

**April 2020**  
**EXPANDED COURSE OUTLINE**  
**PC 832 ARREST COURSE: 2270-80102**  
**LEARNING DOMAIN 1**  
**LEADERSHIP, PROFESSIONALISM & ETHICS**

Course Description:

This course is designed to satisfy the Arrest curriculum standards of the California Commission on Peace Officer Standards and Training as required by Penal Code Section 832. This course expanded from 40 to 48 hours with increased time in Arrest and Control, Laws Of Arrest and Use of Force Instruction.

**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
- 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. Knowledge
  - 2. Courage
  - 3. Communication
  - 4. Professionalism
  - 5. Personal character
  - 6. Decision making/Problem solving
  - 7. Responsibility
- 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. Community expectations
  2. Agency expectations
  3. Officer's peer expectation
  4. Expectations of peace officers
  5. 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.
- 2. Officer responsibility to respond
- 3. Intervention
- 4. Federal law regarding officer behavior
- 5. 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.

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

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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. Arrest
  - 2. Arraignment
  - 3. Right to Bail
  - 4. Proceeding
  - 5. Bail
  - 6. Preliminary hearing
  - 7. Indictment
  - 8. Proceeding
  - 9. Trial
  - 10. Sentencing
  - 11. Grand Jury

## 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

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

  0    
  2

**EXPANDED COURSE OUTLINE  
PC 832 ARREST COURSE  
LEARNING DOMAIN 3  
POLICING IN THE COMMUNITY**

**I. LEARNING NEED**

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

**LEARNING OBJECTIVES**

- A. Identify 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
- B. Differentiate between proactive and reactive policing
  - 1. Eliminate or minimize crime related problems
  - 2. Prevent problems from becoming worse
  - 3. Reduce criminal opportunity
  - 4. Deter potential offenders
  - 5. Develop crime prevention strategies
- C. Recognize peace officers' responsibilities to enforce the law, including:
  - 1. Adhering to all levels of the law
  - 2. Fair and impartial enforcement
  - 3. Knowing the patrol beat or area of responsibility
- D. Identify the elements of area/beat knowledge, including:
  - 1. Critical Sites
  - 2. Locations requiring special attention, i.e. hot spots
  - 3. Potentially dangerous areas
- E. Discuss current and emerging issues that can impact the delivery of services by peace officers
  - 1. Changing community demographics
  - 2. Economic Shifts
  - 3. Advanced technologies
  - 4. Jail overcrowding
  - 5. Cultural diversity
  - 6. Continuous law changes
  - 7. Homeland security
- F. Discuss opportunities where peace officers educate and learn from community members
  - 1. Formal opportunities

2. Informal opportunities

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. Definition: Relationships comprised of two or more individuals, groups, or organizations working together to address an issue
  - 2. Examples of community partnerships
- 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. Discuss leadership skills in community policing
  - 1. Definition
  - 2. Ethical leadership skills
- E. Define communication
  - 1. Sender
  - 2. Receiver
  - 3. Message
  - 4. Circumstances under which the communication occurs
- F. Recognize the components of a message in communications with others, including:
  - 1. Content (words)
  - 2. Voice characteristics
  - 3. Nonverbal signals
- G. Recognize the potential effects of negative nonverbal signals
  - 1. Making a poor impression
  - 2. Contradicting what an officer is saying verbally
  - 3. Potentially escalating situations
- H. Give examples of effective communication techniques for:
  - 1. Active listening
  - 2. Establishing effective lines of communication
  - 3. Overcoming barriers to communication

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

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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 – intent presumed; ignorance of the law is no excuse
  2. Specific Intent – intent is an element of the crime
  3. Transferred Intent – when an unlawful act affects a person other than, or in addition to, the person it was intended to affect
- E. Differentiate between criminal intent and criminal negligence
1. Negligence – failure to exercise ordinary care
  2. Criminal negligence – negligent act that is aggravated or reckless and constitutes indifference to consequences

#### 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

- F. The POST-Constructed Comprehensive PC 832 Test.

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Description	Hours
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POST Minimum Required Hours \_\_\_\_\_ 3 \_\_\_\_\_

Agency Specific Hours        0

Total Instructional Hours        3

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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, Section 242: Penal Code Section 422.6(a))

**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. Introduction
  - 2. Policing in our communities
  - 3. Definition
  - 4. Appropriate applications
  - 5. 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 frisk
  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
  - 3.

### 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. Introduction
  2. Leadership
  3. Definitions

- 4. Reasonable suspicion vs. probable cause
  - 5. Officer training and experience
- B. Identify elements of a lawful arrest
  - 1. Introduction
  - 2. Elements of a lawful arrest
  - 3. Difference between an arrest and a detention
  - 4. Peace officer authority to arrest
  - 5. In the officer's presence
- C. Differentiate between arrest and detention
  - 1. Definition of arrest
  - 2. Definition of detention
  - 3.
- 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. Precomplaint warrants
  - 5. Obtaining precomplaint 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. Introduction
  - 2. Conditions
  - 3. Required actions
  - 4. Private searches and seizures

- 5. Officer refusing to receive or arrest person charged with offense
  - 6. Disposition
  - 7. 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. Purpose
  - 2. Miranda warnings
- B. Recognize when Miranda warnings must be given
  - 1. Introduction
  - 2. Custody
  - 3. Interrogation
  - 4. Miranda not required
  - 5. Volunteered statements
  - 6. Privilege against self-incrimination
  - 7. Consequences of not administering Miranda
- 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
- C. Differentiate between an admission and confession
1. Admission definition
  2. Confession definition
  3. Inadmissible statements
  4. Preparation
  5. Location

## VII. REQUIRED TESTS

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

Description	Hours
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POST Minimum Required Hours \_\_\_\_\_

15-5

Agency Specific Hours (no new content)      2

Total Instructional Hours                  7

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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

**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 the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal

1. Introduction
  2. Fourth Amendment protection
  3. Case law exceptions
  4. Establishing the basis for a warrantless search or seizure
- B. 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. Introduction
  2. Necessary conditions
  3. Scope of search
  4. Purpose of inventory
  5. Lawful custody
  6. Authority to impound
  7. Personal possessions
  8. Standardized procedures
  9. Officer discretion
  10. 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. Introduction
  - 2. Probable cause
  - 3. Removal requirements
- D. Recognize the conditions for legally obtaining the following evidence:
  - 1. Fingerprints
  - 2. Handwriting samples

## VII. REQUIRED TESTS

- F. The POST-Constructed Comprehensive PC 832 Test.

Description	Hours
POST Minimum Required Hours	____3____
Agency Specific Hours	____0____
Total Instructional Hours	____3____

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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. Understand what constitutes the legal chain of custody for evidence
  - 1. Introduction
  - 2. Definition

**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
- 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

Description	Hours
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POST Minimum Required Hours	2
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Agency Specific Hours	0
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Total Instructional Hours	2
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**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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: Listen, take notes, verify
- 7.

### 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

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

**EXPANDED COURSE OUTLINE  
PC 832 ARREST COURSE  
LEARNING DOMAIN 20  
USE OF FORCE**

**I. LEARNING NEED**

Peace officers must recognize that they have the authority to use 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 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
    - a. Penal Code 834(a)
    - b. Duty of person being arrested
  - 2. Peace officer's authority to use reasonable force during a detention or arrest
    - a. Authority of use of force
    - b. Use of force criteria
    - c. Penal Code 835
- 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
  - 2. Protection from liability
  - 3. Officer responsible for knowing agency policies

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Define the term “force option”
  - 1. Definition
  - 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 re-evaluation

## III. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
  - 1. 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
    - a. Preparation by training
    - b. Judgment
    - c. Mental alertness
    - d. Emotional maturity
    - e. Existing circumstances
    - f. Understanding of the law
  - 2. Considerations before use of deadly force
    - a. Threat to life
    - b. Imminent threat

- c. Type of crime/subjects
  - d. Subject's and weapon's capabilities
  - e. Mitigating Circumstances
  - f. Location and background
  - g. The officer's present capabilities
- 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 public 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

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

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

#### V. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
- 1. Fear
    - a. Reasonable
    - b. Unreasonable
  - 2. Anger
  - 3. Indecision and hesitation
- B. Give examples of acceptable techniques for managing anger
- 1. Emotional and physical responses
  - 2. Managing fear
  - 3. Managing anger
  - 4. Self control techniques

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

## VI. LEARNING NEED

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

### LEARNING OBJECTIVES

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

1. Reasonable force
2. Objective of force application
3. Unreasonable force
4. Consequences of unreasonable force
  - a. Criminal action
  - b. Civil lawsuits
  - c. Civil rights violation
  - d. Administrative or agency action
  - e. Moral impact

B. Discuss immediate and delayed intervention techniques

1. Immediate Intervention
2. Delayed Intervention
3. Consequences of not intervening

## VII. REQUIRED TESTS

F. The POST-Constructed Comprehensive PC 832 Test.

Description	Hours
POST Minimum Required Hours	3
Agency Specific Hours (no new content)	2
Total Instructional Hours	5

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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 of the guilty.
  - 2. Exoneration of the innocent
  
- B. Identify the primary purpose of the:
  - 1. Initial survey of a crime scene
  - 2. Crime scene search

**II. LEARNING NEED**

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

**LEARNING OBJECTIVES**

- A. Identify the primary reason for establishing a chain of custody record
  - 1. Successful prosecution
  - 2. Exoneration of the innocent
  
- B. Prepare the information that should be noted on a chain of custody record
  - 1. Report number
  - 2. Who initially found the item
  - 3. Where and when the item was found
  - 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

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

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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
  - 2. Upper body: head and neck
  - 3. Mid-body: below the neck
- C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
  - 1. 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 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

### 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. Importance of balance
  - 5. Controlling force
  - 6. Application of force
  - 7. Reevaluation of controlling 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

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

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. Expect the unexpected
  - 2. Officer responsibilities
  - 3. Agency policy
  - 4. Search prisoner
  - 5. Search area
  - 6. Restrain 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

## VI. 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.

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

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

- Visual Search
- Cursory/Pat/Frisk Search
- Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

- L. An exercise test that requires the student to demonstrate competency in a minimum of one Takedown technique.

The student will demonstrate competency in the following performance dimensions:

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

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

## VII. 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

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours (no new content)	<u>4</u>
Total Instructional Hours	<u>14</u>

**EXPANDED COURSE OUTLINE  
PC 832 ARREST COURSE  
LEARNING DOMAIN 39  
CRIMES AGAINST THE JUSTICE SYSTEM**

**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
- B. Recognize the crime classification as a misdemeanor or felony
  - 1. Classification of each above crime

**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 above crime

**IV. REQUIRED TESTS**

- F. The POST-Constructed Comprehensive PC 832 Test.

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

Total Instructional Hours              1

**EXPANDED COURSE OUTLINE  
PC 832 ARREST 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**

- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
  - 1. Cultural diversity definition
  - 2. Benefits of recognizing and respecting diversity
  - 3. Accepting diversity

**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. Stereotyping definition
  - 2.
  - 3.
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Human tendency
  - 2. Dangers of stereotyping
  - 3. Stereotypes of law enforcement and possible effects
- C. Define the term prejudice
  - 1. Definition
  - 2. Prejudice vs. stereotype
  - 3. Subconscious prejudice
  - 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

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