
  - 2. Proper donning and doffing

## V. LEARNING NEED

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

### LEARNING OBJECTIVES

- A. Recognize the indicators of a hazardous materials incident including, but not limited to:
  - 1. National Fire Protection Association 704 (NFPA)
  - 2. Placards/Labels
  - 3. Physical indicators
  - 4. Witnesses or involved parties
  - 5. Container(s)
  - 6. Victim/Injuries
- B. List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
  - 1. Emergency Response Guide (ERG)
  - 2. Material Safety Data Sheets (MSDS)
  - 3. Shipping papers
  - 4. Other documents

## VI. LEARNING NEED

Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

### LEARNING OBJECTIVES

- A. Recognize the guidelines for safely assessing and approaching a hazardous materials incident
  - 1. Safe distance to avoid self-contamination

2. Assess the incident and approach from uphill/upwind/upstream if possible
  3. Continually re-assess the situation's dynamics
  4. Avoid eating, drinking, smoking in incident area
  5. Eliminate ignitions sources including flares
- B. Identify the components of the R.A.I.N. Concept
1. Recognize
  2. Avoid
  3. Isolate
  4. Notify
- C. Identify factors to consider when establishing a perimeter around a hazardous materials incident
1. Size and type of incident
  2. Environmental factors
  3. Available personnel resources
- D. Identify the types of control zones at a hazardous materials incident, including:
1. Exclusion zone (hot)
  2. Contamination reduction zone (warm)
  3. Support zone (cold)
- E. Identify the procedures to be followed before leaving the scene (e.g., decontamination, exposure reporting)
1. Need for decontamination
  2. Report any exposure

## VII. LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

### LEARNING OBJECTIVES

- A. Identify Weapons of Mass Destruction (WMD)
1. Any weapon that is designed or intended to cause death or serious bodily injury through the release, dissemination, or impact of:
    - a. Toxic or poisonous chemicals or their precursors
    - b. Radiation
    - c. Biological (disease organism)
- B. Identify routes of exposure to WMD
1. Inhalation
  2. Ingestion
  3. Absorption
  4. Injection
- C. Recognize the response categories to B.N.I.C.E. indicators

1. Biological
  2. Nuclear/radiological
  3. Incendiary
  4. Chemical
  5. Explosives
- D. Identify the importance of WMD job aids for First Responders
1. Louisiana State University (LSU) WMD Response Guide
  2. Emergency Response Guide (ERG)
- E. Identify the basic on-scene actions at a WMD incident
1. Isolation
  2. Identification
  3. Notification
  4. Protection/Mitigation
  5. Documentation
  6. Transition
- F. Identify incident response priorities
1. Life versus property
  2. Crime scene protection
  3. Preservation of evidence
- G. Identify types and levels of Personal Protective Equipment (PPE) and contamination issues and consideration
1. Level D
  2. Level C
  3. Level B
  4. Level A

## VIII. LEARNING NEED

Responding to critical incidents, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.

### LEARNING OBJECTIVES

- A. Recognize the appropriate methods for extinguishing each class of fire
1. Class A Fire
  2. Class B Fire
  3. Class C Fire
  4. Class D Fire
- B. Identify risk versus benefits/gains of entering a burning structure or active fire area
1. Protective clothing breathing apparatus necessity and availability

- 2. Training
- C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats
  - 1. Treat all threats as real
  - 2. Never attempt to disable a bomb
- D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located
  - 1. Clear area of other people
  - 2. Call in potential bomb
  - 3. Do not touch; photos are best
- E. Recognize appropriate actions for securing a scene where an explosive device has been located
  - 1. Establish/maintain a perimeter
  - 2. Evacuate area as necessary
  - 3. Set up safe area for evacuees
- F. Identify the inherent dangers in a post-blast explosion scene
  - 1. Possible secondary devices
  - 2. Structural weaknesses
  - 3. Downed power lines/ruptured gas mains/release of hazardous materials
- G. Recognize appropriate officer actions for securing a post-blast explosion scene
  - 1. Secure area
  - 2. Assume command
  - 3. Ensure safety
- H. Recognize appropriate officer actions specific to the types of critical incidents, including:
  - 1. Electrical power emergencies
  - 2. Hazardous road conditions
  - 3. Traffic device malfunctions
  - 4. Gas leaks
  - 5. Floods
  - 6. Animal control problems
  - 7. Earthquakes
  - 8. Aircraft or transportation anomalies

IX. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.



## X. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated small group activity and evaluate how to minimize injuries, loss of life, and property damage in a critical incident from one or more of the following categories:
  - 1. Transportation accidents (e.g., aircraft, trains, regional transit)
  - 2. Natural disasters (e.g., floods, earthquakes, wildfires)
  - 3. Criminal mass casualty incidents (e.g., acts of terrorism, bombings, active shooters)
- B. The student will participate in a facilitated small group activity and apply the concepts of assuming/declaring incident command to minimally include a simulated on-scene radio transmission.
- C. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
  - 1. Identification of the component parts of ICS
  - 2. Identification of the component parts of SEMS
  - 3. Identification of the component parts of NIMS
  - 4. Legal authority for ICS, SEMS, NIMS
- D. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:
  - 1. Identification of the event as a hazardous materials incident
  - 2. Application of recommended safety precautions
  - 3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
  - 4. The need to isolate the scene
  - 5. Notification considerations
- E. The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
  - 1. Placard
  - 2. Sign
  - 3. Warning label
  - 4. Any other information

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 27**

##### MISSING PERSONS

#### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. State the statutory definition of:
  - 1. Missing person
  - 2. Child
- B. Discuss missing person statutes as specified in:
  - 1. California Penal Code
  - 2. California Welfare and Institutions Code

#### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Explain the statutory requirements for accepting a missing person report
  - 1. Adult
  - 2. Child
- B. Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:
  - 1. Verification that the report is for a missing person
  - 2. Classification of missing person case
  - 3. Determining at risk status
  - 4. Obtaining missing person description, recent photograph and release waiver
  - 5. Efforts to locate missing person
  - 6. Notification of a supervisor or investigator
  - 7. Other agency notifications
  - 8. Completion of the report
  - 9. BOLO broadcasts
  - 10. Entries to missing person information databases (e.g., MUPS)
  - 11. Amber Alert

- C. Describe the conditions that influence the level of law enforcement response to a report of a missing person.
1. Age
  2. Family and social environment
  3. Missing person's knowledge of the area
  4. Suspicious circumstances
  5. Mental, emotional, medical or physical condition
  6. Weather/time of day
  7. Resources available to missing person
  8. Length of time person has been missing
  9. Parental custody status

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss areas that should be included in an initial search for a missing person
1. Reasons to search
  2. Initial search areas and considerations
  3. Additional resources
  4. Protecting potential crime scenes
  5. Searching large areas
  6. Multiple searchers
- B. Describe how search considerations for a child might vary from those of an adult
1. Missing children
  2. Natural draws for children
  3. Adult vs. child
- C. Explain a peace officer's primary responsibilities when responding to an abduction of a child by a parent/family member
1. High priority
  2. Child safety and well being
  3. Child abduction
  4. Law enforcement responsibilities
  5. Related terms
  6. Crimes related to child custody
  7. Officer actions

- D. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody.
  - 1. Custody disputes
  - 2. Emergency intervention
  - 3. Issues of custody and abuse
- E. Discuss penal code notification requirements when peace officers locate a missing person.
  - 1. Introduction
  - 2. Other notifications
  - 3. Continued investigations
  - 4. Penal code section

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 28**

#### TRAFFIC ENFORCEMENT

##### I. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Explain the relevance of traffic enforcement to:
  - 1. Public safety and quality of life within a community
  - 2. Legally establish probable cause for accomplishing general law enforcement objectives.
- B. Explain the organization of information within the Vehicle Code
  - 1. Categories of sections
  - 2. Vehicle Code aids
  - 3. Traffic terms/definitions

##### II. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Discuss the elements and Vehicle Code section(s) governing arrest
  - 1. Arrest without a warrant
  - 2. Time/location of arrest
  - 3. Felony arrest
- B. Differentiate between mandatory and optional appearances before a magistrate
  - 1. Mandatory
    - a. Driver fails to present a driver's license or other satisfactory evidence of identity for examination
    - b. Driver refuses to give a written promise to appear in court
    - c. Driver demands an immediate appearance before a magistrate
    - d. Driver is charged with violating V. C. Sec. 23152 (DUI)
  - 2. Optional - driver is given notice to appear. (V. C. Sec. 40303)
- C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
  - 1. Compliance with peace officer orders
  - 2. Evading a police officer

3. Willful/wonton disregard
  4. Violation is a misdemeanor (Vehicle Code Section 2800)
- D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
1. Hand signals
  2. Whistle
  3. Voice commands
  4. Flashlight
  5. Flares and their safety considerations
  6. Cones
  7. Barricades or signs
  8. Emergency lights from patrol car
  9. Other warning devices

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize the elements and common names for traffic control signal and device violations involving:
1. Red signal lights
  2. Stop signs
  3. Other traffic control signals and devices
- B. Recognize the elements and common names for right-of-way violations involving:
1. Failure to yield the right-of-way
  2. Failure to yield to an emergency vehicle
- C. Recognize the elements and common names for rights and provisions involving bicyclists
1. Introduction
  2. Riding under the influence
  3. Equipment
  4. Roadway operations
  5. Bike Lanes
- D. Recognize the elements and common names for violations involving pedestrians
1. Pedestrian definition
  2. When right-of-way arises
  3. Yield to a pedestrian in a marked or unmarked crosswalk (Vehicle Code Section 21950(a))

4. Pedestrian abuse of right-of-way
  5. Crossing outside a crosswalk and Jaywalking
  6. Driver's responsibility for due care
  7. Other related violations
- E. Recognize the elements and common names for violations involving turning and signaling
1. Signaling turns
  2. Available lanes
  3. Controlled intersections
  4. Intersections
  5. Turns onto highways
  6. U-turns
  7. Unobstructed view
- F. Recognize the elements and common names for speed violations involving:
1. Basic speed laws
  2. Maximum speed
- G. Recognize the elements and common names for driving and passing violations involving:
1. Following too closely
  2. Unsafe lane change
  3. Passing on the right/left
  4. Passing a stopped school bus
- H. Recognize the elements and common names for public offense violations involving:
1. Reckless driving
  2. Speed contests
  3. Hand-held wireless telephone
  4. Electronic wireless communications device
- I. Recognize the elements and common names for hit and run violations
1. Introduction
  2. Rendering aid
  3. Providing information
  4. No officer present
  5. Misdemeanor hit and run
  6. Felony hit and run
  7. Runaway vehicle

- J. Recognize the elements and common names for basic motor vehicle licensing requirements
  - 1. License requirements
  - 2. Driver's license restrictions
  - 3. Cause for restrictions
  - 4. Immediate possession
  - 5. Presentation of driver's license
  - 6. Classification of Class of license
  - 7. License classes
  - 8. Motorcycle license
  - 9. Off-street parking
- K. Recognize the elements and common names for violations when driving with a suspended or revoked license
  - 1. Suspended or revoked license for reckless driving or negligent operator
  - 2. Suspension for DUI
  - 3. Suspension for refusing chemical/alcohol test
  - 4. Exceptions for driving with suspended licenses
- L. Recognize the elements and common names for basic motor vehicle registration requirements
  - 1. Registration requirement
  - 2. Exceptions
  - 3. Registration card
  - 4. Change of address
  - 5. License plate requirements
  - 6. Related provisions
- M. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways
  - 1. Lighting equipment requirements
  - 2. Exhaust systems
  - 3. Windshields
  - 4. Obstructed views
  - 5. Tinted glass
  - 6. Other equipment requirements
  - 7. General unsafe condition
  - 8. Vehicle operations after notice
  - 9. Seatbelts, violations, and exemptions



10. Child restraints under age of 8 years, and exemptions
11. Child restraints over age of 8 years
12. Motorcycle helmets and violations
13. Passengers in trucks and exemptions
14. Related sections

#### IV. LEARNING NEED

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

##### LEARNING OBJECTIVE

- A. Recognize a peace officer's legal authority to remove vehicles
  1. Introduction
  2. Vehicle storage
  3. Vehicle impound
  4. Removal authority
  5. Removal authority associated with criminal activity

#### V. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
  1. Definition of alcoholic beverage
  2. Drinking while driving
  3. Possession of an open container by passenger/driver, in storage, and the exceptions
- B. Explain the meaning of the phrase "under the influence"
  1. Driving under the influence
  2. Blood alcohol levels
  3. DUI and Specific conditions
- C. Recognize the elements and common names for violations involving driving under the influence (DUI)
  1. DUI and Felony DUI
  2. Drivers under 21
  3. Bicycles
- D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
  1. Process

2. Vehicle observation: Movement, Speed, Position, Driver actions
  3. Other detection methods
  4. Vehicle pull over
  5. Indicators
- E. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver
1. Initial contact (appearance, eyes, speech, attitude, actions)
  2. Sobriety test
  3. Arrest decision
- F. Discuss medical conditions that may cause a person to appear under the influence
1. Medical conditions
  2. Officer actions
  3. Medical examinations
- G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
1. Introduction
  2. Location
  3. Refusal to cooperate
  4. Miranda
  5. Safety
  6. Objective observations
  7. Place under arrest
  8. Note the driver's lack of cooperation in writing
  9. Testify to such fact at the time of the court trial
  10. Miranda rights
- H. Demonstrate FSTs that may be used to determine impairment, to include:
1. Horizontal Gaze Nystagmus (HGN)
  2. One-Leg Stand (OLS)
  3. Walk & Turn (WAT)
- I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test
1. Implied consent
  2. Qualified consent
  3. Chemical sobriety tests
  4. Types of tests
  5. Timing
  6. Failure to complete a test

7. Refusal
8. Recognizing a refusal
9. Chemical test admonition
10. Admonishing content elements
11. License suspension
12. Incapable or unconscious driver
13. Driver confusion
14. Right to counsel
15. Personal physicians
16. Additional requirements
17. Reasonable privacy
18. Drug admonition
19. Retention of samples
20. Seizure of license
21. Temporary license
22. Officer's statement

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:
  1. Legal definitions and terminology
  2. Vehicle Code sections and related statutes
  3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
  4. Evidence recognition, collection and preservation procedures
  5. Report writing requirements
- B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
  1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
  2. Other traffic control devices, vehicles or other available equipment to safely control traffic movement
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum, each activity, or a combination of activities must address the following topics:
  1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues

2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
  3. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
- D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
  2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
  3. The ability to present or critique testimony in court related to observation and documentation of impairment
- E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:
1. Articulate a proper location for the test and why that location is appropriate
  2. Articulate the objective observations of signs or symptoms of intoxication or drug use
  3. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
    - a. Proper techniques of balance
    - b. Divided attention
    - c. Memory
    - d. Coordination
    - e. Horizontal Gaze Nystagmus test(s)
  4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs
- F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will at a minimum identify:
1. The specific violation by common name and Vehicle Code section(s)
  2. The crime classification
  3. Options for resolution

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	0
Total Instructional Hours	16

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 29**  
TRAFFIC COLLISION INVESTIGATIONS

I. LEARNING NEED

Peace officers need to know how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene.

LEARNING OBJECTIVES

- A. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
  - 1. Fleeing vehicle/persons
  - 2. Existence of hazardous materials
  - 3. Conditions related to collisions
- B. Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:
  - 1. Caring for injured and involved parties
  - 2. Protecting the collision scene
  - 3. Collecting and preserving evidence

II. LEARNING NEED

To accurately determine the events and factors associated with a collision, peace officers must recognize the types and importance of evidence likely to be available at a collision scene.

LEARNING OBJECTIVES

- A. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
  - 1. Debris
  - 2. Fluids (vehicle and body)
  - 3. Road scars
  - 4. Tire marks
  - 5. Other
- B. Distinguish between a skid mark and a tire impression
  - 1. Definitions
  - 2. Examination of tire marks
- C. Describe ways of linking a tire mark with a particular vehicle
  - 1. Check the condition of the vehicle's tires

2. Compare the width of the tires in relation to the width of the tire mark
  3. Look for sidewall scuffing
  4. Determine the number and condition of the grooves
  5. Note the position of the vehicle at the collision scene
- D. Classify the three causes of skid marks
1. Extreme deceleration
  2. Extreme acceleration
  3. Extreme change of direction
- E. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
1. Officer safety
  2. What to measure
  3. Priorities
- F. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
1. Devices
  2. Techniques
  3. Reference points/lines and prolongation
- G. Distinguish between primary collision factor and associated collision factor
1. Establish area of impact
  2. Law of motion
  3. Point of rest
  4. Primary collision factor
  5. Vehicle Code violations
  6. Improper driving
  7. Other than driver
  8. Unknown
  9. Associated collision factors
  10. Documenting the primary collision factor

### III. LEARNING NEED

Evidence collected at a collision scene can be rendered useless or inadmissible if it is not properly documented. Peace officers must recognize and follow standardized documentation formats for traffic collisions to ensure that the evidence they collect is understandable and usable by other officers, and other agencies.

## LEARNING OBJECTIVES

- A. Describe the components of standardized reporting formats used to document a collision
  - 1. Face Sheet
  - 2. Data Sheet
  - 3. Narrative
  - 4. Collision sketch
  - 5. Factual diagram
- B. Distinguish between the types of collision documentation, including:
  - 1. Collision investigation format
  - 2. Collision report format
- C. Prepare components of a traffic collision report, including:
  - 1. Description of injuries
  - 2. Identification of involved parties and vehicles
  - 3. Time and location of collision events
  - 4. Chronology of the collision events
  - 5. Elements unique to hit-and-run and driving-under-the-influence collisions
  - 6. Primary and associated collision factors
  - 7. Area(s) of impact
  - 8. Scene sketch
- D. Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:
  - 1. Facts
  - 2. Statements
  - 3. Opinions and conclusions
  - 4. Recommendations
- E. Distinguish between a collision sketch and a factual diagram
  - 1. Content of collision sketch
  - 2. Content of a factual diagram
  - 3. Legibility
- F. Prepare content features and elements to be included on a:
  - 1. Collision scene sketch
  - 2. Factual diagram

## IV. REQUIRED LEARNING ACTIVITIES

- A. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:

1. Determining compass direction
  2. Methods to determine the area(s) of impact
  3. Identification of physical evidence
  4. Scene measurement techniques
- B. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
1. An understanding of an officer's responsibilities at a traffic collision scene, including:
    - a. Protection of injured parties and the collision site
    - b. Performance of investigative tasks
    - c. Completion of a traffic collision report
  2. The ability to manage a traffic collision scene, including:
    - a. Establishing scene priorities and developing a plan of action
    - b. Identifying and controlling scene hazards
    - c. Providing first aid for the injured parties
    - d. Protecting the collision site
    - e. Evaluating and requesting additional assistance, if needed
  3. The ability to perform traffic collision investigative tasks, including:
    - a. Identifying and preserving collision evidence
    - b. Information gathering and interviewing of involved parties or witnesses
    - c. Establishing the area(s) of impact
    - d. Determining the primary collision factor
  4. The ability to complete a traffic collision report, including:
    - a. Description of injuries
    - b. Identification of involved parties and vehicles
    - c. Time and location of collision events
    - d. Chronology of the collision events
    - e. Elements unique to hit and run and DUI collisions
    - f. Primary and associated collision factors
    - g. Area(s) of impact
    - h. Scene sketch
  5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
    - a. Compass direction
    - b. Basic measurements of the roadway
    - c. Appropriate symbols/illustrations
    - d. Area(s) of impact
    - e. Travel paths of vehicles and parties involved
    - f. Reference points and direction
    - g. Items labeled appropriately (parties, streets, signs, etc.)



Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	0
Total Instructional Hours	12

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

**LEARNING DOMAIN 30**

CRIME SCENES, EVIDENCE, AND FORENSICS

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the goal of a criminal investigation
  - 1. Successful prosecution
  - 2. 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 aid any injured persons
  - 3. Verify that a crime, if any, has occurred
  - 4. Identify and arrest the suspect(s), if appropriate
  - 5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
  - 6. Contain and protect the crime scene and cause the proper collection of physical evidence
  - 7. Locate and interview victim(s) and/or witness(es) and identify other sources of information
  - 8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)
- C. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
  - 1. Role of officer
  - 2. Contamination
  - 3. Isolating the crime scene
  - 4. Evidence protection
  - 5. May include other areas related to the crime
- D. Identify the primary purpose of the:

1. Initial survey of a crime scene
  2. Crime scene search
- E. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
1. Benefits
  2. Photographs as evidence
  3. Types of photographs
  4. General guidelines
  5. Film processing
  6. Digital photography
- F. Identify elements to be included on a crime scene diagram
1. Benefits
  2. Rough sketches
  3. Diagrams
  4. Styles of sketches/diagrams
  5. Content elements
  6. Basic equipment
  7. Basic survey method

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
1. Court testimony
  2. Definition
  3. Property
  4. Chain of custody record
  5. Handling evidence
- B. Identify the purpose of collecting control/known samples
1. Control/known standard
  2. Collecting known standards and controls
  3. Equipment
  4. Packaging evidence
  5. Containers

6. Sealing evidence
  7. Marking and labeling evidence
  8. Submitting evidence
- C. Identify the primary reason for establishing a chain of custody record
1. Court testimony
  2. Definition
  3. Property
  4. Chain of custody record
  5. Handling evidence
- D. 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
  4. A description of the item
  5. Who recovered, packaged, and labeled the item
  6. Who transported the item
  7. Where it was submitted
  8. Where, how, and when the item was secured
- E. Identify the three forms of fingerprint impressions that may be found at a crime scene
1. Description
  2. Locations
  3. Precautions
  4. Forms: Viable, Plastic, Latent
- F. Apply the basic steps for developing latent fingerprints
1. Latent fingerprints of nonporous surfaces
  2. Other powder application techniques
  3. Latent fingerprints on porous surfaces
  4. Developing latent prints on porous materials
  5. Lifting latent fingerprints
  6. Latent fingerprint cards
  7. Packaging
  8. Rolling fingerprint control standards
  9. Basic equipment

10. Recording process
  11. Palm prints
  12. Fingerprint patterns
  13. State classification system
  14. Federal classification system
- G. Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene
1. Human
  2. Firearms/ammunition
  3. Hairs and fibers
  4. Tool marks and tools
  5. Other forms of evidence

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in conducting a preliminary investigation of a felonious assault. At a minimum, the test shall evaluate the following competencies:
1. Problem Solving/Decision-Making - analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
  2. Legal Authority/Individual Rights. The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
  4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

### IV. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student's ability to:
1. Use a systematic method to search the scene and recover all items of physical evidence
  2. Generate crime scene notes that document observations, scene conditions and investigative actions

3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
  4. Locate latent and plastic prints placed on objects of varying texture and color
  5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody
- 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 crime scenes, evidence and forensics. At a minimum, each activity, or combination of activities must address the following topics:
1. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
  2. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem
  3. Modeling ethical leadership by a peace officer in the performance of an investigation
  4. Impact of an effective investigation on a peace officer’s trustworthiness and credibility during courtroom testimony

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	8
Total Instructional Hours	20

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 31**

#### CUSTODY

##### 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. Ethics
  - 2. Custody
  - 3. Custodial personnel
- 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
  - 4. Maintaining officer and public safety
  - 5. Handling those responsibilities necessary to facilitate the processing of the arrested person into a detention facility
- C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
  - 1. Responsibilities
  - 2. Consequences
- 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. Constitutional rights and protections

2. Statutory rights and protections
  3. Agency policies
- F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
1. Introduction
  2. Fatal errors

## 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. Classification of each the above
- C. Recognize the crime of violation of a prisoner's civil rights
1. Crime elements
  2. Color of law
  3. Penalty
  4. Federal civil right law
  5. Meaning for peace officers

## 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. Penal Code section
  2. Crime elements
  3. Tear gas
  4. Detention facility
  5. Securing peace officers' weapons
- B. Identify the crime classification as a misdemeanor or felony
1. Classification of each the above



- 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 consideration
  - 3. Notifying custody personnel
  - 4. Extended hospitalization
- D. Identify classes of prisoners who may require special care or protection
  - 1. Certain medical conditions
  - 2. Ethical considerations
  - 3. Extended hospitalization
  - 4. Prescreening

IV. 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	<u>2</u>
Agency Specific Hours	0
Total Instructional Hours	2

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 32**

#### LIFETIME FITNESS

##### I. LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

##### LEARNING OBJECTIVES

A. Discuss the components of a personal physical fitness program to include:

1. Cardiovascular
  - a. Aerobic
  - b. Anaerobic
2. Muscular
  - a. Strength
  - b. Power
  - c. Endurance
3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

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

1. Cardiovascular
  - a. Aerobic
  - b. Anaerobic
2. Muscular
  - a. Strength
  - b. Power
  - c. Endurance
3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program

1. Developing a personal fitness program
  2. Improving cardiovascular endurance
  3. Building muscular strength
  4. Increasing flexibility, stability, and mobility
  5. Improving body composition
- D. Discuss principles of physical conditioning, including:
1. Specificity
  2. Frequency
  3. Intensity
  4. Volume
  5. Active recovery
  6. Periodization/program design
    - a. Foundational phase
    - b. Conditioning phase
    - c. Peak performance phase
  7. Progression
- E. Describe minimum physical conditioning program requirements and components of a training session to include:
1. Warmup
  2. Training phase
  3. Recovery
- F. Explain the two types of training injuries and appropriate treatment for each
1. Acute injuries
  2. Chronic injuries

## II. 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

- A. Describe how to accomplish fitness goals using nutritional planning
1. Definition
  2. Food components
  3. Nutritional planning
- B. Discuss the role of supplementation and accomplishing fitness goals
1. Supplements
  2. Balanced diet can provide all required vitamins and minerals

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss illnesses and injuries commonly associated with law enforcement officers
  - 1. Cardiovascular disease
  - 2. Gastrointestinal disorders and disease
  - 3. Structural injuries
- B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers
  - 1. Fitness Consequences
  - 2. Treatments and preventions

### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Explain the signs and symptoms of elevated stress levels
  - 1. Description
  - 2. Policing in the community
  - 3. Physical response to stress
  - 4. Positive response to stress
  - 5. Negative response to stress
  - 6. Causes of stress
  - 7. Symptoms of stress
  - 8. Effects on families
  - 9. Burnout
- B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
  - 1. Definition
  - 2. Substances commonly abused
- C. Describe the short and long term effects of abusing:
  - 1. Alcohol
  - 2. Tobacco
  - 3. Caffeine
  - 4. Supplements/performance enhancing drugs
  - 5. Prescription, nonprescription, and illegal drugs

D. Explain the techniques for stress management

1. Lifetime fitness
2. Lifestyle modifications
3. Professional interventions

V. REQUIRED TESTS

A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST.

1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
2. Lift or drag 165 pound lifelike dummy 32 feet
3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
5. Run 500 yards

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a POST-approved physical conditioning program to include the following:

1. The program must consist of a minimum of 36 sessions
2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
3. Each session must be a minimum of 60 minutes in length
4. Each session must consist of a warm-up, a training period, and recovery
5. Each student must participate in a minimum of 30 of the required 36 sessions
6. Individual accommodations must meet the functional equivalency of all components of the training session

B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:

1. Cardiovascular
  - a. Aerobic
  - b. Anaerobic
2. Muscular
  - a. Strength
  - b. Power
  - c. Endurance
3. Flexibility/stability/mobility
4. Core
5. Acceleration and agility

6. Body composition vs performance
  7. Recovery
- C. 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 topics:
1. Illnesses and injuries commonly associated with law enforcement officers
  2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
  3. The essential elements of lifetime fitness
- D. 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
- E. 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
    - a. Aerobic
    - b. Anaerobic
  2. Muscular
    - a. Strength
    - b. Power
    - c. Endurance
  3. Flexibility/stability/mobility
  4. Core
  5. Acceleration and agility
  6. Body composition vs performance
  7. Recovery
- F. 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 components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
  2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)
  3. Calculating the aerobic heart rate training zone
  4. The components of a comprehensive fitness program for the tactical athlete
  5. Evaluation and treatment of training injuries
- G. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:
1. Performance of the WSTB
  2. Push-ups
  3. Bent knee sit-ups
  4. 1.5 mile run
  5. Body composition measurement
- H. The student will participate in a learning activity, which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.
- I. The student will participate in water self-rescue and rescue of others activities. For self-rescue, the student will be dressed in on-duty attire including duty belt and duty boots. The student will jump into the pool (deep end for those previously demonstrating water skills, shallow end for those demonstrating limited water skills). The student will be required to start immediately using his or her mental and physical skills' to disrobe and get out of the pool in a fast, safe and efficient manner. This will include using some clothing as a floatation device. For rescue of others, the student will extend the self-rescue activity to include the water rescue of a water victim, using some clothing as a floatation device, and swim the victim and self to safety.

Description	Hours
POST Minimum Required Hours	<u>44</u>
Agency Specific Hours	25
Total Instructional Hours	69

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 33**

#### ARREST AND CONTROL

##### 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. Awareness of vulnerable body parts
    - Redacted
- 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. Personal weapons
  - 2. Head
  - 3. Hands
  - 4. Arms
  - 5. Legs
  - 6. 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 OBJECTIVES

- A. Explain factors to consider when approaching a subject and conducting a plain view search
  - 1. Plain view
  - 2. Cursory/frisk search
  - 3. Consent search
  - 4. Searches incident to arrest
  - 5. Choice of search technique and level of control



- B. Demonstrate a systematic approach to safely and effectively conduct a person search
  - 1. Principles of Arrest and Control
  - 2. Systematic approach for all person searches
- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
  - 1. Potential locations for weapons and/or contraband concealment
  - 2. Locating a weapon during a person search
- D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
  - 1. Searching individuals of the opposite sex
  - 2. Agency policy regarding searching individuals of the opposite sex
- E. Explain cover officer responsibilities
  - 1. Working as a team
  - 2. Officer responsibilities
  - 3. Multiple suspects
- F. Discuss cover officer responsibilities during a search of a subject
  - 1. Ensure safety of contact officer
  - 2. Ensure safety of themselves
  - 3. Protect searching officer from possible interference by others
  - 4. Assist in restraining subject if necessary
  - 5. Take possession of any weapons/contraband so searching officer can continue search

### 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. Spectrum of force options
  - 2. Ethics
  - 3. Officer vulnerability
  - 4. Objectively reasonable force
  - 5. Controlling force
  - 6. Application of force

- B. Explain advantages and limitations a peace officer should consider when applying a control hold
  - 1. Definition
  - 2. Primary objective
  - 3. Benefits
  - 4. Considerations when using a control hold
  - 5. Continued training
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
  - 1. Definition
  - 2. Primary objective
  - 3. Benefits
  - 4. Considerations when using a takedown technique
  - 5. Continued Training

#### 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. Introduction
  - 2. Objective of using a restraint device
  - 3. Agency policies
  - 4. Types of restraint devices
- B. Explain potential hazards when using restraint devices on a subject
  - 1. Potential Hazards
  - 2. Hazards of handcuff use
- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
  - 1. Handcuff nomenclature
  - 2. Guidelines for position and application
  - 3. Double locking
  - 4. Removing handcuffs/restraint devices
- D. Explain various double-locking mechanisms on handcuffs
  - 1. Double-locking mechanisms
  - 2. Locking

3. Unlocking
- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
  1. Contact officer
  2. Cover officer

## 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. Introduction
  2. Increased officer awareness
  3. Factors of weapon retention
  4. Opportunity
  5. Equipment
  6. Training
- B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
  1. Secure weapon
  2. Distraction/response
  3. Gain position
  4. Effect release
- C. Discuss a peace officer's tactical considerations when confronted by an armed subject
  1. Introduction
  2. Tactical considerations confronting an armed subject
  3. Moving out of the line of fire
- D. Discuss tactical considerations when disarming a subject
  1. While they are talking
  2. While they are listening
- E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway
  1. Statistics on officer deaths
  2. LEOKA reference

## 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. Introduction
  - 2. Authority for use
  - 3. Agency policy
  - 4. Illegal use by a peace officer
  - 5. Types of batons for peace officer use
- B. Discuss circumstances when a peace officer is justified in using an impact weapon
  - 1. Size difference between subject and officer
  - 2. Subject displays fighting skill
  - 3. Multiple subjects
  - 4. Control required due to tactical considerations
- 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. Rib cage
  - 3. Midsection
  - 4. Arms
  - 5. Legs
- D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
  - 1. Head or face
  - 2. Neck or throat
  - 3. Spine
  - 4. Groin
  - 5. Kidneys
  - 6. Heart
  - 7. Intentional strikes to these areas must be objectively reasonable
  - 8. Medical assistance
  - 9. Need for ongoing training
- E. Discuss the use of verbal commands during a confrontation
  - 1. Clear concise commands
  - 2. Continued communication

## VII. LEARNING NEED

Peace officers must be familiar with the basic movements and Arrest and Control techniques associated with ground control

### LEARNING OBJECTIVES

- A. Discuss the various ground positions and their associated risks
  - 1. Introduction
  - 2. Objective
  - 3. Basic ground control positions
  - 4. Advantages/disadvantages
- B. Demonstrate basic ground control positions when controlling a subject
  - 1. Positions
  - 2. Maintaining an advantage
- C. Demonstrate a defense against a takedown attempt
  - 1. Introduction
  - 2. Description
- D. Demonstrate defenses from choke holds
  - 1. Introduction
  - 2. Peace officer awareness: expect the unexpected
  - 3. Position
  - 4. Areas of Attacker's weakness
  - 5. Counter-attacks
- E. Demonstrate escape and/or reversal skill(s) on the ground including the following positions:
  - 1. Top mount
  - 2. Back mount
  - 3. Side mount
  - 4. Guard
- F. Demonstrate weapon retention from various positions on the ground
  - 1. Introduction
  - 2. General principles
  - 3. Position
  - 4. Protective techniques

## VIII. 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. Introduction
  - 2. Officer awareness expect the unexpected

3. Officer responsibilities
  4. Agency policy
  5. Search the prisoner
  6. Search the area
  7. Restrain the prisoner
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
1. General procedures
  2. Use of seat belts
  3. Observation of prisoner during transport
  4. Prisoner position in vehicle

## IX. REQUIRED TESTS

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

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

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

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

### ARREST 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 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 the ability to conduct the following searches:
- Visual Search
  - Cursory/Pat/Frisk/Search
  - Full Body Search Incident to Arrest
  - High Risk Search

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 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 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.

- C. An exercise test that requires the student to demonstrate competency in minimum of two control hold 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 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 a minimum of two Takedown 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 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 handgun takeaway technique(s) including a minimum of one handgun takeaway technique from both the front and rear position.

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed Arrest 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 handgun retention techniques. The exercise will include a minimum of one technique to be demonstrated from the following positions:

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

The student will demonstrate competency in the following performance dimensions:

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



Presenters must use the POST-developed Arrest 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.

- G. 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.

#### X. REQUIRED LEARNING ACTIVITIES

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

1. Assuming a position of advantage and control
2. Maintaining proper balance and control
3. Maintaining awareness
4. Protecting the searching officer from possible interference
5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

- B. Student will participate in a learning activity that will reinforce the student's ability to demonstrate a long gun retention and a long gun takeaway technique

- C. Student will participate in a high intensity learning activity that will emphasize and reinforce the student's endurance and ability to prevail in a sustained physical altercation including:

1. Foot pursuit
2. Tactical movement
3. One or more aggressor(s)
4. Personal weapons/hand strikes
5. Impact weapons
6. Tactical communication
7. Ground control
8. Weapon(s) retention
9. Handcuffing/searching

Description	Hours
POST Minimum Required Hours	<u>60</u>
Agency Specific Hours	32
Total Instructional Hours	92

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 34**

#### FIRST AID, CPR AND AED

##### I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) 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 and at an 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. Pathogens
  - 2. Transfer of pathogens
  - 3. Chain of transmission
  - 4. Exposure
  - 5. Personal Protective Equipment (PPE)
  - 6. PPE disposal
- 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. Responsibility to act
2. Immunity from liability
3. Negligence
4. Expressed consent
5. Implied consent
6. Refusal of care
7. Life-threatening conditions
8. Duty to continue

## 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. Introduction
  2. Classification categories
  3. Assessment criteria
  4. Begin treatment
- D. Recognize conditions under which an injured victim should be moved from one location to another
  1. Do not move
  2. Conditions for moving a victim
  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
  - 1. Recognition and Activation
  - 2. CPR
  - 3. Defibrillation
  - 4. Advanced life support
  - 5. Post-cardiac care
- 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
  - 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
- E. Identify the difference between a mild and severe airway obstruction
  - 1. Ventilation
  - 2. Airway obstructions
  - 3. Mild obstruction
  - 4. Severe obstruction
  - 5. Tongue obstruction
  - 6. Removing obstruction
- F. Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious:
  - 1. Adult
  - 2. Child

3. Infant
  4. Pregnant or obese individual
- G. Discuss rescue breathing techniques including:
1. Mouth-to-mouth
  2. Pocket mask or other barrier devices
  3. Bag valve mask
- H. Discuss the recovery position
1. Roll onto left side
  2. Spine straight
  3. Position of lower arm
  4. Position of top leg
- 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. Wound types
  2. Care techniques
- K. Recognize the first aid treatment for traumatic injuries including:
1. Impaled objects
  2. Amputations
- L. Recognize the signs and symptoms of shock
1. Introduction
  2. Indicators
  3. Causes
  4. Severity
  5. Fainting
- M. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
1. Assess temperature reaction (e.g., sweating; shaking)
- N. Demonstrate first aid measures to treat shock
1. Control all external bleeding and treat other injuries
  2. Be alert for vomiting
  3. Maintain the victim's body temperature but avoid overheating
  4. Place the victim in a position to help maintain blood flow
  5. Reassure the victim

6. Continue to monitor the victim's ABCs and be prepared to take action if necessary (e.g., rescue breathing, CPR).
7. Thirst -Do not provide water
8. Positioning of victim

#### 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
  4. Visible injury
  5. Appearance
  6. Other
- B. Recognize the appropriate first aid measures for treating facial injuries including:  
Objects in the eye
  1. Chemicals in the eye
  2. Dental emergency
  3. Nose bleed
- C. Recognize appropriate first aid measures for treating open and closed injuries to the:
  1. Chest
    - a) Chest seals and dressings
  2. Abdomen
- D. Recognize appropriate first aid measures for internal bleeding
  1. Activate EMS
  2. If no spinal injury, place victim in comfortable position
  3. Treat for shock
- E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues or joints
  1. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
  2. Introduction
  3. Musculo-skeletal system
  4. Musculo-skeletal system

5. Types of injuries
6. Bone, muscle joint injuries
7. Assessment
8. Treatment
  - a) Activate EMS system, if necessary
  - b) Do not attempt to manipulate or “straighten out” an injury
  - c) Expose the injury by removing clothing covering the area
  - d) Control bleeding associated with open fractures
  - e) Stabilize the injury by immobilizing the bones above and below the joint
  - f) Check capillary refill and warmth of affected limb
  - g) Treat for shock
  - h) Do not elevate legs if injury is to the lower extremities
- 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

## 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
  1. Causes
  2. Symptoms
  3. Actions
- 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, heat exhaustion and 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. Introduction
  2. First responder actions
  3. Transport prior to birth
  4. Imminent birth
    - a. Contractions that are occurring less than two minutes apart
    - b. Woman feels an urgent need to bear down
    - c. Crowing is present
    - d. Woman's water has broken

- 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 that 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

Presenters 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 ACTIVITIES

- A. A learning activity 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
- F. The student will participate in a learning activity that will simulate a comprehensive response to a traumatic injury which will include rescue, evacuation, treatment and transportation.

IX. HOURLY REQUIREMENTS

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 100017(a) of the California Code of Regulations.

Description	Hours
POST Minimum Required Hours	<u>21</u>
Agency Specific Hours	1
Total Instructional Hours	22

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 35**  
FIREARMS/CHEMICAL AGENTS

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
  - 1. Treat all firearms as if they are loaded
  - 2. Always keep the firearm 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
  - 5. Other considerations
- B. Explain basic safety guidelines to be followed at a firing range
  - 1. Introduction
  - 2. Range safety guidelines
  - 3. Firearm location
  - 4. Dry firing
  - 5. Malfunctions on a firing range
  - 6. Personal responsibility
  - 7. Safety as routine
- C. Describe the safety precautions for proper storage of firearms
  - 1. Safety precautions
  - 2. Criminal storage of a firearm
  - 3. Classification
  - 4. Exceptions to the law

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. Cycle of operation
  2. Action
  3. Double action vs. Single-action
  4. Decocking
  5. Manual decocking
- 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
- D. Describe the basic information about shotguns, including:
1. Advantages and limitations
  2. Primary components and their functions
  3. Steps for loading/unloading
  4. Steps for rendering the shotgun safe

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
1. 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 that you do not intend to hit
  4. Avoid dropping live rounds or hitting them with any object
  5. Learn the sound and feel of a good firing, and know what to do when a round misfires
  6. All ammunition should be replaced on a regular basis
  7. Never use ammunition where the pressure levels exceed industry standards for the firearm being used
- B. Describe the primary components of firearm cartridges
1. Primer

2. Powder charge
  3. Bullet
  4. Cartridge case
  5. Blank shell
  6. Cartridge nomenclature
- 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
- D. Describe the primary components of a shotgun shell
1. Primer
  2. Powder charge
  3. Wad
  4. Load
  5. Shell case
- E. Define shot pattern as it relates to shotgun shells
1. Definition: buckshot
  2. A shotgun shell can contain single or multiple projectiles.
  3. Multiple projectile loads yields a circle pattern, increasing in size as the distance from target increases
  4. Shot penetration
- F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
1. 10 yards; 10 inches
  2. 20 yards; 20 inches
  3. 30 yards; 30 inches
  4. Rifle slugs
- G. Describe the three ways shot placement can stop a threat, to include:
1. Central nervous system
  2. Critical blood loss
  3. Psychological

#### IV. LEARNING NEED

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

##### LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
  - 1. Introduction
  - 2. Symptoms of firearm failure
  - 3. Safety inspections
- B. Describe the materials, equipment, and environment needed to properly clean firearms
  - 1. Introduction
  - 2. When to clean
  - 3. Extent of required cleaning
  - 4. Environment and preparation
  - 5. Cleaning materials
  - 6. Cleaning equipment
- C. Apply routine procedures for cleaning firearms
  - 1. Cleaning a semiautomatic pistol
  - 2. Cleaning a revolver

#### 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. Introduction
  - 2. Holster function
  - 3. Holster limitations
  - 4. Drawing
  - 5. Drawing a firearm
  - 6. Holstering
- B. Demonstrate the following elements to accurately shoot a firearm:
  - 1. Grip
  - 2. Stance
  - 3. Breath control

4. Sight alignment/sight picture
  5. Trigger control
  6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
  2. Revolvers
  3. Shotguns
- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
1. Introduction
  2. Limitations
  3. Scanning
  4. Other senses
  5. Sight alignment in low light
  6. Shooting with a flashlight
- E. Describe conditions an officer may face when in a combat situation
1. Introduction
  2. Decision making
  3. Levels of force
  4. Deadly force
  5. Legal standard for use of deadly force
  6. Prerequisites for deadly force
  7. Combat conditions
  8. Balancing speed and accuracy
  9. Threat assessment
  10. Divided attention
  11. Tactical movement
  12. Shooting on the move
  13. Cover and concealment
  14. Barricade shooting
- F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
1. Introduction
  2. Motor skills



3. "Fight or Flight"
  4. Physiological effects on motor skills
  5. Heart rate and reaction time
  6. Controlled breathing
  7. Other physiological effects
  8. Psychological responses
  9. Reasonable fear
  10. Anger
  11. Post combat responses
- G. Explain steps officers can take to prepare themselves for the extreme stress of combat
1. Mental preparation
  2. Physical conditioning
  3. Proper nutrition
  4. Equipment maintenance
  5. Confidence building
  6. Initial and ongoing Training
  7. Support groups

## VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination 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. Introduction
  2. Related terms
  3. Law enforcement use of chemical agents
  4. Unlawful possession
  5. Conditions for lawful possession
  6. Possession by the general public
  7. Possession by a minor
  8. Product labeling
  9. Altering product labels
  10. Federal law

11. Passenger aircraft
- B. Describe four methods used to deploy chemical agents
    1. Aerosol
    2. Fogging
    3. Pyrotechnics
    4. Blast expulsion
  - C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
    1. Wind
    2. Rain
    3. Temperature
    4. Distance
    5. Proximity of others
  - D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
    1. Basic nomenclature: hand-held aerosol canister
    2. Canister care and maintenance
    3. Carrying hand-held containers
    4. Drawing hand-held containers
    5. Safety mechanism
    6. Deploying the chemical agent
    7. Response to exposure
    8. Officer safety
  - E. Apply decontamination procedures that should be followed after a chemical agent has been used
    1. Eyes
    2. Skin
    3. Nose
    4. Chest
    5. Custody Notification
  - F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
    1. OC (oleoresin capsicum)
    2. CN (chloroacetophenone)
    3. CS (ortho-chlorobenzylidene-malononitrile)
  - G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
    1. Inspection and proper fit
    2. Cleaning and storage

## VII. REQUIRED TESTS

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

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

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

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

### **FIREARMS SAFETY**

All firearms exercise testing must be conducted under written academy/presenter safety procedures and 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.

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessments, multiple targets, left and right shooting positions using cover and concealment, and multiple shooting positions.

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a 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 simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
  - 1. Exposure to a non-lethal, riot control chemical agent
  - 2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
  - 3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
  - 1. Exposure to a non-lethal, aerosol chemical agent
  - 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
  - 3. Decontamination techniques
- C. 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
- D. 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
- E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:
1. Open the shotgun action and check for rounds
  2. Inspect the functioning of the firing mechanism
  3. Load and unload the shotgun properly when a round has been chambered
  4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

Description	Hours
POST Minimum Required Hours	<u>72</u>
Agency Specific Hours	30
Total Instructional Hours	102

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 36**

#### INFORMATION SYSTEMS

##### 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 California Law Enforcement Telecommunications System (CLETS) network
  - 1. Introduction
  - 2. Leadership
  - 3. CLETS
  - 4. Related terms
  - 5. Available systems and databases
  - 6. Information inquiries
  - 7. Administrative messages
  - 8. All-points bulletin messages
  - 9. Agency policies and procedures
  - 10. Authorized access
  - 11. Mobile access
  - 12. Confidentiality
  - 13. CLETS data and confirmation of information
  - 14. Failure to confirm
- B. Recognize crimes involving unlawful access or use of a law enforcement computer system
  - 1. Ethics
  - 2. Unlawful access or use
  - 3. Consequences
- C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
  - 1. CORI
  - 2. Access to CORI



3. State CORI
  4. Local CORI
  5. Release of CORI
  6. Right-to-know, need-to-know
  7. Community policing
  8. State “authorized agency” list
  9. Access to one’s own CORI
  10. Juvenile information
- 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 to 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 System WPS
  2. Criminal History System CHS
  3. California Restraining and Protective Order System (CARPOS)
  4. Missing/Unidentified Persons System MUPS
  5. Supervised Release File SRF
  6. Parole Law Enforcement Automated Data System LEADS
  7. Violent Crime Information Network/Sex and Arson Registration VCIN/SAR
  8. Mental Health Firearm Prohibition System MHFPS
  9. Stolen Vehicle System SVS
  10. Automated Boat System ABS
  11. Automated Property System APS
  12. Automated Firearms System AFS
- 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
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 (DMV) 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 DMV Information System and the types of information provided
  1. Driver License/Identification Card
  2. Vehicle/Vessel Registration
  3. Parking/Toll Violation
  4. Occupational Licensing
  5. International Registration Plan
- B. Recognize the minimum information required for generating an inquiry into each of the DMV databases
  1. Requesting person's name
  2. Requesting person's unit or division

### 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 a 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

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

Total Instructional Hours

2

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 37**

#### PEOPLE WITH DISABILITIES

##### I. LEARNING NEED

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

##### LEARNING OBJECTIVES

- A. State the intent of the Americans with Disabilities Act of 1990
  - 1. Introduction
  - 2. Guidelines offered by ADA
  - 3. Impact on law enforcement
  - 4. Community Policing
  - 5. Leadership
  - 6. Agency Policy
  - 7. Types of disabilities
- B. Recognize the role of peace officers when interacting with a person with a disability
  - 1. Applying culturally responsive community policing principles
  - 2. Reducing stigma
  - 3. Increasing and maintaining peace officer and public safety

##### II. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.

##### LEARNING OBJECTIVES

- A. State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et. seq.*)
  - 1. Introduction
  - 2. Protections of the law
  - 3. Impact on law enforcement
  - 4. Agency policy
- B. Define the term developmental disability
  - 1. Definition
  - 2. Lanterman-Petris-Short Developmental Disabilities Service Act inclusions
- C. Recognize general behavioral indicators associated with all developmental disabilities

1. General indicators
  2. Field contacts
- D. Recognize behavioral indicators specifically associated with the following developmental disabilities:
1. Intellectual Disability (including Down Syndrome)
  2. Cerebral Palsy
  3. Autism Spectrum Disorder
  4. Epilepsy
- E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
1. Intellectual Disability (including Down Syndrome)
  2. Cerebral Palsy
  3. Autism Spectrum Disorder
  4. Epilepsy
- F. Recognize the causes and nature of intellectual/developmental disabilities
1. Intellectual Disability (including Down Syndrome)
  2. Cerebral Palsy
  3. Autism Spectrum Disorder
  4. Other intellectual/developmental disabilities
- G. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities
1. Referral Process
  2. Private organizations offering support groups
  3. Substance abuse centers
  4. County mental health agencies
  5. Regional developmental disabilities centers
  6. Independent/assisted living centers
  7. National support/information organizations
  8. Local missions or shelters
  9. Religious centers
  10. Senior citizens centers

### III. LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.

### LEARNING OBJECTIVES

- A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:
  - 1. Acquired
  - 2. Traumatic
- B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
  - 1. Affected by traumatic disorders
    - a. neurological
    - b. traumatic brain injuries
  - 2. Affected by dementia and stroke
- C. List the types of mobility assistance equipment and devices
  - 1. Canes, crutches, walkers
  - 2. Braces, prosthesis
  - 3. Motorized scooters, manual or motorized wheelchairs
  - 4. Service animals
  - 5. Personal attendants
  - 6. Mobile respiratory devices or other equipment necessary for bodily support
- D. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
- E. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
- F. Discuss additional laws that protect the rights of people with physical disabilities, including:
  - 1. Rehabilitation Act of 1973, Section 504
  - 2. Right of way (Vehicle Code Section 21963)
  - 3. White Cane Law (Civil Code Section 54.4)
  - 4. Service Animals (Penal Code Section 365.5 et. seq.)
- G. Discuss the referral process and state/local resources available to people with physical disabilities
  - 1. Agency-related assessment or crisis teams
  - 2. Private organizations offering support groups
  - 3. County agencies
  - 4. Community resources

5. State/National support/information organizations

IV. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

LEARNING OBJECTIVES

- A. Define the term mental illness
  - 1. Mental illness
  - 2. Mental disorder
- B. List the categories of mental illness:
  - 1. Thought disorders including schizophrenia
  - 2. Mood disorders including depression and bipolar
  - 3. Anxiety related disorders
  - 4. Post-Traumatic Stress Disorder (PTSD)
  - 5. Co-occurring/dual diagnosis disorders
- C. Recognize the causes and nature of mental illness
  - 1. Physiological causes
  - 2. Inherited/ genetic causes
- D. Recognize behavioral indicators that may be generally associated with people affected by mental illness
  - 1. Fearfulness
  - 2. Inappropriate behavior
  - 3. Extreme rigidity or inflexibility
  - 4. Excitability
  - 5. Impaired self-care
  - 6. Hallucinations
  - 7. Delusions
  - 8. Disorganized speech, thought patterns, or disorientation
  - 9. Clinical Depression
  - 10. Bipolar disorder
  - 11. Schizophrenia
  - 12. Postpartum Depression
  - 13. Postpartum Psychosis
  - 14. Psychosis
  - 15. Posttraumatic Stress Disorder (PTSD)

- E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
  - 1. Introduction
  - 2. Officer Safety
  - 3. Indicators
  - 4. Suicide Awareness
  - 5. Field contacts actions
- F. Discuss the referral process and state/local resources available to people with mental illness
  - 1. Agency Policy
  - 2. Referral resources
- G. Identify appropriate resolution options
  - 1. Introduction
  - 2. Resolution options
  - 3. Agency policy
  - 4. Confidentiality of medical reports
  - 5. Refer to other resources

#### V. LEARNING NEED

Peace officers must become familiar with the application of *Welfare and Institutions Code Section 5150* in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

#### LEARNING OBJECTIVES

- A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
  - 1.
- B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
  - 1.
- C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled
  - 1.
- D. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*
  - 1.
- E. Recognize the documentation requirements pursuant to *Welfare and Institutions Code Section 5150.2*



1.

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- E. A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:
  - 1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  - 2. Problem Solving/ Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  - 3. Legal Authority/ Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  - 4. Officer Safety - Tactical and situational awareness and response to surroundings.
  - 5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  - 6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

## VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
  - 1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
  - 2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities
- B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability. The debrief shall minimally address the following topics as they pertain to the contact:
  - 1. The types of behaviors exhibited by the person contacted
  - 2. Possible causes of the behaviors
  - 3. Tactical safety measures employed by the responding officer(s), if applicable
  - 4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
  - 5. Use of effective verbal/non-verbal communications skills
  - 6. Overall effectiveness of the contact

- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:
1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
  2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
  3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer
- D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officer(s)
2. Perception of the person with disabilities being contacted
3. Presence or absence of stigma
4. Use of effective verbal/non-verbal communications skills
5. Use of problem solving skills to enhance an officer's efforts to appropriately resolve issues
6. Tactical safety measures employed by the responding officer(s), if applicable
7. Legality of the contact and subsequent actions of the contacting officer(s)
8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Description	Hours
POST Minimum Required Hours	<u>15</u>
Agency Specific Hours	0
Total Instructional Hours	15

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 38**

#### GANG AWARENESS

##### I. LEARNING NEED

Peace officers must know the indicators of gang involvement in order to assess and respond to gang-related criminal activity.

##### LEARNING OBJECTIVES

- A. State statutory requirements for designating a group as a criminal street gang
  - 1. Introduction
  - 2. Definition
  - 3. Penal Code section
- B. Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
  - 1. Introduction
  - 2. Weapons
  - 3. Gang tactics
  - 4. Safety considerations
- C. Describe indicators of gang territory and communications, including:
  - 1. Graffiti
  - 2. Violent crime
  - 3. Active gang members
  - 4. Tattoos
  - 5. Neighborhoods

##### II. LEARNING NEED

Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.

##### LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with criminal street gangs
- B. Hispanic street gangs
- C. Black street gangs
- D. Asian street gangs
- E. White street gangs
- F. Other street gangs

1.

### III. LEARNING NEED

Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.

#### LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with organized crime gangs including:
  - 1. Motorcycle gangs
  - 2. Prison gangs

### V. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce knowledge of local/regional gang dynamics including recent crime trends. Topics must include:
  - 1. Categories of gangs (e.g., street gangs, organized crime gangs, outlaw motorcycle gangs and prison gangs)
  - 2. Types of street gangs (e.g., Hispanic, white, black, Asian, multi-racial)
  - 3. Reasons for gang membership
  - 4. Characteristics common to most gangs
  - 5. Common criminal activities
  - 6. Suppression, investigation, enforcement and prosecution tactics and techniques
  - 7. Officer safety techniques and personal character in gang-related contacts, detentions and arrests

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

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 39**  
CRIMES AGAINST THE JUSTICE SYSTEM

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Intimidating witnesses or victims
  - 2. Threats of retaliation
  - 3. Violating a court order
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each of the above

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

### 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. Classification of each of the above

### IV. LEARNING NEED

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

- A. Recognize the crime elements, required to arrest:
  - 1. Unlawful assembly
  - 2. Refusal to disperse
- B. Recognize the crime classification as a misdemeanor or felony.
  - 1. Classification of each of the above

### V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

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

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 40**

#### WEAPONS VIOLATIONS

##### 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 related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Possession of a prohibited weapon
  - 2. Possession of an illegal knife
  - 3. Unlawful possession of tear gas weapon or chemical agent
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each of the above

##### 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 the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.

##### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Carrying a firearm in a public place or within a vehicle
  - 2. Possession of a deadly weapon with intent to assault another person
  - 3. Possession of a loaded firearm with intent to commit a felony
  - 4. Alteration or removal of identifying marks from a firearm
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each of the above

##### 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 unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

##### LEARNING OBJECTIVES

- A. Recognize the statutory definition of a concealed firearm
  - 1. Introduction
  - 2. Community policing

3. Statutory definition
4. CCW license
- B. Recognize the exceptions to the license requirement for possession of a concealable firearm
  1. Persons exempt from CCW requirements
  2. Possession for lawful activities
  3. Transporting
  4. Possession by specified individuals
  5. Examples
- C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license
  1. Penal Code
  2. Crime elements
  3. Classification
  4. Concealment in a vehicle
  5. Possession by a minor
- D. Recognize the crime classification for possession of a concealable firearm without a license
  1. Conditions
  2. Parameters to classify as a felony or misdemeanor

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for possession of:
  1. A firearm by a convicted felon, narcotic addict, or other restricted persons
  2. A firearm by a person convicted of a specified misdemeanor
  3. An unauthorized weapon in a prohibited location
- B. Recognize the crime classification as a misdemeanor or felony
  1. Classification of each of the above

#### V. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting,



or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

## LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for, drawing, exhibiting, or unlawful use of a(n):
  - 1. Deadly weapon (other than a firearm)
  - 2. Firearm
  - 3. Firearm in the presence of a motor vehicle occupant
  - 4. Imitation firearm
  - 5. Loaded firearm on the grounds of any daycare facility
  - 6. Firearm in the presence of a peace officer
- B. Recognize the crime elements required to arrest for, and classification of unlawful discharging of a firearm
  - 1. General Description
  - 2. Gross negligence
  - 3. Gross negligence
  - 4. Unlawfully discharging a firearm
  - 5. Discharging a firearm in a vehicle
  - 6. Discharging a firearm in a vehicle at a person
  - 7.
- C. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.
  - 1. Conditions
  - 2. Parameters to classify as a felony or misdemeanor

## VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

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

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 42**  
CULTURAL DIVERSITY/DISCRIMINATION

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. Define the terms:
  - 1. Culture
  - 2. Cultural diversity
- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
  - 1. Personal
  - 2. Professional
  - 3. Organizational
  - 4. Accepting diversity
- C. Explain the historical and current cultural composition of California
  - 1. Definitions
  - 2. Acculturation and assimilation
  - 3. California's past, present, and future

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. Definition
  - 2. Individual perceptions
  - 3. Implicit bias
  - 4. Stereotyping
  - 5. Human tendency
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Dangers of stereotyping

2. Stereotypes of law enforcement
  3. Preexisting tensions among groups
  4. Possible effects
- C. Define the term prejudice
1. Definition
  2. Prejudice vs. Stereotype
  3. Subconscious stereotype
  4. Group prejudice
  5. Prejudice and law enforcement
- D. Define the term discrimination
1. Definition
  2. Prejudice vs. discrimination
  3. Possible effects of prejudice and discrimination
- E. Define the term racial profiling, including the:
1. Conceptual definition
  2. Legal definition
- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
1. California Penal Code section 13519.4
  2. Fourth Amendment
  3. Fourteenth Amendment
  4. Current case law
  5. Criminal profiling vs. racial profiling
- G. Discuss the impact of racial profiling on the:
1. Individual citizens
  2. Community
  3. Officer
  4. Criminal justice system
- H. Discuss landmark events in the evolution of civil and human rights
1. Human rights
  2. Human rights in the United States
- I. Define key indices peace officers should recognize and respect that make up evolving culture among a community
1. Every person needs to be recognized as an individual
  2. Respect given begets respect received

- J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
  - 1. Impact of Racial Profiling
  - 2. Community considerations
  - 3. Community policing
  - 4. Ethical considerations and obligations
  - 5. Leadership
  - 6. Continuing evolution

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Explain strategies for effective communication within a diverse community, including:
  - 1. Verbal communication
  - 2. Active listening
  - 3. Nonverbal communication
- B. Describe positive officer behaviors during contacts with members of a cross-cultural community
  - 1. Expectations of law enforcement
  - 2. Issues of legality
  - 3. Intragroup variations
  - 4. General guidelines
- C. Discuss articles of faith that can be interpreted as a weapon, including:
  - 1. Identification of the article
  - 2. Proper handling of and respect for the article

### IV. LEARNING NEED

Peace officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

#### LEARNING OBJECTIVES

- A. Discuss the difference between sexual orientation and gender identity
  - 1. Sexual orientation: a person's physical, emotional and romantic attraction to people of the same and/or other gender
  - 2. Gender identity: a person sense of being male, female, or something other or in-between
- B. Discuss how sexual orientation and gender identity intersect with:
  - 1. Each other

2. Race
3. Culture
4. Religion

- C. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including, but not limited to:
1. Sexual orientation (straight, gay, lesbian, bisexual)
  2. Gender identity (transgender, cisgender, non-binary)
  3. Gender expression (the way a person expresses themselves)
  4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
  5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)
- D. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender minorities, including:
1. Demonstrating respect for diversity
  2. Recognizing personal bias and its potential negative effect on workplace conduct
  3. Honoring the right to privacy and confidentiality
  4. Not making assumptions
  5. Understanding reason why employees may not report incidents of harassment/discrimination
- E. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:
1. Protests (i.e. The Stonewall Riots (1969))
  2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges))
  3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

## V. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. State the legal definition of a hate crime based on the Penal Code
1. Definition
  2. Individual hate crimes
- B. Classify the crime and the elements required to arrest for:
1. Desecrating religious symbols
  2. Interfering with religious freedom
  3. Terrorizing another
  4. Interfering with an individual's civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
1. Federal criminal statutes

2. Federal civil statutes
3. State civil statutes
- D. Describe the impact of hate crimes on victims, the victims' families, and the community
  1. Victims of hate crimes
  2. Reactions to hate crimes
  3. Effects on communities
  4. Peace officer reactions
- E. Discuss the indicators of hate crimes
  1. Target(s) of criminal act
  2. Act of vandalism
  3. Presence of graffiti
  4. Threatening telephone calls
- F. Explain considerations when investigating and documenting incidents involving possible hate crimes
  1. Criminal acts
  2. Bigotry
  3. Motivation
  4. Indicators of hate crimes
  5. Collection of evidence
  6. Conducting interviews
  7. Other considerations
  8. Documentation

## VI. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. State the legal definition of sexual harassment
  1. Definition of sexual harassment
  2. Sexual harassment under the law
- B. Discuss the federal and state laws dealing with sexual harassment to include:
  1. Title VII
  2. Government Code Section 12940 et. seq.
  3. Concept of Quid Pro Quo
  4. Concept of hostile work environment
  5. Current case law
- C. Explain the legal remedies available to a victim of sexual harassment

1. Federal complaints with the EEOC
  2. State complaints filed under California Worker's Compensation Law, investigated by Department of Fair Employment and Housing (DFEH)
  3. Civil Suits
- D. Describe behaviors that constitute sexual harassment, including:
1. Verbal
  2. Physical
  3. Visual
  4. Written material
  5. Sexual favors
  6. Threats
  7. Hostile work environment
  8. Force
- E. Explain the mandated sexual harassment complaint process guidelines
1. Complaint process and Penal Code 131519.7
  2. Supervisor/Manager responsibilities
  3. Penalties for offender
  4. Protection from retaliation
- F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
1. Employer requirements
  2. Government Code Section 12950
- G. Describe the methods for responding to sexually offensive or unwanted behavior
1. Contact offender
  2. Contact supervisor
  3. Contact Department Human Resources
  4. Contact State Department of Fair Employment and Housing (DFEH)
  5. Contact Federal Equal Employment Opportunity Commission (EEOC)

## VII. REQUIRED LEARNING ACTIVITIES

- A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
  2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation and gender identity bias, and media impact on cultural perceptions

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

Among the issues which must be addressed are:

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

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

- C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
  2. Professional, personal, and organizational impacts of the incident
  3. Legal and administrative consequences of the behaviors observed
  4. Whether or not state sexual harassment reporting guidelines apply to the situation
- D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:
1. Whether or not the incident constituted a hate crime under the law
  2. Impact of the incident on victims, their families and the community
  3. Effectiveness of the law enforcement response
  4. Legal rights of, and remedies available to the victim(s)



- E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
1. The impact racial profiling may have had on them as individuals or their community
  2. Concerns the students may have as to how racial profiling will affect them in the field
  3. Clarification of the myths and realities of racial profiling
  4. The concept of individualized suspicion as it pertains to probable cause
  5. How the history of the community can affect the way they view law enforcement today
  6. Law enforcement's obligation to various cultures within the community
  7. What law enforcement must do to increase trust with the community
  8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
  9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing
- F. Given three POST-developed video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:
1. Application of the 4th and 14th Amendments and current case law
  2. Consensual contacts as it pertains to racial profiling
  3. Importance of articulable characteristics or behaviors to develop probable cause.
- G. Students will participate either in a tour lecture/discussion/activities at the Museum of Tolerance's Tools for Tolerance class or engage in said lecture/discussion/activities within the Academy with LD 42 instructors.:
1. Explore the evolving role of law enforcement in a rapidly changing, increasingly diverse and complex society.
  2. Examine the process of building trust and respect, and challenges participants to enhance their critical thinking skills in the areas of diversity, ethics, and values.

Description

Hours

POST Minimum Required Hours

16

Agency Specific Hours

9

Total Instructional Hours

25

## EXPANDED COURSE OUTLINE

### REGULAR BASIC COURSE

#### **LEARNING DOMAIN 43**

### TERRORISM AWARENESS

#### I. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups and potential targets.

##### LEARNING OBJECTIVES

- A. Recall the definition of terrorism
  - 1. Definition - United States Code Title 22, Section 2656f(d)
  - 2. Definition - U.S. Department of Justice
  - 3. Definition - The Federal Bureau of Investigation (FBI)
- B. Identify typical terrorist tactics, techniques and procedures (TTP)
  - 1. A desire to further political or social objectives
  - 2. Target civilian population
  - 3. Intent is to coerce government or its civilian population
- C. Identify domestic terrorist ideologies
  - 1. Right-Wing groups
  - 2. Left-Wing groups
- D. Identify special interest terrorist ideologies
  - 1. Anti-Abortion groups
  - 2. Religious organizations
  - 3. Environmental organizations
  - 4. Lone-Wolf Terrorists
- E. Identify international terrorist ideologies
  - 1. Definition
  - 2. International groups
  - 3. State sponsored Groups
  - 4. Formalized groups
  - 5. Loosely affiliated extremists
  - 6. Autonomous groups

#### II. LEARNING NEED

Peace officers must become familiar with their role in preventing/deterring terrorism.

##### LEARNING OBJECTIVES

- A. Identify the National Terrorism Advisory System
  - 1. Department of Homeland Security System
  - 2. Alert system

3. Threat levels
- B. Recognize terrorism indicators, tactics, techniques and procedures (TTP)
  1. Behaviors
  2. Activities/TTPs
- C. Identify law enforcement prevention/deterrence actions
  1. Role of law enforcement
  2. Changing your patrol mindset
  3. Applying community oriented policing
  4. Recognizing and reporting suspicious activity
- D. Identify public safety information sharing resources
  1. Department of Homeland Security (DHS)-Federal
  2. Federal Bureau of Investigation (FBI)-Federal
  3. Alcohol, Tobacco, and Firearms (ATF)-Federal
  4. U.S. Armed Forces
  5. California Office of Emergency Services
  6. California Public Safety and Emergency Service Agencies
  7. Federal, State and Local Law Enforcement Agencies

### III. LEARNING NEED

Peace officers must recognize the types and significance of critical infrastructure.

#### LEARNING OBJECTIVES

- A. Identify local critical infrastructure sectors
  1. Agriculture
  2. Food
  3. Water
  4. Public Health
  5. Emergency Services
  6. Government
  7. Defense Industrial Base
  8. Information and
  9. Telecommunications
  10. Energy
  11. Transportation
  12. Banking and Finance
  13. Chemical Industry and Hazardous
  14. Materials
  15. Postal and Shipping
- B. Identify the basic concepts of critical infrastructure protection, including
  1. Threats
  2. Vulnerabilities

#### IV. LEARNING NEED

Peace officers must have a basic understanding of the intelligence cycle and the intelligence resources available to them.

##### LEARNING OBJECTIVES

- A. Identify the intelligence cycle
  - 1. Definitions
  - 2. The intelligence cycle
- B. Identify intelligence resources
  - 1. Terrorism Liaison Officer (TLO)
  - 2. State Terrorism Threat Assessment Center (STTAC)
  - 3. California State Warning Centers (CSWC)
  - 4. Federal Terrorism Screening Center (TSC)
  - 5. Regional Joint Terrorism Task Forces (JTTF)
  - 6. Terrorism Early Warning Group (TEWG)
  - 7. Regional Terrorism Assessment Center (RTAC)
  - 8. Reporting activities
- C. Discuss Suspicious Reporting (SAR) including an introduction to the intelligence cycle
  - 1. Terrorism Liaison Officer (TLO)
  - 2. State Terrorism Threat Assessment Center (STTAC)
  - 3. Regional Terrorism Assessment Center (RTAC)
  - 4. Reporting activities

#### V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

#### VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which defines terrorism by its individual elements and identifies by name specific ideologies.
- B. Given a video/audio clip/handout, the student will participate in a facilitated activity or simulation that minimally requires:
  - 1. Recognizing suspicious activity
  - 2. Writing a Suspicious Activity Report (SAR)
  - 3. Explaining how to introduce the SAR into the intelligence cycle

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

SUPPLEMENTAL ACADEMY COURSE SECTION

SUPPLEMENTAL ACADEMY COURSE – 97  
SCENARIO PRACTICE

I. LEARNING NEED

Recruits must develop experience in interactions with witnesses, victims, criminals, crime scenes, dispatchers, and other peace officers.

LEARNING OBJECTIVES

- A. Practice applying LD elements to service calls
  - 1. Criminal Statutes
  - 2. Probable cause; search and seizure
  - 3. Detention vs. Arrest; Laws of Arrest
  - 4. Victimology/Crisis Intervention
- B. Develop an action plan for a service call
  - 1. Procedures
  - 2. Officer Safety
  - 3. Communicating with Dispatch
  - 4. Interacting with the public
  - 5. Communicating with other Peace Officers
  - 6. Facing ethical dilemmas
  - 7. Investigative skills
    - a. Observations of environment
    - b. Observations of citizens
    - c. Preserving evidence
  - 8. Collecting information for report writing
  - 9. Concluding the call
    - a. Arrest vs. non-arrest
    - b. Public interaction
    - c. Dispatch

10. After the call

## II. LEARNING NEED

Recruits must develop experience in interactions requiring force options.

### LEARNING OBJECTIVES

- A. Review Laws of Arrest
  1. Consensual/Detention/Arrest
  2. PC835, PC843, PC196-198
  3. Case Law
    - a. Graham v. Conner
    - b. Scott vs. Henrich
    - c. Bryan vs. McPherson
    - d. Tennessee vs. Garner
  4. Agency Policies
- B. Force options
  1. Definition and options
  2. Officer Responsibilities

## III. REQUIRED LEARNING ACTIVITIES

- A. Training Officers will demonstrate to the entire class various scenarios that mirror the objectives of the unique Academy Scenario tests. Training Officers will ensure practiced scenarios are distinctly different from any possible POST-approved Academy Scenario Test. Participants will demonstrate their skills in Training-Officer-designed scenarios. Training Officers will break the class into groups of 4-5. Groups will rotate to multiple sites and individuals within the group will rotate through roles of



Role Player(s), Evaluator, Recruit, and Dispatcher. Participants will debrief within their groups and later within the class.

- B. Participants will demonstrate their skill in force options using the POST Force Options simulator. Practice will include command presence, observation skills, decision-making, and execution of actions. Participants will de-brief after simulation scenarios to discuss options, best practices, and their overall experience.
  - 1. Training includes an introduction to the Force Options Simulator
  - 2. A safety briefing on use
  - 3. Expectations of Participants and Observers
  - 4. De-briefing of individual scenarios and class collective performance

Description	Hours
POST Minimum Required Hours	18
Agency Specific Hours	42
Total Instructional Hours	60

SUPPLEMENTAL ACADEMY COURSE – 102  
ADULT LEARNING THEORY

I. LEARNING NEED

Peace officers must become familiar with their own approach towards learning, how best to use class time, and methods to prepare for written examinations.

LEARNING OBJECTIVES

- A. Identify ways people learn and examples of how each student may learn best
  - 1. Exercise – students pick their preferred method of learning
  - 2. Formal definition of learning approaches
    - a. Visual
    - b. Auditory
    - c. Reading
    - d. Kinesthetic
  - 3. Consider study habits that align with learners approach
- B. Examine techniques that maximize individual's learning in the Academy setting
  - 1. Definition of learning
  - 2. What to do before class
  - 3. The in-class experience
  - 4. Applying LD content
- C. List test taking tips for LD exams
  - 1. Be prepared – know the LD course objectives
  - 2. Read only what's there
  - 3. Look for key words that differentiate the facts
  - 4. Know the definitions, boundaries and exceptions that define the LD content

## II. REQUIRED LEARNING ACTIVITIES

- A. Participants will identify their preferred approach towards learning.

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	2
Total Instructional Hours	2

SUPPLEMENTAL ACADEMY COURSE – 103  
RADIO CODES, INSPECTIONS, PENAL CODES, HIGH LIABILITY  
POLICIES AND SITUATIONS

I. LEARNING NEED

Peace officers must become familiar with the fundamental uses of the radio and the codes employed.

LEARNING OBJECTIVES

- A. 10-codes
  - 1. Agencies employing 10-codes
  - 2. Definitions of codes and when to use them
- B. Plain Talk
  - 1. Agencies employing Plain talk
  - 2. Common phrases and when to use

II. LEARNING NEED

Peace officers must become familiar with the common and essential penal codes

LEARNING OBJECTIVES

- A. Common Penal Codes
  - 1. Definitions
  - 2. Examples of their possible use for violations
- B. Uncommon But Essential Penal Codes
  - 1. Definitions
  - 2. Examples of their possible use for violations

### III. LEARNING NEED

Peace officers must become familiar with the high liability policies of their agencies

#### LEARNING OBJECTIVES

- A. High Liability Situations
  - 1. Definitions
  - 2. Examples
- B. Agency-specific High Liability Policies
  - 1. Definitions
  - 2. Application/examples of managing a high liability situation

### IV. REQUIRED ACTIVITIES

- A. Students will participate in multiple agency-specific quizzes regarding radio codes, penal codes, high liability policies.
- B. Students will participate in multiple inspections whereby uniform, equipment preparation will be assessed along with the student's knowledge of penal codes and agency-specific high liability policies.
- C. Students will participate in simulations of encounters of potential use of force and high liability situations. Options may include practice using a force options simulator or simulations of via scenarios and de-brief of actions therein.

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	40
Total Instructional Hours	40

SUPPLEMENTAL ACADEMY COURSE – 106  
CIVIL PROCESS

V. LEARNING NEED

Peace officers must become familiar with the characteristics of civil matters, the role of the courts and the role of the Sheriff's office in civil matters.

LEARNING OBJECTIVES

- A. Sheriff's Responsibilities in civil matters
  - 1. Serves the judicial branch as an officer of the courts and compelled to obey the courts' orders
  - 2. Govt. code 26608: The sheriff is generally required to serve all process and notices in a prescribed manner and without delay
- B. Definitions
  - 1. Process
  - 2. Notice
  - 3. Writ
  - 4. Role of Levying officer
- C. State Court jurisdiction
  - 1. Definition
  - 2. Limited jurisdiction (Municipal Court/Small Claims)
  - 3. Superior Court jurisdiction

VI. LEARNING NEED

Peace officers must become familiar with the types of civil matters and the enforcement of civil notices and orders.

LEARNING OBJECTIVES

- A. Examine Eviction types
  - 1. Notice to vacate
  - 2. Other tenant issues
    - a. Recreational Vehicle parks
    - b. Single lodger removal
    - c. Gratuitous Guest
  - 3. Civil code enforcement sections
- B. List roles of Civil Warrants
  - 1. Definitions, civil codes and failure to comply
  - 2. Civil statutes providing authority to arrest
    - a. Failure of juror to attend
    - b. Failure of witness to attend
    - c. Examination proceedings
    - d. Failure of Judgment debtor to appear
    - e. Refusal to obey writ of mandate
    - f. Violation of Harassment restraining order
  - 3. Peace Officer permissible actions
    - a. Removal of doors and windows to evict (PC 603)
    - b. Trespass without tenants permission (PC 602.5)
  - 4. Civil warrants contents
- C. State the purposes of Order to Show Cause / Temporary Restraining Orders / Emergency Protection Orders OSC/TRO/EPO
  - 1. EPO
    - a. Definition and formats
    - b. Application
    - c. Enforcement
  - 2. Temporary Restraining Orders
    - a. Definition and formats
    - b. Application
    - c. Enforcement

- D. Civil writs of attachment
  - 1. Definition and formats
  - 2. Application
  - 3. Enforcement

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	2
Total Instructional Hours	2



SUPPLEMENTAL ACADEMY COURSE – 107  
PUBLIC INFORMATION OFFICER

I. LEARNING NEED

Peace officers must become aware of the nature of release of information to the public and press, and the role of the Public Information Officer (PIO).

LEARNING OBJECTIVES

- A. Identify Roles and relationships between policing agencies, and the public and press
  - 1. Peace officer responsibilities related to release of information.
  - 2. Recognizing the media
  - 3. Role of the Public Information Officer
- B. State methods of answering public inquiries
  - 1. The right way
  - 2. The wrong way
  - 3. Importance of first impressions
- C. Give examples of Critical Incidents
  - 1. How to handle the media and the public during a crisis
  - 2. Sensitivity towards the public
  - 3. Public perception
- D. Identify methods of how to make a positive impact with the public
  - 1. Effective communication
  - 2. Make a difference

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	1
Total Instructional Hours	1

SUPPLEMENTAL ACADEMY COURSE – 108  
INTERNAL AFFAIRS

I. LEARNING NEED

Peace officers must become aware of Internal Affairs' role

LEARNING OBJECTIVES

- A. State Basic Function of Internal Affairs
  - 1. Investigate citizen complaints
  - 2. PC 832.5- Each department shall establish a procedure to investigate citizen complaints
  - 3. Retained for a period of five years
- B. Identify Basic approach of Internal Affairs
  - 1. Conduct
  - 2. IA Procedures
  - 3. How complaints are made and investigated

II. LEARNING NEED

Peace officers must become familiar with Internal Affairs case structure, investigative process, and the rights of the peace officer.

LEARNING OBJECTIVES

- A. Examine Internal Affairs Cases
  - 1. Division Level
    - a. Corrective Action- no discipline
    - b. No right to representation
  - 2. IA Case
    - a. Could lead to discipline
    - b. POBAR

- B. Describe Case Process and Review
  - 1. Boland and Prosecution
  
- C. State the Pitchess/Brady process
  - 1. Pitchess Motions
    - a. Personnel Files/ IA cases only, NOT DL
    - b. Information released is LIMITED- names and addresses only
  - 2. Brady - Only DA reviewed Criminal cases, anything else is handled via Pitchess  
Basic weapon manipulation and handling skills
  
- D. List Common Complaints
  - 1. Rude Conduct (attitude, profanity, etc.)
  - 2. Force
  - 3. Off Duty Conduct
  
- E. Describe Early Intervention System
  - 1. Identify number of IA/DL complaints in one year
  - 2. Identify number of accidents in one year
  - 3. Identify number of pursuits in one year

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	3
Total Instructional Hours	3

SUPPLEMENTAL ACADEMY COURSE – 112  
FIRST RESPONDER FIELD TACTICS

I. LEARNING NEED

Peace officers must become familiar with the characteristics and conditions common to critical threat situations.

LEARNING OBJECTIVES

- A. Review History of mass casualty incidents
  - 1. Discussion of past incidents
  - 2. Evolution of critical incident response
- B. Differentiating between standard patrol stops and first responder/critical threat situations
  - 1. Safety/threat differences
  - 2. Physiological effects
  - 3. Psychological effects

II. LEARNING NEED

Peace officers must identify the fundamental objectives when responding to a potential mass casualty incident.

LEARNING OBJECTIVES

Redacted

### III. LEARNING NEED

Peace officers must identify the fundamental actions and strategies for entering a room occupied by an active shooter

#### LEARNING OBJECTIVES

Redacted

##### A. Room Entry Fundamentals

1. Safety Issues
2. Entry Options
3. Entry Issues
4. Entry Actions
5. Communication

### IV. – VII. Redacted

Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	24
Total Instructional Hours	24