

**College of the Siskiyou**  
EXPANDED COURSE OUTLINE  
PC 832-ARREST/FIREARMS  
LEARNING DOMAIN 1  
LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: July 1, 2009

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss why leadership is important
  - 1. Essential for problem solving
  - 2. Results in increased respect, confidence and influence
  - 3. Leadership has no rank
  
- B. Define leadership
  - 1. Courage
  - 2. Professionalism
  - 3. Personal character
  
- C. Discuss universal components of leadership
  - 1. Use authority and power appropriately
  - 2. Public expects you to lead
  - 3. Capacity to influence and inspire others
  
- D. Discuss the officer as a leader
  - 1. Exhibit positive modeling behaviors
  - 2. Take action that is safe, effective and ethical
  - 3. Being accessible and proactive in the community
  
- E. Discuss the leader as a follower
  - 1. Assume responsibility
  - 2. Serve with loyalty
  - 3. Challenge

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

## II. LEARNING NEED

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

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
  - 1. Officers obligated to perform their duties ethically and competently
  - 2. Expectation that authority and power won't be abused
  - 3. Discuss factors affecting public trust
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
  - 1. Serve the public interest and conduct themselves ethically
  - 2. Behavior consistent with the Code of Ethics
  - 3. Technical competence
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
  - 1. Self-esteem and personal worth
  - 2. Reinforcing the standard of performance
  - 3. A sense of security and trust
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer.
  - 1. Disciplinary action up to and including termination
  - 2. Eroding the image of the profession
  - 3. Compromising officer safety
- E. Discuss the *Law Enforcement Code of Ethics* and explain the importance of adhering to the *Law Enforcement Code of Ethics*
  - 1. Code is just words until translated into action
  - 2. Demonstrate to the community that you are trustworthy and honorable
  - 3. Adhere to it as a matter of personal integrity

- 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 not a valid excuse under law
  - 2. Federal, state law and court decisions require intervention
  - 3. Discuss PC 147, 149,673, 661
  
- G. Discuss the situations when it is necessary to intervene on another peace officer’s behalf and factors that can inhibit intervention
  - 1. Observing any unethical, illegal or unprofessional conduct
  - 2. Officer is friend of the officer involved
  - 3. Officer feels peer pressure
  
- H. Describe the types and levels of intervention used to prevent another peace officer’s inappropriate behavior
  - 1. Immediate intervention
  - 2. Advanced intervention
  - 3. Delayed intervention
  
- I. Give examples of ethical decision making strategies
  - 1. Identify the issues
  - 2. Determine the stakeholders
  - 3. Consider which option is most appropriate
  
- J. Explain the value of ethical decision making in leadership
  - 1. Gains trust and respect from the community
  - 2. Enhances professionalism of the agency
  - 3. Prevents discipline, criminal charges, disrespect from community

**HOURLY REQUIREMENTS**

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

Description	Hours
POST Minimum Required Hours	__2__
Agency Specific Hours	____
Total Instructional Hours	__2__

EXPANDED COURSE OUTLINE  
PC832  
LEARNING DOMAIN 2  
CRIMINAL JUSTICE SYSTEM

Effective date of outline: July 1, 2009

III. 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. Freedom of Speech
  - 2. Freedom from excessive bail
  - 3. Freedom from unreasonable searches and seizures
  
- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
  - 1. First Amendment
    - a. Freedom of assembly
    - b. Freedom of speech
    - c. Freedom of religion
  
  - 2. Fourth Amendment
    - a. Respect individual right to be secure against unreasonable searches
    - b. Officers must abide by warrant requirements
    - c. Officers must have probable cause to search and seize
  
  - 3. Fifth Amendment
    - a. Advise individuals of their right to remain silent when applicable
    - b. Persons cannot be compelled to testify against themselves
    - c. Person's right to due process before legal actions
  
  - 4. Sixth Amendment
    - a. Right to a speedy and public trial
    - b. Right to be informed of the accusations against them

- c. Right to legal counsel
  - 5. Eighth Amendment
    - a. Protection against excessive bail
    - b. Protection from cruel and unusual punishment
    - c. Reasonable punishment based on the crime
  - 6. Fourteenth Amendment
    - a. Officer must apply law equally
    - b. Can't deny privileges or immunities without legal proceedings
    - c. Due process of the law begins at the point of initial investigation
- C. Discuss the components and primary goals of the criminal justice system
- 1. Law enforcement, judicial and corrections
  - 2. Dispense equal justice
  - 3. Assure victim's rights

#### IV. 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.

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
- 1. Federal Bureau of Investigation
  - 2. Department of Justice
  - 3. Municipal Police

#### V. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss the objectives of the judicial component of the criminal justice system
- 1. Provide due process of law
  - 2. Rendering fair judgments
  - 3. Dispensing just punishment

- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
  - 1. Trial Courts
  - 2. Appellate Courts
  - 3. Supreme Court
  
- C. Discuss the judicial process in criminal cases
  - 1. Arrest
  - 2. Arraignment
  - 3. Preliminary Hearing

VI. LEARNING NEED

Peace officers should recognize that the California Youth and Adult Correctional Agency (YACA) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

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

VII. REQUIRED TESTS

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #02.

VIII. REQUIRED LEARNING ACTIVITIES

None

IX. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE  
PC832  
LEARNING DOMAIN 3  
POLICING THE COMMUNITY

Effective date of outline: July 1, 2009

X. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify peace officer responsibilities in the community, including:
1. Maintaining order
    - a. Handle disturbances before they escalate
    - b. Become proactive
    - c. Patrol in a highly visible manner
  2. Enforcing the law
    - a. Statutory laws
    - b. City and county ordinances
    - c. Court orders
  3. Preventing crime
    - a. Encourage community to report crimes
    - b. Know your beat area
    - c. Know the cultural and demographic characteristics of the beat area
  4. Delivering service
    - a. Ensure enforcement decisions are based on law
    - b. Fair and impartial enforcement
    - c. Enforcement not based on prejudices
  5. Educating and learning from the community
    - a. Replace “us vs. them” with “we together”
    - b. Support and attend public meetings
    - c. Collaborate to solve community problems

6. Working with the community to solve problems
  - a. Create “Neighborhood Watch” programs
  - b. Maintain contact with local school officials
  - c. Maintain contact with local business owners
  
- B. Differentiate between proactive and reactive policing
  1. Eliminate or minimize crime related problems
  2. Develop crime prevention strategies
  3. Respond to criminal activities after they happen
  
- C. Recognize peace officers’ responsibilities to enforce the law, including:
  1. Adhering to all levels of the law
    - a. Statutory laws
    - b. City and county ordinances
    - c. Court orders
  
  2. Fair and impartial enforcement
    - a. Ensuring enforcement decisions are based on law
    - b. Ensuring enforcement decisions are not based on prejudice
    - c. Ensuring enforcement decisions are not based on attitudes
  
  3. Knowing the patrol beat or area of responsibility
    - a. Know Size and boundaries
    - b. Know nearest emergency services
    - c. Know socio-economic characteristics of residents
  
- D. Identify the elements of area/beat knowledge including:
  1. Critical Sites
    - a. Schools
    - b. Hospitals
    - c. Chemical storage facilities
  
  2. Locations requiring special attention, i.e. hot spots
    - a. High crime areas
    - b. Isolated or low traffic areas
    - c. Traffic choke points

3. Potentially dangerous areas
  - a. Flood prone areas
  - b. Local hazards
  - c. Dry areas with high potential for fire
  
- E. Discuss current and emerging issues that can impact the delivery of services by peace officers
  1. Changing community demographics
  2. Economic shifts
  3. Advanced technologies
  
- F. Discuss opportunities where peace officers educate and learn from community members
  1. Interact with local merchants
  2. Maintain contact with local school officials
  3. Meet frequently with youth after school activities

## XI. 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. Two or more people, groups, etc. working together to address an issue
  2. Neighborhood residents
  3. Health care providers
  
- B. Discuss the key elements for developing trust between community partners, including:
  1. Truth
    - a. Open and honest communications
    - b. Be truthful about what you can and cannot do
    - c. Be truthful about what you are willing to do as a partner
  
  2. Respect
    - a. Partners must become aware of each other's strengths
    - b. Learn about your partner's gifts and talents
    - c. Learn about your partner's experiences and resources

3. Understanding
    - a. Appreciate the diversity of each partner
    - b. Understand issues from another person's perspective
    - c. Understanding is valuable to building strong partnership bridges
  4. Support
    - a. Partners should develop specific roles and responsibilities
    - b. Partners should develop specific goals, action plans and objectives
    - c. Necessary support of time, money, materials is essential
  5. Teamwork
    - a. Each partner can play a role in problem-solving efforts
    - b. Working together is vital to the long-term viability of the group
    - c. Celebrating success is important to the long term viability
- C. Discuss relationship of ethics to the badge of office
1. The badge is a symbol of public trust
  2. The character of the person behind the badge is more important than the authority of the badge
  3. Forming effective partnerships is difficult if not impossible without trust and integrity
- D. Discuss leadership skills in community policing
1. Embrace change
  2. Promote trust
  3. Articulate a vision
- E. Define communication
1. Sending and receiving messages
  2. Both verbal and nonverbal
  3. Between two or more people
- F. Recognize the components of a message in communications with others, including:
1. Content (words)
    - a. Chosen word may account for a small portion of the message
    - b. Choose words carefully to ensure message is clear
    - c. Words don't always reflect what the person really means

2. Voice characteristics
    - a. Tone
    - b. Pace
    - c. Pitch
  3. Nonverbal signals
    - a. Gestures
    - b. Facial expressions
    - c. Physical actions or mannerisms
- G. Recognize the potential effects of negative nonverbal signals
1. Making a poor impression
  2. Contradicting what an officer is saying verbally
  3. Potentially escalating situations
- H. Give examples of effective communication techniques for:
1. Active listening
    - a. Be open and unbiased
    - b. Hear literally what is said
    - c. Interpret what is said
  2. Establishing effective lines of communication
    - a. Conveying an attitude of self-confidence and professionalism
    - b. Showing an understanding of the situation
    - c. Demonstrating a caring attitude
  3. Overcoming barriers to communication
    - a. Always treating people in a professional manner
    - b. Responding promptly to any call
    - c. Being courteous to all individuals contacted

## XII. 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

- A. Identify the steps of the SARA Model
1. Scanning - Identifying the problem(s)
    - a. Develop a thorough problem statement

- b. Has the problem been prioritized
  - c. Has community input been sought
- 2. Analysis - Collecting and examining information
  - a. When and where does the problem occur
  - b. Who are the offenders
  - c. Who are the victims
- 3. Response - Developing and implementing solutions based on analysis
  - a. Brainstorm possible interventions
  - b. Who can help in the response
  - c. How will it be implemented
- 4. Assessment - Evaluating the effectiveness of the strategy selected
  - a. Determine means of measuring effectiveness of the response
  - b. Evaluate success of the strategy
  - c. Did the problem decline

B. Apply the SARA Model

- 1. Measurable
- 2. Attainable
- 3. Realistic

XIII. REQUIRED TESTS

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #03.

XIV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce an understanding of the steps involved applying the SARA model, including:
  - 1. Scanning - Identifying the problem(s)
  - 2. Analysis - Collecting and examining information
  - 3. Response - Developing and implementing solutions based on analysis
  - 4. Assessment - Evaluating the effectiveness of the strategy selected

## VI. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE  
PC 832

INTRODUCTION TO CRIMINAL LAW

Effective date of outline: **July 1, 2009**

XV. 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
  - a. Rules and provisions found in Federal and State constitutions
  - b. Federal, state and local courts are bound by the Constitution
  - c. Law enforcement officers are impacted and bound by decisions of these courts
2. Statutory law
  - a. Written laws enacted by a legislative body
  - b. To be enforceable, a law must be written
  - c. Punishment must be listed in the statute
3. Case law
  - a. Base on previous appellate court decisions
  - b. Purpose is to interpret the Constitution
  - c. Purpose is to clarify statutes

XVI. LEARNING NEED

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

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

1. Letter of law-law is applied with the literal meaning of the statute
2. Spirit of law- law applied in accordance with the intent of the legislature
3. In Calif. all laws must be applied with spirit of the law

B. Differentiate between criminal and civil law

1. Criminal law deals with violations of criminal statutes

2. Civil law deals with noncriminal violations or private wrongs
3. Civil violations are called Torts, Criminal violations are called crimes

## XVII. 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. Violation of a criminal statute
  2. An act committed or omitted in violation of a law
  3. Conviction provides penalty or punishment
- B. Identify the basic elements common to all crimes
  1. In every crime or public offense
  2. There must exist a union, or joint operation of act and intent
  3. Or criminal negligence
- C. Discuss general, specific and transferred intent crimes
  1. In general intent crimes, intent is presumed by law
  2. In specific intent crimes, specific intent must be proved
  3. In transferred intent crimes, an unlawful act affects a person other than the person intended to be affected
- D. Differentiate between criminal intent and criminal negligence
  1. Negligence is the failure to exercise ordinary care
  2. Criminal negligence is a negligent act that is aggravated or reckless
  3. Criminal negligence also constitutes indifference to the consequences

## XVIII. 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
    - a. Punishment by a fine or imprisonment in a state prison

- b. Punishable by death
    - c. Punishable by removal from office
  - 2. Misdemeanor
    - a. Crime of lesser gravity than a felony
    - b. Punishable by a fine
    - c. Punishable by imprisonment in county jail
  - 3. Infraction
    - d. Punishable by a fine only
    - e. Normally issued a citation at place of arrest
    - f. Defendant not entitled to a jury trial
- B. Differentiate among the three parties in a crime, to include:
- 1. Principals
    - a. All persons involved in commission of felony or misdemeanor
    - b. Must prove that principal had required criminal intent
    - c. Principal need not be present at the actual crime scene
  - 2. Accessories
    - a. Have knowledge that principal committed, been charged with or convicted of a felony
    - b. Harbors, conceals, or aids a principal in the felony
    - c. Intend to assist the principal to avoid or escape arrest, trial, conviction or punishment
  - 3. Accomplices
    - a. A principal becomes an accomplice
    - b. When he or she testifies for the prosecution
    - c. Against another principal
- C. Identify people legally incapable of committing a crime
- 1. Children under 14
  - 2. Idiots
  - 3. Persons who committed the act under ignorance or mistake of fact

XIX. REQUIRED TESTS

A. The PC 832 Arrest Written test will include learning objectives in Domain #05.

XX. REQUIRED LEARNING ACTIVITIES

None

XXI. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 15  
LAWS OF ARREST

Effective date of outline: July 1, 2009

XXII. 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 role 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
    - a. Provides people to be secure from unreasonable searches/seizures
    - b. Must have warrant based on probable cause to search or seize
    - c. Warrant must describe place to be searched and person or things to be seized
  2. Fifth Amendment
    - a. Person cannot be compelled to testify against themselves
    - b. Person may not be tried twice for same offense
    - c. Person can't be deprived of life, liberty or property w/o due process
  3. Sixth Amendment
    - a. Right to a speedy trial
    - b. Right to confront witnesses
    - c. Right to counsel during court proceedings
  4. Fourteenth Amendment
    - a. Officers must apply the law equally to all people
    - b. State must use due process to deprive a person of liberty, life or property
    - c. Officers may not discriminate due to race, nationality or religion

- B. Recognize peace officer's role in relation to the protections included under federal civil rights statutes.
  - 1. Peace officers may be sued for deprivation of a person's right
  - 2. Two or more persons who conspire with others to deprive rights may be imprisoned
  - 3. Peace officers acting under color of law may be imprisoned for violating civil rights

### XXIII. LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a private person that they can not exert authority, and the person reasonably believes they can leave or not cooperate at any time.

#### LEARNING OBJECTIVES

- A. Recognize appropriate conduct during a consensual encounter
  - 1. Interviewing witnesses at a crime or accident
  - 2. disseminating information
  - 3. Conversing casually
- B. Recognize conduct that may elevate a consensual encounter
  - 1. Using emergency lights
  - 2. Issuing orders or commands
  - 3. Demanding or keeping identification
- C. Recognize the consequences of elevating a consensual encounter
  - 1. May violate 4<sup>th</sup> amendment protections
  - 2. Criminally prosecuted for violation of civil rights
  - 3. May face department discipline

### XXIV. LEARNING NEED

To execute the appropriate actions, peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

#### LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
  - 1. Detention must be based on reasonable suspicion of illegal activity
  - 2. Detention is limited in scope, intensity and duration
  - 3. In detention, a person is not free to leave

- B. Recognize reasonable suspicion
  - 1. When an officer has enough facts and circumstances present to make it reasonable to believe that criminal activity is occurring and the detained person is connected to that activity
  - 2. Reasonable suspicion may be based on observation, training, experience
  - 3. Reasonable suspicion can't be based on hunch or instinct
  
- C. Recognize appropriate peace officer actions during a detention
  - 1. Questioning about identity and conduct
  - 2. Contacting persons to confirm identity and conduct
  - 3. Bringing victim to suspect for identification purposes
  
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
  - 1. Cursory/frisk searches not allowed unless officer has factual basis to believe suspect is armed
  - 2. Cursory/frisk searches limited to outer clothing for weapons only
  - 3. Officers finding an object that is not a weapon must leave it alone
  
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
  - 1. If a person attempts to flee
  - 2. Uncooperative person may be handcuffed
  - 3. Uncooperative person may be placed in patrol vehicle

## XXV. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
  - 1. Direct investigation reports
  - 2. Circumstantial evidence
  - 3. Secondhand statements from reliable witnesses
  
- B. Identify elements of a lawful arrest
  - 1. The arrested person must be taken into custody in a case and in the manner authorized by law
  - 2. An arrest may be made by the actual restraint of the person or by the person's submission to the officer's authority

3. Reasonable force may be used to make an arrest, prevent escape or overcome resistance
- C. Differentiate between arrest and detention
1. Custody is the key. It implies the person making the arrest has full control
  2. Detention is assertion of authority that would cause a reasonable person to believe that they are not free to leave
  3. Detention is limited in scope, duration and intensity
- D. Recognize information that must be given to an arrested person
1. Officer must explain his intent to arrest
  2. Officer must explain the cause for the arrest
  3. Officer must explain his authority to arrest
- E. Recognize elements of a warrantless arrest for a misdemeanor
1. Misdemeanor committed in officer's presence
  2. Misdemeanor not committed in officer's presence but committed by a juvenile
  3. Misdemeanor was one of seven specified misdemeanors
- F. Recognize elements of a warrantless arrest for a felony
1. Committed a felony in the officer's presence(third level of detail)
  2. Committed a felony but not in the officer's presence
  3. committed a felony, regardless of whether a felony was in fact committed
- G. Recognize elements of a warrant arrest
1. Arrest warrant is a written order signed by a magistrate
  2. Warrant commands a peace officer to arrest the named suspect
  3. Officer must established probable cause through a sworn affidavit
- H. Recognize the requirements for entry to make an arrest
1. Officer's entry is based on consent
  2. Officer's entry is based on exigent circumstances
  3. Officer had lawfully entered the area for some other purpose
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
1. Private person may arrest for any public offense committed in their presence
  2. Private person may arrest if a felony has been committed and they have probable cause to believe that the suspect committed the felony

3. Private person must immediately take the person before a magistrate or turn the arrested person over to a peace officer
- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
1. To prevent escape
  2. To overcome resistance
  3. To make the arrest
- K. Recognize the statutory requirements for the disposition of an arrested person
1. Release
  2. Citation
  3. Take them before a magistrate
- L. Recognize the exception to the powers to arrest
1. For a misdemeanor violation of a protective order involving domestic violence
  2. Is pursuant to agency policy for responding to domestic violence calls

## XXVI. LEARNING NEED

When interrogating a suspect who is in custody, peace officers must follow Miranda procedures to ensure that any answers they obtain will be admissible in court.

### LEARNING OBJECTIVES

- A. Identify the purpose of the Miranda warning
1. Fifth Amendment – no person shall be compelled to testify against themselves
  2. Any statement made during custodial interrogation will be viewed as compelled
  3. A custodial interrogation is an inherently coercive atmosphere
- B. Recognize when Miranda warnings must be given
1. Person is in custody
  2. Person is being interrogated
- C. Identify the proper administration of Miranda warnings
1. You have a right to remain silent
  2. Anything you say may be used against you in court
  3. You have a right to have an attorney before and during any 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 either the right to remain silent or the right to counsel
1. All interrogation must cease
  2. A person may invoke their right to silence or counsel only at the time or during custodial interrogation
  3. Miranda rights may not be invoked by anyone else but the suspect
- E. Recognize the types of Miranda waivers
1. Express
  2. Implied
  3. Conditional
- F. Recognize the exception to the Miranda rule
1. Public safety or emergency rescue doctrine
  2. Based on exigent circumstances
  3. Concern can be for victim, defendant, third person, public at large or officer's safety

## XXVII. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Differentiate between an interview and interrogation
1. Interview is process of questioning non-suspects
  2. Interrogation is the process of questioning suspects
  3. Interrogation is likely to elicit an incriminating response
- B. Differentiate between an admission and confession
1. A confession involves acknowledging the commission of all of the elements of the crime
  2. An admission involves acknowledging certain facts that intend to incriminate the individual but fall short of a confession

XXVIII. REQUIRED TESTS

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #15.

XXIX. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	<u>  5  </u>
Agency Specific Hours	<u>  1  </u>
Total Instructional Hours	<u>  6  </u>

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 16  
SEARCH AND SEIZURE

Effective date of outline: July 1, 2009

XXX. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
  - 1. Privacy
  - 2. Liberty
  - 3. Possession of property
  
- B. Identify the concept of reasonable expectation of privacy
  - 1. Person have indicated that they personally expect privacy in the object or area
  - 2. Their expectation is one that society is prepared to recognize as legitimate
  
- C. Recognize standing and how it applies to an expectation of privacy
  - 1. A person has a legitimate possessory interest or relationship over an object or area
  - 2. To challenge a particular search or seizure a person must have a reasonable expectation of privacy in the place or thing when it was searched or seized
  - 3. Only a person with standing can challenge the search or seizure of property based on the Fourth Amendment
  
- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
  - 1. Officers must be able to articulate how and why they have a fair probability to believe a crime has occurred or about to occur
  - 2. Officers must be able to articulate how and why they have a fair probability to believe evidence pertaining to the crime exists
  - 3. Officers must be able to articulate how and why they have a fair probability to believe the evidence is at the location they wish to search

## XXXI. LEARNING NEED

Although warrantless searches and seizures are presumptively illegal, 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 those conditions.

### LEARNING OBJECTIVES

- A. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
  - 1. Plain view
  - 2. Search incident to custodial arrest
  - 3. Consent searches
  
- B. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
  - 1. Cursory/frisks
    - a. Lawful detention
    - b. Officer must articulate specific facts which caused him to reasonably believe the person is dangerous or carrying a weapon
    - c. Search is limited to outer clothing for weapons or potential weapons only
  
  - 2. Consent searches
    - a. Voluntary
    - b. Obtained from person with authority to give that consent
    - c. Officers must honor any restrictions expressed or implied
  
  - 3. Searches pursuant to exigent circumstances
    - a. Imminent danger to a person's life or safety
    - b. Serious damage to property
    - c. Evidence is about to be destroyed or moved
  
  - 4. Searches incident to arrest
    - a. A full search of the arrestee's person
    - b. Containers on the arrestee's person
    - c. The nearby physical area that is under the immediate control of the arrestee
  
  - 5. Probation/parole searches

- a. Both searches allow warrantless, suspicionless searches
- b. Searches may include their person, residence, any property under their control
- c. Officers should confirm search conditions prior to searching as search conditions may vary

## XXXII. 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 a motor vehicle's potential mobility and reduced expectation of privacy.

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
  - 1. Probable cause searches
    - a. The vehicle must have been lawfully stopped or otherwise been lawfully accessible
    - b. Officers must have enough facts, knowledge, training or experience to provide probable cause that the item they are seeking will be found inside the vehicle
    - c. Any part of the vehicle may be searched as long as what they are searching for could reasonably be located there
  - 2. Seizures of items in plain view
    - a. Have probable cause to believe the item is crime-related
    - b. Lawfully be in the location to observe the item
    - c. Have lawful access to the item
  - 3. Protective searches
    - a. Search permitted if the driver is being lawfully detained
    - b. Officer reasonably believes based on specific facts, that their may be a weapon or item that could be used s a weapon inside the vehicle
    - c. Officer may only search passenger compartment for weapons or potential weapons
  - 4. Consent searches
    - a. Same requirements as for any other consent search
    - b. Consent must be voluntary
    - c. Obtained from a person with the authority to give that consent

5. Searches incident to custodial arrest
  - a. Officers must have made a valid arrest of any occupant in the vehicle
  - b. May search passenger compartment only
  - c. May search all containers within the area
  
6. Instrumentality searches
  - a. The crime was committed inside of the vehicle
  - b. Vehicle was the means by which the crime was committed
  - c. If a warrantless search, scope will be determined by the nature of the evidence being sought
  
7. Vehicle inventories
  - a. Vehicle must be in lawful custody
  - b. Officer must conduct the inventory pursuant to standardized agency policy or regulations
  - c. Vehicle inventory is not a search for evidence or contraband

### XXXIII. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
  1. With a warrant
    - a. Officers must show probable cause within the affidavit
    - b. Must show credible information to provide a fair probability that the search will result in the discovery of a crime
    - c. Courts require that the more, intense, unusual, prolonged, uncomfortable, unsafe or undignified the procedure contemplated, the greater the showing for the procedure's necessity must be
  
  2. Without a warrant
    - a. Officers must have probable cause to arrest
    - b. Officers must have probable cause to search
    - c. Officers must have exigent circumstances
    - d. Officers must have a need that outweighs the intrusiveness

- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
  - 1. Officers may use only the degree of force necessary to overcome resistance and recover the evidence
  - 2. Officers may not use unreasonable force
  - 3. No bodily intrusion is permissible if the force necessary to do it would shock the conscience
  
- C. Recognize the conditions necessary for legally obtaining blood samples
  - 1. Probable cause to arrest
  - 2. Probable cause to search
  - 3. Exigent circumstances
  
- D. Recognize the conditions for legally obtaining the following nonintrusive bodily evidence:
  - 1. Fingerprints
    - a. Consent
    - b. Probable cause to believe the person is involved in criminal activity
    - c. Person has been arrested
  
  - 2. Handwriting samples
    - a. Consent
    - b. Probable cause to believe the person is involved in criminal activity
    - c. Person has been arrested

XXXIV. REQUIRED TESTS

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #16.

XXXV. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	__3__
Agency Specific Hours	_____
Total Instructional Hours	__3__

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 17  
PRESENTATION OF EVIDENCE

Effective date of outline: July 1, 2009

XXXVI. LEARNING NEED

Peace officers must know the criteria for admitting and excluding evidence to ensure evidence is identified, collected, and tracked in a legal manner that will be accepted in court.

LEARNING OBJECTIVES

- A. Recognize circumstances which may cause evidence to be excluded
  - 1. Evidence is not relevant
  - 2. Evidence is not competent
  - 3. Lack of evidence credibility
  
- B. Recognize a peace officer's role in ensuring the admissibility of evidence
  - 1. All evidence is legally obtained
  - 2. Chain of custody has been maintained
  - 3. All available supporting evidence and witness statements are gathered and documented completely

XXXVII. LEARNING NEED

Peace officers need to write complete, accurate and reliable witness reports. Reports need to record hearsay evidence that allows an active duty or retired peace officer to testify at preliminary hearings in accordance with Penal Code 872(b), Proposition 115.

LEARNING OBJECTIVES

- A. Recognize the requirements and exceptions for admitting hearsay evidence for:
  - 1. Spontaneous statements
    - a. Statement made about an exciting or unnerving event while the person making the statement is still under the excitement or stress of the event
    - b. Statement is trustworthy because the speaker had no opportunity to fabricate a story
    - c. Statement must be at or proximate to the event

Learning Objectives, continued

2. Admissions and confessions
  - a. Person is not likely to make such a statement unless it is true
  - b. Implied admissions do not involve statements so are not subject to hearsay objections
3. Dying declarations
  - a. Victim must die
  - b. Any person may witness a dying declaration
  - c. Victim must believe that they are going to die
  - d. Rationale is that a person about to die will not lie
4. Records and officer testimony
  - a. Present memory refreshed
  - b. Past memory recorded
  - c. Reports must be authenticated
5. Hearsay testimony at preliminary hearings
  - a. By active and honorably retired peace officer
  - b. Retired officer restricted to statements made when he was an active law enforcement officer
  - c. Officer testifying must have 5 years of experience or completed POST approved training course

XXXVIII. REQUIRED TESTS

NONE

XXXIX. HOURLY REQUIREMENTS

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

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

Effective date of outline: July 1, 2009

## XL. 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. PC11107 requires reports on specific misdemeanors and felonies
  - 2. Reports must include nature and character of the crime, and all particular circumstances
  - 3. Must include all additional and supplemental information related to that crime

## XLI. 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. Notes are the primary source document for the report
  - 2. Notes that are incomplete, difficult to read will be of little use
  - 3. Field notes are taken when details are still fresh in your mind
- B. Apply appropriate actions for taking notes during a field interview
  - 1. Separate involved parties and establish rapport
  - 2. Take complete notes and/or record the interview
  - 3. Use the 3 step process

## XLII. 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, when
  - 2. Where, who
  - 3. How, why
  
- B. Identify the fundamental content elements in investigative reports, including:
  - 1. Initial information
    - a. Establish how the officer became involved with the specific incident and additional background information
  
  - 2. Identification of the crime
    - a. Including the facts that are necessary to show that the specific crime has taken place
  
  - 3. Identification of involved parties
    - a. Such as the reporting person, victim, witness, or suspect
  
  - 4. Victim/witness statements
    - a. Noting the details of the events the involved parties observed or experienced
  
  - 5. Crime scene specifics
    - a. Necessary to accurately reestablish the scene and events of the crime
  
  - 6. Property information
    - a. Including descriptions and details pertaining to stolen items as well as physical evidence
  
  - 7. Officer actions
    - a. Including descriptions of all actions taken by peace officers that are related to the incident

### XLIII. HOURLY REQUIREMENTS

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

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  1  </u>
Total Instructional Hours	<u>  3  </u>

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 32  
USE OF FORCE

Effective date of outline: July 1, 2009

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
  - 2. For how much force can be used
  - 3. What kind of force can be used
  - 4. In a given circumstance
  
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  - 1. Judged from the perspective of a reasonable officer
  - 2. Examined through the eyes of an officer on the scene at the time the force was applied, not the vision of 20/20 hindsight
  - 3. Based on the facts and circumstances confronting the officer without regard to the officer's underlying intent or motivation
  - 4. Based on the knowledge that the officer acted properly under the established law at the time
  
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
  - 1. Subject's requirement to submit to arrest without resistance
    - a. If a person has knowledge or by the exercise of reasonable care, should have knowledge
    - b. That he is being arrested by a peace officer
    - c. It is the duty of such person to refrain from using force or any weapon to resist such arrest

2. Peace officer's authority to use reasonable force during a detention or arrest
  - a. Officer may use reasonable force to effect an arrest
  - b. Officer may use reasonable force to prevent escape
  - c. Officer may use reasonable force to overcome resistance
  
- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority use force
  1. To effect an arrest
  2. To prevent escape
  3. To overcome resistance
  
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
  1. Detailed considerations and regulations are established by each agency's policies
  2. Limitations on the use of force are set by agency policy to provide reasonable guidelines for officers
  3. Officer are responsible for becoming familiar with and complying with their agency's policies and guidelines regarding 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. Is the choices identified to a peace officer in each agency's policy documentation
  
- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
  1. Use the type of force which is reasonable under the circumstances
  2. Use only the amount of force reasonable to overcome resistance and gain or maintain control of a subject
  3. Use only the type and amount of force permitted by agency policy
  
- C. Recognize force options and the amount of force peace officers may use based on the subject's resistance
  1. Peace officers must use the force option appropriate for the situation
  2. Conditions may change rapidly

3. Officers must continually reevaluate the subject and situation
4. Officers must be prepared to adjust, and transition as needed to the appropriate tools and techniques

### 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. To protect oneself or others when the officer has the objective and reasonable belief
  2. That his life or the life of another is in imminent danger of death or serious physical injury
  3. Based upon the totality of the facts known to the officer at the time
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
  1. The circumstances must be sufficient to excite the fears of a reasonable person in like circumstances
  2. 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
  3. The decision to use deadly force must be made to save one's self or another from great bodily injury or death
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
  1. Preparation by training
  2. Emotional maturity
  3. Existing circumstances
- D. Discuss the role of agency policies regarding the use of deadly force
  1. Use of warning shots
  2. Shooting at nonviolent felons, juveniles or moving vehicles
  3. Shooting from a moving vehicle

- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
  - 1. In obedience to any judgment of a competent court
  - 2. When necessarily committed in overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty
  - 3. 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

#### LEARNING NEED

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

#### LEARNING OBJECTIVES

- F. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
  - 1. Fear
    - a. Reasonable
    - b. Unreasonable
  - 2. Anger
    - a. Denying or suppressing anger for long periods may lead to emotional problems
    - b. Denying or suppressing anger for long periods of time may lead to physical problems
    - c. Acceptable anger may allow officers to be assertive and display command presence
  - 3. Indecision and hesitation
    - a. Hype-vigilance (freezing)
    - b. Attention too narrowed to consider alternate actions
    - c. Inability to select a response may have deadly results
- G. Give examples of acceptable techniques for managing anger
  - 1. Manage anger when it is the lower end of the emotional scale
  - 2. Express anger in an appropriate and controlled manner while the feeling is at the lower end of the emotional scale and easier to control

3. Channel anger appropriately to enable you to keep fighting during a crisis situation

IV. REQUIRED TESTS

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #20.

V. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 30  
CRIME SCENE/EVIDENCE/FORENSICS

Effective date of outline: July 1, 2009

VI. 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 evidence at the scene of a crime.

LEARNING OBJECTIVES

- A. Identify the goal of a criminal investigation
  - 1. Successful prosecution of the guilty
  - 2. Exoneration of the innocent
  
- B. Perform the steps of a preliminary criminal investigation, including:
  - 1. Contain and protect the crime scene and cause the proper collection of evidence
    - a. Approach and arrival
    - b. Assessment
    - c. Report
  
- C. Identify the primary purpose of conducting an:
  - 1. Initial survey of a crime scene
    - a. Secure the scene
    - b. Noting immediately visible evidence
    - c. Deny entry to the scene
  - 2. Crime scene search
    - a. Systematic, coordinated effort
    - b. To locate physical evidence that indicates that a crime has taken place
    - c. To identify individuals who may have committed the crime
  
- D. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
  - 1. Accurately represent the scene without distortion
  - 2. Marked properly to identify contents and location

3. Not used solely to appeal to the emotions or prejudice the court or jury

## VII. 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.

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

1. Who initially found the item(third level of detail)
2. Where and when the item was found
3. Who transported the item

B. Identify the three forms of fingerprint impressions that may be found at a crime scene

1. Visible
2. Latent
3. Plastic

## VIII. REQUIRED TESTS

NONE

## IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on preliminary investigation.

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

EXPANDED COURSE OUTLINE  
PC 832  
ARREST METHODS/DEFENSIVE TACTICS

Effective date of outline: **July 1, 2009**

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 defensive tactics, to include:

1. Awareness

- a. Being Alert to potential threats
- b. When approaching or interacting with a subject or
- c. Potentially dangerous situation

2. Balance

- a. Keep the gun side away from the subject
- b. Keep weight evenly distributed over the balls of the feet
- c. Bend the knees slightly – do not lock them
- d. Keep feet approximately shoulder width apart
- e. Keep the body relaxed
- f. Stay alert

3. Control – maintaining composure to make sound judgments and decisions

- a. General control
- b. Physical control.

B. Describe parts of an officer's body that are most vulnerable to serious injury

1. Front

- a. Face
- b. Throat
- c. Heart
- d. Groin
- e. Joints

2. Back
  - a. Head
  - b. Neck
  - c. Spine
  - d. Kidneys

C. Describe parts of an officer's body that may be used as personal weapons for self defense or to overcome resistance by a subject

1. Front and back head
2. Fingers
3. Edge of hand
4. Heel of hand
5. Knee
6. Elbow
7. Forearm
8. Toe
9. Edge of foot
10. Ball of foot
11. Instep
12. Heel

## II. LEARNING NEED

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

### LEARNING OBJECTIVES

A. Explain factors to consider when approaching a subject and conducting a plain view search

1. Plain view search not technically a search
2. Reasonable suspicion or probable cause not required

B. Demonstrate an approach to safely and effectively conduct a person search

1. Be aware, as a minimum, of:
  - a. Subject's clothing
  - b. Location of subject's hands
  - c. Proximity of the subject's obvious or potential weapons
  - d. Additional subjects

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

1. Front

- a. Hair
- b. Mouth
- c. Underarm
- d. Waistband
- e. Belt buckle
- f. Pockets
- g. Groin
- h. Inner thighs
- i. Ankles
- j. Shoes/boots

2. Back

- a. Back of neck
- b. Small of back
- c. Buttocks
- d. Heel of shoe

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

1. Maintaining officer safety
2. The availability and use of officers of the same sex
3. Acceptable search techniques
4. How to avoid false claims of misconduct or sexual assault

E. Explain cover officer responsibilities

1. Cover officer's responsibilities complement searching officer's responsibilities
2. Insure safety of both searching officer and cover officer

F. Demonstrate cover officer responsibilities during a search of a subject

1. Be constantly alert
2. Maintain a position of advantage
3. Safeguard weapons
4. Maintain constant observation of the overall situation
5. Exhibit command presence or professional demeanor
6. Protect the searching officer from interference by onlookers or associates of the subject
7. Assist in restraining the subject if necessary
8. Assist the searching officer by taking possession of any found weapons or contraband, allowing the searching officer to continue the search.

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

- A. Discuss a peace officer's justification to use controlling force on a subject
  - 1. Subject's display of aggressive or assaultive behavior
  - 2. Physical size of the subject (compared to the officer)
  - 3. Need for immediate control of the subject due to tactical considerations
  - 4. Officer's perception of the subject's knowledge of the martial arts or other skills
  - 5. Inability to control a subject by other means
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
  - 1. Control holds can be used for direction and control
  - 2. Close proximity to the officer and the subject
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
  - 1. Close proximity of the officer and the subject
  - 2. A single technique may not be adequate to gain complete control of the subject

### IV. LEARNING NEED

Peace Officers must know the advantages of the use of a Carotid Restraint Control Hold, the risks involved, the follow-up procedures, and the safety precautions.

#### LEARNING OBJECTIVES

- A. Discuss the justification for using the Carotid Restraint Control Hold
- B. Describe factors which cause unconsciousness when a Carotid Restraint Control Hold is applied, to include:
  - 1. Structures of the neck
  - 2. Breathing
  - 3. Circulation
- C. Describe potential hazards associated with the proper application of the Carotid Restraint Control Hold, to include:
  - 1. Physiological responses a subject may experience

- D. Demonstrate procedures for handling a subject after a Carotid Restraint Control Hold has been applied
- E. Explain procedures regarding medical care after the application

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 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 handcuffs as a restraint device
  - 1. Prisoner escape
  - 2. Threat to officer safety
  - 3. Harm to the prisoner
  - 4. Destruction of evidence
  - 5. Threat to public safety
  - 6. Potential harm to the subject
- C. Demonstrate the correct positioning of handcuffs on a subject
  - 1. Handcuffs should be applied on the subject's bare wrist between the hand and the protruding ulna bone
  - 2. The shape of the handcuff should correspond with the shape of the subject's wrist
  - 3. Handcuffs should be properly adjusted. Too tight may cause reduced circulation or nerve damage. Too loose could allow the prisoner to escape
  - 4. Handcuffs should not be applied over the top of clothing or jewelry
  - 5. Handcuffs should be double locked when tactically safe
- D. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
  - 1. Contact officer:

- a. Controls the subjects, directing them verbally to arrest positions and giving them arrest commands
  - b. Alert cover officer of weapons found
  - c. Handcuffs the subjects
2. Cover officer - speaks only when a situation arises that is not controlled by the contact officer, such as:
    - a. A subject makes a furtive move
    - b. To provide safety to the contact officer
    - c. The cover officer sees a weapon on a subject
  3. Cover officer
    - a. Follows the contact officer 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
    - a. By trapping subject's hand onto firearm and forcing into holster
  2. Distraction/response
    - a. From objective of obtaining the firearm
  3. Gain position
    - a. To exert maximum leverage
    - b. Place subject off balance and provide officer with position of advantage and strength
    - c. Protect officer against additional assault
  4. Effect release

- a. Gain complete control of the subject and situation
- C. Discuss a peace officer's tactical considerations when confronted by an armed subject
  - 1. Danger of injury to themselves and to others
  - 2. The type of firearm the subject is holding
  - 3. The distance between the officer and the subject
  - 4. Their own level of skill, physical conditioning, and training
- D. Discuss tactical considerations when disarming a subject
  - 1. Front handgun takeaway techniques
  - 2. Rear handgun takeaway techniques
- E. Discuss a peace officer's justification to retain their firearm or disarm a subject
  - 1. From 1995 through 1999, all thirty-three (33) peace officers killed in the line of duty were murdered with firearms
  - 2. Two officers were killed with their own firearm
  - 3. Continuous training in firearms retention/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. Penal Code Section 12020
    - a. To protect property
    - b. In self-defense
    - c. In defense of others
    - d. To effect an arrest
    - e. To prevent escape
    - f. To overcome resistance
- B. Discuss circumstances when a peace officer is justified in using an impact weapon
  - 1. Officers reasonably believe they cannot overcome resistance of assault or gain compliance of the subject by using a lesser amount of force
  - 2. Stance or action of the subject leads officers to believe they cannot overcome the assault or gain compliance of the subject by use of defensive tactics
  - 3. Officer is faced with several unarmed subjects who are threatening and capable of carrying out the threat, or who make an overt act to carry out the threat

4. Officer is involved in a crowd control or riot situation (to move, separate, disperse, or deny access)
  5. Officer is attacked by suspect who is armed (to disarm, distract, or disable the subject)
- C. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining compliance
1. Chest
  2. Midsection
  3. Legs
  4. Rib Cage
  5. Arms
- D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
1. Face
  2. Throat
  3. Heart
  4. Groin
  5. Joints
  6. Head
  7. Neck
  8. Spine
  9. Kidneys
- E. Discuss the use of verbal commands during a confrontation
1. Continue clear and concise communication
  2. Coupled with use of reasonable force

## VIII. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
1. Search the prisoner
  2. Search the area
  3. Restrain the prisoner
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
1. Ensure safety and welfare of the officers and prisoners

2. Allow for clear observation of the prisoners

## IX. REQUIRED TESTS

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

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

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

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

### ARREST METHODS/DEFENSIVE TACTICS SAFETY

All arrest methods/defensive tactics 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 methods/defensive tactics 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.

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

An exercise test that requires the student to demonstrate competency in a minimum of two control hold techniques.

The student will demonstrate competency in the following performance dimensions:

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

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

An exercise test that requires the student to demonstrate competency in a minimum of two Takedown techniques.

The student will demonstrate competency in the following performance dimensions:

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

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

An exercise test that requires the student to demonstrate competency in the Carotid Restraint Control Hold.

The student will demonstrate competency in the following performance dimensions:

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

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

An exercise test that requires the student to demonstrate competency in a Handgun Takeaway techniques including a minimum of one handgun takeaway technique from both the front and rear position.

The student will demonstrate competency in the following performance dimensions:

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

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

An exercise test that requires the student to demonstrate competency in handgun retention techniques, including 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 Methods/Defensive Tactics Competency Exercise

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

An exercise test that requires the student to demonstrate competency in the use of an Impact Weapon(s).

The student will demonstrate competency in the following performance dimensions:

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

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

#### X. REQUIRED LEARNING ACTIVITIES

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

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

#### XI. HOURLY REQUIREMENTS

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

#### XII. ORIGINATION DATE

January 1, 2001

#### XIII. REVISION DATE

January 1, 2004	July 1, 2008
January 1, 2006	January 1, 2009
January 19, 2007	July 1, 2009

EXPANDED COURSE OUTLINE  
FIREARMS/CHEMICAL AGENTS

PC 832  
LEARNING DOMAIN 35

**Effective date of outline: JULY 1, 2008**

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. Entering the firing range
  - a. Listen carefully for range commands and obey them instantly
  - b. Request clarification if a command is not clear or was not completely heard.
  - c. Always wear approved eye and ear protection.
  - d. Keep firearm in its holster until instructed to remove it by the instructor or range master (with the safety snap or strap in place)
2. On the firing line
  - a. Listen carefully for range commands and obey them instantly
  - b. Request clarification if a command is not clear or was not completely heard
  - c. Keep the barrel pointed in a safe direction
  - d. Talk only when the instructor or range master speaks to them directly
  - e. Never allow the barrel of the firearm to point toward others
  - f. Raise their non-shooting hand to gain the instructor's or range master's attention if they have a question or see a safety violation (keeping the firearm pointed down range)
  - g. Never proceed forward of the firing line except when commanded to do so
  - h. Only put a finger on the trigger just prior to intended firing

- i. Never attempt to pick up any item that has dropped on the ground unless instructed to do so
      - j. Stop firing immediately on command
  - 3. Handguns are unholstered
    - a. Listen carefully for range command and obey them instantly
    - b. Request clarification if a command is not clear or was not completely heard
    - c. Have the slide locked back and the magazine removed if using a semiautomatic pistol
    - d. Have the cylinder open if using a revolver
- C. Describe the safety precautions for proper storage of firearms
- 1. Keep all firearms inaccessible from children and other unauthorized persons
  - 2. Store ammunition separately from firearms
  - 3. Take all precautions against theft by storing firearms in a secure location and in a locked container. If no secure container is available, a locking device should be used or the firearm should be disassembled before storing

## 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
    - a. Hammer – drives the firing pin forward
    - b. Trigger – when pulled, releases the hammer/striker
    - c. Trigger guard – circles the trigger
    - d. Barrel – tube through which the bullet is discharged
    - e. Muzzle – end of firearm from which the projectile emerges
    - f. Slide – top part of the firearm that contains the firing mechanism; ejects spent cartridge and cycles new cartridges
    - g. Slide lock – locks the slide to the rear
    - h. Safety – designed to prevent the firearm from firing
    - i. Decocking lever – on most semiautomatic pistols designed to safely lower the hammer and/or release the slide
    - j. Sights – used to aid in aiming the firearm
    - k. Ejection port – where spent cartridge is ejected from the handgun
    - l. Grip – portion that is held in the hand
    - m. Frame – metal or polymer housing below the slide

- n. Disassembly lever – allows removal of slide from frame
2. Steps for loading/unloading
    - a. Follow all fundamental rules of firearms safety
    - b. Load the full magazine into the magazine well
    - c. Pull back and release on the slide to chamber a round
  3. Steps for rendering the semiautomatic pistol safe
    - a. Magazine has been removed from the pistol
    - b. Slide is locked open
    - c. Unspent cartridges have been emptied from the chamber
    - d. Pistol has been checked to verify that there is no round in the chamber
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
1. Firing
    - a. As the trigger is pulled, the hammer/striker is released
    - b. The hammer moves forward striking the firing pin
    - c. The firing pin then strikes the primer, which in turn ignites the powder charge in the round.
    - d. The expanding gases from the burning powder force the projectile from the casing and down the barrel
  2. Unlocking
    - a. As the projectile is forced from the pistol, the casing is forced in the opposite direction.
    - b. This force moves the slide to the rear of the handgun
  3. Extracting
    - a. As the slide moves to the rear, the extractor pulls the casing out of the handgun's chamber
  4. Ejecting
    - a. The casing is then deflected out of the ejection port
  5. Cocking
    - a. When the slide completes its movement to the rear, the hammer/striker is cocked.
  6. Feeding
    - a. The recoil spring begins to push the slide forward in the firing position.
    - b. When the slide moves forward again, the next round is taken from the top of the magazine.
  7. Chambering
    - a. The force of the spring inside the magazine pushes the next round from the top of the magazine into the chamber
  8. Locking
    - a. The recoil spring forces the slide all the way into the forward position, locking the slide in place.

- b. The pistol is then ready to fire, beginning the cycle once again.
- C. Describe the basic information about a revolver, including:
  - 1. Primary components and their functions
    - a. Frame – contains the action, barrel, trigger, cylinder, and grip
    - b. Cylinder and chambers – rotates cartridge into firing position
    - c. Cylinder release – latch which allows cylinder to open out from frame
    - d. Extractor/ejector rod – removes cartridges from cylinder when cylinder is open
    - e. Barrel – tube through which the bullet is discharged
    - f. Barrel rifling – Spiral grooves machined into the interior of the firearm’s barrel, which causes the bullet to spin when fired, giving it stability
    - g. Muzzle – the end of the forearm from which the projectile emerges
    - h. Sights – devices used to aid in aiming the firearm
    - i. Trigger – device which, when pulled, activates the hammer
    - j. Trigger guard – device which circles the trigger
    - k. Hammer – device that drives the firing pin forward
    - l. Firing pin – device which strikes the primer of the cartridge
    - m. Grip – portion of the firearm that is held in the hand
    - n. Back strap – back of the grip that the palm of the primary hand fits around
  - 2. Steps for loading/unloading
    - a. Follow all fundamental rules of firearms safety
    - b. Open the cylinder
    - c. Place a single round in each chamber of the cylinder, one at a time
    - d. Visually and physically inspect each chamber to make sure it contains a cartridge
    - e. Close the cylinder and make sure it is locked in place
  - 3. Steps for rendering the revolver safe
    - a. All rounds have been removed from each chamber of the cylinder
    - b. The cylinder is left open

### III. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
1. Treat every round as though it were fully charged and capable of discharging
  2. Use only the type and caliber of ammunition specifically recommended by the firearm's manufacturer
  3. Never fire at a threat you do not intend to hit
  4. Avoid dropping live rounds or hitting them with any object
  5. Learn the sound and feel of a good firing, and know what to do when a round misfires
  6. All ammunition should be replaced on a regular basis
  7. Never use ammunition where the pressure levels exceed industry standards for the firearm being used
- B. Describe the primary components of firearm cartridges
1. Primer – detonation charge contained in the base of the cartridge
  2. Powder charge – gun powder which burns when detonated by the primer
  3. Bullet – actual projectile that is expelled from the firearm toward the intended threat
  4. Cartridge case – Outer container that holds the primer, powder charge, and projectile
  5. Blank shell – a cartridge which contains an explosive charge but without a bullet
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
1. Primer detonated
  2. Powder ignited
  3. Bullet expelled

#### IV. LEARNING NEED

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

#### LEARNING OBJECTIVES

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

- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Unload the firearm and magazine visually and physically inspect them
  2. Place the ammunition in a safe and secure location away from the cleaning area
  3. Solvent
    - a. Used to clean parts of the firearm
    - b. Loosens or dissolves lead deposits
    - c. Dissolves powder residue and lacquer-like chemical deposits from powder
    - d. Loosens, dissolves, and helps remove dirt, grime, and grit
    - e. Offers some rust protection
  4. Screwdriver
    - a. Specifically designed to be used with firearms
    - b. Should fit screw slots exactly to prevent damage to the screw or firearm surface
  5. Bore brush
    - a. Made to fit the specific size of the firearm
    - b. Bristles are made of a material hard enough to remove stubborn deposits, but soft enough to protect the rifling of the bore
  6. Cylinder brush
    - a. Used only when cleaning the cylinder of a revolver
    - b. Slightly larger in diameter and longer than a bore brush
  7. Cleaning brush
    - a. Can be a specially made cleaning brush or a common toothbrush
    - b. Used to remove deposits, such as powder residue, from critical areas
  8. Cleaning rod
    - a. Made of a metal that is softer than the metal of the barrel
    - b. Should be stiff enough not to bend
    - c. Should be longer than the barrel to ensure that it will clear the bore
    - d. Equipped with a swivel handle and end that will accept a variety of threaded tips
  9. Patch holder or tip
    - a. Holds cleaning patches securely when moved in either direction through the bore
    - b. Slotted ends make it easier to attach cleaning patches
  10. Small container
    - a. A small box or container should be used to store screws and other small parts during the cleaning process

C. Apply routine procedures for cleaning firearms

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 – removal of firearm from holster
  - a. Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps or straps
  - b. In one smooth motion, lift the firearm out of the holster until the muzzle clears the holster. Keep the support hand away and clear of the muzzle
  - c. Extend the firearm downrange toward the intended target or threat or to a low ready position
2. Holstering – placing firearm into officer's holster
  - a. Remove the trigger finger away from the trigger. Keep the trigger finger outside the trigger guard and away from the trigger
  - b. De-cock the hammer of the firearm, if necessary
  - c. Keep support hand from crossing the muzzle of the firearm
  - d. Point the firearm downward toward the holster
  - e. Place the thumb of the primary hand over the rear of the slide
  - f. Firmly seat the firearm into the holster and release the grip
  - g. Refasten the holster safety snaps and straps

B. Demonstrate the following elements to accurately shoot a firearm:

1. Grip
  - a. Web of the palm of the primary hand placed as high as possible on the back strap
  - b. Index finger remains off the trigger
  - c. Front sight, rear sight, and radial bone of the forearm are in alignment when the firearm is raised to a shooting position
2. Stance
  - a. Isosceles
  - b. Weaver
  - c. Modified weaver
  - d. Shooting position – standing, kneeling, prone
3. Breath control

- a. Assists in firing accurate shot or series of shots
  - 4. Sight alignment/sight picture
    - a. Sight alignment - relationship between shooter's eye and front and rear sights
    - b. Sight picture - shooter's focus is on top center of the front sight and the rear sight and aiming point (target) is out of focus
  - 5. Trigger control
    - a. Smooth continuous pressure on the trigger without disturbing sight picture
  - 2. Follow-through
    - a. Concentrate on the front sight constantly throughout the firing sequence
    - b. Maintain the trigger in the rearward position until the firearm is brought out of recoil
    - c. Maintain the sight picture
    - d. Prepare to shoot again if necessary
- C. Describe the types of malfunctions and demonstrate clearing methods for:
  - 1. Semiautomatic pistols
    - Failure to fire, eject, extract, feed
    - Clearing, first attempt
      - a. Firmly tap the bottom of the magazine with the heel of the support hand to make sure the magazine is in place and properly seated
      - b. Retract the slide to the rear and then release it to chamber a round. Make sure the pistol is in battery
      - c. Check safety/de-cock lever as applicable
      - d. Assess the threat
    - Clearing, second attempt
      - a. Lock slide to the rear
      - b. Remove magazine
      - c. Rack, as necessary, to clear the chamber
      - d. Lock slide rearward
      - e. Insert new magazine
      - f. Release slide
      - g. Assess the threat
  - 2. Revolvers
    - Failure to fire, slow cylinder, stopped cylinder

- a. Open the cylinder
- b. Remove any observed defective cartridge(s)
- c. Reload new cartridge(s) into the chamber
- d. Close the cylinder
- e. Assess the threat
- f. Pull trigger again

3. Shotguns

Failure to fire, eject, feed, fully chamber

- a. Check the condition of the safety
- b. Rack the shotgun to chamber a shell
- c. Assess the threat

D. Describe limitations officers may encounter when shooting under low light/nighttime conditions

- 1. Night vision
- 2. Limited depth perception
- 3. Limited target identification
- 4. Flash disorientation
- 5. Officer limitations

E. Describe conditions an officer may face when in a combat situation

- 1. Rapid threat assessment
- 2. Shoot/no shoot decisions
- 3. Multiple targets
- 4. Varying target distances
- 5. Multiple shooting positions
- 6. Movement
- 7. Use of cover or concealment

F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation

- 1. Gross
- 2. Fine
- 3. Complex
- 4. Auditory changes
- 5. Tunnel vision
- 6. Color distortion
- 7. Time distortion
- 8. Physical detachment
- 9. Fear
- 10. Anger

- G. Explain steps officers can take to prepare themselves for the extreme stress of combat
1. Mental preparation
  2. Physical conditioning
  3. Proper nutrition
  4. Equipment maintenance
  5. Confidence building
  6. Initial and ongoing training
  7. Support groups

## VI. LEARNING NEED

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

### LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
1. Penal Code Sections 835a and 12403 – Chemical agents
  2. Peace officers may use chemical agents upon satisfactory completion of instruction
- B. Describe four methods used to deploy chemical agents
1. Aerosol
  2. Fogging
  3. Pyrotechnics
  4. Blast expulsion
- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
1. Wind
  2. Rain
  3. Temperature
  4. Distance
  5. Proximity of others
- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
1. Right-side-up
  2. Safety mechanism
  3. Target face of the suspect
  4. never expect immediate incapacitation
  5. Always be prepared to overcome further resistance

- E. Apply decontamination procedures that should be followed after a chemical agent has been used
1. Begin as soon as suspect has been restrained
  2. Expose person to fresh air
  3. If necessary, flush affected area with water and nonoil-based soap (e.g., Johnson's Baby soap)
  4. No salves, ointment, moisturizing agents
- F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
1. OC (oleoresin capsicum) (pepper spray)  
  
Physiological:
    - a. Eyes - tearing and burning, involuntary closing or blinking
    - b. Skin – burning sensation, stinging, some reddening
    - c. Nose – Irritation and burning sensation, runny nose
    - d. Mouth – salivation, burning sensation
    - e. Throat and lungs – coughing, gagging sensation, shortness of breath, temporary paralysis of the larynx (unable to speak)
    - f. Stomach – nausea  
Psychological:
    - a. Disorientation
    - b. Anxiety
    - c. Panic
    - d. Aggression

## VII. REQUIRED TESTS

- A. A daytime exercise test that requires the student to fire a minimum of 36 rounds and obtain a passing score as established by POST on a handgun course(s) consisting of B27 single targets. Twelve rounds shall be fired from a distance of three yards in 30 seconds, twelve rounds shall be fired from a distance of seven yards in 30 seconds, and twelve rounds shall be fired from a distance of fifteen yards in 45 seconds. During the course(s) of fire the student is required to clear any malfunction that occurs, load and reload the handgun using the loading device authorized by the presenter. The student will safely demonstrate the following principles of handgun shooting:
1. Stance
  2. Grip
  3. Holster to stance/presentation
  4. Breath control
  5. Sight alignment
  6. Trigger control
  7. Follow-through

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 test on the first attempt:

- A. An opportunity to review their test results
- B. A reasonable amount of time, as determined by the presenter, to prepare for re-testing
- C. An opportunity to be re-tested on the failed test, if the student fails the second test, that 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 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 protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of the safety procedures and protocols during firearms training and testing.

## VIII. REQUIRED LEARNING ACTIVITIES

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

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

1. Render the weapon safe
2. Release slide
3. Lock slide
4. Rack slide
5. Holster weapon
6. Un-holster 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. Un-holster weapon

6. Load/reload revolver with authorized loading device
  7. Clear any malfunctions
- B. The student will participate in an instructional 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

1. Ensure the weapon is maintained according to the manufacturer's specifications

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

Using a presenter approved handgun, the student must:

1. Fire 36 rounds of service ammunition and achieve a minimum score of 29 hits within the 7-10 ring on a B-27 single target
2. 12 rounds must be fired from a distance of 3 yard in 30 seconds
3. 12 rounds must be fired from a distance of 7 yards in 30 seconds
4. 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 must demonstrate competency in the following performance dimensions:

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

## IX. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>28</u>
Agency Specific Hours	<u>32</u>
Total Instructional Hours	<u>32</u>

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

Effective date of outline: July 1, 2009

X. 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
  - a. Any person who willfully resists, delays or obstructs
  - b. In the discharge or attempt to discharge
  - c. Any duty of that officer's office or employment
2. Obstructing or resisting an executive officer by use of threats or force
  - a. By means of threat or violence to deter or prevent
  - b. Knowingly resists any executive officer
  - c. By use of force or violence
3. Threatening a public officer
  - a. Every person who with the intent to cause
  - b. By means of a threat
  - c. Directly communicated to the person

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

1. Misdemeanor for resisting, delaying or obstructing peace officers
2. Felony for delaying, resisting or obstructing an executive officer
3. Felony for threatening public officers and employees, and school officials

XI. 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
    - a. Falsely represents or identifies oneself as another person
    - b. To a peace officer
    - c. Upon a lawful detention or arrest
  - 2. Falsely reporting a criminal offense
    - d. Reports to any peace officer, district attorney ( or deputy D.A.)
    - e. That a felony or misdemeanor has been committed
    - f. Knowing that the report is false
  - 3. Falsely reporting an emergency
    - g. To a specified governmental department or agency
    - h. That an emergency exists
    - i. Knowing that such a report is false
  - 4. Falsely reporting a destructive device
    - j. Report to specified personnel
    - k. That a bomb or other explosive has been or will be placed/ hidden
    - l. Knowing that such a report is false
- B. Recognize the crime classification as a misdemeanor or felony.
  - 1. False ID is a misdemeanor
  - 2. False reporting a crime is misdemeanor
  - 3. False reporting emergency is misdemeanor unless it causes death or great bodily injury to someone, then it's a felony
  - 4. False reporting of a bomb is a felony

**XII. REQUIRED TESTS**

- A. The POST-Constructed PC 832 Arrest Written Test will include learning objectives in Domain #39

**XIII. HOURLY REQUIREMENTS**

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

Description	Hours
POST Minimum Required Hours	<u>  1  </u>

Agency Specific Hours  
Total Instructional Hours

\_\_\_\_\_  
1\_\_\_\_\_

EXPANDED COURSE OUTLINE  
PC 832  
LEARNING DOMAIN 42  
CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: July

XIV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
  - 1. Enhanced officer safety
  - 2. Improved quality of service provided
  - 3. Positive impact on law enforcement's image within the community

XV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Characteristics if the group are accurate
  - 2. All members of the group share the same characteristics
  - 3. Making a judgment based on these perceived differences
- B. Define the term prejudice
  - 1. Is a process, not a static attitude
  - 2. Is a learned attitude
  - 3. Is a way of thinking about others that may be based on misconceptions, misunderstanding, and inflexible generalizations
- C. Define the term discrimination
  - 1. Is an action or behavior
  - 2. Prompted or base on prejudiced thought
  - 3. Differential treatment based on an unsubstantiated or unfair categorization

XVI. REQUIRED TESTS

None

XVII. HOURLY REQUIREMENTS

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

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