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. Your ability to exercise leadership as a line officer will have a significant impact on you, your agency, the community and the profession.

B. Define leadership
   1. Leadership is the practice of influencing people
   2. While using ethical values and goals
   3. To produce an intended change

C. Discuss universal components of leadership
   1. Authority
   2. Power
   3. Compliance
   4. Commitment

D. Discuss the officer as a leader
   1. Peer leadership
   2. Modeling
   3. Taking charge
   4. Intervening
   5. Sharing knowledge and experiences
   6. Expecting change
   7. Leadership in the community

E. Discuss the leader as a follower
   1. Condition that permits leadership to exist and give it strength
   2. Courage
   3. Separate 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. Improved communication, problem solving and decision making
2. Positive leadership increases

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the relationship between public trust and a peace officer’s ability to perform their job
   1. Public trust
   2. Values
   3. “Golden Rule”
   4. Ethical standards

B. Discuss the community, agency, and other peace officers’ expectations of a peace officer’s conduct
   1. Community expectations
      a. Keep the community safe and secure,
      b. Respond promptly to calls for service,
      c. Demonstrate professional behavior,
      d. Protect human rights,
      e. Address crime and disorder, and
      f. Solve problems in a fair and impartial manner
   2. Agency expectations
      a. Conformance with the law,
      b. Compliance with organizational values, policies, procedures, goals, objectives, and mission statements,
      c. Ethical and professional behavior consistent with the Law Enforcement Code of Ethics and the Code of Professional Conduct and Responsibilities for Peace Officers,
      d. Community satisfaction with the quality of service,
      e. Conduct that minimizes civil liability, and
      f. Collaboration with the community to address crime and disorder.
   3. Peer expectations
      a. Technical competence,
      b. Support, and
      c. Integrity.

C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
1. Self-esteem and personal worth
2. Personal and professional satisfaction in doing the right thing
3. Gaining respect and confidence of co-workers
4. Establishing a higher personal and professional reputation in the community
5. Improving morale
6. Improving agency respect within the profession
7. Reinforcing the standard of performance
8. Improving agency reputation
9. Receives equitable law enforcement
10. A sense of security and trust
11. Increases community partnerships
12. Fosters community mobilization

D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
   1. Disciplinary action up to and including termination.
   2. Civil and/or criminal liability (personal and agency).
   3. Embarrassment to stakeholders.
   4. Eroding the image of the profession.
   5. Reinforcement of negative stereotypes.
   6. Reduction of effectiveness.
   7. Diminishing public trust and cooperation.
   8. Compromising officer safety.

E. Discuss the Law Enforcement Code of Ethics, and explain the importance of adhering to the Law Enforcement Code of Ethics
   1. Adopted in 1956
   2. By adhering to the code, officers demonstrate to the community and to their peers that they are honorable and trustworthy.

F. Explain why an officer should respond to a coworker’s unprofessional or unethical conduct, including the legal basis for such interventions
   1. Minding your own business is never a valid excuse for remaining silent.
   2. If peace officers disregard unlawful or unethical acts by another officer, they can be as responsible as the offender and as unworthy of wearing the badge.
   3. Such officers are equally responsible for embarrassing their agency and the policing profession.
   4. It is a peace officer’s responsibility to intervene to stop offenses by other officers.

G. Discuss situations when it is necessary to intervene on another peace officer’s behalf and factors that can inhibit intervention
   1. Verbal intervention
   2. Physical intervention

H. Describe the types and levels of intervention used to prevent another peace officer’s inappropriate behavior
   1. Advanced
2. Immediate
3. Delayed

I. Give examples of ethical decision making strategies
   1. Ethics is not about what you know, it’s about what you do.
   2. What is “best” is sometimes confusing when conflicting priorities, human emotions and the stress of policing can combine to tempt one to grasp at the easy choice or take the first option that comes to mind.

J. Explain the value of ethical decision making in leadership
   1. Peace officers who practice the competencies of ethical leadership with the requisite skills of problem-solving, will be better equipped to arrive at appropriate solutions in decision making.

IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005) or other comparable sources 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 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

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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. Basic rights and freedoms protected by the U.S. Constitution
   2. Constitutional Amendments apply to all individuals regardless of citizenship status

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

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

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
      b. Federal Bureau of Investigation (FBI)
      c. Drug Enforcement Administration (DEA)
      d. U. S. Marshal Service
      e. Immigration and Customs Enforcement (ICE)
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. Judges
2. Prosecuting attorneys
3. Defense Attorneys
4. One State Supreme Court
5. Lower trial courts
6. Higher courts, called appellate courts
a. to listen to appeals from the lower courts

C. Discuss the judicial process in criminal cases
    1. Arrest
    2. Arraignment
    3. Right to Bail
    4. Bail
    5. Preliminary hearing
    6. Indictment
    7. Trial
    8. Sentencing
    9. 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. Objectives
       a. Confining prisoners
       b. Rehabilitating prisoners
       c. Supervising parolees and probationers in the community
       d. Assuring victim’s rights
    2. Responsibilities
       a. California Department of Corrections and Rehabilitation (CDCR)
       b. California Board of Prison Terms
       c. California Department of Corrections and Rehabilitation – Juvenile Division
       d. Youthful Offender Parole Board (YOPB)
       e. Local Government Agencies

B. Recall the definitions of parole and probation
    1. Parole
       a. a conditional release from a state prison which allows an individual to serve the remainder of a sentence
    2. Probation
       a. the suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release in(to) the community Penal Code Section 1203)
       b. a sentencing option for an individual convicted of a criminal offense

C. Discuss the differences between:
    1. Parole
    2. Probation
V. REQUIRED TESTS

A. The POST-Constructed Knowledge Test for the learning objectives in Domain #02.
D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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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. Community Policing is both an organizational and a personal philosophy that
   2. promotes police/community partnerships and proactive problem solving to:
      a. Address the causes of crime
      b. Address the fear or perception of crime
      c. 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. Community policing is a partnership between law enforcement and
   2. the community
   3. An attitude of “us” vs. “them” is inappropriate and counterproductive.

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. Proactive approach means anticipating problems and acting in advance to address local concerns.
2. Reactive approach means responding to criminal activity and problems after they have taken place.

H. Discuss community expectations of peace officers
1. People in a community expect peace officers to ensure their safety
2. From an officer’s point of view, maintaining order means taking actions to protect lives and property.
3. From the community member’s point of view, maintaining order may mean ensuring an expected quality of life.

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

M. Discuss opportunities where peace officers educate and learn from community members
1. Speaking at community meetings
2. Visiting local schools
3. Teaching courses on the law and its implications at both the high school and college levels
4. Using the news media to disseminate timely information to both wide and specific audiences
5. Participating in collaborative meetings with two-way communication
II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community partnerships
   1. Community partnerships are relationships comprised of two or more individuals, groups, or organizations working together to address an issue.

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

C. Discuss the relationship of ethics to the badge of office
   1. Law enforcement is based on a standard of ethical conduct and is symbolized by a badge of office.
   2. This badge is a symbol of public trust.

E. Discuss leadership skills in community policing
   1. Conduct themselves ethically
   2. Embrace change
   3. Think creatively
   4. Demonstrate decisiveness
   5. Promote trust
   6. Delegate authority
   7. Decentralize decision-making
   8. Take action
   9. Communicate well
   10. Share command
   11. Articulate a vision
   12. Demonstrate integrity
   13. Demonstrate commitment

F. Define communication
   1. Communication is the sending and receiving of messages, both verbal and nonverbal, between two or more people.

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

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

F. Define and discuss a problem solving strategy
   1. Problem solving is a way of policing. Problem solving is a core skill to the policing profession.

G. Apply a problem solving strategy
   1. When applying a problem solving strategy, these factors should be considered:
      a. The specifics of the problem, measure the problem, what is attainable, what is realistic, timeliness and sustainable resolution.

IV. REQUIRED TESTS

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

V. REQUIRED LEARNING ACTIVITIES

B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.

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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* means the law is strictly applied in accordance with the literal meaning of the statute, leaving no room for interpretation.
   2. *Spirit of the law* means the law is applied in accordance with the intent of the legislature, the promotion of fairness and justice, and not solely in literal compliance with the words of the statute.

B. Differentiate between criminal and civil law
   1. Criminal law deals with violations of the criminal statutes. Such violations are called crimes and are considered public wrongs against all the people of the State of California.
   2. Civil law, on the other hand, deals with noncriminal violations of the law or private wrongs committed by one person against another. A civil wrong is called a tort, or in the case of failure to comply with the terms of a contract, a breach of contract.

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the statutory definition of a crime
   1. A crime is a violation of a criminal statute. Penal Code Section 15 defines a crime or public offense as "an act committed or omitted in violation of a law forbidding or commanding it," and to which is annexed, upon conviction, a penalty that provides the following punishments for the crime:
a. Death  
b. Imprisonment  
c. Fine, removal from office  
d. Disqualification to hold and enjoy any office of honor, trust, or profit in the State of California

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. All crimes require criminal intent which means a mental state or frame of mind that the person knowingly did the particular criminal act (break the law). It may be general, specific or transferred.  
2. The intent or intention is manifested by the circumstances connected with the offense (facts of the case). (Penal Code Section 29.2)

D. Discuss general, specific and transferred intent crimes  
1. General  
a. In general, the person intentionally did that which the law declared to be a crime.  
b. It does not matter that the person does not know that the particular conduct was against the law.  
c. General intent presumes that the person was aware of his (or her) actions or was aware of his (or her) conduct.  
d. Ignorance of the law is no excuse.  
2. Specific  
a. Specific intent crimes are recognized by the language of the statutes, such as: with intent to, or, for the purpose of.  
b. When the definition of a crime refers to a person’s intent to do some further act or achieve some additional consequence, the crime is one of specific intent.  
c. Unless this specific intent exists, the crime has not been committed.  
3. Transferred intent  
a. When an unlawful act affects a person other than, or in addition to, the person it was intended to affect, the intent becomes transferred intent. Criminal intent in these instances is transferred from the intended victim to the actual victim.  
b. Intent may be transferred only if the act involved does not require a different state of mind or criminal intent.  
c. If an action is lawful there is no crime and transferred intent does not apply.

E. Differentiate between criminal intent and criminal negligence  
1. Negligence is the failure to exercise ordinary care.  
2. Criminal intent must exist to distinguish the crime from an accident or mistake of fact.

IV. LEARNING NEED

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

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

B. Differentiate among the three parties to a crime, to include:
   1. Principals
   2. Accessories
   3. Accomplices

C. Identify people legally incapable of committing a crime
   1. Children under 14
   2. Persons who are mentally incapacitated
   3. Persons who committed the act or omission:
      a. under ignorance or mistake of fact,
      b. without being conscious of the act,
      c. through misfortune or accident, or
      d. under threat or menace

V. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #05.
D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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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, states that individuals acting under color of law who deprive someone of any legal right can be held civilly liable.
   2. U.S. Code, Title 18, Section 241, makes it a federal crime for two or more persons to conspire to injure, oppress, threaten, or intimidate someone for doing something they have a legal right to do.
   3. U.S. Code, Title 18, Section 242, makes it a federal crime to deprive a person, under color of law, of any legal right, or to punish a person differently, based on that person’s color, race, or citizenship status.
   4. Penal Code Section 422.6(a) is broader than U.S. Code, Title 18, Section 242. It adds categories of religion, ancestry, national origin, disability, gender, and sexual orientation to those protected from discrimination.

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. Requesting information (including identification and personal information)
   2. Interviewing witnesses at the scene of a crime or accident
   3. Conversing casually
   4. Disseminating information
B. Recognize conduct that may elevate a consensual encounter
   1. Using emergency lights
   2. Selecting a position or placing the patrol vehicle so as to prevent the person or car from leaving
   3. Issuing orders or commands
   4. Using accusatory questioning or tone of voice
   5. Conducting cursory/pat searches without legal justification
   6. Demanding and/or keeping a person’s identification

C. Recognize the consequences of elevating a consensual encounter
   1. Violate the Fourth Amendment right against unreasonable searches and seizures, resulting in the suppression of evidence
   2. Be civilly prosecuted for a violation of civil rights
   3. Be criminally prosecuted for false imprisonment
   4. Face agency disciplinary action

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Differentiate between a detention and a consensual encounter
   1. A lawful detention requires reasonable suspicion of criminal activity.
   2. 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.

B. Recognize reasonable suspicion
   1. Reasonable suspicion is when a peace officer has enough facts and circumstances present to make it reasonable to suspect that criminal activity is occurring and the person detained is connected to that activity.

C. Recognize appropriate peace officer actions during a detention
   1. Questioning the person about identity and conduct
   2. Contacting other individuals (e.g. witnesses) to confirm explanations, verifying identification, or determining whether the person is wanted (warrant check)
   3. Checking premises, examining objects, or contacting neighbors or other individuals to determine whether a crime (e.g., burglary) actually occurred
   4. Bringing the victim to the suspect for identification purposes

D. Recognize the scope and conditions for warrantless searches and seizures during a detention
   1. Peace officers must be able to articulate specific facts which caused them to reasonably believe the person might be carrying a weapon or dangerous instrument.

E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
1. If a person attempts to leave during a detention, officers may use reasonable force and/or physical restraints to compel the person to remain. The use of force does not necessarily elevate the detention to an arrest.

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. The Fourth Amendment of the U.S. Constitution requires probable cause to make arrests and/or conduct searches because searches or arrests conducted without probable cause infringe on a person’s privacy.

B. Identify elements of a lawful arrest
   1. An arrest may be made by a peace officer or private person.
   2. The arrested person must be taken into custody, in a case and in the manner authorized by law.
   3. An arrest may be made by actual restraint of the person, or by the person’s submission to the officer’s authority.
   4. Reasonable force may be used to make an arrest, prevent escape, or overcome resistance.

C. Differentiate between arrest and detention
   1. Arrest
      a. An arrest is considered a full seizure of a person under the Fourth Amendment because it takes away a person’s liberty.
   2. Detention
      a. A detention or stop is an assertion of authority that would cause a reasonable person to believe they are not free to leave.

D. Recognize information that must be given to an arrested person
   1. California Penal Code Section 841 requires that any person making an arrest must convey certain information to the individual arrested at the time of the arrest. The three things that must be explained are:
      a. intent
      b. cause
      c. authority

E. Recognize elements of a warrantless arrest for a misdemeanor
   1. Peace officers may make a warrantless misdemeanor arrest whenever they have probable cause to believe the person to be arrested committed the misdemeanor in their presence. (Penal Code Section 836(a)(1))
   2. The officer may make a warrantless arrest if there is probable cause even though a misdemeanor was not committed for a number of offenses

F. Recognize elements of a warrantless arrest for a felony
   1. Peace officers may make a warrantless felony arrest whenever they have probable cause to believe the person to be arrested has:
a. committed a felony in the officer’s presence (Penal Code Section 836(a)(1))
b. committed a felony, although not in the officer’s presence (Penal Code Section 836(a)(2))
c. committed a felony, regardless of whether or not the felony was, in fact, committed (Penal Code Section 836(a)(3))

G. Recognize elements of a warrant arrest
1. Arrest warrants are required by Penal Code Section 815 to contain the following information:
   a. name of the defendant
   b. crime the defendant is suspected of committing
   c. time the warrant is issued
   d. city or county where the warrant is issued
   e. signature of the issuing authority with the title of office
   f. name of the court or other issuing agency
   g. amount of bail

H. Recognize the requirements for entry into a dwelling to make an arrest
1. Before entering a private dwelling to make an arrest, an officer needs lawful access.
   a. officer’s entry is based on consent
   b. officer’s entry is based on exigent circumstances, for example, a reasonable belief that the evidence will be destroyed if entry is delayed in order to obtain a warrant
   c. an officer has lawfully entered the area for some other purpose (e.g., to conduct a parole or probation search, or an administrative or regulatory search, etc.)
2. Knock and notice requirement

I. Recognize the authority for a private person arrest and the peace officer’s duty in response to a private person arrest
1. A private person is authorized to make both felony and misdemeanor arrests. (Penal Code Sections 834 and 837).
2. The conditions under which private person arrests can be made are similar to peace officer arrests regarding the use of force and the information that must be supplied to the arrested person. (Penal Code Section 841)

J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
1. Penal Code Section 835a authorizes peace officers to use force that is reasonable and necessary to make an arrest, prevent escape, or overcome resistance.

K. Recognize the statutory requirements for the disposition of an arrested person
1. If the arrest is made pursuant to a warrant (felony or misdemeanor), the arresting officer must proceed with the arrestee as commanded in the warrant. (Penal Code Section 848).
2. For misdemeanors only, this may include cite and release or transport to jail. (Penal Code Section 827.1)
3. A person arrested for an infraction is normally cited and released, although the arrestee must sign a written promise to appear. (Penal Code Section 853.5)

L. Recognize the exceptions to the powers to arrest
1. Penal Code Section 853.6(i)
2. Domestic violence
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. In Miranda vs. Arizona (1966), the United States Supreme Court ruled that unless certain warnings are given to the suspect first, any statement made during custodial interrogation will be viewed as “compelled” because of the inherently coercive atmosphere that exists and that statement(s) would be inadmissible in a court room proceeding.

B. Recognize when Miranda warnings must be given
   1. Custody
   2. Interrogation

C. Identify the proper administration of Miranda warnings
   1. You have the right to remain silent.
   2. Anything you say may be used against you in court.
   3. You have the right to an attorney before and during questioning.
   4. If you cannot afford an attorney, one will be appointed for you free of charge, before questioning, if you wish.

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. Expressed
   2. Implied
   3. Conditional

F. Recognize the exceptions to the Miranda rule
   1. There is one exception - It is known as the public safety or emergency rescue exception, and it is based on exigent circumstances.

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. An interview is the process of gathering information from a person who has knowledge of the facts that an officer will need to conduct an investigation.
   2. An interrogation is a direct/express questioning by a peace officer of a person about a crime, or statements or actions by an officer that are reasonably likely to elicit an
incriminating response or the process of gathering information from a person who has knowledge of the facts that an officer will need to conduct an investigation

C. Differentiate between an admission and confession
   1. An admission involves acknowledging certain facts that tend to incriminate the individual, but fall short of a confession.
   2. A confession involves acknowledging the commission of all of the elements of a crime.

VII. REQUIRED TESTS

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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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. Protect a person’s
      a. Privacy
      b. Liberty
      c. Possession of property

B. Identify the concept of reasonable expectation of privacy
   1. A reasonable expectation of privacy can exist almost anytime and anyplace as long as:
      a. individuals have indicated that they personally (subjectively) expect privacy in the object or area
      b. their expectation is one which society is prepared to recognize as legitimate

C. Recognize standing and how it applies to an expectation of privacy
   1. Standing exists only if a subject has a reasonable expectation of privacy in the place or thing that is searched or seized.
   2. Standing generally is established by:
      3. ownership lawful possession authority control of the area searched or the property seized

D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
   1. To establish probable cause to search, peace officers must be able to articulate how and why they have a fair probability to believe:
      a. a crime has occurred or is about to occur
      b. evidence pertaining to the crime exists
      c. the evidence is at the location they wish to search

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

C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
1. Case law has created some exceptions to the warrant requirement. Warrantless searches will be upheld if the peace officer’s conduct came within one of these exceptions.

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. To inventory a vehicle:
      a. the vehicle must be in the lawful custody of law enforcement
      b. the officer conducts the inventory pursuant to a standardized agency policy
   2. The scope may include, but is not limited to:
      a. under the seats
      b. glove compartments
      c. consoles
      d. the trunk
      e. closed containers

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. If officers have probable cause to believe there is evidence in a person's mouth, they may use reasonable force to remove it, or to prevent the person from swallowing it.

C. Recognize the conditions necessary for legally obtaining blood samples
   1. The most common type of bodily intrusion authorized by a warrant is the seizure of a person’s blood for testing.
   2. If blood is going to be taken without a warrant or consent, officers must have, in addition to probable cause to arrest and probable cause to search, exigent circumstances, which typically exist because of the evanescent nature of the evidence.

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

VII. REQUIRED TESTS

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize relevance as it pertains to the admissibility of evidence
   1. Relevant evidence means evidence, including evidence relevant to the credibility of a witness or hearsay declarant, having any tendency in reason to prove or disprove any disputed fact that is of consequence to the determination of the action. (Evidence Code Section 210)

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

C. Recognize the process of authentication of evidence
   1. Authentication is the act of establishing that claims made about the item of evidence are true.

D. Understand what constitutes the legal chain of custody for evidence
   1. When evidence is collected in connection to a crime, a chain of custody of that evidence must be established and maintained throughout the custody of the evidence.

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

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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. Each investigative report is a legal document that becomes a permanent written record of that event or incident.

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. An officer’s field notes are the primary source the officer will use when writing the investigative report. If the officer’s field notes are incomplete, difficult to read, or poorly organized, they will be of little use to that officer.

B. Apply appropriate actions for taking notes during a field interview
   1. Step One: Listen Attentively
   2. Step Two: Take Notes and Ask Questions
   3. Step Three: Verify Information

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report
   1. What?
   2. When?
   3. Where?
   4. Who?
   5. How?
B. Identify the fundamental content elements in investigative reports, including:
   1. Initial information
   2. Identification of the crime
   3. Identification of involved parties
   4. Victim/witness statements
   5. Crime scene specifics
   6. Property information
   7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer’s command of the language 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. No matter which format is used for the investigative report (narrative or category), all paragraphs within the report must be clear and easy to understand.
   2. When writing an investigative report, the first sentence (a lead-in sentence) of each paragraph should clearly state the primary topic of the paragraph.

C. Select language that will clearly convey information to the reader of the investigative report
   1. Officers should select simple, concrete language that readers clearly understand

D. Distinguish between commonly used words that sound alike but have different meanings
   1. Officers should not confuse words that sound alike but have differing meanings and spellings.

E. Proofread for content and mechanical errors, including:
   1. Spelling
   2. Punctuation
   3. Grammar
   4. Word choice
   5. Syntax
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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. A safe minimum following distance is at least three seconds of time between vehicles. This allows sufficient time for a driver to react to sudden hazards.

B. Identify the effect of speed on a driver’s peripheral vision
   1. Peripheral vision is that part of a driver’s field of view that lies outside central vision, and extends to approximately 160-180 degrees horizontally, and 100 degrees vertically. Peripheral vision is especially useful for detecting moving hazards outside central vision

C. Discuss how perception and reaction time affects a vehicle’s total stopping distance
   1. The average driver’s perception time is .75 seconds and their reaction time (which includes the decision making process) is another .75 seconds. It takes a total of 1.5 seconds to perceive and react to a problem on the road. Depending on the speed of the vehicle, a significant distance can be covered during the 1.5 second period.

D. Demonstrate appropriate actions to prevent intersection collisions
   1. Intersections pose one of the greatest risks for collisions.
   2. Defensive drivers, even if they have the right of way, visually clear intersections by looking for cross traffic and pedestrians.
      a. Clear intersections
      b. Fresh green light
      c. Stale green light
      d. Right turns
      e. Left turns

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. Get out and see what is behind the vehicle if you are not certain
   2. Look out the rear window over their right shoulder for maximum visibility
   3. Continue looking back until the vehicle stops
   4. Use someone else to assist you while backing when necessary
   5. Use all available mirrors if the view out the back window is obstructed
G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
   1. The number of peace officers injured or killed in traffic collisions due to the lack of seatbelt use continues to be significant. When worn properly, seatbelts are the single most effective way of protecting vehicle occupants from serious injury or death in a collision.

H. Identify psychological and physiological factors that may have an effect on a peace officer’s driving
   1. Psychological
      a. Excitement
      b. Impatience
      c. Aggression
      d. Overconfidence
      e. Lack of confidence
      f. Self-righteousness
      g. Fear
      h. Peer pressure
      i. Preoccupation
   2. Physiological
      a. Increased adrenaline flow
      b. Rapid pulse
      c. Rapid breathing
      d. Tunnel vision
      e. Loss of sensory perception
      f. Deterioration of decision-making ability
      g. Temporary loss of fine motor skills

I. Identify hazards of various road conditions
   1. Rain or standing water
   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

K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle
   1. Be cognizant of all distractions, including:
      a. Cell phone
II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving
   1. The objective of emergency response driving is to get to the scene of an emergency quickly and safely.

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. Since policies differ from agency to agency, peace officers must know and follow their specific agency policy regarding emergency response driving.

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 Section 21806 requires that, upon the immediate approach of a law enforcement vehicle operating under emergency response conditions (siren, warning lights),
   2. All drivers shall yield the right-of-way,
   3. Immediately drive to the right hand edge or curb of the roadway and stop.

E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
   1. Lights
   2. Siren

F. Identify factors that can limit the effectiveness of a vehicle’s emergency warning devices
   1. Heavy traffic
   2. Fog, rain, and snow
   3. Congested urban areas
   4. High speed
   5. Other drivers
G. Demonstrate the use of communication equipment
   1. Stay calm and speak clearly
   2. Use the radio on straight stretches of road
   3. Roll windows up to reduce outside noise
   4. Avoid using the computer while driving
   5. Avoid using the radio while clearing intersections

H. Identify the effects of siren syndrome
   1. Tunnel vision
   2. Loss of speed reference
   3. Elevated voice/rapid speech
   4. Temporary loss of fine motor skills
   5. Sweating, elevated heart rate
   6. Impaired decision making

I. Recognize guidelines for entering an intersection when driving under emergency response conditions
   1. The approach
   2. Clearing an 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. Identify the requirements of Penal Code Section 13519.8
   1. Agency Policies may differ, but all policies will include certain provisions as required by
      Penal Code Section 13519.8. Peace officers are required to review their agency’s pursuit
      policy annually.

B. Recognize the risk to officer/public safety versus the need to apprehend
   1. If the threat to public safety is greater than the need for apprehending the suspect, then
      the pursuit should not be initiated or it should be terminated.
   2. Officers must balance the need to apprehend against the threat to public safety

D. Recognize conditions that could lead to the decision to terminate a vehicle pursuit
   1. The threat to public safety outweighs the need to apprehend or the pursuit violates agency
      policy
   2. There is a clear and unreasonable danger to the peace officers or the public
   3. Traffic conditions necessitate dangerous maneuvering
   4. There is no compelling need for immediate apprehension
   5. A supervisor terminates the pursuit
   6. Pursuing units lose communication capability
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: side-to-side weight transfer caused by turning movements.
   2. Longitudinal weight transfer: front-to-back weight transfer caused by braking and acceleration.

C. Demonstrate proper techniques for two-handed shuffle steering
   1. The driver’s hands are positioned at 8 o’clock and 4 o’clock or 9 o’clock and 3 o’clock on the wheel as much as possible.
   2. The hands shuffle up and down on the wheel never crossing the 12 o’clock or 6 o’clock position as the driver executes a turn.

D. Demonstrate proper throttle control
   1. The throttle, or gas pedal, regulates the speed of the vehicle. The operation of the throttle has a definite and immediate affect on weight transfer. Smooth operation of the throttle is critical for maximum vehicle control.

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. Antilock Braking System (ABS)
   2. Threshold braking
   3. 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. Speed
   2. Water depth
V. REQUIRED TESTS

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

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

- An opportunity to review their test 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.

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. The student will participate in a learning activity that requires the student to participate in the use of a Law Enforcement Driving Simulator (LEDS) and after acclimation participate in at least two (2) different driving exercises.

H. 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
- Off set lane
- Steering (forward and reverse)
- Chicane
- “T” Driveway
- Parallel parking
- Cul-De-Sac u-turn
- Bootleg Turn
- Angled driveway
- Steering course
- Reverse driving
- “Y” driveway
- Forward/Reverse driving
- Vehicle Control
- Braking in a 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.

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I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law
   1. Reasonable force is a legal term for how much and what kind of force a peace officer may use in a given circumstance.
   2. Penal Code Section 835a states: “Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance.”

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
   1. Graham v. Connor
   2. The Court noted that determining the objective reasonableness for the use of force must be fact specific

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 use force
   1. Penal Code Section 835a:
   2. “Any officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to
   3. Effect an arrest,
   4. To prevent escape or
   5. To overcome resistance.”

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
   1. Limitations on the use of force are set by agency policy.
   2. Peace officers are responsible for becoming familiar with and complying with their agency’s policies and guidelines regarding the use of force.
II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term “force option”
   1. Force options are choices available to a peace officer in each agency’s policy to overcome resistance, effect arrest, prevent escape, or gain control of the situation.

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
   1. Peace officers are required to:
      a. use the type of force which is reasonable under the circumstances
      b. use only the amount of force reasonable to overcome resistance and to gain or maintain control of a subject
      c. conform to agency policy and federal and state law

C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
   1. Subjects’ resistance/actions to an arrest will determine the type of force used by peace officers.
   2. Officers must use reasonableness
   3. Verbal Commands/Instructions/Command Presence
   4. Control Holds/Takedowns
   5. Impact Weapons
   6. Electronic Weapons (Tasers, Stun Guns, etc.)
   7. Chemical Agents
   8. Firearms
   9. Body Weapons
   10. Impact Projectile
   11. Carotid Restraint Control Hold
   12. Officers must constantly reevaluate conditions

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
   1. It has been established that peace officers, when required to respond quickly in dangerous situations, will revert to trained responses.
   2. Officers’ tactical performance may depend entirely on how well and effectively they have trained for and practiced their abilities and skills.

E. Discuss the importance of effective communication when using force
   1. Communication involves both command presence and words resulting in improved safety
   2. Safety mindset
   3. Professionalism
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. An officer may use deadly force to protect oneself or others when
   2. The officer has the objective and reasonable belief that his/her life,
   3. Or the life of another,
   4. Is in imminent danger of death or serious physical injury
   5. Based upon the totality of the facts known to the officer at the time.
   6. Tennessee v. Garner
   7. Scott v. Harris
   8. Reasonable necessity
   9. Imminent danger

B. Identify the factors required to establish sufficiency of fear for the use of deadly force
   1. There are three elements needed to establish sufficiency of fear.
      a. The circumstances must be sufficient to excite the fears of a reasonable person in like circumstances.
      b. The person must not act under the influence of fear alone. There has to be some circumstance or overt act apart from the officer’s fear.
      c. The decision to use deadly force must be made to save one’s self or another from great bodily injury or death.

C. Recognize facts an officer should consider when determining whether or not to use deadly force
   1. Training and experience
   2. Judgment
   3. Mental alertness
   4. Emotional maturity
   5. Existing facts and circumstances
   6. Understanding of the law as it relates to
      a. Agency policies concerning the use
      b. Amount of force that is objectively reasonable to achieve the law enforcement mission

D. Discuss the role of agency policies regarding the use of deadly force
   1. Some issues regarding the use of deadly force addressed by agency policies include, but are not limited to:
      a. Defense of self and others against great bodily harm or death
      b. Use of warning shots
      c. Shooting at:
         i. - nonviolent fleeing felons
         ii. - juveniles
         iii. - moving vehicles
      d. Shooting from a moving vehicle
e. Intentional strikes to the head or neck with an impact weapon

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
   1. Penal Code Section 196
   2. In obedience to any judgment of a competent court,
   3. When necessarily committed in overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty, or
   4. When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with a felony, and who are fleeing from justice or resisting such arrest.

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

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. Recognize that the subject is reacting to the uniform and not to the person in the uniform.
   2. Visualize anger inducing situations (e.g., a child taking drugs, subject beating up partner, etc.).
   3. Practice mental rehearsals of different scenarios, do some role-playing, seek advice from more experienced officers, etc.
   4. Control breathing; if appropriate, take a step back from the situation.

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
1. Training and practice in both physical and emotional skills provides the understanding and manipulative ability needed by a peace officer in the use of force in dangerous situations.

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force

1. Criminal action
2. Civil lawsuits
3. Civil rights violation
4. Administrative or agency action
5. Moral impact

B. Explain an agency’s potential liability associated with the use of unreasonable force

1. Vicarious liability holds an agency responsible for the conduct of its officers while acting within the scope of their authority. The agency can be:
   a. Liable under Federal civil rights laws
   b. Sued for negligent or inadequate training or failure to supervise adequately

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

1. The officer who fails to intervene, for whatever reason, is also held accountable by the United States Code.
2. 4th Amendment protections

D. Discuss immediate and delayed intervention techniques

1. Immediate
   a. Verbal
   b. Physical
   c. Restraint
2. Delayed
   a. Discussion
   b. Admonishment
   c. Training

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

1. Personal factors
   a. Unfamiliar with fellow officer
   b. Inexperience with proper action to remedy the situation
   c. Feeling that intervention is someone else’s responsibility
   d. Peer pressure
   e. Personal problems
   f. Fearing consequences, such as being ostracized
g. Fear of reaction from senior officers, field training officers, or supervisors

2. Psychological factors
   a. Erroneous notion of how peace officers should behave (perhaps from movies and television)
   b. Fear may play a significant part in the behavior of the observing officer

VII. REQUIRED TESTS

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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

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

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II. LEARNING NEED

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

LEARNING OBJECTIVES

C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
   1. Vehicle Code Section 2800(a) states that it is unlawful to:
      a. willfully fail or refuse to comply with
      b. any lawful order, signal, or direction
      c. of any peace officer
      d. who is in uniform and
      e. performing duties under any provision of the Vehicle Code
   2. Evading a peace officer
   3. Willful/wanton disregard
   4. Peace officer controlled traffic management

D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
   1. When using hand signals to control or manage traffic, a peace officer should always remember to:
      a. make eye contact with the driver, and
      b. give only one direction at a time
   2. Flashlight
   3. Whistles
   4. Other devices

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer’s legal authority to remove vehicles
   1. Storage
   2. Impound
   3. Vehicle code sections
VII. REQUIRED LEARNING ACTIVITIES

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

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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 and
   2. The exoneration of the innocent.

D. 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

C. Identify the primary reason for establishing a chain of custody record
   1. For any piece of evidence to be considered valid and reliable by the court, it must be accounted for from the time it is collected at the scene until it is presented in court.

D. Prepare the information that should be noted on a chain of custody record
   1. The 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, and
   8. Where, how, and when the item was secured.

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Total Instructional Hours  3
EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III
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. The immediate care or charge of an arrested person.

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. Departmental discipline (including termination)
   2. State prosecution for violation of penal code statutes
   3. Federal prosecution for violation of federal civil rights law, and/or
   4. Civil lawsuits which may include punitive damages levied directly against individual officers

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

E. Recognize constitutional rights and protections afforded to an arrested person while in an officer’s charge
   1. First Amendment
   2. Sixth Amendment
   3. Eighth Amendment
   4. Fourteenth Amendment

F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties

31-1
1. Tombstone Courage
2. Fatigue
3. Bad Position
4. Bad Attitude
5. Ignoring Danger Signs
6. Failure to Watch Hands
7. Relaxing Too Soon
8. Use of Restraint Devices
9. No Search or Poor Search
10. Officers’ Inoperative Weapons

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. Assault of a prisoner under the color of authority – Felony
   2. Cruel or unusual treatment of prisoners – Misdemeanor
   3. Inhumane or oppressive treatment of a prisoner – Fine and termination

C. Recognize the crime of violation of a prisoner’s civil rights
   1. Penal Code Section 422.6(a)

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. Any person who
   2. Knowingly:
      a. brings or sends into
      b. assists in bringing into or sending into
   3. A local detention facility
   4. Any:
      a. firearms
      b. deadly weapons
      c. explosives
      or
   5. Any person who
6. While lawfully confined to a detention facility
7. Possesses any:
   a. firearm
   b. deadly weapon
   c. explosive
   d. tear gas or tear gas weapon

B. Identify the crime classification as a misdemeanor or felony
   1. Felony

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. Officers are responsible for the security and well-being of all prisoners in their care. This includes seeking or providing medical care when necessary.
   2. Examples include:
      a. Diabetic shock
      b. Head injury
      c. Severe bleeding
      d. Drug overdose
      e. Unresponsiveness or unconsciousness
      f. Chest pain

D. Identify classes of prisoners who may require special care or protection
   1. Injury
   2. Illness
   3. Possible drug overdose
   4. Mental incapacitation
   5. Suicide risk
   6. Whether the person requires medication

IV. REQUIRED TESTS
   A. The POST-Constructed Knowledge Test on the learning objectives in Domain #31.
   D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

V. REQUIRED LEARNING ACTIVITIES
   A. The student will participate in a facilitated discussion, which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
      1. Legal basis for the custody
      2. Pertinent laws relating to the care and custody of the arrested person
      3. Officer’s responsibilities during intake
      4. Actions of custodial personnel upon receipt of the arrested person
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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
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. Increase in water intake
2. Increase in fiber intake
3. Increase in complex carbohydrate intake
4. Moderate reduction in protein intake
5. Reduction in refined sugar intake
6. Reduction in caffeine and alcohol intake
7. Reduce intake of saturated and trans fats
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

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

V. REQUIRED TESTS

NONE

VI. REQUIRED LEARNING ACTIVITIES

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

1. Each session must consist of a warm-up, a training period, and recovery
2. Each student must participate in a minimum of 6 sessions.
3. Individual accommodations must meet the functional equivalency of all components of the training session

F. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during Module III, 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

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32-3
EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III
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:
   8. Awareness
   9. Balance
   10. Control

B. Describe the areas of the body which require maximum protection during an attack
   1. Face
   2. Throat
   3. Heart
   4. Groin
   5. Joints
   6. Head
   7. Neck
   8. Spine
   9. Kidneys

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain factors to consider when approaching a subject and conducting a plain view search
   1. The subject’s clothing
   2. The location of the subject’s hands
   3. The proximity of the subject’s obvious or potential weapons
4. Any additional subjects

B. Demonstrate a systematic approach to safely and effectively conduct a person search
   1. Front waistband
   2. Upper body (including the chest, front pockets, armpits, sleeves, and sides)
   3. Back (including the rear waistband and buttocks area)
   4. Lower body (including the legs and ankles)

C. Discuss locations where weapons and/or contraband can be concealed on a subject’s body
   1. Hair
   2. Pockets
   3. Mouth
   4. Ankles
   5. Neck
   6. Shoes or boots
   7. Underarms
   8. Back of neck
   9. Waistband
  10. Small of back
  11. Belt buckle
  12. Between buttocks
  13. Hand
  14. Inner thighs
  15. Groin
  16. Heel of shoe

D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
   1. Agencies vary in policy toward searching individuals of the opposite sex
   2. Peace officers should be aware of and follow their agency’s procedures

E. Explain cover officer responsibilities
   1. Must ensure safety of cover officer and contact officer

F. Discuss cover officer responsibilities during a search of a subject
   1. Ensure the safety of the officer searching

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. Must use reasonable force
      a. immediate threat to the safety of peace officers or others
      b. active resistance or attempt to flee
      c. severity of the crime at issue
d. tense, uncertain and rapidly evolving circumstances  
e. subject’s display of aggressive or assaultive behavior  
f. physical size of the subject (compared to the peace officer)  
g. need for immediate control of the subject due to tactical considerations  
h. peace officer’s perception of the subject’s knowledge of the martial arts or other skills  
i. inability to control a subject by other means  

B. Explain advantages and limitations a peace officer should consider when applying a control hold

1. Advantages
   a. Effectively control a subject  
   b. Guide a subject in a desired direction  
   c. Control a subject for searching  
   d. Control a subject while handcuffing  
   e. Prevent escape  

2. Limitations
   a. Direction and control  
   b. Close proximity to the subject  
   c. Multiple officers  

C. Explain advantages and limitations a peace officer should consider when performing a takedown technique

1. Advantages
   a. Defuse a situation  
   b. Achieve greater control over a subject  
   c. Distract a subject  
   d. Control a subject  
   e. Reduce the ability of the suspect to effectively attack, strike, or escape  

2. Limitations
   a. Close proximity  
   b. Team takedown  
   c. Single technique might not be adequate  

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the purpose of using restraint devices on a subject

1. Restraint devices are used to minimize:
   a. attack on the peace officer or others  
   b. escape of the prisoner  
   c. destruction or concealment of evidence or contraband  
   d. self-inflicted injury by subject  
   e. combat between prisoners
B. Explain potential hazards when using restraint devices on a subject
   1. May cause additional concerns
   2. Repositioning subject
   3. Potential for injury

C. Demonstrate the proper application and correct positioning of handcuffs on a subject
   1. Bare wrists
   2. Proper adjustment
   3. Double-locked

D. Explain various double-locking mechanisms on handcuffs
   1. Double-locking on Smith and Wesson model
   2. Peerless model
   3. Other models

E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
   1. Contact
      a. Controls the subjects
      b. Directing verbally
      c. Giving arrest commands
      d. Handcuffs the subject
   2. Cover Officer
      a. Speaks only when a situation arises
      b. Positions to avoid crossfire situations

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe factors involved in retaining a peace officer’s firearm
   1. Opportunity
   2. Equipment
   3. Training

B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
   1. 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. Danger of injury to themselves and to others
   2. Type of firearm
   3. Distance between the peace officer and the subject
   4. Skill level
5. Physical conditioning  
6. Training  

D. Discuss tactical considerations when disarming a subject  
   1. Moving out of the line  
   2. Suspect loses advantage when officer moves  

E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway  
   1. From 2005 through 2009, 22 of the 24 California peace officers killed in the line of duty were murdered with firearms (handguns, high powered rifles/assault type weapons).  
   2. One of the peace officers was overpowered, his firearm was taken away and it was used to kill him. This supports justification that peace officers continually train in arrest methods, weapon retention and takeaway.  

VII. 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. In self-defense  
   2. In defense of others  
   3. To effect an arrest  
   4. To prevent escape  
   5. To overcome resistance  
   6. In civil unrest situations  

B. Discuss circumstances when a peace officer is justified in using an impact weapon  
   1. Immediate threat to safety of peace officer and others  
   2. Active restraint  
   3. Size of suspect(s)  
   4. Training fighting skills  
   5. Multiple subjects  
   6. Control needed  

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. Midsection  
   3. Rib cage  
   4. Arms Legs  

D. Describe areas on a subject’s body that if struck with an impact weapon could cause serious injury to the subject  
   1. Heart  
   2. Head  
   3. Face
4. Throat
5. Neck
6. Spine
7. Kidneys
8. Groin

E. Discuss the use of verbal commands during a confrontation
   1. Clear
   2. Concise commands

IX. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
   1. Prisoners should be placed in, and removed from, a vehicle in a way that maintains advantage and control over the prisoner.
   2. A second officer, if available, should act as a cover officer while the prisoner is being placed in the vehicle.
   3. A peace officer may assist the primary officer in placing the subject in the vehicle by moving to the opposite side of the vehicle and positioning the subject.

B. Describe the safe and secure positioning of a prisoner in an officer’s vehicle
   1. Ensure safety and welfare of the peace officers and prisoners
   2. Allow for clear observation of the prisoners

X. REQUIRED TESTS

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

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

- An opportunity to review their results
- A reasonable amount of time, as determined by the academy/presenter, to prepare 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.

G. 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.

H. 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

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

Exercise tests developed by POST that specifically prescribes the 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

33-8
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.

XI. REQUIRED LEARNING ACTIVITIES

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

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

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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. Identify the primary responsibilities of peace officers as EMS First Responders at a medical emergency
   1. Ensuring peace officer safety as well as the safety of ill or injured individuals and the public
   2. Evaluating the emergency situation
   3. Taking necessary enforcement actions related to the incident
   4. Initiating actions regarding the well-being and care of ill or injured persons

B. Identify the links of the chain of transmission of infectious pathogens
   1. Infectious agent (bacteria, viruses, fungi, and parasites)
   2. Reservoir
   3. Portal of exit
   4. Mode of transmission
   5. Portal of entry
   6. Susceptible host

C. Recognize precautions peace officers should take to ensure their own personal safety when responding to a medical emergency
   1. PPE
      a. Protective gloves
      b. Eye protection
      c. Masks
      d. Gowns
      e. Ventilation devices
      f. General supplies and equipment

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

Peace officers must be able to assess the immediate condition of a victim, a fellow officer, or themselves if they become injured prior to beginning any form of emergency medical services, including basic life support.

LEARNING OBJECTIVES

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

B. Demonstrate appropriate actions to take during a primary assessment for an unconscious victim:
   1. Responsiveness
   2. Breathing
   3. Circulation

C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
   1. Move from one victim to the next
   2. Making a quick assessment of each victim’s condition and
   3. Classifying
      a. Deceased
      b. Immediate
      c. Delayed
      d. Minor

D. Recognize conditions under which an injured victim should be moved from one location to another
   1. Do not move unless absolutely necessary
   2. Imminent danger
   3. Unable to access

E. Recognize proper procedures for moving a victim using the shoulder drag technique
   1. Bend their knees
   2. Keep their backs straight
   3. Let their leg muscles do most of the work

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. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, 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)

B. Recognize circumstances under which a victim’s airway should be opened by using a:
   1. Head-tilt/chin-lift maneuver
   2. Jaw-thrust maneuver

C. Identify the difference between a mild and severe airway obstruction
   1. Mild – if victim is able to speak or cough (i.e., choking)
   2. Severe – unconscious and unable to be ventilated or conscious but unable to speak, cough, or breathe.

D. Perform procedures for clearing an obstruction from the airway of a conscious and unconscious:
   1. Adult
   2. Child
   3. Infant
   4. Pregnant or obese individual

E. Demonstrate rescue breathing techniques when using a pocket mask, bag valve mask or mouth-to-mouth maneuver with a barrier device
   1. Open the victim’s airway using the head-tilt-/chin-tilt or jaw-thrust maneuver (whichever is most appropriate for the situation)
   2. Take a position at the top of the victim’s head
      a. Place portable pocket mask on the victim so the top of the mask is over the victim’s nose while the base of the mask is between the lower lip and chin
   3. Take a breath and exhale directly into the victim’s mouth or through the one-way valve of the mask (one second)
      a. Use only enough air to create a visible chest rise
      b. Do not over inflate the lungs
   4. If breaths do not enter the victim’s lungs:
      a. Reposition the victim’s head to open the airway
      b. Attempt to breathe into the victim’s lungs again
   5. Continue rescue breathing until:
      a. Victim begins to breathe without assistance
      b. Officer is relieved by an equally or higher medically trained person
      c. Officer becomes too exhausted to continue
      d. Unable to detect a pulse after 2 minutes of rescue breathing, (begin CPR)
      e. Victim is declared dead by an authority

F. Distinguish between the two primary bleeding control techniques
   1. Direct pressure
   2. Tourniquet

G. Demonstrate the general guidelines for controlling bleeding from an open wound
   1. Assessment
   2. Immediate care
   3. Circulation
4. Continued care

H. Identify indicators of shock
   1. Altered mental status such as:
      a. confusion
      b. anxiety
      c. restlessness
      d. combativeness
      e. sudden unconsciousness
   2. Pale, cool, moist skin
   3. Profuse sweating
   4. Thirst, nausea, vomiting
   5. Blue/grey lips, nail beds, tongue, ears (i.e., cyanosis)
   6. Dull eyes, dilated pupils
   7. Rapid pulse rate
   8. Weak pulse
   9. Abnormal respiration rate
  10. Shallow, labored breathing

I. Perform 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
   4. Place the victim in a position to help maintain blood flow
   5. Reassure the victim
   6. Continue to monitor the victim and be prepared to take action if necessary (e.g., rescue breathing, CPR)

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. Striking a vehicle’s windshield or dashboard
   2. Blow to the head
   3. Falls
   4. Agitated or confused
   5. Combative or appears intoxicated
   6. Decreased level of consciousness (e.g., appears “groggy”)
   7. Loss of short term memory
   8. Loss of consciousness (even for a short period of time)
   9. Abnormal breathing patterns (e.g., snoring respirations)
  10. Decreased pulse
  11. General deterioration of vital signs
  12. Deformity of head/skull (e.g., protrusions, depressions, swelling, bruising, etc.)
  13. Visible bone fragments
14. Clear or bloody fluid from ears and/or nose  
15. Unequal pupils  
16. Bruises behind ears (i.e., “Battle’s sign”)  
17. Discoloration around eyes (i.e., “raccoon eyes”)  
18. Paralysis  
19. Priapism (i.e., penile erection)  
20. Blurred vision  
21. Projectile vomiting

B. Recognize the appropriate first aid measures for treating injuries to the head  
   1. Do not move the victim’s head or neck  
   2. Have the victim remain in the position in which found  
   3. Determine level of consciousness  
   4. Conduct a primary and secondary survey  
   5. If unable to establish an open airway using the jaw-thrust technique, the head-tilt chin-lift method may be used  
   6. Activate the EMS system  
   7. Control bleeding if necessary  
   8. Be alert for the presence of cerebrospinal fluid in ears or nose. If present, bandage loosely so as not to restrict the flow  
   9. Do not apply direct pressure to any head/skull deformity  
  10. Be prepared for sudden and forceful projectile vomiting  
  11. Treat for shock  
  12. Do not elevate the victim’s legs  
  13. Reassure the victim  
  14. Continue to monitor victim  

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

D. Identify appropriate first aid measures for treating injuries to the bones, muscles or joints  
   1. Musculoskeletal system  
   2. Types of injuries  
   3. Assessment  
   4. Types of treatment  

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

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 emergency
3. Seizure
4. Stroke

B. Differentiate between indicators and first aid measures for treating:
   1. Insulin shock (hypoglycemia)
   2. Diabetic coma (hyperglycemia)

C. Recognize appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, inhaled, absorbed or injected
   1. Poison identification
   2. Peace officer safety
   3. Manner of exposure
   4. Indicators
   5. First Aid measures

D. Differentiate between the indicators and first aid measures for treating:
   1. Hypothermia and frostbite
   2. Heat cramps, heat exhaustion and heat stroke

E. Recognize appropriate first aid measures for stings and bites
   1. Usual reactions
   2. Allergic reactions
   3. Stings
   4. Spiders
   5. Snakes
   6. Marine life
   7. 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. Contraction that are occurring less than two minutes apart (five minutes if second or subsequent birth)
   2. The woman feels an urgent need to bear down
   3. Crowning is present
   4. The amniotic sac has ruptured (i.e., the 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 Knowledge Test on the learning objectives in Domain #34.

H. 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

Presenters must use the American Heart Association (AHA) Skills Test Form or a presenter-developed form approved by POST which minimally includes the skills used for this exercise test.

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 airway
      c. Check for breathing
      d. Check pulse
      e. Look for serious bleeding

B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding of a limb while using personal protective equipment (PPE):
   1. Direct pressure
   2. Tourniquet

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

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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.

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

C. Describe the safety precautions for proper storage of firearms
   1. Keep away from children and unauthorized persons
   2. Store ammunition separately from firearms
   3. Take all precautions against theft (e.g., safe, locking, etc.)

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
   1. Firing
   2. Unlocking
   3. Extracting
   4. Ejecting
   5. Cocking
   6. Feeding
7. Chambering
8. Locking

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition
   1. Treat every round as fully charged and capable of discharging
   2. Use the correct ammunition
   3. Never fire at a threat you don’t intend to hit
   4. Avoid dropping live rounds or hitting them with objects
   5. Learn the sound and feel of good firing and know what to do when a round misfires

B. Describe the primary components of firearm cartridges
   1. Primer
   2. Powder charge
   3. Bullet
   4. Cartridge case
   5. Blank shell

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a
   routine safety inspection
   1. Barrel
   2. Frame
   3. Cylinder
   4. Cylinder release
   5. Firing pin
   6. Grip
7. Magazine

B. Describe the materials, equipment, and environment needed to properly clean firearms
   1. Environment
      a. Safe
      b. Well ventilated and
      c. Free of adverse conditions (e.g., dust, dirt, moisture, etc.)
      d. Free of distractions and bystanders
   2. Materials
      a. Solvent
      b. Lubricant
      c. Cleaning patches
      d. Personal protection materials
      e. Other materials
   3. Equipment
      a. Screwdriver(s)
      b. Bore brush
      c. Cylinder brush
      d. Cleaning brush
      e. Cleaning rod
      f. Patch holder or tip
      g. Small container

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

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Apply the proper steps for drawing and holstering
   1. Drawing
      a. Acquire a grip
      b. In one smooth motion, lift firearm out of holster till it clears holster.
      c. Extend the firearm toward target or to low ready
   2. Holstering
      a. Remove trigger finger from trigger
      b. Decock the hammer, if necessary
      c. Keep support hand from crossing muzzle
      d. Point firearm downward to holster
      e. Firmly seat firearm and release grip
      f. Refasten the holster safety snaps and straps

B. Demonstrate the following elements to accurately shoot a firearm:
   1. Grip
2. Stance
3. Breath control
4. Sight alignment/sight picture
5. Trigger control
6. Follow-through

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

VI. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents
   1. Penal Code Sections 835a and 22820
   2. There are a variety of situations where peace officers may use chemical agents. Examples of such situations include, but are not limited to:
      a. self defense
      b. overcoming the resistance of a noncompliant individual
      c. effecting an arrest
      d. preventing escape
      e. crowd or riot control
      f. dangerous animals

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

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. Carrying
      a. Holster
      b. Accessible place on belt
      c. Minimize change of unintentional discharge
   2. Drawing
      a. Right side up
b. Must be able to quickly reholster and secure
c. Practice skills

3. Deploying
   a. Directly at the face of the subject

E. Apply decontamination procedures that should be followed after a chemical agent has been used
   1. Eyes
   2. Skin
   3. Nose
   4. Chest

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.

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

Using a presenter approved handgun, the student must:

- fire 36 rounds of service ammunition and
- achieve a minimum score of 29 hits in the 7-ring on a
- B-27 single target

The PC 832 Handgun Course of Fire:

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

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully clear any malfunctions that may occur during the course of fire.
The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC832/Module III 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

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

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EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III
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. Department of Justice regulations require that officers:
      a. make an effort to verify the information and match (e.g., details such as accuracy of a license plate run, date of birth, consistency of the physical description, etc.),
      b. ensure that confirmation occurred with the originating agency to verify that the person or property is still wanted, and
      c. obtain confirmation before an arrest or the confiscation of the property in response to the computer match.

B. Recognize crimes involving unlawful access or use of a law enforcement computer system
   1. Penal Code Section 502 - Felony
      a. criminal prosecution,
      b. civil liability, and/or
      c. agency disciplinary action.

C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
   1. Person or agency:
      a. is authorized by law to receive the information (right-to-know), and
      b. has a compelling reason to request the information (need-to-know.)

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. Persons databases
   2. Property databases

B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
   1. Criminal History System (CHS)

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. People
   2. Vehicles
   3. Handicap placards
   4. Vessels

IV. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #36.
D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

V. 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

36-2
5. Miscellaneous information

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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. The crime of resisting, delaying, or obstructing any public officer, peace officer, or emergency technician is a misdemeanor.
   2. It is a felony to attempt to deter or prevent executive officers from the performance of their duties. This includes a threat of future harm against the officer.
   3. It is a felony to use threats to prevent public officers from performing their duties.

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. The crime of presenting a false identity to a peace officer is a misdemeanor.
   2. The crime of falsely reporting a criminal offense is a misdemeanor.
   3. Falsely reporting an emergency is a misdemeanor. (Penal Code Section 148.3(a))
   4. Falsely reporting an emergency which is likely to cause death or great bodily injury is a felony. (Penal Code Section 148.3(b))
   5. The crime of falsely reporting a bomb, or other explosive is a felony.
IV. REQUIRED TESTS

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

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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. Personal
   a. Enhanced officer safety
   b. Increased personal and ethical satisfaction
   c. Career survival

2. Professional
   a. Improved quality of service provided
   b. Enhanced community support and improved public trust
   c. Reduced tension between officers and specific cultural groups
   d. Increased access to and cooperation with members of the community
   e. Improved compliance with the letter and spirit of the law

3. Organizational
   a. Improved morale, effectiveness, and professionalism within the law enforcement organization
   b. Positive impact on law enforcement’s image within the community
   c. Reduction in the number of complaints against officers
   d. Reduction in personal and agency exposure to claims and litigation

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define the term stereotype

   1. A stereotype is a preconceived or over-simplified generalization involving negative or positive beliefs about another group. When an individual is stereotyped, that person is perceived as having specific behavioral traits and abilities.

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

   1. Characteristics of the group are accurate
   2. All members of the group share the same characteristics

C. Define the term prejudice
1. Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known.

D. Define the term discrimination
1. Discrimination is an action or behavior that is prompted or based on prejudiced thought. It includes differential treatment based on an unsubstantiated or unfair categorization.

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J. LaRue 01/17/2015