

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 1
LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: April 1, 2020

III. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:

1. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
2. Problem solving/Decision-Making - Analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Communications - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

V. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

Effective date of outline: **April 1, 2020**

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the direct and indirect victims of a crime
 - 1. Direct Victims – people who have had a crime committed against them, report that a crime has been committed against them, or suffer, as a direct result of a crime, economic loss, physical injury, emotional trauma, or death
 - 2. Indirect Victims – people who have a close relationship to the direct victim, or suffer emotional trauma and/or economic loss as a result of being a witness to a crime, or are members of a group or individuals within the community where a crime has taken place

- B. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis
 - 1. Emotional
 - a. Helplessness
 - b. Powerlessness
 - c. Being out of control
 - d. Anger
 - e. Sadness
 - f. Fear

 - 2. Physical
 - a. Red, flushed face
 - b. Unnecessarily loud voice
 - c. Hyperventilation or rapid breathing
 - d. Shaking, twitching hands or clenched fists
 - e. Rigid body
 - f. Fixed stare
 - g. Hesitation to move as commanded

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

Learning Objectives, continued

- h. Nausea
 - i. Complaints of headache or heart palpitation
 - j. Crying, tears, hysteria
 - k. Excessive sweating
- C. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
- 1. Acknowledge victim's ordeal
 - 2. Reassure victim of safety
 - 3. Ask diversionary reality questions
 - 4. Ask questions which pose simple choices
 - 5. Use appropriate tone of voice
 - 6. Apply positive nonverbal communication techniques
 - 7. Explain procedures and follow-up actions
- D. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime
- 1. Disassociation
 - 2. Blame
 - 3. Apathy or impatience

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
- 1. Crisis – officers should ensure safety of victim, stabilize victim and scene, and establish order and calm
 - 2. Urgency – officers should establish rapport and open lines of communication and obtain other resources
 - 3. Affirmation – officers should focus on the victim, not on the suspect, and repeat statements until it is clear that the victim understands
 - 4. Confirmation – officers should confirm all information gathered

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

Learning Objectives, continued

5. Validation – officers should validate the victim's feelings, help the victim prioritize events to reduce confusion, and convey and leave information
- B. Apply the guidelines for interviewing a victim
1. Set the stage
 2. Gather information
 3. Provide assistance
- C. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
1. Government Code Section(s) 13950-13966
 2. Victims' Bill of Rights, California Constitution, Article I, Section 28(b), "Marsy's Law"
- D. Explain qualifications for compensation under the Victims of Crime Compensation Program
1. Victim injured as result of crime
 2. "Indirect victim" – at time of crime was a resident of California and was the parent, sibling, spouse, or child of victim, OR was living with victim at time of crime, OR had lived with victim at least two years in a relationship similar to a parent, sibling, spouse, or child of the victim, OR was another family member of the victim, including the victim's fiancé, and witnessed the crime
 3. Anyone who pays for the medical and/or funeral/burial expenses of a deceased victim
- E. Explain the legal and procedural information available to the victim
1. Access to reports
 2. Legal considerations and restrictions
 3. Case follow-up procedures

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

Required Tests, continued

1. Leadership – The practice of influencing people while using ethical values and goals to produce an intended change.
2. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
3. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim’s rights.
4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

IV. REQUIRED LEARNING ACTIVITIES

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on victimology/crisis intervention.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>12</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 5
INTRODUCTION TO CRIMINAL LAW

Effective date of outline: April 1, 2020

V. REQUIRED TESTS

J. The POST-Constructed Comprehensive Module I Test.

VII. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 6
PROPERTY CRIMES

Effective date of outline: April 1, 2020

V. REQUIRED TESTS

F. The POST-Constructed Comprehensive Module I Test.

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on property crimes.

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

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 7
 CRIMES AGAINST PERSONS/DEATH INVESTIGATION

Effective date of outline: April 1, 2020

VI. REQUIRED TESTS

- F. The POST-Constructed Comprehensive Module I Test.

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

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

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against persons/death investigations.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 8
GENERAL CRIMINAL STATUTES

Effective date of outline: April 1, 2020

III. REQUIRED TESTS

F. The POST-Constructed Comprehensive Module I Test.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on general criminal statutes.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Child harm, injury, or endangerment
 - a. Willfully cause or permit any child to suffer, or
 - b. Inflict unjustifiable physical pain or mental suffering, or
 - c. Having the care and custody of any child, willfully cause or permit that child to be placed in such a situation that his or her person or health is endangered
2. Physical abuse of a child
 - a. Willfully inflict upon any child
 - b. Any cruel or inhuman corporal punishment or
 - c. An injury resulting in a traumatic condition
3. Lewd or lascivious acts with a child
 - a. Willfully committing any lewd or lascivious act
 - b. Upon or with the body of a child
 - c. With the intent of arousing, appealing to, or gratifying one's sexual desires or those of the child
 - d. When the child is under 14 or
 - e. The child is 14 or 15 and the suspect is 10 or more years older than the victim
4. Annoying or molesting children
 - a. Annoying or molesting
 - b. Any child under the age of 18

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Learning Objectives, continued

5. Possession of child pornography
 - a. Knowingly
 - b. Possess or control
 - c. Any matter
 - d. Depicting a child under the age of 18 years
 - e. Engaging in or simulating sexual conduct
 6. Unlawful sexual intercourse
 - a. Sexual intercourse
 - b. With a minor under the age of 18
 - c. Who is not the spouse of the perpetrator
- B. Recognize the crime classification as a misdemeanor or felony
1. Child harm, injury, or endangerment – misdemeanor or felony under circumstances or conditions likely to produce great bodily harm or death to the child
 2. Physical abuse of a child – felony
 3. Lewd or lascivious acts with a child – felony
 4. Annoying or molesting children – misdemeanor
 5. Possession of child pornography – felony
 6. Unlawful sexual intercourse – misdemeanor if the age difference is three years or less; felony if the age difference is greater than three years

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify by category the professional occupations required to report suspected child abuse
1. Child care custodians (including teachers and peace officers)
 2. Health practitioners (medical and non-medical)
 3. Employees of child protective agencies
 4. Child visitation monitors

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Learning Objectives, continued

5. Firefighters
 6. Clergy (except when in confessional)
 7. Animal control officers
 8. Humane society officers
 9. Commercial film processors
- B. Recognize the specific law enforcement reporting requirements
1. Required professionals must contact a child protective agency immediately, or as soon as possible, by telephone to report known or suspected child abuse
 2. A written report must be prepared and sent to the child protective agency within 36 hours of the initial contact
 3. County probation or welfare agencies must immediately, or as soon as possible, report by telephone suspected incidents of child abuse to the child protective agency having jurisdiction over the case and/or district attorney's office
- C. Recognize the required documentation when investigating crimes against children
1. Name and age of child
 2. Name of the reporter
 3. Location of child
 4. Nature and extent of injuries
 5. Current condition of child
 6. Facts which lead to reasonable suspicion that abuse has occurred
- D. Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party
1. Penal Code Section 11167 ensures that the identity of the person reporting a suspected child abuse incident shall be confidential
 2. Only the following will have access to the reporter's identity
 - a. Child protective agency handling the case
 - b. Counsel representing a child protective agency
 - c. District attorney in a criminal prosecution
 - d. Licensing agency when abuse in out-of-home care is suspected
 - e. Others pursuant to a court order
 3. Any violation of the confidentiality of the identity of the reporter is a misdemeanor

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the legal basis for entry without a warrant to protect a minor
 - 1. A reasonable belief that a minor is presently endangered is one type of exigent circumstances that would allow a peace officer to enter premises without a warrant
- B. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
 - 1. Neglect
 - 2. Child endangerment
 - 3. Abuse (physical or sexual)
 - 4. Abandonment
 - 5. Unsafe environment

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recall the statutory definition of child abuse
 - 1. A physical injury which is inflicted by other than accidental means on a child by another person
 - 2. Child abuse includes acts such as sexual abuse of a child, neglect, willful cruelty or unjustifiable punishment of a child, unlawful corporal punishment or injury, and neglect or abuse in out-of-home care
- B. Discuss physical and behavioral indicators of:
 - 1. Physical child abuse

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Learning Objectives, continued

- a. Behavioral Indicators
 - 1) Easily frightened or fearful
 - 2) Wary of adult contacts
 - 3) Fear of parent/caregiver
 - 4) Fear of going home
 - 5) Excessively passive or withdrawn
 - 6) Vacant or frozen stare
 - 7) Monosyllable responses
 - 8) Aggressive behavior toward other children, animals, toys
 - 9) Frequently absent from school, physical education classes
 - 10) Inappropriate or excessive clothing to cover bruises

 - b. Physical Indicators
 - 1) Unexplained injuries
 - 2) Unexplained burns
 - 3) Unexplained fractures
 - 4) Head injuries
 - 5) Internal injuries
2. Physical neglect of a child
- a. Behavioral Indicators
 - 1) Depression, withdrawal, or apathy
 - 2) Antisocial or destructive behavior
 - 3) Constant fatigue
 - 4) Exaggerated fearfulness
 - 5) Sleep, speech, eating, or habit disorders (e.g., biting, rocking)
 - 6) Seeks excessive attention and/or affection
 - 7) Delayed emotional or mental development

 - b. Physical Indicators
 - 1) Hunger/malnutrition
 - 2) Poor personal hygiene or inadequate dress for weather conditions
 - 3) Chronic fatigue or listlessness
 - 4) Poor or slowed growth

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Learning Objectives, continued

- 5) Unattended physical/medical problems
 - 6) Chronic tardiness or absence from school
 - 7) Delinquency
 - 8) Delayed physical development
3. Mental Suffering
- a. Behavioral Indicators
 - 1) Poor self-esteem
 - 2) Antisocial behavior (e.g., aggression, disruption)
 - 3) Depression, withdrawal, or apathy
 - 4) Abnormally unresponsive, sad, or withdrawn
 - 5) Constantly seeking out or pestering other adults for attention and affection
 - 6) Exaggerated fears
 - 7) Acting inappropriately adult or infantile
 - 8) Obvious delinquent behavior (e.g., drug abuse, vandalism)
 - b. Physical Indicators
 - 1) Frail appearance, shallow, empty facial expressions
 - 2) Refusal to eat adequate amounts of food
 - 3) Inability to perform normal learned functions for the given age (e.g., walking, talking, etc.)
 - 4) Eating disorders
4. Sexual child abuse
- a. Behavioral Indicators
 - 1) Age-inappropriate understanding of sexual behavior
 - 2) Inappropriate, unusual, or aggressive sexual behavior
 - 3) Compulsive indiscreet masturbation
 - 4) Excessive curiosity about sexual matters or genitalia
 - 5) Unusually seductive with classmates, teachers, or adults
 - 6) Frightened of parents, caregiver, or of going home
 - b. Physical Indicators
 - 1) Torn, stained, bloody underclothing

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

Learning Objectives, continued

- 2) Scars, injuries, or irritations in vaginal, anal, or external genitalia areas
 - 3) Pain upon urination or defecation
 - 4) Difficulty in walking or standing due to genital or anal pain
 - 5) Sexually transmitted diseases, general discharge, infection
 - 6) Bite marks on genitalia
 - 7) Pregnancy
- C. Demonstrate effective officer actions for conducting an interview with a child victim of abuse
1. Control the interview conditions/environment
 2. Build rapport
 3. Use appropriate communication techniques
 4. Gather information
 5. Conclude the interview
- V. REQUIRED TESTS
- E. The POST-Constructed Comprehensive Module I Test.
- VI. REQUIRED LEARNING ACTIVITIES
- A. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student's ability to conduct an investigation to include:
1. Establishing elements of the crime
 2. Protecting the child's safety
 3. Identifying the suspect
 4. Locating witnesses
 5. Recovering physical evidence, photographs and statements
 6. Demonstrating a knowledge of child abuse reporting procedures
 7. Demonstrating a knowledge of the contents in a child abuse report
 8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
 - a. Gaining the child's confidence
 - b. Remaining neutral in the interview
 - c. Speaking to the child in a level the child understands
 9. Taking the child into protective custody if at risk of serious physical harm

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 9
CRIMES AGAINST CHILDREN

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against children.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>9</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Rape

- a. An act of penile/vaginal intercourse which is committed
- b. With a person, not the spouse of the perpetrator, and
- c. Without the consent of the person

2. Assault with intent to commit rape and other crimes specified in Penal Code Section 220

- a. Assault
- b. With specific intent
- c. To commit mayhem, rape, sodomy, oral copulation, rape in concert, lewd acts with a child, or penetration with a foreign object

3. Indecent exposure

- a. Willfully and lewdly
- b. Exposing private parts (sexual organ, anus, groin, buttocks, or female breast)
- c. Where there are others present to be offended

4. Oral copulation

- a. The act of copulating (touching or uniting) the mouth of one person
- b. With the sex organ or anus of another person
- c. Without consent of the victim

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

Learning Objectives, continued

5. Penetration with a foreign object
 - a. The use of a foreign or unknown object for purposes of sexual arousal, gratification, or abuse
 - b. To penetrate, however slight,
 - c. The genital or anal openings
 - d. Against the person's will, or
 - e. Causes another person to penetrate under certain circumstances

6. Sodomy
 - a. Sexual conduct consisting of
 - b. Contact between
 - c. The penis of one person and the anus of another
 - d. Under certain circumstances

7. Sexual battery
 - a. The victim's or person's intimate part is touched
 - b. Without consent of the victim, and
 - c. With the specific intent to achieve sexual arousal, sexual gratification, or sexual abuse

- B. Recognize the crime classification as a misdemeanor or felony
 1. Rape – felony
 2. Assault with intent to commit rape and other crimes specified in Penal Code Section 220 – felony
 3. Indecent exposure – misdemeanor, or felony if person has prior conviction for lewd acts with a child or indecent exposure or if person enters an inhabited building without consent
 4. Oral copulation – felony
 5. Penetration with a foreign object – felony
 6. Sodomy – felony
 7. Sexual battery
 - a. felony if the victim is restrained by the accused or an accomplice and the skin of the victim's or person's intimate part is touched
 - b. misdemeanor the victim is restrained but the victim's bare skin is not touched or the victim is not restrained and the physical contact is through the clothing

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention
 - 1. "Are you hurt?"
 - 2. "Do you need medical attention?"

- B. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
 - 1. Emotional Reactions – fear, shame, embarrassment, guilt, depression, shock, anger/betrayal, feeling dirty, self-blame
 - 2. Physical Reactions – delayed reporting, lack of apparent response, denial, inability to make decisions, acting protectively toward suspect, acting out (e.g., shouting, physically expressing anger or pain, or laughter), intentionally adding or leaving out information

- C. Describe a peace officer's own emotional and attitudinal reactions to sex crimes
 - 1. Sexual assaults can be overwhelming to peace officers and victims
 - 2. At all times, peace officers need to maintain objectivity and emotional control

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss factors that set a positive tone for the victim interview
 - 1. Establish rapport and explain the investigative process and the need for asking the victim questions

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

Learning Objectives, continued

2. Reassure the victim that it is understood that this is a difficult situation and that the officer conducting the interview is there to help
 3. Make the victim as physically comfortable as possible; consider the best physical location and need for privacy
 4. Ask if the victim wants an officer to contact a support person (family, friends, or advocate) to be present during the interview
 5. Let the victim know that everything possible will be done to help
- B. Select questions to be asked during the victim interview
1. What was the appearance of the suspect?
 2. Can victim identify the suspect?
 3. Did the suspect ejaculate? If so, where?
 4. Did the suspect have an erection?
 5. Did the suspect wear a condom? If so, what happened to it?
 6. What did the suspect say to the victim?
 7. What threats did suspect make?
 8. What tools, weapons, or other objects did the suspect use?
- C. Identify the purpose of a medical/legal exam
1. To collect, preserve, and document evidence
- D. Explain victim's rights
1. The officer is responsible for informing the victim that the victim's name will become a matter of public record unless the victim requests confidentiality
 2. The officer is prohibited from requesting that the victim undergo a polygraph examination
- E. Discuss the types of evidence to be collected from the crime scene, victim and suspect
1. From the scene –discarded items or articles, contraceptives of any form and their packaging, binding or other restraints, fingerprints, hair and debris, lubricants, bedding, clothing, towels, biological fluids (i.e., semen, blood)
 2. From the victim – blood samples, fingernail scrapings, fingerprints, scalp hair and pubic hair standard samples, saliva samples
 3. From the suspect – blood samples, fingerprints, items taken by suspect

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

Learning Objectives, continued

- F. Describe the services available to sexual assault victims
 - 1. Rape Crisis Centers
 - 3. State Victim/Witness Services
 - 4. "Victim's of Domestic Violence" Brochure

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the requirements for sex offender registration under Penal Code Section 290
 - 1. Requires a person convicted of a sex-related offense to register with local law enforcement in the jurisdiction in which he or she lives, goes to school, or works
 - 5. Sex offender registrants must sign a notice of registration requirement issued by the Department of Justice, be fingerprinted, be photographed, list the license plate numbers of their vehicles, give the name and address of employer or school they are attending, give DNA
- B. Recognize violations of Penal Code Section 290
 - 1. A misdemeanor for failing to register after a misdemeanor sex crime conviction
 - 2. A felony for failing to register after a felony sex crime conviction or having a prior conviction for failing to register

V. REQUIRED TESTS

- E. The POST-Constructed Comprehensive Module I Test.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 10
SEX CRIMES

VI. REQUIRED LEARNING ACTIVITIES

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

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on sex crimes.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>10</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 11
JUVENILE LAW AND PROCEDURE

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility for the safety of a juvenile and the general public

1. A peace officer's role in the handling of juveniles is one of providing protection, guidance, and rehabilitation
2. The juvenile justice system is committed to serving the best interests of a minor and providing protection and safety of the general public
3. Officers should be alert to signs of child abuse, dependency, and delinquency
4. Officers should provide protection, guidance, and referrals to appropriate agencies or services
5. Officers should take the alternative that is least restrictive to a juvenile's freedom of movement, provided that alternative is compatible with the interests of the juvenile and the community

B. Recognize the conditions when admonishment of a juvenile's rights is or is not required

1. Juveniles must be advised of their legal rights when they have been taken into temporary custody without a warrant if the minor
 - a. is habitually disobedient or truant
 - b. violated an order of the juvenile court
 - c. violated a law or ordinance, or
 - d. escaped from a commitment ordered by the juvenile court
2. It is not required to advise juveniles of certain legal rights if they
 - a. have a history of being abused or neglected and are at immediate risk of physical or emotional harm, or sexual abuse
 - b. are at immediate risk because of their physical environment or lack of adequate supervision
 - c. are hospitalized and release of the minor to a parent or guardian poses an immediate danger to the juvenile's health or safety

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 11
JUVENILE LAW AND PROCEDURE

Learning Objectives, continued

- d. are found in a street or public place suffering from any sickness or injury requiring care or treatment, or
 - e. are stopped for general questioning by an officer
- C. Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights
 - 1. Before an interrogation can take place

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the sources of peace officer authority to take a juvenile into temporary custody
 - 1. WIC 305
 - 6. WIC 625
 - 7. WIC 300
 - 4. Education Code Section 48264
- B. Recognize the options available to a peace officer for the disposition of a juvenile case
 - 1. Release minor
 - 2. Release minor to parent or legal guardian
 - 3. Deliver minor to public or private agency including school, youth service, or community center
 - 4. Give notice to appear (citation)
 - 5. Deliver minor to juvenile probation department
- C. Recognize the conditions under which a juvenile may become a dependent of the court
 - 1. At risk of serious physical harm from child's parent or guardian

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 11
JUVENILE LAW AND PROCEDURE

Learning Objectives, continued

2. Inadequate supervision, protection, food, clothing, shelter, medical treatment
 3. Risk of serious emotional damage
 4. Severe physical abuse or sexual abuse
 5. Child's parent or guardian has caused death of another child through abuse or neglect
 6. Parent or guardian incarcerated or institutionalized
 7. Child been subjected to acts of cruelty
 8. Sibling has been abused or neglected
- D. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
1. Minor persistently or habitually refuses to obey reasonable and proper orders or directions of parent or guardian
 2. Minor has four or more trancies with one school year
- E. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
1. Minor violates any law, including misdemeanor not committed in officer's presence

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
1. Minor detained on grounds they are dependent children must be segregated from minors in other categories
 8. Status offenders must be segregated from other categories
 3. Wards must be segregated from other categories
- B. Recognize the appropriate level of confinement for the purposes of temporary custody

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 11
JUVENILE LAW AND PROCEDURE

Learning Objectives, continued

1. A minor when they are 14 years of age or older can be placed in a secure detention only when a peace officer has a reasonable belief that the minor poses a serious security risk of harm to self or others and they are being detained on the basis of violating a law defined as a crime
 2. Non-secure custody should be used for minors when they are younger than 14 years old, they are in temporary custody as a ward of the court or as a status offender, and they do not, in the reasonable belief of the officer, present a serious security risk of harm to self or others
- C. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility
1. Contact between an adult inmate and a minor is “unlawful” per WIC 208
 2. A minor should not be allowed to come into contact with an adult prisoner

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements of contributing to the delinquency of a minor
1. Committing any act, or
 9. Omitting the performance of any duty,
 10. Which causes or tends to cause or encourage a person under 18
 4. To come under provisions of WIC 300, 601, or 602
- B. Recognize the crime classification as a misdemeanor or felony
1. Contributing to the Delinquency of a Minor – misdemeanor

V. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

VI. REQUIRED LEARNING ACTIVITIES

None

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 11
JUVENILE LAW AND PROCEDURE

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on juvenile law and procedures.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>3</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>7</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the impact of drugs on the body
 - 1. Upsets body's dynamic chemical balance
 - 11. Body alters its own supply of natural chemicals
 - 12. Tolerance
 - 13. Addiction / Dependence

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:
 - 1. Stimulants
 - a. Common names – methamphetamine, cocaine, crack, prescription stimulants (Ritalin, Phentermine, Dexadrine, etc.)
 - b. Symptoms – Slow pupil reactions, dilated pupils, elevated pulse rate, fast internal body clock
 - c. Physical properties – powder, crystal, pills, tablets
 - d. Packaging – small plastic baggies, small paper bindles, tinfoil, vials, bottles, film canisters
 - 2. Hallucinogens
 - a. Common names – MDMA (Ecstasy), LSD (acid), peyote, psilocybin mushrooms, DMT, DET
 - b. Symptoms – dilated pupils, elevated pulse, fast internal body clock

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Learning Objectives, continued

- c. Physical properties – MDMA: brown crystallized powder, colored tablets. LSD: liquid, powder, tablet. Peyote: buttons ground into granular substance. Psilocybin: fresh or dried mushroom caps or stems, light blue to iridescent violet around top of stem
 - d. Packaging – MDMA: inserted into gelatin capsules, tablets with popular logos. LSD: wrappers/cellophane, tablets/microdots in baggies or vials, blotter paper/sheets, stamps/envelopes, sugar cubes. Peyote: inserted into gelatin capsules. Psilocybin: clear plastic baggies
3. Narcotic Analgesics
- a. Common names – morphine, codeine, heroin, Demerol, Methadone, Dilaudid, Vicodin, Percodan
 - b. Symptoms – constricted pupils, slow pulse rate, slow internal body clock
 - c. Physical properties – Heroin – white powder, brown powder, tar, red rock
 - d. Packaging – Wholesale heroin: plastic bag, prophylactics, wrapped in electrical tape. Retail heroin: Prophylactics, balloons, bags, tinfoil, preloaded syringes
4. Cannabis
- a. Common names – marijuana (weed, bud, pot), hashish, hash oil
 - b. Symptoms – lack of convergence, rebound dilation, possible dilated pupils, elevated pulse rate, distorted internal body clock
 - c. Physical properties – green leaves, resin, dark viscous liquid
 - d. Packaging – brick, plastic bag, joint
5. Depressants
- a. Common names – tranquilizers, sedatives, Rohypnol, Valium, Xanax, GHB, alcohol
 - b. Symptoms – horizontal gaze nystagmus, slowed pupil reaction, slow pulse rate, slow internal body clock
 - c. Physical properties – capsules, tablets, pills, powders, liquids
 - d. Packaging – baggies, prescription bottles, vials, none

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Learning Objectives, continued

6. Inhalants
 - a. Common names – glue, gasoline, paint thinner, toluene, acetone, spray paint, computer cleaner, ether, nitrous oxide, butyl nitrite
 - b. Symptoms – horizontal gaze nystagmus, lack of convergence, elevated pulse rate, possibly slow internal body clock
 - c. Physical properties – solvents, aerosols, anesthetic gases
 - d. Packaging – tubes, spray/aerosol cans, paper bags, balloons

7. Dissociative Anesthetics (Phencyclidine)
 - a. Common names – PCP, angel dust
 - b. Symptoms – horizontal and vertical gaze nystagmus, lack of convergence, elevated pulse rate, distorted internal body clock
 - c. Physical properties – clear or yellow liquid, off-white to yellowish-tan crystal powder, pink or pale yellow tablets
 - d. Packaging – eye drop container, drink bottles, small glass vials, baggies, aluminum foil, cigarettes or joints

- B. Recognize how the following substances are introduced into the body and general indicators of use:
 1. Stimulants
 - a. How introduced into body – snorted, injected, smoked, oral
 - b. General indicators of use – paranoia, increased alertness, insomnia, body tremors, increased respiration, loss of appetite, rapid speech, agitation, dry mouth, euphoria, sweating, grinding teeth, residue or nasal redness if snorted, bloody or running nose if snorted, blackened gums if smoked, hacking cough if smoked

 2. Hallucinogens
 - a. How introduced into body – oral, smoked
 - b. General indicators of use – hallucinations, irrational/bizarre behavior, paranoia, insomnia, loss of appetite, dazed appearance, impaired memory, body tremors, excessive sweating, increased respiration, restlessness, possible flashbacks, possible grinding teeth, synesthesia

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Learning Objectives, continued

3. Narcotic Analgesics
 - a. How introduced into body – injected, snorted, smoked, oral
 - b. General indicators of use – droopy eyelids, nodding off or drowsiness, slow breathing, slow speech, injection sites, profuse itching, dry skin and mouth, muscle tone relaxation, euphoria, cold extremities

4. Cannabis
 - a. How introduced into body – smoked, oral
 - b. General indicators of use – bloodshot or reddening of eyes, eyelid and body tremors, debris residue in mouth, dry mouth, loss of sense of time and space, diminished inhibitions, difficulty in concentrating or disorientation, increased appetite, odor of burnt marijuana, green or yellow coating on tongue, chronic cough

5. Depressants
 - a. How introduced into body – oral, injected, absorption, snorted
 - b. General indicators of use – drunken behavior without odor of alcohol, drowsiness, slurred speech, droopy eye lids, decreased inhibitions, impaired coordination, slow reflexes

6. Inhalants
 - a. How introduced into body – inhaled
 - b. General indicators of use – double vision, slurred speech, poor coordination, headache, nausea, sneezing, coughing, odor of substance on breath, substance around mouth or nose, feeling of intoxication, possible unconsciousness, hallucinations, excess nasal secretions, watery eyes

7. Dissociative Anesthetics (Phencyclidine)
 - a. How introduced into body – smoked, injection, oral, snorted, or transdermal
 - b. General indicators of use – disorientation, sensory distortions, paranoia, memory loss, non-communicative, slow/slurred/fragmented speech, blank or catatonic stare, hallucinations, chemical odor on person, feeling of extreme heat, high tolerance to pain, cyclic behavior, convulsions, muscle rigidity

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
1. Possession of drug paraphernalia
 - a. Knowingly
 - b. Possess
 - c. Any device, contrivance, instrument, or paraphernalia
 - d. Used for unlawfully injecting or smoking a controlled substance other than marijuana
 - e. With specific intent to use
 2. Being under the influence of a controlled substance
 - a. Knowledge of its presence
 - b. Control or willfully take controlled substance into body
 - c. Specific intent to inhale, inject, ingest a controlled substance
 3. Possession of a controlled substance
 - a. Knowledge
 - b. Control or constructive control
 - c. Usable quantity
 4. Possession of a controlled substance for sale
 - a. Knowledge
 - b. Control or constructive control
 - c. Specific intent to sell
 - d. Any amount available for sale
 5. Transporting/selling/furnishing, etc. of a controlled substance
 - a. Knowledge
 - b. Control or constructive control
 - c. Specific intent to transport, sell, furnish, or offer
 - d. Usable quantity

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Learning Objectives, continued

6. Manufacturing a controlled substance
 - a. Knowledge of its presence
 - b. Actively engaged, directly or indirectly, in the manufacturing, conversion, production, or preparation of a controlled substance
 7. Possession of precursor chemicals for manufacturing
 - a. Knowledge of their presence
 - b. Possesses specified precursor chemicals
 - c. Intent to manufacture controlled substances
- B. Recognize the crime elements to arrest for:
1. Possession of marijuana/concentrated cannabis
 - a. Actual control or constructive possession
 - b. Age of subject
 - c. Quantity and type (marijuana or concentrated cannabis)
 2. Smoking/ingesting marijuana/concentrated cannabis in public
 - a. Being 21 years old or older
 - b. Smoke or ingest marijuana or marijuana products
 - c. In a public place or vehicle
 - d. Where smoking tobacco is prohibited
 - e. Within 1000 feet of a school, day care or youth center while children are present
 - f. Or smoke or possess marijuana or an open container or package of marijuana or marijuana products while driving, operating, or riding in the passenger seat or compartment of a motor vehicle, boat, vessel, aircraft, or other vehicle used for transportation
 3. Cultivating or harvesting marijuana
 - a. Knowledge of its presence
 - b. Physically plant, cultivate, harvest, dry, or process marijuana outside the provisions of the law
 4. Possession of marijuana/concentrated cannabis for sale
 - a. Possess marijuana for sale or the purpose of sale

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

Learning Objectives, continued

5. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis
 - a. Transport, sell, import, furnish, administer, or give away any marijuana
 - b. Age of subject
 - c. Quantity and type (marijuana or concentrated cannabis)

- C. Recognize the crime classification as an infraction, misdemeanor, or felony
 1. Possession of drug paraphernalia – misdemeanor
 2. Being under the influence of a controlled substance – misdemeanor
 3. Possession of a controlled substance – wobbler for heroin, opiates, cocaine; hash, hash oil; misdemeanor for methamphetamine, PCP, LSD, and Rohypnol
 4. Possession of a controlled substance for sale – felony
 5. Transporting/selling/furnishing, etc., of a controlled substance – felony
 6. Manufacturing a controlled substance – felony
 7. Possession of precursor chemicals for manufacturing – felony
 8. Possession of marijuana/concentrated cannabis – infraction for one ounce or less or under 18; misdemeanor for over an ounce or for under an ounce on school grounds
 9. Smoking/ingesting marijuana/concentrated cannabis in public – infraction
 10. Cultivating or harvesting marijuana – wobbler if 18 or over and more than 6 plants; infraction if 18-20 and not more than 6 plants or under 18
 11. Possession of marijuana/concentrated cannabis for sale – wobbler if over 21 with priors or knowingly employ persons under 20; misdemeanor if over 18; infraction if under 18
 12. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis – infraction less than an ounce or under 18; wobbler 18 or over

IV. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

LEARNING OBJECTIVES

- A. Identify the characteristics of a clandestine laboratory/illegal marijuana cultivation
 - 1. Dangerous
 - 2. Can be found anywhere
 - 3. Mostly small-time operations which process an unsophisticated product
 - 4. Operator usually does not have a chemistry background and is often a controlled substance abuser

- B. Identify types of clandestine laboratories/illegal marijuana cultivation
 - 1. Operational
 - 2. Non-operational
 - 3. Boxed labs

- C. Identify the required safety precautions when securing a clandestine laboratory/illegal marijuana cultivation
 - 1. Do Not Touch Anything
 - 2. Consider dangers, including possibility of booby traps
 - 3. Immediately withdraw and notify appropriate response team
 - 4. Establish a safe perimeter and limit access
 - 5. Do not tamper with or move lab equipment or chemicals

V. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

VI. REQUIRED LEARNING ACTIVITIES

None

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 12
CONTROLLED SUBSTANCES

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on controlled substances.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 13
ABC LAW

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest, for the following crimes:
1. Sales without a license
 - a. Any person who
 - b. Exercises the privileges or performs any act which only a licensee may exercise
 - c. Or performs under the authority of a license
 - d. Unless the person is authorized to do so by a license
 2. Unauthorized alcohol on premises
 - a. Any person or licensee who
 - b. Possesses on any licensed premises
 - c. Any alcoholic beverage not authorized by the license
 3. Furnishing alcohol to an obviously intoxicated person
 - a. Any person who
 - b. Sells, furnishes, gives, or
 - c. Causes to be sold, furnished, or given away
 - d. Any alcoholic beverage to any obviously intoxicated person
 4. Sale/consumption during restricted hours
 - a. Any on- or off-licensee, or agent or employee of such licensee, who
 - b. Sells, gives, or delivers to any person
 - c. Any alcoholic beverage or
 - d. Any person who knowingly purchases any alcoholic beverage
 - e. Between the hours of 2:00AM and 6:00AM on the same day

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 13
ABC LAW

Learning Objectives, continued

5. Sale to, consumption by, purchase by, or attempting to purchase by a minor
 - a. Every person who sells, furnishes, gives, or
 - b. Causes to be sold, furnished, or given away
 - c. Any alcoholic beverage
 - d. To any person under the age of 21 years

OR

 - e. Any person under the age of 21 years who
 - f. Purchases any alcoholic beverage, or
 - g. Consumes any alcoholic beverage in any on-sale premises

OR

 - h. Any person under the age of 21 years who
 - i. Attempts to purchase
 - j. Any alcoholic beverage from a licensee or the licensee's agent or employee

6. Minor in possession of an alcoholic beverage
 - a. Any person under the age of 21 years who
 - b. Has any alcoholic beverage in his or her possession
 - c. On any street or highway, or
 - d. In any public place, or
 - e. In any place open to the public

7. Minors consuming /in possession of alcoholic beverages at a social gathering
 - a. Any person under 21 years
 - b. Consuming alcoholic beverages
 - c. Without supervision by a parent or guardian of one or more of the participants

8. Minor's possession/presentation of a false ID
 - a. Any person under the age of 21 years, who
 - b. Presents or offers to any licensee, his or her agent or employee
 - c. Any written, printed, or photostatic evidence of age or identity,
 - d. Which is false, fraudulent, or not actually his or her own,
 - e. For the purpose of ordering, purchasing, attempting to purchase, or otherwise procuring or attempting to procure, the serving of any alcoholic beverage, or
 - f. Who has in his or her possession any false or fraudulent ID

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 13
ABC LAW

Learning Objectives, continued

9. Minor inside public premises
 - a. Any licensee under an on-sale license issued for public premises who
 - b. Permits a person under age 21
 - c. To enter and remain in licensed premises without lawful business

OR

 - d. Any person under age 21 who
 - e. Enters and remains in licensed premises without lawful business
 10. Possession of alcoholic beverages on public school grounds
 - a. Any person who
 - b. Possesses, consumes, sells, gives, or delivers to any other person,
 - c. Any alcoholic beverage
 - d. In or on any public school house or any of the grounds
 - e. Enforceable 24/7
 11. Furnishing false identification to a minor
 - a. Any person who
 - b. Sells, gives, or furnishes
 - c. To any person under age 21
 - d. Any false or fraudulent written, printed, or photostatic evidence
 - e. Of the majority and identity of such minor
- B. Recognize the crime classifications as an infraction, misdemeanor or felony
1. Sales without a license – misdemeanor; felony for acts done without a still license
 2. Unauthorized alcohol on premises – misdemeanor
 3. Furnishing alcohol to an obviously intoxicated person – misdemeanor
 4. Sale/consumption during restricted hours – misdemeanor
 5. Sale to, consumption by, purchase by a minor – misdemeanor; Attempt to purchase by a minor – infraction
 6. Minor in possession of an alcoholic beverage – misdemeanor
 7. Minors consuming/in possession of alcoholic beverages at a social gathering – misdemeanor
 8. Minor's possession/presentation of a false ID – misdemeanor
 9. Minor inside public premises – misdemeanor
 10. Possession of alcoholic beverages on public school grounds – misdemeanor
 11. Furnishing false identification to a minor – misdemeanor

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 13
ABC LAW

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify possible threats to officer safety encountered when investigating ABC violations
 - 1. May be lowered inhibitions which could lead to violence
 - 2. Impaired judgment
 - 3. Reduced perception of pain
 - 4. Many premises dimly lighted, leading to inability to see threats, exits, etc.
 - 5. People may be bolder around friends
 - 6. Patrons will often support owners and employees
 - 7. Fights may become unruly
 - 8. Confined space limits options for officers
 - 9. Weapons

- B. Recognize the methods for determining if a suspected liquid is an alcoholic beverage
 - 1. Chemical analysis
 - 2. Appearance and smell
 - 3. Presumption (the drink ordered was the drink served)
 - 4. Sealed or open bottles and containers
 - 5. Admission
 - 6. Beer tap spigot markers

- C. Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation
 - 1. Retain beverage for evidence
 - 2. Mark bottles for identification
 - 3. Seal container in presence of person from whom seized
 - 4. Give receipt for seized evidence
 - 5. Smell and identify beverage, if in open container
 - 6. If mixed drink, remove ice and place drink in clean sample bottle
 - 7. Obtain chemical analysis, if necessary

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 13
ABC LAW

Learning Objectives, continued

- D. Recognize procedures for establishing the age and identity of a person using legally accepted identification
 - 1. Request ID documents
 - 2. Check documents for alteration and/or matching of photo
 - 3. Question minor about age and establish if minor was questioned about age prior to being served
 - 4. Attempt to verify age by records check, parent, guardian, or relative
 - 5. Remember birth certificate is proof of age only
 - 6. Scrutinize all documents and compare with bearer
 - 7. Search minor for false ID when probable cause exists or with consent
 - 8. Take photo of minor

- E. Identify general information to include in a written report involving a violation of ABC law
 - 1. Condition of premises
 - 2. Presence of video or surveillance camera
 - 3. Number of employment present
 - 4. Pertinent information from license
 - 5. Check time accuracy
 - 6. Facts about buyer
 - 7. Facts about sale

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on ABC law.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 15
LAWS OF ARREST

Effective date of outline: April 1, 2020

VII. REQUIRED TESTS

J. The POST-Constructed Comprehensive Module I Test.

IX. ACADEMY SPECIFIC [1 hour]

A. Review

1. Consensual encounters

- a. Recognize appropriate conduct during a consensual encounter
- b. Recognize conduct that may elevate a consensual encounter

2. Detentions

- a. Recognize reasonable suspicion
- b. Recognize appropriate peace officer actions during a detention

3. Arrests

- a. Recognize when there is probable cause to arrest

4. Miranda warnings

- a. Recognize when Miranda warnings must be given
- b. Identify the proper administration of Miranda warnings

X. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 16
SEARCH AND SEIZURE

Effective date of outline: April 1, 2020

VII. REQUIRED TESTS

J. The POST-Constructed Comprehensive Module I Test.

IX. ACADEMY SPECIFIC [1 hour]

A. Review

1. Warrantless Searches

- a. Recognize the scope and necessary conditions for legally conducting various warrantless searches and seizures
- b. Recognize the scope and necessary conditions for legally conducting various vehicle searches

X. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 18
INVESTIGATIVE REPORT WRITING

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the legal basis for requiring investigative reports
 - 1. Officer's reports and the judicial process
 - 2. Statutory requirement
 - 3. Specified crimes

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the importance of taking notes in preparation for writing reports
 - 1. Field notes are more reliable than an officer's memory
 - 2. Field notes are the primary source of information for the investigative report
 - 3. Detailed field notes reduce the need to re-contact the involved parties at a later time
 - 4. Field notes can be used to defend the credibility of an investigative report
- B. Apply appropriate actions for taking notes during a field interview
 - 1. Step One: Listen attentively
 - 2. Step Two: Take notes and ask questions
 - 3. Step Three: Verify information
- C. Distinguish between:
 - 1. Opinion
 - 2. Fact
 - 3. Conclusion

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

V. REQUIRED TESTS

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

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

Required Tests, continued

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

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

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

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

VI. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the presenter.

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

Each learning activity must incorporate:

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

Assessment of the practice reports should address:

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

Required Learning Activities, continued

- a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:
 - (1) The determination of the existence or nonexistence of a crime
 - (2) If a crime has been committed, the proper identification of that crime
 - (3) The taking of proper safety measures
 - (4) The preservation of evidence
 - (5) The capturing of all essential information

- b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
 - (1) The organization and development of the report
 - (2) The inclusion of relevant information
 - (3) The anticipation of possible defenses that might be asserted by the suspect
 - (4) The use of the active voice
 - (5) The use of the first person
 - (6) The proper use of grammar, punctuation, spelling, and word choice

VII. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>24</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Effective date of outline: April 1, 2020

I. LEARNING NEED

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.

LEARNING OBJECTIVES

- A. Determine a safe distance when following another vehicle
 - 1. At least 3 seconds between vehicles
- B. Identify the effect of speed on a driver's peripheral vision
 - 1. With increases in speed or stress, peripheral vision can significantly decrease (known as tunnel vision)
- C. Discuss how perception and reaction time affects a vehicle's total stopping distance
 - 1. It takes a total of 1.5 seconds to perceive and react to a problem on the road
 - 2. Stopping distance depends on speed of vehicle
 - 3. $\text{Speed} \times 2.2 = \text{distance traveled in 1.5 seconds}$
- D. Demonstrate appropriate actions to prevent intersection collisions
 - 1. Clearing intersections
 - 2. Fresh green light
 - 3. Stale green light
 - 4. Right turns
 - 5. Left turns
- E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
 - 1. Merging onto freeway
 - 2. Re-entering freeway after a traffic stop
 - 3. Driving at high speed for long periods

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse
 - 1. Backing at greater than 10 mph
 - 2. Backing on roadway
 - 3. Backing into traffic

- G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
 - 1. Seatbelts: seatbelts have proven to be the single most effective way of protecting vehicle occupants from serious injury or death in a collision; for tactical safety reasons, officers should disengage and retract the seatbelt just prior to arrival at a scene which may involve law enforcement activity
 - 2. Air bags: air bags are a supplemental restraint system and do not replace seatbelts; officers should not drive with hands or arms in front of air bags to avoid serious injury when the air bags deploy

- H. Identify psychological and physiological factors that may have an effect on a peace officer's driving
 - 1. Psychological: excitement, impatience, aggression, overconfidence, lack of confidence, self-righteousness, fear, peer pressure, preoccupation
 - 2. Physiological: rapid pulse, rapid breathing, tunnel vision, increased adrenaline flow, loss of sensory perception, deterioration of decision-making ability, loss of motor skills, fatigue

- I. Identify hazards of various road conditions
 - 1. Standing water or rain – hydroplaning
 - 2. Loose gravel – reduced traction
 - 3. Mud – reduced traction, risk of rollover during high speed skid in mud
 - 4. Hills – limited visibility, potential for overheating brakes to point of failure
 - 5. Construction zones – workers, ditches, and other road hazards
 - 6. Potholes – damaged tires and suspension
 - 7. Snow and ice – reduced traction, increased stopping distance, black ice
 - 8. Fog – limited visibility
 - 9. Night driving – limited visibility

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- J. Discuss the components of a vehicle inspection
 - 1. Tires – check tire pressure
 - 2. Vehicle attitude – see if vehicle is sitting at normal attitude and not leaning to one side
 - 3. Under the vehicle – check for fluids on the ground
 - 4. Exterior – check all sides for body damage
 - 5. Lights – check all lights (headlights, break lights, tail lights, turn signals, and emergency lights)
 - 6. Interior – check radio, siren, PA system; check rear seat for contraband

- K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle
 - 1. Cell phone / texting
 - 2. Computer
 - 3. Food/drink
 - 4. Police radio
 - 5. Other occupants
 - 6. Map/GPS
 - 7. Code-3 equipment
 - 8. Patrol activities
 - 9. Unsecured objects

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands thorough understanding of the associated liability and safety issues.

LEARNING OBJECTIVES

- A. Identify the objectives of emergency response driving
 - 1. To get to the scene of emergency quickly and safely

- B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
 - 1. Rules of the road
 - 2. Liability

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving
 - 1. Since policies differ from agency to agency, officers must know and follow their specific agency policy regarding emergency response driving

- D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
 - 1. Yield the right-of-way
 - 2. Immediately pull to right side of the road
 - 3. Stop

- E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
 - 1. Light bar
 - 2. Wig-wag lights
 - 3. Siren

- F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices
 - 1. Heavy traffic
 - 2. Fog, rain, snow
 - 3. Congested urban areas
 - 4. High speed
 - 5. Other drivers

- G. Demonstrate the use of communication equipment
 - 1. Stay calm and speak clearly
 - 2. Use the radio on straight stretches of road
 - 3. Roll windows up to reduce outside noise
 - 4. Do not use the computer while driving

- H. Identify the effects of siren syndrome
 - 1. Increase in adrenaline flow
 - 2. Can result in tunnel vision
 - 3. Loss of speed reference

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- I. Recognize guidelines for entering an intersection when driving under emergency response conditions
 1. The approach
 2. Clearing an intersection

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

- A. Discuss the requirements of Penal Code Section 13519.8
 1. Law enforcement officers must be trained in the handling of high-speed vehicle pursuits, to include:
 - b. When to initiate pursuit
 - c. Number of involved units permitted
 - d. Responsibility of primary and secondary units
 - e. Driving tactics
 - f. Helicopter assistance
 - g. Communications
 - h. Capture of suspects
 - i. Termination of pursuit
 - j. Supervisory responsibilities
 - k. Blocking, ramming, boxing, and roadblock procedures
 - l. Speed limits
 - m. Inter-jurisdictional considerations
 - n. Conditions of vehicle, driver, roadway, weather, and traffic
 - o. Hazards to uninvolved bystanders or motorists
 - o. Reporting and post-pursuit analysis
- B. Discuss the requirements of Vehicle Code Section 17004.7
 1. Agencies that have a written pursuit policy and provide annual training on it are immune from liability for civil damages resulting from fleeing suspects

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

2. Each agency pursuit policy must include specified content.
3. Factors to consider when determining whether to terminate a vehicle pursuit include:
 - a. Ongoing evaluation of risk to the public or pursuing peace officer
 - b. The protection of the public, given the known or reasonably suspected offense and apparent need for immediate capture against the risks to the public and peace officers
 - c. Vehicular or pedestrian traffic safety and volume
 - d. Weather conditions
 - e. Traffic conditions
 - f. Speeds
 - g. Availability of air support
 - h. Offender is identified and may be apprehended at a later time or the location of the pursuit vehicle is no longer known

IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

LEARNING OBJECTIVES

- A. Distinguish between longitudinal and lateral weight transfer
 1. Longitudinal – front-to-back weight transfer caused by braking and acceleration
 2. Lateral – side-to-side weight transfer caused by turning movements
- B. Demonstrate the ability to mitigate the effects of spring loading
 1. Definition – a build-up and release of energy in springs of suspension system
 2. Causes – swerving from side to side, braking, acceleration
 3. Corrections – allow caster effect to dissipate energy added to each turn by springs; smooth steering input

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- C. Demonstrate proper techniques for two-handed shuffle steering
 - 1. Driver's hands kept at 8 o'clock and 4 o'clock or 9 o'clock and 3 o'clock on the wheel as much as possible
 - 2. The hands shuffle up and down on the wheel never crossing the 12 o'clock position as the driver turns

- D. Demonstrate proper throttle control
 - 1. The operation of the throttle has a definite and immediate effect on weight transfer
 - 2. Smooth operation of the throttle is critical for maximum vehicle control

- E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
 - 1. Entry – the outside edge of available roadway where turning begins
 - 12. Apex – the innermost part of a turn and point of maximum steering
 - 3. Exit – the outside edge of available roadway where turn is concluded

- F. Explain the primary effects speed has on a vehicle in a turning maneuver
 - 1. Turning radius increases as speed increases and decreases as speed is reduced
 - 13. Traction limits may be exceeded as speed increases
 - 3. Weight transfer occurs in opposite direction of turn and increases as speed increases

- G. Demonstrate proper braking methods
 - 1. Threshold braking – braking in the shortest practical time and distance necessary to reduce speed or stop
 - 2. Antilock Braking System (ABS) – prevents wheel lockup

- H. Distinguish between and describe the causes of the following types of vehicle skids:
 - 1. Understeer skid
 - 2. Oversteer skid
 - 3. Locked-wheel skid
 - 4. Acceleration skid
 - 5. Centrifugal skid

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

- I. Identify the causes and contributing factors of vehicle hydroplaning
 - 1. Type of action – tire loses full contact with the road due to water buildup under the tire
 - 14. Cause – speed, water depth, tire condition
 - 3. Correction – slowing down by easing off accelerator, making no drastic control inputs

V. REQUIRED TESTS

VEHICLE OPERATIONS SAFETY

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

- A. An **exercise test** that requires the student drive a law enforcement vehicle not equipped with Electronic Stability Control (ESC) and demonstrate the ability to control the vehicle during understeer and oversteer conditions or drive a law enforcement vehicle equipped with ESC and demonstrate the ability to control the vehicle during understeer conditions.

The student will demonstrate competency in the following performance dimensions:

- 1. Safety
- 2. Situational Awareness
- 3. Braking Technique(s)
- 4. Steering Technique(s)
- 5. Throttle Control
- 6. Control of Weight Transfer
- 7. Skid Control
- 8. Rate of Performance
- 9. Fluency of Performance
- 10. Level of Response

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Required Tests, continued

- B. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Level of Performance
10. Fluency of Performance

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Required Tests, continued

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control

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

- E. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers. The slow speed precision driving maneuvers must include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around	Bootleg Turn
Off set lane	Angled driveway
Steering Course (forward and reverse)	“Y” driveway
“T” Driveway	Vehicle Control
Parallel parking	

The student will demonstrate competency in the following performance dimensions:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Required Tests, continued

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Fluency of Performance
9. Level of Response

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

VI. REQUIRED LEARNING ACTIVITIES

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 19
VEHICLE OPERATIONS

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle operations. This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 20
USE OF FORCE/DE-ESCALATION

Effective date of outline: April 1, 2020

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
1. The U.S. Supreme Court in *Tennessee v. Garner* established four components that would make it reasonable for an officer to use deadly force against a fleeing subject in the line of duty
 - a. If the subject has threatened the officer with a weapon or there is probable cause to believe that he has committed a crime involving the infliction of serious bodily harm [or death]
 - b. The officer has probable cause to believe that the subject poses a threat of death or serious physical harm, either to the officer or others if escape were to occur..."
 - c. There is probable cause to believe that the use of deadly force is reasonably necessary [to prevent escape]
 - d. Some warning is given prior to the use of deadly force where feasible – "Stop or I'll shoot!"
- 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 lethal 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. Considerations when deciding to use deadly force
 2. Considerations before using deadly force

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 20
USE OF FORCE/DE-ESCALATION

Learning Objectives, continued

- D. Discuss the role of agency policies regarding the use of deadly force
 - 1. Although the law and courts have presented a baseline for the use of lethal force, the conditions under which lethal force may be employed are strictly controlled by agency policy
 - 2. *Officers must conform to agency policy and federal and state law*
- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
 - 3. Penal Code Section 196 states that “homicide is justifiable when committed by public officers and those acting by their command in their aid and assistance” when:
 - a. Under orders to carry out a death sentence
 - b. Acting in the course of duty
 - c. Retaking escaped felons, and
 - d. Arresting a felon who resists to the point where deadly force becomes reasonable
 - 2. Unjustifiable homicide

VIII. REQUIRED TESTS

- J. The POST-Constructed Comprehensive Module I Test.
- L. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 20
USE OF FORCE/DE-ESCALATION

Required Tests, continued

6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

- M. A scenario test that requires the student to demonstrate presenter approved impact weapon techniques in a force on force simulation against an instructor who is dressed in a protective suit.

The test must simulate the physical and mental stress that would be imposed by an actual street encounter where the student would be required to use an impact weapon to control a suspect and effect an arrest.

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

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

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EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 20
USE OF FORCE/DE-ESCALATION

Required Tests, continued

- N. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control during the detention of a verbally uncooperative individual.

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

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

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

IX. REQUIRED LEARNING ACTIVITIES

A. ACADEMY SPECIFIC [2 hours]

1. Students will participate in 1-3 scenarios on a Force Options Simulator

X. HOURLY REQUIREMENTS

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 20
USE OF FORCE/DE-ESCALATION

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 21
PATROL TECHNIQUES

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
 - 1. Preventative
 - 2. Directed enforcement

- B. Discuss considerations for selecting a patrol strategy
 - 1. Desire for public visibility
 - 2. Type of criminal activity in the designated area
 - 3. Existence of problem areas
 - 4. Existing environment or conditions
 - 5. Area demographics
 - 6. Community activities
 - 7. Availability of community resources
 - 8. Geography/topography
 - 9. Adequacy of access and egress to various locations
 - 10. Department/agency policies and resources

- C. Select appropriate actions for peace officers who are conducting security checks
 - 1. Cover as much of their assigned area as possible, including secondary thoroughfares (e.g., alleys, walkways, parking areas, etc.) as well as primary streets
 - 2. Pay extra attention to areas that have high crime risk
 - 1. Vary patrol patterns and routines to prevent predictability
 - 2. Employ appropriate investigative tactics and equipment (e.g., use of spotlights, flashlights, alley lights, etc.)
 - 5. Implement additional patrol methods whenever possible (e.g., foot patrol, bicycle patrol, etc.)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 21
PATROL TECHNIQUES

Learning Objectives, continued

- D. Distinguish between the roles and responsibilities of contact and cover officers
 - 1. Contact officer – the officer initiating an action who becomes responsible for conducting the contact
 - 2. Cover officer – the officer responsible for surveillance and control of a suspect in order to free the contact officer to perform a thorough investigation

- E. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol
 - 1. Approach every contact with officer safety in mind
 - 2. Be mentally prepared
 - 3. Maintain physical and tactical skills
 - 4. Always be aware of suspect’s hands
 - 5. Be aware of and use available cover
 - 6. Ask for backup when necessary
 - 7. Use available communication systems
 - 8. Be aware of distance and positioning
 - 9. Use proper safety equipment

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
 - 1. Checking all personal equipment
 - 2. Acquiring any necessary information and materials/supplies
 - 3. Inspecting each piece of equipment issued at beginning of shift
 - 4. Mental preparation

- B. Discuss tactical considerations and guidelines for patrolling effectively:
 - 1. Determining appropriate speed
 - 2. Patrol vehicle placement
 - 3. Avoiding silhouetting and telltale noise

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 21
PATROL TECHNIQUES

Learning Objectives, continued

- C. Demonstrate proper procedures for transmitting and receiving a radio communication
 - 1. Monitor frequency
 - 2. Initiate call
 - 3. Speak clearly
 - 4. Limit length of transmission
 - 5. Receiving messages

- D. Discuss information an officer should include when generating a crime broadcast
 - 1. Incident specifics: type of incident, exact location, time of occurrence
 - 2. Victim related: number of victims, type of injuries sustained, need for emergency medical assistance
 - 3. Suspect related: physical description, clothing, distinguishing characteristics, flight
 - 4. Vehicle: color, make, year, body style, license, additional descriptors
 - 5. Weapon: firearm, edged weapons, other weapons
 - 6. Description of loss: vehicle, purse, jewelry, equipment/tools

- E. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
 - 1. Select location
 - 2. Notify dispatch
 - 3. Position patrol vehicle
 - 4. Approach the suspect
 - 5. Establish contact

- F. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
 - 1. Do not show any recognition towards plainclothes/undercover officer unless that officer initiates contact
 - 2. Treat officer the plainclothes/undercover officer as any other private person with whom the officer is not acquainted
 - 3. If plainclothes/undercover officer is part of a group being contacted, treat the plainclothes/undercover officer the same as all other individuals in the group

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 21
PATROL TECHNIQUES

Learning Objectives, continued

- G. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
 - 1. Plan of action
 - 2. Working with a partner
 - 3. Vehicle pullovers
 - 4. Pursuits around blind corners
 - 5. High obstacles
 - 6. Drawn firearms
 - 3. Poor visibility
 - 4. Pursuits into buildings or structures
 - 9. Losing sight of suspect

III. REQUIRED TESTS

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

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EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 21
 PATROL TECHNIQUES

IV. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a learning activity that reinforces the student’s ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
 - 1. The nature of the event (what appears to have occurred)
 - 2. Physical descriptions of persons involved, if applicable
 - 3. Statements made by the involved parties, if any
 - 4. Any differences in perception among the students who observed the incident

- B. The student will participate in a learning activity that reinforces the student’s ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
 - 1. Unit identification
 - 2. Type of incident and location
 - 3. Number of suspects with complete known description
 - 4. Description of loss, if any
 - 5. Weapon(s) used, if any
 - 6. Time, direction of flight, and vehicle description

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on patrol techniques.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the three basic categories of vehicle pullovers, to include:
 - 1. Traffic enforcement pullover
 - 2. Investigative pullover
 - 3. High-risk pullover

- B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
 - 1. Unpredictable aggressive actions by violator/suspect or bystanders
 - 2. Unknown identity of violator/suspect
 - 3. Dangerous environmental conditions
 - 4. Varying road conditions
 - 5. Existence of other vehicular traffic on same roadway

- C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover
 - 1. Develop plan of action prior to initiating a pullover
 - 2. Request and use back-up assistance when necessary
 - 3. Use communication/notification resources appropriately
 - 4. Apply safe and sound tactics when initiating a pullover, approaching a vehicle, and making contact with vehicle occupants

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Demonstrate safety techniques when initiating a vehicle pullover, including:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Learning Objectives, continued

1. Selecting an appropriate location
 - a. Safety factors (e.g., out of the flow of traffic)
 - b. Visibility to passing traffic
 - c. Avoidance of potentially hostile environments
 - d. Lighting/illumination
 - e. Possible escape routes
 - f. Availability of cover and concealment
 2. Communicating with dispatch
 - b. Anticipated location of pullover and direction of travel
 - c. License number and vehicle description
 - d. Legal justification or nature of pullover
 - e. Any other information pertinent to pullover
 3. Getting the attention of the driver of the target vehicle
 - a. Lights (e.g., emergency lights, headlights, spotlights)
 - b. Hand gestures
 - c. Horn/audible devices
 - d. Siren
 - e. Maintaining appropriate distance from target vehicle prior to initiating the pullover
- B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit
1. The actual distance from the patrol unit to the target vehicle will depend on a variety of factors, including but not limited to:
 - a. Type of pullover
 - b. Type of vehicle being stopped
 - c. Available space
 - d. Environment/topography
 2. Offset position
 - a. Stop behind and slightly to right or left of target vehicle
 - b. Center of patrol vehicle in line with right or left fender of target vehicle

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Learning Objectives, continued

- C. Apply appropriate procedures for exiting the patrol unit
 - 1. Patrol officers should exit their patrol units as safely and quickly as possible to minimize the danger of the officer being exposed while still seated in the vehicle
 - 2. To accomplish this, officers should:
 - a. Have all radio transmissions complete before activating emergency lights
 - b. Undo and clear seat belt prior to coming to complete stop
 - c. Place transmission in park
 - d. Set parking brake
 - e. Switch on portable radio
 - f. Check approaching traffic and open door only if path is clear
 - g. Consider lowering driver and passenger front door windows
 - h. Unlock doors
 - i. Quickly exit vehicle
 - j. After exit, momentarily pause to observe target vehicle

- D. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
 - 1. Stay close to patrol vehicle to minimize hazard from passing traffic
 - 2. Continuously observe occupants of target vehicle
 - 3. Maintain an awareness of the surrounding and other hazards
 - 4. Keep gun hand free during the approach
 - 5. Use flashlight sparingly to avoid the potential of vehicle occupants being able to track the officer's movements

- E. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
 - 1. Driver side approach
 - a. Advantages
 - 1) Most direct and quickest path to the violator
 - 2) Provides direct contact with the driver
 - 3) Provides closer observation of the driver
 - 4) Enables officer to see VIN on the front windshield

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Learning Objectives, continued

- b. Disadvantages
 - 1) More vulnerable to passing traffic
 - 2) Places officer in “kill zone” on approach
 - 3) Allows fewer escape routes/minimal cover for the officer

- 2. Passenger side approach
 - a. Advantages
 - 1) Keeps officer away from passing traffic
 - 2) Provides element of surprise because most violators expect officer to approach on the driver side
 - 3) If tactical retreat becomes necessary, allows more options for cover and concealment
 - 4) Allows more opportunities to adjust and modify position as needed upon approach
 - 5) The angled approach enhances observation of rear seat and other parts of the target vehicle

 - b. Disadvantages
 - 1) Officer will need to speak across the passenger
 - 2) Pedestrian traffic may pose a potential threat
 - 3) Environment may not allow this approach
 - 4) Officer not able to easily detect objective signs of intoxication

- 3. Non-approach
 - a. Advantages
 - 1) If the driver exits immediately, the officer may choose to remain behind cover/concealment of the patrol vehicle
 - 2) May allow the officer to direct the driver out of the vehicle to the curb while the officer maintains a position of safety
 - 3) Violator’s action can be constantly monitored
 - 4) During the contact, the occupants remain in the officer’s field of vision
 - 5) Violator is positioned between officer and target vehicle, helping prevent interference by occupants during pullover
 - 6) If vehicle has tinted windows, officer avoids visibility issues

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Learning Objectives, continued

- b. Disadvantages
 - 1) Exposes the violator to the hazards of passing traffic
 - 2) Officer loses containment of occupants
 - 3) Increases the potential for assault on the officer
 - 4) Hinders the officer's ability to observe the interior of the vehicle upon approach

- F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
 - 1. Initial contact
 - 2. While conducting the business of the contact

- G. Demonstrate the process for conducting a vehicle stop driver contact, to include:
 - 1. Greeting
 - 2. Identifying self and department
 - 3. Requesting driver's license, registration, proof of insurance
 - 4. Explaining the reason for the stop
 - 5. Making a decision to warn, cite or arrest
 - 6. Closing, appropriate to decision

- H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle
 - 1. Direct driver/occupants to exit one at a time
 - 2. Conduct lawful search for weapons
 - 3. Maintain control of driver/occupants

- I. Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification
 - 1. Carefully examine both the front and rear of each license
 - 2. Check for signs of tampering, alterations, deletions, or additions to the license

- III. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

LEARNING OBJECTIVES

- A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover
 - 1. Utilize appropriate resources/equipment
 - 2. Rely on basic training and known tactics
 - 3. Maintain personal control and professional attitude

- B. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
 - 1. Protect the primary officer who is conducting the business of the pullover
 - 2. Place own patrol vehicle in a proper position to avoid silhouetting other officers with the vehicle's headlights or other lighting equipment
 - 3. Take and maintain proper positions of cover and concealment
 - 4. Maintain their firearms at the ready
 - 5. Maintain visual contact with the vehicle occupants at all times
 - 6. Avoid a crossfire situation

- C. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover
 - 1. Develop a plan of action
 - 2. Initiate the pullover
 - 3. Direct action of vehicle occupants
 - 4. Order occupants from the target vehicle
 - 5. Establish physical control of occupants
 - 6. Clear the target vehicle of any additional occupants

- D. Discuss officer safety considerations when searching the target vehicle, including:
 - 1. Use of available cover officer(s)
 - 2. Types of objects sought and likely locations
 - 3. Potential hazards (e.g., needles, edged weapons, etc.)
 - 4. A systematic search process
 - a. Interior
 - b. Exterior

IV. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

LEARNING OBJECTIVES

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

V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during the hours of darkness (as defined in Vehicle Code Section 280). At a minimum, the test shall evaluate the following competencies:
 - 1. Police Vehicle Operation - The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
 - 2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
 - 3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
 - 4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
 - 5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Required Learning Activities, continued

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 22
VEHICLE PULLOVERS

Required Learning Activities, continued

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

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle pullovers.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>14</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>19</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the importance of wearing soft personal body armor while on patrol
 - 1. Soft personal body armor (i.e., vests) is the single most effective piece of personal safety equipment that a peace officer can use
- B. Distinguish between officer safety and officer survival, including:
 - 1. Current patterns related to deaths and assaults on peace officers
 - 2. The concept of “will to survive”
 - 3. Officer actions after being wounded
 - 4. Officer as hostage
 - 5. Officer actions in counter-ambush incidents when on foot
 - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the elements of a tactical approach to a crime in progress including:
 - 1. Nature of the crime
 - 2. Use and nonuse of warning lights and siren
 - 3. Appropriate communication to agency
 - 4. Uses cover and concealment upon arrival
- B. Explain the primary purposes for establishing crime scene perimeters
 - 1. Contain and isolate the crime scene
 - 2. Prevent suspect(s) from escaping the area
 - 3. Prevent unauthorized entry into the area
 - 4. Can aid in apprehending suspect(s)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

Learning Objectives, continued

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response involving:
 - 1. Barricaded suspects/hostages

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

Learning Objectives, continued

2. Violent suspects
 3. Rapid deployment to a deadly encounter (Active Shooter)
 4. Officer ambush/sniper attacks
 5. Officer-down calls
 6. Suspicious Persons
- B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
1. Family members and friends may be with the officer at the time
 2. Officers may be under significant tactical limitations
 3. Communication equipment may be lacking or inadequate
 4. Suspect(s) may not recognize or take the officer seriously
 5. Responding officer(s) may fail to recognize the off-duty officer as a peace officer
 6. Being identified as a peace officer may place the officer at greater risk

V. REQUIRED TESTS

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

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EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

Required Tests, continued

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

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

Required Tests, continued

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

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

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

VI. REQUIRED LEARNING ACTIVITIES

None

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 23
CRIMES IN PROGRESS

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes in progress.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>18</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>25</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the responsibilities of peace officers at the scene of a dispute
 - 1. In all situations involving disputes, the responding officer's primary responsibility is to keep the peace and restore order
 - 2. Officers may be called upon to take necessary safety precautions, establish and maintain control, defuse the situation, gather facts and information, determine if a crime has taken place, apply appropriate problem-solving techniques, and make appropriate referrals when necessary
- B. Describe measures officers should take to protect their own safety and the safety of others when:
 - 1. Approaching
 - 2. Making initial contact
 - 3. Once inside a residence or area where a dispute is taking place
- C. Describe intervention techniques that can be used to protect the safety of officers, other persons, or property
 - 1. Presence and demeanor
 - 2. Verbal force
 - 3. Physical contact
 - 4. Physical force

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Learning Objectives, continued

1. Separate the involved parties
 2. Speak in a calm firm tone
 3. Distract the individual
 4. Pretend not to understand
 5. Use active listening
- B. Describe appropriate techniques for conducting a brief interview of the parties involved in a dispute
1. Maintain control of the interview at all times
 2. Ask appropriate questions
 3. Remain impartial
- C. Summarize the steps involved in the problem solving process for mediating a dispute
1. Elicit suggestions
 2. Discuss possible suggestions
 3. Use negotiation to arrive at an agreement
 4. Summarize agreement
 5. Encourage follow through

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss safety considerations officers should be aware of when responding to a family dispute
1. Officers may be unwelcome or even viewed as an intrusion by one or more of the involved parties
 2. Concealed weapons or household items within a home may be accessible to the persons involved in the dispute
 3. The use of drugs or alcohol by one or more of the involved parties can inhibit rational behavior
 4. Officer actions or remarks that are perceived by members of the household as callous can inflate hostilities further

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Learning Objectives, continued

5. If one or more of the involved parties is placed under arrest, other members of the family or household may become hostile toward the arresting officers
- B. Describe crimes associated with landlord/tenant disputes, including:
1. Tenant lockout/seizure of property
 - a. Using or procuring, encouraging or assisting another to use
 - b. Any force or violence
 - c. In entering upon or detaining
 - d. Any lands or other possession of another
 - e. Except in the cases and in the manner allowed by law
 2. Vandalism
 - a. Maliciously defacing with graffiti or other inscribed material, damaging, or destroying
 - b. Any real or personal property
 - c. Not his or her own
 - d. In cases other than those specified by law
 3. Unauthorized entry
 - a. Other than a public officer or employee acting within the course and scope of his/her employment in performance of a duty imposed by law
 - b. Entering or remaining in any noncommercial dwelling house, apartment, or other residential place
 - c. Without the consent of the owner, his/her agent, or person in lawful possession (tenant)
 4. Disruption of utility services
 - a. Unlawfully and maliciously taking down, removing, injuring, or obstructing any telegraph, telephone, cable television, or other line to conduct electricity, or any part thereof
 - b. Unlawfully and maliciously taking down, removing, injuring, or interfering with, or obstructing an electric line or any part thereof that is erected or maintained by proper authority

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Learning Objectives, continued

- c. Willfully and maliciously breaking, digging up, obstructing, interfering with, removing or injuring any gas pipe or main or hazardous liquid pipeline or any part thereof
 - d. Willfully breaking, digging up, obstructing, or injuring any pipe or main for conducting water
 - 5. Re-entry following a lawful eviction
 - a. Having been removed from any lands
 - b. By process of law
 - c. Afterwards unlawfully returning to settle, reside upon, or take possession of such lands
- C. Explain peace officers' role when called to a dispute involving a repossession
 - 1. Vehicle
 - 2. Property
- D. Determine when possession is complete in the course of a repossession
 - 1. Vehicle
 - a. In order to have complete possession of property, the reposessor must have complete dominion and control over the property
 - b. This takes place when the vehicle has been hooked up to a tow truck
 - 2. Property
 - a. In order to have complete possession of property, the reposessor must have complete dominion and control over the property
 - b. This takes place when the possessor has gained entry to the property

IV. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

LEARNING OBJECTIVES

- A. Explain peace officer responsibilities regarding the protection of an individual's right to free speech and assembly
 - 1. It is the responsibility of all law enforcement officers to protect and uphold each individual's rights to free speech and assembly while also protecting the lives and property of all people

- B. Discuss the role of law enforcement regarding crowd control
 - 1. Protection of individual constitutional rights
 - 2. Fair and impartial enforcement of the law
 - 3. Protection of life and property
 - 4. Protection of vital facilities
 - 5. Prosecution of violators
 - 6. Safety of the public and peace officers, and
 - 7. Prevention of disruption to commerce and community affairs

- C. Describe psychological factors associated with crowd behavior
 - 1. Group identity
 - 2. Group cohesiveness
 - 3. Group-induced anonymity
 - 4. Group potentiality for violence
 - 5. Group violence

- D. Discuss the phases of crowd development from a casual gathering through the development of a riot
 - 1. Grouping
 - 2. Interaction
 - 3. Volume
 - 4. Overt act
 - 5. Mimicking
 - 6. Riot

- E. Discuss the three primary roles individuals play within a crowd
 - 1. Leaders
 - 2. Aggressors
 - 3. Followers/onlookers

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the phases of riot development

1. Grouping
2. Interaction
3. Volume
4. Overt act
5. Mimicking
6. Riot

B. Explain the primary law enforcement objective of:

1. Crowd management

- a. The main objective of crowd management is to ensure that the event remains lawful while providing for the protection of the First Amendment rights of persons involved

2. Crowd control

- a. The law enforcement objective for controlling a crowd where there is a potential or imminent threat of violence is to control the situation and prevent violations of the law without infringing on the First Amendment rights of free speech and assembly of persons involved

3. Riot control

- a. Once a crowd moves from exercising the right of free speech to criminal actions involving the rights of the public and violence against people or property, the objectives of law enforcement become the protection of lives and property and the restoration of order

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Learning Objectives, continued

- C. Apply common riot control formations used by law enforcement
 - 1. Skirmish line
 - 2. Wedge/Vee
 - 3. Diagonal
 - 4. Column
 - 5. Arrest/rescue formations (e.g., circle)

VI. REQUIRED TESTS

None

VII. REQUIRED LEARNING ACTIVITIES

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

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Learning Objectives, continued

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

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on handling disputes and crowd control.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recall the definition of domestic violence (Penal Code Section 13700)
1. Domestic violence means abuse committed against an adult or a minor involved in one of the following relationships: spouse, former spouse, cohabitant, former cohabitant, dating relationship, former dating relationship, engagement relationship, former engagement relationship, person with whom the suspect has had a child
- B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
1. Willful infliction of corporal injury
 - a. Willfully inflicting upon a person who is his or her spouse, former spouse, cohabitant, former cohabitant, or on any person who is the mother or father of his or her child
 - b. Corporal injury resulting in a traumatic condition (actual physical injury, internal or external, minor or serious)
 2. Battery
 - a. Using unlawful force or violence against
 - b. A spouse, former spouse, cohabitant, a person who is the parent of the perpetrator's child, or a person with whom the perpetrator currently has, or has previously had, a dating or engagement relationship
 3. Stalking
 - a. Willfully, maliciously, and repeatedly
 - b. Following or harassing another person
 - c. And making a credible threat
 - d. With the intent of placing that person in reasonable fear for his or her safety or the safety of his or her immediate family

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Learning Objectives, continued

4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
 - a. Unlawfully and maliciously taking down, removing, injuring, severing a wire of, obstructing, or making an unauthorized connection with
 - b. A telegraph, telephone, cable television, or any other line that conducts electricity, including connected equipment

5. Preventing or dissuading a witness or a victim from testifying
 - a. Knowingly and maliciously
 - b. Preventing or dissuading or attempting to prevent or dissuade
 - c. A witness or victim
 - d. From attending or giving testimony at a trial or other inquiry authorized by law; or reporting a crime to a law enforcement, parole, probation, or correctional officer, judge, or prosecutor; or causing a complaint or other charging document to be sought, issued, or assisting in the prosecution; or arresting or seeking the arrest of a subject

6. Criminal threats
 - a. Willfully threatening to commit a crime which will result in death or great bodily injury
 - b. To the intended victim or a member of his or her immediate family
 - c. With the specific intent that the statement is to be taken as a threat
 - d. Even if there is no intent to actually carry it out
 - e. The threat must on its face and under the circumstances made, be so unequivocal, unconditional, immediate, and specific as to convey a gravity of purpose and immediate prospect of execution
 - f. Causing a person to reasonably be in sustained fear for his or her own safety or for his or her immediate family's safety

7. Spousal rape
 - a. An act of penile/vaginal intercourse
 - b. With a person who is the spouse of the perpetrator
 - c. Against the will of the spouse (without consent)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Learning Objectives, continued

- C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony
 - 1. Willful infliction of corporal injury – felony
 - 2. Battery – misdemeanor
 - 3. Stalking – felony
 - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines – felony
 - 5. Preventing or dissuading a witness or a victim from testifying – felony
 - 6. Criminal threats – felony
 - 7. Spousal rape – felony

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify common characteristics of a victim and a batterer
 - 1. Characteristics of a batterer
 - a. Uses violence as a tool to feel powerful
 - b. May have low self-esteem
 - c. As a child, often witnessed or experienced violence
 - d. Avoids responsibility for violent behavior by blaming children, work, victim or others, drugs or alcohol
 - e. Often afraid, jealous and/or obsessed with controlling a partner's activities
 - f. May be desperately afraid of living without partner
 - g. Chooses to use violence or aggression against an intimate in response to conflict
 - h. May not be violent outside the home
 - i. May believe the use of violence is appropriate
 - j. Reluctant to admit extent of violence
 - k. May express remorse and say or even believe he or she will not repeat the violence
 - l. Often uses intimidation and threats of reprisal
 - m. May be cruel to animals

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Learning Objectives, continued

2. Characteristics of a victim
 - a. May have physical injuries including injuries from sexual assault
 - b. May have low self-esteem
 - c. Suffers emotional trauma
 - d. As a child, often witnessed or experienced violence
 - e. Fears further violence to self or family members
 - f. Has damaged self-image, ego, and self-respect
 - g. May feel shame or guilt
 - h. May believe that he or she is to blame for the violence
 - i. May suffer Post Traumatic Stress Disorder, which may include Battered Woman's Syndrome
 - j. May use alcohol or drugs as coping mechanism
 - k. Is often met by disbelief from friends, relatives, and service agencies
 - l. May give up hope if no one believes him or her or helps
 - m. May ultimately resort to homicide and/or suicide
- B. Identify a peace officer's role in reducing domestic violence
 1. Arrest is the single most effective deterrent to continued violence, regardless of prosecution
 2. Simply responding to calls has an impact on all the individuals in the household

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the initial process for responding to a domestic violence call
 1. Because of the potential for danger, peace officers must protect the safety of all parties at the scene including themselves
 2. Before entering, officers should attempt to get a history of calls to the address, make a tactical and undetected approach to the scene, listen at the door, and stand to the side of the door and knock and identify themselves
 3. Upon entering the premises, officers should take control of the scene and any weapons and determine if medical assistance is required
 4. Officers should separate all parties, keep a watch on all parties, and not allow eye contact between the parties

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Learning Objectives, continued

- B. Recognize under what circumstances an arrest should be made
 - 1. The peace officer is responsible for arresting the dominant aggressor (the batterer) in a domestic violence situation if there is probable cause to believe a crime has occurred

- C. Identify physical evidence to be collected
 - 1. Photos of any physical injury and of the scene
 - 2. Maps or diagrams of the crime scene location
 - 3. Blood samples
 - 4. Torn clothing
 - 5. Hair and fibers
 - 6. Firearms and/or weapons
 - 7. Overturned or damaged items

- D. Recognize procedures for seizing firearms or other deadly weapons
 - 1. The peace officer at the scene of a domestic violence incident shall take temporary custody of any firearm or other deadly weapon in plain sight or discovered pursuant to a consensual search, or other lawful means, for the protection of the peace officer and others present
 - 2. Officers must give the owner or person who possessed the firearm a receipt
 - 3. Officers shall hold the firearm at least 48 hours and do not return until owner/claimant establishes authority to possess through Department of Justice

- E. Discuss resources available for victim protection
 - 1. A report identified as domestic violence
 - 2. Emergency Protective Orders (EPO)
 - 3. Temporary Restraining Orders (TRO)
 - 4. Orders After Hearing (OAH)
 - 5. Shelter information/advocacy services
 - 6. Criminal Court Stay Away Orders
 - 7. Workplace Violence Restraining Orders

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the differences between the types of court orders to include:
1. Criminal protective/stay-away orders
 - a. An order requested by the prosecutor and issued by a criminal court, as part of a criminal case, to prevent violence or intimidation by the defendant
 - b. These orders are available to protect victims and witnesses and are effective for as long as the court has jurisdiction, including periods of probation
 2. Emergency Protective Orders
 - a. A restraining order requested by the responding officer to provide immediate, limited protection to the victim and children
 3. Restraining orders
 - a. An Ex Parte Restraining Order is requested by the victim in a civil action, is issued without prior notice or hearing, and is usually valid until the Order to Show Cause hearing date
 - b. A Domestic Violence Temporary Restraining Order (DVTRO) is requested by the victim in a civil action and is the most frequently obtained Ex Parte Restraining Order
- B. Identify the validity of a restraining order
1. The peace officer shall verify that the restraining/protective order is on file with the agency, or complainant has a certified valid copy, or the order is found in the Department of Justice California Restraining and Protective Order System (CARPOS)
 2. The peace officer shall verify that the restraining order is still valid as to duration/time
 3. The peace officer shall verify that proof of service or prior notice exists or the suspect was in court when the order was made
 4. The peace officer shall verify the terms and conditions of the restraining order

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Learning Objectives, continued

- C. Identify the purpose for obtaining an Emergency Protective Order
 - 1. To provide for immediate and short-term protection
- D. Demonstrate how to enforce a court order
 - 1. Violating a restraining order is a misdemeanor
 - 2. It is the peace officer's responsibility to address the violation

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify what information needs to be documented in a report
 - 1. Whether officers observed any sign that the batterer (abuser) was under the influence of alcohol or a controlled substance
 - 2. Whether officers determined if any law enforcement agency had previously responded to a domestic violence call at the same location involving the same abuser and victim
 - 3. Whether officers found it necessary to seize firearms or deadly weapons
 - 4. Whether a firearm or other deadly was present at the location
- B. Identify how the peace officer can provide support for the victim
 - 1. Officers should request the appropriate medical attention
 - 2. Officers must provide the victim with domestic violence resource information
 - 3. Officers must assist the victim in pursuing criminal options, such as providing the case number and the telephone number for the appropriate investigative unit
 - 4. Officers should advise the victim of availability of protective orders
 - 5. Officers should refer the victim to a shelter for emergency housing
 - 6. Officers should inform the victim about victim/witness services
 - 7. Officers should offer to provide, when requested, police standbys for removing personal property and assistance in safe passage out of the victim's residence

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

VI. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

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

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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:
 - 1. Felony arrests
 - 2. Misdemeanor arrests
 - 3. Use of citizen arrests

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

Required Learning Activities, continued

4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
 5. Verification and enforcement of stay-away orders
 6. Cite-and-release policies
 7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
 8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
 9. Providing information card with local resources to victims at the scene
- B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).
1. Who is eligible for an EPO
 2. Legal authority
 3. Procedures for obtaining an EPO
 4. Completion of the appropriate documentation
 5. Scope and duration of the EPO
 6. Service of the EPO
 7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
 8. Distribution of forms
- C. The student will participate in one or more Learning Activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence.

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 25
DOMESTIC VIOLENCE

VIII. ACADEMY SPECIFIC [1.5 hours]

A. History of law enforcement’s response to domestic violence

1. Ancient law
2. English law
3. California 1986-2004

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	<u>1.5</u>
Total Instructional Hours	<u>21</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 26
UNUSUAL OCCURRENCES

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recall the definition of unusual occurrences
 - 1. An unscheduled event involving potential injury or property damage which requires a law enforcement response
- B. Identify the mission of law enforcement when responding to an unusual occurrence
 - 1. Establishing and maintaining law and order
 - 2. Identifying necessary resources
 - 3. Enforcing emergency rules and regulations
 - 4. Providing emergency care for the sick and injured
- C. Identify the responsibilities of the first responding officer on the scene of an unusual occurrence, to include:
 - 1. Assuming initial command
 - 2. Establishing a perimeter/protecting the incident location
 - 3. Isolating the hazard
 - 4. Maintaining ingress/egress control
 - 5. Initiating appropriate notifications
- D. Identify the purpose of the Incident Command System (ICS), including:
 - 1. Responsibilities of the initial responding officer
 - 2. Basic components of the Incident Command System (ICS)
 - 3. Basic components of the National Incident Management System (NIMS)

II. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 26
UNUSUAL OCCURRENCES

LEARNING OBJECTIVES

- A. Recognize the appropriate methods for extinguishing each class of fire
 - 1. Class A: Common combustibles – cool with water, smother with nonflammable material, removal of fuel, pressurized water extinguisher, all purpose extinguisher
 - 2. Class B: Flammable liquids; petroleum based materials – smothering, carbon dioxide extinguisher, dry chemical extinguisher, all purpose extinguisher
 - 3. Class C: Energized electrical equipment – carbon dioxide extinguisher, dry chemical extinguisher, all purpose extinguisher
 - 4. Class D: Combustible metals – heat-absorbing extinguishing medium which is not reactive with burning metal, specialized extinguishing agents

- B. Identify risk versus benefits/gains of entering a burning structure
 - 1. Officers should consider the type of structure (structural integrity of the building, location of safest ingress/egress points and escape routes, type of occupancy/content of building)
 - 2. Officers should consider the trapped individuals (number, age, capabilities, location, likelihood officers can reach them)
 - 3. Officers should consider the nature of the fire (location, hazardous materials and conditions)

- C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats
 - 1. Treat all bombs/explosive threats as real
 - 2. Make contact with person who received the threat
 - 3. Assist in evacuation, if requested
 - 4. Assist in searching, if requested
 - 5. Document all actions

- D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located
 - 1. Preservation of human life is of paramount concern to all those involved in securing the area and safe disposal of any bomb/explosive hazard(s) located at a scene
 - 2. Human life should never be jeopardized to secure or preserve evidence or property
 - 3. Do not touch or handle any suspicious device or touch any switches or wires associated with the device

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 26
UNUSUAL OCCURRENCES

Learning Objectives, continued

4. Do not permit any radio, cellular, or computer transmissions
- E. Recognize appropriate actions for securing a scene where an explosive device has been located
 1. Establish and maintain a perimeter and control ingress/egress
 2. Evacuate all personnel within the designated area to a safe location
 3. Notify explosive ordnance disposal personnel (EODP) using *landline telephone communications only*
 4. Request that paramedics, emergency fire personnel, and any other resources be available
 5. Attempt to identify and/or locate witnesses and the reporting party before they leave the scene
- F. Identify the inherent dangers in a post-blast explosion scene
 1. Secondary devices/explosives
 2. Booby traps
 3. Structural weakness
 4. Broken gas mains
 5. Downed power lines and/or
 6. Released hazardous materials
- G. Recognize appropriate officer actions for securing a post-blast explosion scene
 1. Ensure safety
 2. Assume command
 3. Secure the area

III. LEARNING NEED

Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.

LEARNING OBJECTIVES

- A. Recognize appropriate officer actions when responding to an aircraft crash
 1. Maintain a safe position
 2. Conduct an initial assessment
 3. Secure the area
 4. Assume command

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 26
UNUSUAL OCCURRENCES

Learning Objectives, continued

- B. Recognize appropriate officer actions specific to other types of unusual occurrences, including:
 - 1. Electrical power emergencies
 - 2. Hazardous road conditions
 - 3. Traffic device malfunctions
 - 4. Gas leaks
 - 5. Floods
 - 6. Animal control problems
 - 7. Earthquakes

IV. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

V. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion on how the first officer on the scene should respond to minimize injuries, loss of life, and property damage. The depictions must minimally include the following types of actual or potential incidents:
 - 1. Civilian aircraft crash
 - 2. Military aircraft crash
 - 3. Earthquake
 - 4. Flood
 - 5. Suspected explosive device or explosion
 - 6. Fires

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on unusual occurrences.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>5</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 27
MISSING PERSONS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the statutory definition of:

1. Missing person – Any adult or child who is reported missing to a law enforcement agency
2. Child – Any person under the age of 18 years old

B. Discuss missing person statutes as specified in:

1. California Penal Code
 - a. Penal Code Section 14213 defines a missing person
 - b. Penal Code Section 14210 makes it the duty of all law enforcement agencies to immediately assist any person who is attempting to make a report of a missing person
2. California Welfare and Institutions Code
 - a. Welfare and Institutions Code Section 601 states conditions when minors are under the jurisdiction of the juvenile court which may adjudge the minor a ward of the court
 - b. Welfare and Institutions Code Section 207 states the length of time minors may be held in custody

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the statutory requirements for accepting a missing person report

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 27
MISSING PERSONS

Learning Objectives, continued

1. Penal Code Section 14205(a) states that reports of missing persons shall be accepted without delay regardless of jurisdiction
 2. Reports shall be accepted no matter if they are made by phone, in writing, or given in person directly to law enforcement personnel
- B. Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:
1. Verification that the report is for a missing person
 2. Classification of missing person case
 3. Determining at risk status
 4. Obtaining missing person description, recent photograph and release waiver
 5. Efforts to locate missing person
 6. Notification of a supervisor or investigator
 7. Other agency notifications
 8. Completion of the report
 9. BOLO broadcasts
 10. Entries to missing person information databases (e.g., MUPS)
 11. Amber Alert
- C. Describe the conditions that influence the level of law enforcement response to a report of a missing person
1. Age
 2. Family and social environment
 3. Missing person's knowledge of the area
 4. Suspicious circumstances
 5. Mental, emotional, medical or physical condition
 6. Weather/time of day
 7. Resources available to missing person
 8. Length of time person has been missing
 9. Parental custody status

III. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 27
MISSING PERSONS

LEARNING OBJECTIVES

- A. Discuss areas that should be included in an initial search for a missing person
 - 1. Missing person's home
 - 2. Yard/immediate surrounding area
 - 3. Neighborhood
 - 4. Area(s) where person frequents or was last seen

- B. Describe how search considerations for a child might vary from those of an adult
 - 1. Adults usually have the ability to travel a farther distance on their own and may leave a note or notify someone they have left
 - 2. Children may plan to leave but usually stay within their "safety zone"
 - 3. Children who leave their safety zone usually do not do so

- C. Explain a peace officer's primary responsibilities when responding to an abduction of a child by a parent/family member
 - 1. To protect the safety and well being of the child
 - 2. To uphold the law if a criminal act has taken place

- D. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody
 - 1. It reasonably appears to the officer that one of the involved parties is likely to conceal the child, flee the jurisdiction with the child, or by flight or concealment, evade the authority of the law
 - 2. There is no lawful custodian available to take custody of the child
 - 3. There are conflicting custody orders, or conflicting claims to custody, and the parties cannot agree which party should take custody of the child
 - 4. The child is the victim of an abduction

- E. Discuss penal code notification requirements when peace officers locate a missing person
 - 1. Penal Code Section 14207 states when a person reported missing has been found, the sheriff, chief of police, coroner, medical examiner, or law enforcement agency locating the missing person shall immediately report that information to the Attorney General's office

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 27
MISSING PERSONS

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

None

VI. ACADEMY SPECIFIC [1 hours]

LEARNING NEED

Police officers need to have an understanding of Alzheimer's Disease/Dementia and the challenges it presents during the investigation of "wandering" missing persons. The information presented in this instructional block is in accordance with the first responder training offered by the Alzheimer's Association of America.

LEARNING OBJECTIVES

- A. Discuss the medical condition of Alzheimer's Disease
 - 1. Symptoms of the disease
 - 2. Statistical data on those affected
 - 3. Challenges to caring for Alzheimer's patients

- B. Discuss the unique characteristics of Alzheimer's patients who wander, resulting in missing persons reports
 - 1. Reasons for and methods of wandering, including statistical data related to wandering
 - 2. Unique behaviors of wanderers that influence investigations of missing persons
 - 3. Law enforcement responses to investigations of wandering missing persons
 - 4. Search techniques useful in locating missing Alzheimer's patients

- C. Discuss resources related to Alzheimer's Disease and wandering
 - 1. Resources for families and caregivers of Alzheimer's patients
 - 2. Resources for law enforcement for searching and locating wanderers

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 27
MISSING PERSONS

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on missing persons.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>1</u>
Total Instructional Hours	<u>5</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the relevance of traffic enforcement to:
 - 1. Public safety and quality of life within a community
 - 2. Legally establish probable cause for accomplishing general law enforcement objectives.

- B. Explain the organization of information within the Vehicle Code
 - 1. Definitions Sections
 - 2. Procedural Sections
 - 3. Authoritative Sections
 - 4. Punitive Sections

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the elements and Vehicle Code section(s) governing arrest
 - 1. Arrest without a warrant – Vehicle Code Section 40300.5
 - 2. Time/location of arrest – Vehicle Code Section 40300.6

- B. Differentiate between mandatory and optional appearances before a magistrate
 - 1. Appearance before a magistrate is mandatory if a person has been arrested for a non-felony Vehicle Code violation and when a person:
 - a. Fails to present a driver's license or other satisfactory evidence of identity for examination
 - b. Refuses to give a written promise to appear in court
 - c. Demands an immediate appearance before a magistrate
 - d. Is charged with DUI (Vehicle Code Section 23152)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

2. Appearance before a magistrate is optional for the following violations:
 - a. Injuring or tampering with a vehicle
 - b. Reckless driving
 - c. Failure to perform duties in the event of a vehicle collision
 - d. Participating in speed contests or exhibition of speed
 - e. Driving while license is suspended or revoked
 - f. Riding a bicycle or motorized scooter under the influence
 - g. Disobedience to traffic officers
- C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
 1. Obedience to Traffic Officers – Vehicle Code Section 2800
 2. Evading a Peace Officer – Vehicle Code Sections 2800.1, 2800.2, 2800.3
- D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
 1. Hand Signals
 2. Flashlights
 3. Whistles
 4. Voice Commands
 5. Flares

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the elements and common names for traffic control signal and device violations involving:
 1. Red signal lights
 2. Stop signs
 3. Other traffic control signals and devices
- B. Recognize the elements and common names for right-of-way violations involving:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

1. Failure to yield the right-of-way
 2. Failure to yield to an emergency vehicle
- C. Recognize the elements and common names for rights and provisions involving bicyclists
1. Riding under the influence – Vehicle Code Section 21200.5
 2. Bicycle equipment – Vehicle Code Section 21201
 3. Operation on roadway – Vehicle Code Section 21202(a)
 4. Hitching rides – Vehicle Code Section 21202(b)
 5. Seats – Vehicle Code Section 21204
 6. Helmet – Vehicle Code Section 21212(a)
 7. Bicycle lanes – Vehicle Code Section 21208
 8. Right turns – Vehicle Code Section 22100(a)
- D. Recognize the elements and common names for violations involving pedestrians
1. Drivers Must Yield Right-of-Way to Pedestrians in Crosswalks – Vehicle Code Section 21950(a)
 2. Pedestrians Shall Not Abuse Right-of-Way – Vehicle Code Section 21950(b)
 3. Vehicle Stopped for a Pedestrian – Vehicle Code Section 21951
 4. Pedestrians Outside of Crosswalks – Vehicle Code Section 21954(a)
 5. Jaywalking – Vehicle Code Section 21955
- E. Recognize the elements and common names for violations involving turning and signaling
1. Signaling Turns – Vehicle Code Sections 22107, 22108
 2. Controlled Intersections – Vehicle Code Section 22101(d)
 3. Right Turns – Vehicle Code Section 22100(a)
 4. Left Turns – Vehicle Code Section 22100(b)
 5. Turns onto Highways – Vehicle Code Section 22106
 6. U-turns – Vehicle Code Sections 22100.5, 22102, 22103, 22104, 22105
- F. Recognize the elements and common names for speed violations involving:
1. Basic speed laws
 - a. Prevailing conditions – Vehicle Code Section 22350
 - b. Prima facie speed limits – Vehicle Code Section 22352
 2. Maximum speed – Vehicle Code Sections 22349(a) & (b) and 22348(b)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

- G. Recognize the elements and common names for driving and passing violations involving:
 - 1. Following too closely – Vehicle Code Section 21703
 - 2. Unsafe lane change – Vehicle Code Section 21658(a)
 - 3. Passing on the right/left – Vehicle Code Sections 21752, 21750, 21755
 - 4. Passing a stopped school bus – Vehicle Code Section 22454(a)

- H. Recognize the elements and common names for public offense violations involving:
 - 1. Reckless driving – Vehicle Code Section 23103(a)
 - 2. Speed contests – Vehicle Code Section 23109
 - 3. Hand-held wireless telephone – Vehicle Code Section 23123(a)
 - 4. Electronic wireless communications device – Vehicle Code Section 23123.5

- I. Recognize the elements and by common names for hit and run violations
 - 1. Felony Hit and Run – Vehicle Code Section 20001(a)
 - 2. Providing Information – Vehicle Code Section 20003
 - 3. Misdemeanor Hit and Run – Vehicle Code Section 20002(a)

- J. Recognize the elements and common names for basic motor vehicle licensing requirements
 - 1. License Requirements – Vehicle Code Section 12500(a)
 - 2. License Restrictions – Vehicle Code Section 14603
 - 3. Possession of Driver's License – Vehicle Code Section 12951(a)
 - 4. Presentation of Driver's License – Vehicle Code Section 12951(b)
 - 5. Classification of License – Vehicle Code Section 12500(d)
 - 6. Motorcycle License – Vehicle Code Section 12500(b)

- K. Recognize the elements and common names for violations when driving with a suspended or revoked license
 - 1. Driving Under Suspension or Revocation for Reckless Driving – Vehicle Code Section 14601(a)
 - 2. Driving Under Suspension or Revocation for DUI – Vehicle Code Section 14601.2(a)
 - 3. Driving Under Suspension or Revocation for Refusing Chemical Test – Vehicle Code Section 14601.5(a)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

- L. Recognize the elements and common names for basic motor vehicle registration requirements
 - 1. No person shall drive, move, leave standing upon a highway or an off-street public parking facility any vehicle, trailer, pole or pipe dolly, or logging dolly unless it is registered and fees paid – Vehicle Code Section 4000(a)
 - 2. The owner of a vehicle is required to keep the registration card or a copy with the vehicle – Vehicle Code Section 4454
 - 3. The registered owner of a vehicle must notify DMV within 10 days of a change of address – Vehicle Code Section 4159

- M. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways
 - 1. Lighting equipment – Vehicle Code Sections 24250 and 24252
 - 2. Headlamps – Vehicle Code Sections 24400 and 25650
 - 3. Stop lamps – Vehicle Code Section 24603
 - 4. Tail lamps – Vehicle Code Section 24600
 - 5. Turn signals – Vehicle Code Section 24951
 - 6. Flashing lights – Vehicle Code Sections 25250 and 25251
 - 7. Exhaust systems – Vehicle Code Sections 27150 and 27150(a)
 - 8. Windshields – Vehicle Code Section 26700
 - 9. Obstructed view – Vehicle Code Section 26708
 - 10. Tinted glass – Vehicle Code Section 26708
 - 11. Mirrors – Vehicle Code Section 26709
 - 12. Horns/warning devices – Vehicle Code Section 27000
 - 13. General unsafe condition – Vehicle Code Sections 24002(a) & (b)
 - 14. Seatbelts – Vehicle Code Sections 27315(d), (e), and (f)
 - 15. Child restraints – Vehicle Code Sections 27360 and 27360.5
 - 16. Motorcycle safety helmets – Vehicle Code Sections 27803 and 27802
 - 17. Passengers in truck – Vehicle Code Section 23116

IV. LEARNING NEED

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

LEARNING OBJECTIVE

- A. Recognize a peace officer's legal authority to remove vehicles

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

1. Traffic hazard
2. Incapacitated driver
3. Abandoned
4. Registration licensing violations
5. Stolen/embezzled vehicle
6. Incident to arrest
7. Hit and run

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
 1. Drinking While Driving – Vehicle Code Section 23220(a), 23221(a), 23221(b)
 2. Possession of Open Container – Vehicle Code Section 23223(a), 23223(b)
 3. Possession of Open Container While Driving – Vehicle Code Section 23222(a)
 4. Possession of Alcohol by Persons Under 21 – Vehicle Code Section 23224(a), 23224(b), 23229.1
 5. Storage of Opened Container – Vehicle Code Section 23225(a)(1), 23229(b), 23226(a)

- B. Explain the meaning of the phrase “under the influence”
 1. A person is under the influence of alcohol, drugs, or a combination of alcohol and drugs when:
 - a. As a result of using alcohol and/or drugs
 - b. That person's physical and/or mental abilities
 - c. Are impaired to such a degree that
 - d. The person no longer has the ability to drive a vehicle
 - e. With the caution that is characteristic of a sober person of ordinary prudence under the same or similar circumstances

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

- C. Recognize the elements and common names for violations involving driving under the influence (DUI)
 - 1. DUI – Vehicle Code Section 23152(a)
 - 2. DUI Over .08 – Vehicle Code Section 23152(b)
 - 3. Felony DUI – Vehicle Code Section 23153(a)
 - 4. DUI for Drivers Under 21 – Vehicle Code Section 23136
 - 5. DUI Over .05 for Drivers Under 21 – Vehicle Code Section 23140(a)
 - 6. DUI on Bicycle – Vehicle Code Section 21200.5

- D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
 - 1. Movement – weaving, swerving, drifting, wide turn, illegal or abrupt turn, striking or almost striking an object or other vehicle, driving into opposing traffic
 - 2. Speed – slow, stopping without cause in a traffic lane, accelerating or decelerating rapidly, stopping inappropriately, braking erratically
 - 3. Position – straddling center or lane marker, driving not on designated roadway, tires on center or lane marker, following too closely
 - 4. Driver Action – appearing to be drunk, headlights off, slowly responding to traffic signals, signaling inconsistent with driving actions

- E. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver
 - 1. General Appearance – drooping eye lids, red or watery eyes, relaxed facial muscles
 - 2. Eyes – difficulty focusing eyes on an object, refusal to look directly at officer
 - 3. Speech – odor of intoxicants on the breath, poor enunciation, slurred speech
 - 4. Attitude – signs of nervousness, cockiness, unusual cheerfulness or friendliness, apparent hesitancy in complying with lawful orders or instructions, appearing agitated, other inappropriate behavior
 - 5. Actions – impaired motor skills, difficulty understanding directions, manner of getting out of the car, tremor of hands, poor hand coordination

- F. Discuss medical conditions that may cause a person to appear under the influence
 - 1. Fatigue

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Learning Objectives, continued

2. Diabetes
 3. Previous traumatic head injury
 4. Cerebral palsy
 5. Stroke
- G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
1. Make sure the driver understands the significance of the test and the driver's refusal to take it
 2. Note the driver's lack of cooperation in writing
 3. Testify to such fact at the time of the trial
- H. Demonstrate FSTs that may be used to determine impairment, to include:
1. Horizontal Gaze Nystagmus (HGN)
 2. One-Leg Stand (OLS)
 3. Walk & Turn (WAT)
- I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test
1. Consequences
 2. Choice
 3. Evidence
 4. Counsel
 5. Alternative Tests

VI. REQUIRED TESTS

- B. The POST-Constructed Comprehensive Module I Test.

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:
1. Legal definitions and terminology
 2. Vehicle Code sections and related statutes

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Required Learning Activities, continued

3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
 4. Evidence recognition, collection and preservation procedures
 5. Report writing requirements
- B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
 2. Other traffic control devices, vehicles or other available equipment to safely control traffic movement
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum, each activity, or a combination of activities must address the following topics:
1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues
 2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
 3. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
- D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
 2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
 3. The ability to present or critique testimony in court related to observation and documentation of impairment
- E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 28
 TRAFFIC ENFORCEMENT

Required Learning Activities, continued

1. Articulate a proper location for the test and why that location is appropriate
 2. Articulate the objective observations of signs or symptoms of intoxication or drug use
 3. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
 - a. Proper techniques of balance
 - b. Divided attention
 - c. Memory
 - d. Coordination
 - e. Horizontal Gaze Nystagmus test(s)
 4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs
- F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will at a minimum identify:
1. The specific violation by common name and Vehicle Code section(s)
 2. The crime classification
 3. Options for resolution

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on traffic enforcement.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>22</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
 - 1. Fleeing vehicles/persons
 - 2. Existence of hazardous materials
 - 3. Conditions related to the collision

- B. Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:
 - 1. Caring for injured and involved parties
 - 2. Protecting the collision scene
 - 3. Collecting and preserving evidence

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
 - 1. Debris
 - 2. Fluids (vehicle/body)
 - 3. Road Scars
 - 4. Tire Marks
 - 5. Other Evidence

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

Learning Objectives, continued

- B. Distinguish between a skid mark and a tire impression
 - 1. Skid Mark – darkened roadway material left by a tire that is not free to rotate and/or sliding or slipping over a surface
 - 2. Tire Impression – mark left by a rotating tire that has gone through a liquid or other soft material leaving a "print" of the tire's tread pattern

- C. Describe ways of linking a tire mark with a particular vehicle
 - 1. Check the condition of the vehicle's tire
 - 2. Compare the width of the tires in relation to the width of the tire mark
 - 3. Compare the track width of the vehicle to the skid mark
 - 4. Look for sidewall scuffing
 - 5. Determine the number and condition of the grooves
 - 6. Note the position of the vehicle at the collision scene

- D. Classify the three causes of skid marks
 - 1. Extreme deceleration
 - 2. Extreme acceleration
 - 3. Extreme change of direction

- E. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
 - 1. Items which are at risk or easily moved should be given first priority
 - 2. The officer's next priority should be items that will be moved from the scene
 - 3. Measurements involving fixed objects or areas can be saved until last

- F. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
 - 1. Reference points/lines should be based on fixed objects (e.g., the roadway edge or curb, a permanent signal device, a fire hydrant, light pole, etc.)

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

Learning Objectives, continued

- G. Distinguish between primary collision factor and associated collision factor
 - 1. Primary Collision Factor – the one element or driving action which in the officer’s opinion best describes the primary or main cause of the collision (my be categorized as a specific vehicle code violation, improper driving, other than the driver, unknown)
 - 2. Associated Collision Factor – a factor or vehicle code violation that contributed to the collision, but was not the main cause

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the components of standardized reporting formats used to document a collision
 - 1. Face sheet
 - 2. Data sheet
 - 3. Narrative
 - 4. Collision sketch
 - 5. Factual diagram
- B. Distinguish between the types of collision documentation, including:
 - 1. Collision investigation format
 - 2. Collision report format
- C. Prepare components of a traffic collision report, including:
 - 1. Description of injuries
 - 2. Identification of involved parties and vehicles
 - 3. Time and location of collision events
 - 4. Chronology of the collision events
 - 5. Elements unique to hit-and-run and driving-under-the-influence collisions
 - 6. Primary and associated collision factors
 - 7. Area(s) of impact
 - 8. Scene sketch

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

Learning Objectives, continued

- D. Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:
 - 1. Facts
 - 2. Statements
 - 3. Opinions and conclusions
 - 4. Recommendations

- E. Distinguish between a collision sketch and a factual diagram
 - 1. Collision Sketch – an illustration of the collision scene that reflects the investigating officer's opinion how the vehicle collision occurred
 - 2. Factual Diagram – a drawing of the collision scene that represents the scene as it was found upon the officer's arrival

- F. Prepare content features and elements to be included on a:
 - 1. Collision scene sketch
 - 2. Factual diagram

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

- A. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:
 - 1. Determining compass direction
 - 2. Methods to determine the area(s) of impact
 - 3. Identification of physical evidence
 - 4. Scene measurement techniques

- B. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
 - 1. An understanding of an officer's responsibilities at a traffic collision scene, including:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

Required Learning Activities, continued

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 29
TRAFFIC COLLISION INVESTIGATIONS

VI. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>15</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

B. Perform the steps of a preliminary criminal investigation, including:

6. Contain and protect the crime scene and cause the proper collection of physical evidence

C. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene

1. Protecting the crime scene
2. Evidence protection

F. Identify elements to be included on a crime scene diagram

1. Layout of the entire scene
2. Measured locations within the crime scene of each piece of evidence
3. Locations of significant features of the scene
4. Spatial relationships between items

III. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate proficiency in conducting a preliminary investigation of a felonious assault. At a minimum, the test shall evaluate the following competencies:

1. Problem Solving/Decision-Making - analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
2. Legal Authority/Individual Rights. The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE AND FORENSICS

Required Tests, continued

4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

IV. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student's ability to:
 1. Use a systematic method to search the scene and recover all items of physical evidence
 2. Generate crime scene notes that document observations, scene conditions and investigative actions
 3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
 4. Locate latent and plastic prints placed on objects of varying texture and color
 5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody

- B. The student will participate in one or more learning activities from the POST – developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crime scenes, evidence and forensics. At a minimum, each activity, or combination of activities must address the following topics:
 1. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
 2. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem
 3. Modeling ethical leadership by a peace officer in the performance of an investigation
 4. Impact of an effective investigation on a peace officer's trustworthiness and credibility during courtroom testimony

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE AND FORENSICS

V. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

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

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Learning Objectives, continued

- C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program
 - 1. Cardiovascular
 - 2. Muscular
 - 3. Flexibility/Stability/Mobility
 - 4. Core
 - 5. Acceleration and agility
 - 6. Body composition vs. performance
 - 7. Recovery

- D. Discuss principles of physical conditioning, including:
 - 1. Specificity
 - 2. Frequency
 - 3. Intensity
 - 4. Volume
 - 5. Active recovery
 - 6. Periodization/program design
 - a. Foundational phase
 - b. Conditioning phase
 - c. Peak performance phase
 - 7. Progression

- E. Describe minimum physical conditioning program requirements and components of a training session to include:
 - 1. Warmup
 - 2. Training phase
 - 3. Recovery

- F. Explain the two types of training injuries and appropriate treatment for each
 - 1. Acute injuries
 - a. Physical injuries resulting from a specific event, mishap, or accident
 - b. Treated with medical attention or self-treatment depending on severity

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Learning Objectives, continued

2. Chronic injuries
 - a. Usually the consequence of over-training or overuse
 - b. Treated with medical attention or self-treatment depending on severity

II. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

- A. Describe how to accomplish fitness goals using nutritional planning
 1. Applying a sound nutrition plan usually results in the following changes to the diet of most Americans
 - a. Increase in water intake
 - b. Increase in fiber intake
 - c. Increase in complex carbohydrate intake (e.g., whole grains, fruits, vegetables)
 - d. Moderate reduction in protein intake
 - e. Reduction in refined sugar intake
 - f. Reduction in caffeine and alcohol intake
 - g. Reduction in saturated and trans fat intake
- B. Discuss the role of supplementation and accomplishing fitness goals
 1. The benefits of supplementation can only be achieved when combined with proper nutrition
 2. Vitamin and mineral supplements can help correct imbalances resulting from poor eating habits, but they can never take the place of a healthy diet of fresh and unrefined foods

III. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

LEARNING OBJECTIVES

- A. Discuss illnesses and injuries commonly associated with law enforcement officers
 - 1. Cardiovascular disease – heart attack, stroke, high blood pressure
 - 2. Gastrointestinal disorders and disease – stomach ulcers, colorectal cancer, stomach cancer
 - 3. Structural injuries – neck, back, joints, tendons, ligaments, muscles

- B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers
 - 1. Cardiovascular disease – aerobic exercise, weight control and body composition management, proper nutrition, smoking cessation, stress management
 - 2. Gastrointestinal disorders and disease – stress management and stress reduction, good nutrition, regular aerobic exercise
 - 3. Structural injuries – adequate job training, proper conditioning, good flexibility/stability/mobility, strength exercise program to strengthen lower back and abdominal muscles, knowledge of lifting limits and proper lifting techniques

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the signs and symptoms of elevated stress levels
 - 2. High blood pressure
 - 2. Headaches
 - 3. Shortness of breath
 - 4. Sleeping disorders
 - 5. Eating disorders
 - 6. Trembling hands, sweating, dizziness, or nausea
 - 7. Sexual dysfunctions

- B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
 - 1. Substance abuse usually takes place when an officer fails to effectively manage stress

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Learning Objectives, continued

- C. Describe the short and long term effects of abusing:
1. Alcohol
 - a. Short term – intoxication, impairment of physical exertion, impairment of cognitive functioning, dulled concentration, dramatic mood swings, sleepiness coupled with disrupted sleep patterns, dehydration
 - b. Long term – addiction, chronic degenerative illnesses such as cirrhosis of the liver, heart disease, kidney disease, dementia
 2. Tobacco
 - a. Short term – constriction of arteries, changes in blood chemistry, increased heart rate, elevated blood pressure
 - b. Long term – addiction, cardiovascular disease, respiratory disease, cancer, illness and death of others through second-hand smoke, respiratory disease, periodontal disease, impotency
 3. Caffeine
 - a. Short term – wards off drowsiness and increases alertness; temporary increase in heartbeat, metabolism, stomach acid, urine production, dilation of some blood vessels while constricting others; causes irregular heartbeat
 - b. Long term – pancreatic cancer, high blood cholesterol, birth defects, mildly habit forming, withdrawal symptoms 12 to 16 hours after final dose (may lead to drowsiness, headaches, lethargy, irritability, the blues, nausea)
 4. Supplements/performance enhancing drugs
 - a. Short term – increase in body weight, muscle mass, power and strength when combined with intense strength and power training
 - b. Long term – serious and potentially life threatening side effects, including cancer cardiovascular problems due to high blood pressure and cholesterol imbalance, gynecomastia
 5. Prescription, nonprescription, and illegal drugs
 - a. Short term – mood alteration, impaired judgment, impaired critical thinking ability, lessened alertness or drowsiness
 - b. Long term – addiction, habituation (tolerance) requiring higher doses to produce the desired effect

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Learning Objectives, continued

- D. Explain the techniques for stress management
 - 1. Lifestyle management
 - 2. Professional interventions

V. REQUIRED TESTS

- A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST.
 - 1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
 - 2. Lift or drag 165 pound lifelike dummy 32 feet
 - 3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
 - 4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
 - 5. Run 500 yards

VI. REQUIRED LEARNING ACTIVITIES

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

- B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:
 - 1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Required Learning Activities, continued

2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
 3. Flexibility/stability/mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs performance
 7. Recovery
- C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:
1. Illnesses and injuries commonly associated with law enforcement officers
 2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
 3. The essential elements of lifetime fitness
- D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
1. The relationship between the proportion of calories consumed from each food group and body composition
 2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
 3. The relationship between exercise and body composition management
- E. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Required Learning Activities, continued

1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic
 2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
 3. Flexibility/stability/mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs performance
 7. Recovery
- F. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
 2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)
 3. Calculating the aerobic heart rate training zone
 4. The components of a comprehensive fitness program for the tactical athlete
 5. Evaluation and treatment of training injuries
- G. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:
1. Performance of the WSTB
 2. Push-ups

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 32
LIFETIME FITNESS

Required Learning Activities, continued

3. Bent knee sit-ups
 4. 1.5 mile run
 5. Body composition measurement
- H. The student will participate in a learning activity which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on lifetime fitness.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>40</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>72</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Effective date of outline: July 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Awareness
2. Balance
3. Control

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

1. Front – face, throat, heart, groin, joints
2. Back – head, neck, spine, kidneys

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

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Subject's clothing
2. Location of the subject's hands
3. Proximity of the subject's obvious or potential weapons
4. Additional subjects

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

- B. Demonstrate a systematic approach to safely and effectively conduct a person search
 - 1. Systematic approach for all person searches – front waistband, upper body (including the chest, front pockets, armpits, sleeves, and sides), back (including the rear waistband and buttocks) area, lower body (including the legs and ankles)

- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
 - 1. Upper body – hat or scarf, hair, mouth, underarm, back of neck, brassiere
 - 2. Torso – waistband, belt buckle, small of back, pockets, groin, buttocks, wallet or purse, jewelry
 - 3. Lower body – inner thighs, ankles, shoes/boots, heel of shoe

- D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
 - 1. Peace officers should be aware of and follow their agency's procedures
 - 2. All agency policies may include common procedures
 - a. Maintaining officer safety
 - b. The availability and use of officers of the same sex
 - c. Acceptable search techniques
 - d. How to avoid false claims of misconduct or sexual assault

- E. Explain cover officer responsibilities
 - 1. The primary responsibility of the cover officer is to ensure the safety of both him/herself and the contact officer he/she is covering

- F. Discuss cover officer responsibilities during a search of a subject
 - 1. Be constantly alert
 - 2. Maintain a position of advantage
 - 3. Safeguard their weapons
 - 4. Maintain constant observation of the overall situation – be aware of possible dangers and potential interference
 - 5. Exhibit command presence or professional demeanor toward subject being searched

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

6. Protect the searching officer from possible interference by onlookers or associates of the subject
7. Assist the restraining the subject if necessary
8. Assist the searching officer by taking possession of any found weapons or contraband, if necessary, 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 control holds and takedown techniques on a subject
 1. The primary goal of using controlling force is to gain compliance of a subject
 - a. Subject's display of aggressive or assaultive behavior
 - b. Physical size of the subject (compared to the officer)
 - c. Need for immediate control of the subject due to tactical considerations
 - d. Officer's perception of the subject's knowledge of the martial arts or other skills
 - e. Inability to control a subject by other means
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
 1. Advantages – can help an officer effectively control a subject, avoid injury, guide a subject in a desired direction, control a subject for searching, control a subject while handcuffing, prevent escape
 2. Limitations – officers are within striking distance of the subject during the use of a control hold, and the officer's weapon may be accessible to the subject
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

1. Advantages – may help an officer diffuse a situation, achieve greater control over a subject, distract a subject, control a situation
2. Limitations – officers are within striking distance of the subject during a takedown technique and are vulnerable to attack, the physical motion of a takedown technique may distract the officer and allow the subject to gain access to the officer’s weapon, and a single technique may not be adequate to gain complete control of the subject

IV. LEARNING NEED

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

- A. Explain the purpose of using restraint devices on a subject
 1. All restraint devices are temporary restraining devices used to limit a prisoner’s actions
 2. Restraint devices are used to minimize attack on the officer or others, escape of the prisoner, destruction or concealment of evidence or contraband, self-inflicted injury by subject, combat between prisoners
- B. Explain potential hazards when using restraint devices on a subject
 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 proper application and correct positioning of handcuffs on a subject
 1. Hands should be placed behind the prisoner’s back whenever possible to enhance the officer’s control of the prisoner
 2. Handcuffs should be applied on the subject’s bare wrist between the hand and the protruding ulnar bone
 3. The shape of the handcuff should correspond with the shape of the subject’s wrist

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

4. Handcuffs should be properly adjusted
 5. Handcuffs should not be applied over the top of clothing or jewelry
 6. Handcuffs should be double locked when tactically safe
- D. Explain various double-locking mechanisms on handcuffs
1. Peace officers should be familiar with various types of double-locking mechanisms on handcuffs
 2. Double locking reduces the possibility of inflicting injury from handcuffs tightening further on the prisoner's wrists. It also reduces the possibility of the subject picking or slipping the locking mechanism
- E. 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
 - a. Speaks only when a situation arises that is not controlled by the contact officer (a subject makes a furtive move, to provide safety to the contact officer, the cover officer sees a weapon on a subject)
 - b. Follows the contact officer to avoid crossfire situations
- V. LEARNING NEED

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

LEARNING OBJECTIVES

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

- B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
 - 1. There are a variety of acceptable techniques in the area of firearm retention
 - 2. No matter which technique is applied, there are a number of common basic principles to retaining control of a firearm if the officer is assaulted by a subject

- C. Discuss a peace officer's tactical considerations when confronted by an armed subject
 - 1. Before attempting to disarm a subject, peace officers should consider the danger of injury to themselves and to others in the area, the type of firearm the subject is holding, the distance between the officer and the subject, and their own level of skill, physical conditioning, and training

- D. Discuss tactical considerations when disarming a subject
 - 1. Move out of line of fire
 - 2. Distract the subject

- E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway
 - 1. According to the 2015 LEOKA report, 41 officers were killed feloniously nationally; 38 were killed by firearms, 3 were killed by their own weapon
 - 2. In the 2015 LEOKA report, two peace officers were killed in California by firearms
 - 3. The preliminary 2016 LEOKA report shows that 66 officers were killed nationally by felonious assault, with 62 incidents involving firearms (61% increase from 2015)

VI. LEARNING NEED

Peace officers must know that an impact weapon is a force option.

LEARNING OBJECTIVES

- A. Describe a peace officer's legal authority for using an impact weapon

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

1. A peace officer's impact weapon is a deadly weapon as defined in Penal Code Section 12020
 2. To be used in an authorized manner, it must be used reasonably to repel or protect
 3. Peace officers have authority to use an impact weapon (baton) to protect property, in self-defense, in defense of others, to effect an arrest, to prevent escape, to overcome resistance
- B. Discuss circumstances when a peace officer is justified in using an impact weapon
1. Size of subject compared with size of officer
 2. Subject exhibits a trained fighting skill
 3. Multiple subjects
 4. Control needed due to tactical considerations
- C. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining control
1. Chest
 2. Rib cage
 3. Midsection
 4. Arms
 5. Legs
- D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
1. Front – face, throat, heart, groin, joints
 2. Back – head, neck, spine, kidneys
- E. Discuss the use of verbal commands during a confrontation
1. During a confrontation, peace officers need to continue to communicate with the subject

VII. LEARNING NEED

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

LEARNING OBJECTIVE

- A. Discuss the various ground positions and their associated risks

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Learning Objectives, continued

1. Back mount
 2. Top mount
 3. Side control
 4. Guard
- B. Demonstrate basic ground control positions when controlling a subject
1. Back mount
 2. Top mount
 3. Side control
 4. Guard
- C. Demonstrate a defense against a takedown attempt
1. Remain constantly vigilant and maintain 360 degree situational awareness to avoid a suspect's aggressive takedown.
 2. Move out of the line of attack and transition to other force options
- D. Demonstrate defenses from choke holds
1. From front
 2. From rear
- E. Demonstrate escape and/or reversal skill(s) on the ground including the following positions:
1. Top mount
 2. Back mount
 3. Side mount
 4. Guard
- F. Demonstrate weapon retention from various positions on the ground
1. Secure the firearm in the holster
 2. Respond
 3. Gain position of advantage
 4. Effect release

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

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 of the prisoner
 2. Search of the vehicle area
 3. Proper procedures for positioning the prisoner in the vehicle
 4. Use of safety belts
 5. Use of additional safety devices
 6. Observation of the prisoner while transporting
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
1. Prisoners should be placed in, and removed from, a vehicle in a way that maintains advantage and control over the prisoner.
 2. A second officer, if available, should act as a cover officer while the prisoner is being placed in the vehicle.
 3. A peace officer may assist the primary officer in placing the subject in the vehicle by moving to the opposite side of the vehicle and positioning the subject.
 4. Prisoners should be seated in an upright position and wear seat belts during transportation.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Required Tests, continued

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

ARREST AND CONTROL SAFETY

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Required Tests, continued

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Required Tests, continued

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

- F. An exercise test that requires the student to demonstrate competency in handgun retention techniques. The exercise will include a minimum of one technique to be demonstrated from the following positions:

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

The student will demonstrate competency in the following performance dimensions:

1. Safety

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
ARREST AND CONTROL

Required Tests, continued

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

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

- G. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s).

The student will demonstrate competency in the following performance dimensions:

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

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

X. REQUIRED LEARNING ACTIVITIES

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

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

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 33
 ARREST AND CONTROL

Required Learning Activities, continued

- 7. Awareness of cover and concealment

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

- C. Student will participate in a high intensity learning activity that will emphasize and reinforce the student’s endurance and ability to prevail in a sustained physical altercation including:
 - 1. Foot pursuit
 - 2. Tactical movement
 - 3. One or more aggressor(s)
 - 4. Personal weapons/hand strikes
 - 5. Impact weapons
 - 6. Tactical communication
 - 7. Ground control
 - 8. Weapon(s) retention
 - 9. Handcuffing/searching

XI. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>32</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>44</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Effective date of outline: April 1, 2020

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
2. On the firing line
3. Handguns are unholstered
4. While on the firing line of a range
5. Dry firing
6. Malfunctions on a firing range
7. Personal responsibility
8. Safety as routine

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 firearms should be disassembled before storing

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.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
1. Drawing
 - a. Step 1 – Acquire a grip with the primary hand on the firearm while at the same time releasing all safety restraining snaps or straps
 - b. Step 2 – 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. Step 3 – Extend the firearm downrange toward the intended target or threat or to a low ready position; **always keep your finger off the trigger until ready to fire the firearm**
 2. Holstering
 - a. Step 1 – Remove the trigger finger away from the trigger; keep the trigger finger outside the trigger guard and away from the trigger
 - b. Step 2 – Decock the hammer of the firearm, if necessary
 - c. Step 3 – Keep support hand from crossing the muzzle of the firearm
 - d. Step 4 – Point the firearm downward toward the holster
 - e. Step 5 – Place the thumb of the primary hand over the rear of the slide
 - f. Step 6 – Firmly seat the firearm into the holster and release the grip
 - g. Step 7 – Refasten the holster safety snaps and straps
- B. Demonstrate the following elements to accurately shoot a firearm:
1. Grip
 2. Stance
 3. Breath control
 4. Sight alignment/sight picture
 5. Trigger control
 6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
 2. Revolvers
 3. Shotguns

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Learning Objectives, continued

- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
 - 1. Night blindness
 - 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. Moving targets
 - 5. Varying target distances
 - 6. Multiple shooting positions
 - 7. Movement
 - 8. Use of cover or concealment

- F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
 - 1. Physiological effects – impaired accuracy and dexterity of fine and complex motor skills, rapid increase in heart rate, changes in the perception of sound, tunnel vision, color distortion, time distortion, sense of physical detachment, dizziness, profuse perspiration, tremors, extreme thirst, urination/defecation, vomiting
 - 2. Psychological effects – fear, anger

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

VII. REQUIRED TESTS

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

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

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

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

FIREARMS SAFETY

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

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

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

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Required Tests, continued

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Required Tests, continued

5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

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

VIII. REQUIRED LEARNING ACTIVITIES

None

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>12</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>24</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the intent of the Americans with Disabilities Act of 1990
 - 1. To provide clear and comprehensive mandates for the elimination of discrimination against individuals with mental and physical impairments
- B. Recognize the role of peace officers when interacting with a person with a disability
 - 1. Applying culturally responsive community policing principles
 - 2. Reducing stigma
 - 3. Increasing and maintaining peace officer and public safety

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et. seq.*)
 - 1. To establish the State of California's responsibility for, and the coordination of, services for people with developmental disabilities
 - 2. To maximize, to the extent feasible, the services available throughout the state and to prevent the dislocation of people with developmental disabilities from their home communities
- B. Define the term developmental disability
 - 1. A disability which:
 - a. Manifests before an individual attains age 18
 - b. Continues, or can be expected to continue, indefinitely, and
 - c. Constitutes a substantial disability for that individual

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Learning Objectives, continued

- C. Recognize general behavioral indicators associated with all developmental disabilities
 - 1. Confusion and/or disorientation
 - 2. Slow response to commands/directions/questions
 - 3. Slurred speech and/or other speech disorders
 - 4. Muscle control difficulty
 - 5. Seizure disorders
 - 6. Lethargy
 - 7. Self-endangering behavior
 - 8. Inappropriate responses to a situation, or
 - 9. Lack of awareness of dangerous situations

- D. Recognize behavioral indicators specifically associated with the following developmental disabilities:
 - 1. Intellectual Disability (including Down Syndrome)
 - 2. Cerebral Palsy
 - 3. Autism Spectrum Disorder
 - 4. Epilepsy

- E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
 - 1. Intellectual Disability (including Down Syndrome)
 - 2. Cerebral Palsy
 - 3. Autism Spectrum Disorder
 - 4. Epilepsy

- F. Recognize the causes and nature of intellectual/developmental disabilities
 - 1. Intellectual Disability (including Down Syndrome)
 - 2. Cerebral Palsy
 - 3. Autism Spectrum Disorder
 - 4. Epilepsy

- G. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities
 - 1. Agency-related assessment or crisis teams
 - 2. Private organizations offering support groups
 - 3. Substance abuse facilities
 - 4. County mental health agencies

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Learning Objectives, continued

5. Community counseling centers
6. Regional developmental disabilities centers
7. Independent/assisted living centers
8. National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
9. Local missions or shelters
10. Faith based organizations
11. Senior citizens centers or dependent adult resources
12. Veterans Administration

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:
 1. Acquired
 2. Traumatic

- B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 1. Affected by traumatic disorders
 - a. neurological
 - b. traumatic brain injuries
 2. Affected by dementia and stroke

- C. List the types of mobility assistance equipment and devices
 1. Canes, crutches
 2. Walkers, braces
 3. Prosthesis
 4. Motorized scooters, manual or motorized wheelchairs
 5. Service dogs
 6. Personal attendants

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Learning Objectives, continued

- D. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
 - 1. Blind or visually impaired
 - 2. Deaf or hard of hearing

- E. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 - 1. Blind or visually impaired
 - 2. Deaf or hard of hearing

- F. Discuss additional laws that protect the rights of people with physical disabilities, including:
 - 1. Rehabilitation Act of 1973, Section 504
 - 2. Right of way (Vehicle Code Section 21963)
 - 3. White Cane Law (Civil Code Section 54.4)
 - 4. Service Animals (Penal Code Section 365.5 et. seq.)

- G. Discuss the referral process and state/local resources available to people with physical disabilities
 - 1. Agency-related assessment or crisis teams
 - 2. Private organizations offering support groups
 - 3. Substance abuse facilities
 - 4. County mental health agencies
 - 5. Community counseling centers
 - 6. Regional developmental disabilities centers
 - 7. Independent/assisted living centers
 - 8. National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
 - 9. Local missions or shelters
 - 10. Faith-based organizations
 - 11. Senior citizens centers or dependent adult resources
 - 12. Veterans Administration

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Define the term mental illness
 - 1. A term used for a group of disorders causing severe disturbances in a person's thinking, feeling, and ability to relate to others
- B. List the categories of mental illness:
 - 1. Thought disorders including schizophrenia
 - 2. Mood disorders including depression and bipolar
 - 3. Anxiety related disorders
 - 4. Post-Traumatic Stress Disorder (PTSD)
 - 5. Co-occurring/dual diagnosis disorders
- C. Recognize the causes and nature of mental illness
 - 1. The causes of mental illness vary and are not bound by race, gender, or socioeconomic status.
 - 2. Mental illnesses are a medical condition that affect a person's thinking, feeling, mood, ability to relate to others, and disrupts daily functioning. Persons managing a mental illness can have a substantially diminished capacity for coping with the ordinary demands of life.
- D. Recognize behavioral indicators that may be generally associated with people affected by mental illness
 - 1. Fearfulness
 - 2. Inappropriate behavior
 - 3. Extreme rigidity or inflexibility
 - 4. Excitability
 - 5. Impaired self-care
 - 6. Hallucinations
 - 7. Delusions
 - 8. Disorganized speech, thought patterns, or disorientation
 - 9. Depression

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Learning Objectives, continued

- E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
 - 1. Request backup
 - 2. Calm the situation
 - 3. Communicate
 - 4. Do not make threats
 - 5. Be truthful

- F. Discuss the referral process and state/local resources available to people with mental illness
 - 1. Agency-related assessment or crisis teams
 - 2. Private organizations offering support groups
 - 3. Substance abuse facilities
 - 4. County mental health agencies
 - 5. Regional developmental disabilities centers
 - 6. Independent/assisted living centers
 - 7. National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
 - 8. Local missions or shelters
 - 9. Faith-based organizations
 - 10. Senior citizens' centers or dependent adult resources

- G. Identify appropriate resolution options
 - 1. Provide urgent medical attention
 - 2. Arrest of individual
 - 3. Referral for mental health services
 - 4. Report to child protective services
 - 5. Cite and release
 - 6. No further action

V. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

LEARNING OBJECTIVES

- A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
1. To reform commitment laws pertaining to mental health treatment to balance communities' rights with the rights of individuals to freedom and due process of law
- B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
1. Peace officer's actions must be based on probable cause that as a result of a mental health disorder, a person is a danger to self, danger to others or gravely disabled
 2. When a person as a result of a mental disorder is a danger to self, others or gravely disabled, a peace officer or other designated person may, upon probable cause, take or cause to be taken the person into custody for a period up to 72 hours for assessment, evaluation and crisis intervention or placement for evaluation and treatment in a designated facility
 3. Because deprivation of personal liberty is involved, the courts have established explicit elements for probable cause for W&I 5150
- C. Recognize behavioral indicators peace officers may use to help determine if a person affected by a mental illness is a danger to others, or to himself or herself, or gravely disabled
1. The availability of any weapons to the person
 2. Statements made by the person that suggests that he or she is prepared to commit a violent or dangerous act (could range from subtle innuendo to direct threats)
 3. A personal history of prior violent acts under similar or related conditions
 4. Signs of violence at the scene prior to the officer arriving
 5. The amount of self-control the person is able to demonstrate (can include signs of rage, anger, fright, or agitation, an inability to sit or stand still, wide eyes, rambling speech, etc.)
- D. Recognize the rights of individuals who have been taken into custody, pursuant *Welfare and Institutions Code Section 5150*
1. Prior to transporting people to a designated facility, officers must give them an advisement:

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Learning Objectives, continued

2. If people are detained at their own residence, they may bring a few personal items with them approved by the officer and they may make a phone call or leave a note to tell their friends or family where they have been taken
- E. Recognize the documentation requirements pursuant to *Welfare and Institutions Code Section 5150.2*
1. Officers who transport a person to a designated facility for assessment under *Welfare and Institutions Code Section 5150* must complete the written Applications for 72-Hour Detention, Evaluation and Treatment form (DHCS 1801)
 2. A standard application includes verification that the detainment advisement was given, the name of the designated facility to which the person is taken, the name and address of the individual who is being detained, factual circumstances and observations constituting probable cause for the officer to believe that the individual is in fact a danger to others, self, or is gravely disabled

VI. REQUIRED TESTS

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
PEOPLE WITH DISABILITIES

Required Tests, continued

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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
 2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities.
- B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.

The debrief shall minimally address the following topics as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted
 2. Possible causes of the behaviors
 3. Tactical safety measures employed by the responding officer(s), if applicable
 4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
 5. Use of effective verbal/non-verbal communications skills
 6. Overall effectiveness of the contact
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 37
 PEOPLE WITH DISABILITIES

Required Learning Activities, continued

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
 2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer’s efforts to appropriately resolve issues of equal treatment and access to services
 3. Impact of an officer’s attitude and actions toward people with disabilities on the community, agency and the officer
- D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

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

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on persons with disabilities.

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 38
GANG AWARENESS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State statutory requirements for designating a group as a criminal street gang
 - 1. Penal Code Section 186.22(f) – A criminal street gang is a group of three or more persons who have a common name, identifying sign, or symbol, have members who individually or collectively engage in a pattern of criminal gang activity, and have, as one of its primary activities, committed one or more specified criminal acts

- B. Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
 - 1. All members of criminal gangs, no matter what gender, age, or size, should be considered dangerous
 - 2. Always ask if the subject has anything dangerous on his or her person and, if so, remove it
 - 3. Perform a cursory search if there are particular facts to support a suspicion that the gang member may be armed
 - 4. Attempt to learn about gang feuds or rivalries
 - 5. Recognize that gang recruitment practices sometimes requires a drive-by shooting or some other felony to be accepted into the gang
 - 6. Be aware that female and juvenile gang members are now more involved in violent crimes

- C. Describe indicators of gang territory and communications, including:
 - 1. Graffiti
 - 2. Violent crime
 - 3. Active gang members
 - 4. Tattoos
 - 5. Neighborhoods

II. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 38
GANG AWARENESS

LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with criminal street gangs
 - 1. Hispanic street gangs
 - 2. Black street gangs
 - 3. Asian street gangs
 - 4. White street gangs
 - 5. Other street gangs

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 38
GANG AWARENESS

VI. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: April 1, 2020

V. REQUIRED TESTS

J. The POST-Constructed Comprehensive Module I Test.

VII. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Possession of a prohibited weapon

- a. Manufacture or cause to be manufactured, or
- b. Import into the state, or
- c. Sell, offer for sale, expose for sale, keep for sale, or
- d. Give, lend, or possess
- e. Any weapon that has been specified within this penal code section as prohibited (including short-barreled shotgun, short-barreled rifle, unconventional handgun, zip gun, unrecognizable firearms, undetectable firearms, ballistic knife, throwing star, dirk or dagger, unrecognizable blade weapons, nunchaku, metal knuckles, blackjack, billy club, sap, slungshot)

2. Possession of an illegal knife

- a. Possess on one's person or in the passenger's or driver's area of any motor vehicle in any public place or place open to the public, or
- b. Sell, offer for sale, expose for sale, or
- c. Loan, transfer, or give away,
- d. A switchblade knife,
- e. With a blade two or more inches in length

3. Unlawful possession of tear gas weapon or chemical agent

- a. Any person, firm, or corporation who
- b. Knowingly possesses, or sells, offers for sale, exposes for sale, or transports
- c. Any prohibited tear gas or tear gas weapons
- d. Except when otherwise permitted

B. Recognize the crime classification as a misdemeanor or felony

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

1. Possession of a prohibited weapon – felony
2. Possession of an illegal knife – misdemeanor
3. Unlawful possession of tear gas weapon or chemical agent – misdemeanor

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
1. Carrying a firearm in a public place or within a vehicle
 - a. Carry a loaded firearm
 - b. On one's person or in a vehicle
 - c. In a public place, or on any public street in an incorporated city, or within a prohibited area of an unincorporated area
 2. Possession of a deadly weapon with intent to assault another person
 - a. Have upon one's person
 - b. Any deadly weapon
 - c. With intent to assault another
 3. Possession of a loaded firearm with intent to commit a felony
 - a. Carry a loaded firearm
 - b. With the intent to commit a felony
 4. Alteration or removal of identifying marks from a firearm
 - a. Change, alter, remove, or obliterate
 - b. The name of the maker, model, manufacturer's number, or other mark of identification including any distinguishing number or mark assigned by the Department of Justice
 - c. On any firearm
 - d. Without having secured written permission from the Department of Justice to make such a change, alteration, or removal

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Carrying a firearm in a public place or within a vehicle – misdemeanor or felony under certain conditions
 - 2. Possession of a deadly weapon with intent to assault another person – misdemeanor
 - 3. Possession of a loaded firearm with intent to commit a felony – felony
 - 4. Alteration or removal of identifying marks from a firearm – felony

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the statutory definition of a concealed firearm
 - 1. A pistol, revolver, and firearm capable of being concealed upon the person including any device designed to be used as a weapon, from which is expelled a projectile by force of an explosion or other form of combustion, and that has a barrel less than 16 inches in length
- B. Recognize the exceptions to the license requirement for possession of a concealable firearm
 - 1. Any citizen or legal resident of the United States who is over the age of 18, resides or is temporarily within the State of California, and is not prohibited by law
 - 2. May, without a permit or license, purchase, own, possess, keep, or carry, either openly or concealed any firearm that is capable of being concealed upon that person
 - 3. Within that person's place of residence, place of business, or on private property that is owned or lawfully possessed by that person
- C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

1. Carry concealed
 2. A firearm that is capable of being concealed (loaded or unloaded),
 3. Upon one's person, or
 4. Within any vehicle under that person's control or direction,
 5. Without a license or permit
- D. Recognize the crime classification for possession of a concealable firearm without a license
1. Possession of a concealable firearm without a license – misdemeanor or felony under certain conditions

IV. LEARNING NEED

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

- A. Recognize the crime elements required to arrest for possession of:
1. A firearm by a convicted felon, narcotic addict, or other restricted persons
 - a. Any person who has been convicted of a felony, or
 - b. Is addicted to any narcotic drug, or
 - c. Has two convictions of Penal Code Section 417(a)(2), and
 - d. Owns or has possession, custody, or control of any firearm
 2. A firearm by a person convicted of a specified misdemeanor
 - a. Any person who has been convicted of a specified misdemeanor (assault, battery, assault with a deadly weapon, spousal abuse, exhibiting or unlawful use of a firearm, stalking) and,
 - b. Within ten years of the conviction,
 - c. Owns or has possession, custody, or control of any firearm
 3. An unauthorized weapon in a prohibited location
 - a. Bring or possess
 - b. A specified weapon
 - c. Within any state or local public building, or
 - d. To any meeting required to be open to the public

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Possession of a firearm by a convicted felon, narcotic addict, or other restricted persons – felony
 - 2. Possession of a firearm by a person convicted of a specified misdemeanor – felony
 - 3. Possession of an unauthorized weapon in a prohibited location – felony

V. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for drawing, exhibiting, or unlawful use of a(n):
 - 1. Deadly weapon (other than a firearm)
 - a. In the presence of any other person
 - b. Draw or exhibit any deadly weapon in a rude, angry, or threatening manner, or
 - c. Unlawfully use a deadly weapon in any fight or quarrel,
 - d. Except in self-defense
 - 2. Firearm
 - a. In the presence of any other person
 - b. Draw or exhibit any firearm (loaded or unloaded) in a rude, angry, or threatening manner, or
 - c. Unlawfully use a firearm in any fight or quarrel,
 - d. Except in self-defense
 - 3. Firearm in the presence of a motor vehicle occupant
 - a. Draw or exhibit any firearm (loaded or unloaded)
 - b. In a threatening manner such as to cause a reasonable person apprehension or fear of bodily harm
 - c. In the presence of another person who is the occupant of a motor vehicle proceeding on a public street or highway,
 - d. Except in self-defense

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

4. Imitation firearm
 - a. Draw or exhibit
 - b. An imitation firearm
 - c. In a threatening manner against another person
 - d. In such a way as to cause a reasonable person apprehension or fear of bodily harm,
 - e. Except in self-defense

5. Loaded firearm on the grounds of any daycare facility
 - a. In the presence of any other person
 - b. Draw or exhibit any loaded firearm in a rude, angry, or threatening manner, or
 - c. Unlawfully use a loaded firearm in any fight or quarrel on the grounds of a day care center when that center or facility is open for use,
 - d. Except in self defense

6. Firearm in the presence of a peace officer
 - a. Any person who, in the immediate presence of a peace officer
 - b. Draws or exhibits any firearm, whether loaded or unloaded
 - c. In a rude, angry, or threatening manner, and
 - d. Who knows or reasonably should know, by the officer's appearance, action, or identification that he or she is a peace officer engaged in the performance of his or her duty

- B. Recognize the crime elements required to arrest for, and classification of unlawful discharging of a firearm.
 1. Elements
 - a. Any person who, except as otherwise authorized by law,
 - b. Willfully discharges
 - c. A firearm
 - d. In a grossly negligent manner
 - e. Which could result in injury or death to a person

 2. Classification – felony

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 40
WEAPONS VIOLATIONS

Learning Objectives, continued

- C. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.
 - 1. Unlawful use of a deadly weapon – misdemeanor
 - 2. Unlawful use of a firearm – misdemeanor
 - 3. Unlawful use of a firearm in the presence of a motor vehicle occupant – felony
 - 4. Unlawful use of an imitation firearm – misdemeanor
 - 5. Unlawful use of loaded firearms on the grounds of any daycare facility – felony
 - 6. Unlawful use of a firearm in the presence of a peace officer – felony

VI. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

VII. REQUIRED LEARNING ACTIVITIES

None

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on weapons violations.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>7</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 41
HAZARDOUS MATERIALS AWARENESS

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify a hazardous materials incident
 - 1. Any emergency involving the release or potential release of a hazardous material
- B. Identify the specific challenges that are presented by incidents involving hazardous materials
 - 1. Difficulty in identifying the materials
 - 2. Potential long-and-short-term health effects on humans and animals
 - 3. Environmental impact
 - 4. Public safety implications
 - 5. Multiple hazards (toxic, flammable, reactive, radioactive or corrosive hazards, physical hazards, etc.)
 - 6. Complexity of the situation (rescue problems, fire, flood, explosion, closures of major thoroughfares, closures of business, large perimeters, major evacuations, etc.)
- C. Recognize the roles and responsibilities of a First Responder at the awareness level.
 - 1. Have been trained to initiate an emergency response sequence by notifying the proper authorities of the release
 - 2. Isolate and deny entry
 - 3. Take no further action beyond notifying the authorities of the release
- D. Identify the primary pathways in which hazardous materials can enter the human body, including:
 - 1. Inhalation
 - 2. Absorption
 - 3. Ingestion
 - 4. Injection
- E. Identify precautions peace officers can take to protect themselves from contacting hazardous materials

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 41
HAZARDOUS MATERIALS AWARENESS

Learning Objectives, continued

1. When possible, approach a potentially dangerous scene from upwind and remain upwind (stay alert to changes in wind direction)
2. Do not attempt to touch or move any unidentified materials
3. Keeps hands and clothing away from eyes
4. Wash exposed areas frequently
5. Avoid eating, drinking, or smoking at a potentially dangerous scene
6. Be cautious about touching anything that is suspicious
7. Wash hands and face frequently
8. Be cautious of sharp objects

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

III. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 41
HAZARDOUS MATERIALS AWARENESS

LEARNING OBJECTIVES

- A. Recognize the guidelines for safely assessing and approaching a hazardous materials incident
 - 1. Observe the hazard from a safe distance at all times
 - 2. Give the exact location and other available information when reporting the incident
 - 3. Advise responding units of the safe route of approach

- B. Identify factors to consider when establishing a perimeter around a hazardous materials incident
 - 1. Size and type of incident
 - 2. Environmental factors
 - 3. Personnel resources

- C. Identify the types of control zones at a hazardous materials incident, including:
 - 1. Exclusion zone
 - 2. Contamination reduction zone
 - 3. Support zone

- D. Identify the information that should be communicated to dispatch from the scene of an incident, including:
 - 1. Location of the incident
 - 2. Type of premises and/or vehicles involved
 - 3. Size and perimeter of the involved area
 - 4. Weather conditions
 - 5. Name of hazardous material involved, if known
 - 6. Information about placards, ID numbers, warning signs, etc.
 - 7. Safe entry and exit routes to and from the scene
 - 8. EMS, if appropriate
 - 9. Location of command post

- E. Identify the procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)
 - 1. Check with authorized personnel (specialists, technicians, etc.) regarding the need for personnel/equipment decontamination
 - 2. Complete a personal exposure report

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 41
HAZARDOUS MATERIALS AWARENESS

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:

1. Identification of the event as a hazardous materials incident
2. Application of recommended safety precautions
3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
4. The need to isolate the scene
5. Notification considerations

B. The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:

1. Placard
2. Sign
3. Warning label
4. Any other indication

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on hazardous materials from an instructor certified by the California Specialized Training Institute in accordance with Title 19 of the California Code of Regulations, Division 2, Chapter 2, Subchapter 2, Section 2530 (a).

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Effective date of outline: April 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the definition of terrorism

1. Premeditated, politically motivated violence perpetrated against noncombatant targets by sub-national groups or clandestine agents usually intended to influence an audience
2. A violent act or an act dangerous to human life, in violation of the criminal laws of the United States or any segment to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives
3. The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives

B. Identify typical terrorist methods, motivations and tactics

1. Methods – targeting civilian population with the intent to coerce a government or its civilian population
2. Motivations – new world order, gun control, white supremacy, anti-government, ant-taxation, anti-abortion, religion, animal rights, environmental protection
3. Tactics – bombings, arson, sabotage, hijackings, assassinations

C. Identify domestic terrorist groups

1. Right-Wing Terrorists
2. Left-Wing Terrorists
3. Special Interest Terrorists
4. "Lone Wolf" Terrorists

D. Identify special interest terrorist groups

1. Animal Rights
2. Environmental Preservation
3. Abortion Rights

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- E. Identify international terrorist groups
 - 1. State sponsors of international terrorism – Iran, Syria, Sudan, Cuba, and North Korea
 - 2. Formalized terrorist groups – Hezbollah, Irish Republican Army, Tamil Tigers
 - 3. Loosely affiliated international radical extremists – Al Qaeda, Abu Sayyaf, Anssar al-Islam

II. LEARNING NEED

Peace officers must become familiar with and understand counterterrorism concepts.

LEARNING OBJECTIVES

- A. Identify the Department of Homeland Security threat levels
 - 1. Elevated
 - 2. Imminent
- B. Recognize terrorism indicators and counterterrorism measures
 - 1. Indicators
 - a. Formation or increased group membership
 - b. Fundraiser
 - c. Weapon selection
 - d. Select target
 - e. Specific date
 - f. Conduct reconnaissance
 - g. Move weapon to target location
 - h. Terrorist egress
 - i. Weapon activation
 - j. Media attention
 - k. Terrorist claim of responsibility
 - l. Reduce public support of government
 - 2. Counter-terrorism measures
 - a. Identification of recruitment
 - b. Remove financial support
 - c. Monitor substances used in weapons

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- d. Surveillance
 - e. increase security on key dates
 - f. Counter-surveillance
 - g. Car stops, pedestrian stops, field interrogation cards, reports
 - h. Increased awareness of suspicious behavior, investigation
 - i. Mitigate with response procedures
 - j. Increase media awareness of specific terrorism problem
 - k. Law enforcement investigation
 - l. Government must maintain strong appearance
- C. Identify law enforcement prevention/deterrence actions
- 1. Changing patrol mindset
 - 2. Applying community oriented policing
 - 3. Recognizing suspicious activity
 - 4. Reporting suspicious activity
- D. Identify public safety information sharing resources
- 1. Department of Homeland Security (DHS)
 - 2. Federal Bureau of Investigation (FBI)
 - 3. Alcohol, Tobacco, and Firearms (ATF)
 - 4. California Department of Homeland Security
 - 5. Local Police and Sheriff Homeland Security
 - 6. State of California Office of Emergency Services (OES)
 - 7. Local Office of Emergency Services
 - 8. Federal, State, and Local Law Enforcement Agencies

III. LEARNING NEED

Peace officers must understand what a threat and vulnerability assessment is and the rationale associated with threat assessment.

LEARNING OBJECTIVES

- A. Identify the concepts of a threat and vulnerability assessment
- 1. Threat and vulnerability assessments center on the ability to identify why, where, and how communities are vulnerable to terrorist attack and the rationale behind target selection

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- B. Identify local critical infrastructure sectors
 - 1. Those systems and assets, whether physical or virtual, so vital to the United States that the incapacity or destruction of such systems and assets would have a debilitating impact on security, national economy security, national public health or safety, or combination of those matters
 - 2. Agriculture, food, water, public health, emergency services, government, defense industrial base, information and telecommunications, energy, transportation, banking and finance, chemical industry and hazardous materials, postal and shipping

- C. Identify threat assessment rationale
 - 1. Threat assessments are conducted to identify potential targets, access federal grants, acquire the benefits of mutual aid, provide a visible deterrent, and increase familiarity with infrastructure

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the intelligence cycle
 - 1. Starts with an understanding of what needs to be collected
 - 2. Planning and direction is essential for guidance as to what information needs to be collected and processed
 - 3. During the collection phase, where all relevant information is gathered, the person collecting must use discretion and eliminate information that is obviously erroneous or irrelevant
 - 4. During the processing phase, information is collated and initial weighing of the information to determine credibility is completed
 - 5. The most sophisticated and thorough analysis is done by specially trained people
 - 6. Production can be in any form (writing, conversation, oral presentation)
 - 7. Dissemination should be limited to those who need to know
 - 8. Evaluation, use, and feedback phase is critical
 - a. Usefulness of intelligence is determined
 - b. Feedback often leads to the initiation of intelligence cycle

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- B. Identify intelligence resources
 - 1. Terrorism Liaison Officer (TLO)
 - 2. State Terrorism Threat Assessment Center (STTAC)
 - 3. California State Warning Centers (CSWC)
 - 4. Federal Terrorism Screening Center (TSC)
 - 5. Regional Joint Terrorism Task Forces (JTTF)
 - 6. Regional Terrorism Assessment Center (RTAC)

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify Weapons of Mass Destruction (WMD)
 - 1. Any explosive, incendiary, or poison gas (bomb, grenade, rocket having propellant charge greater than 4 oz., missile having explosive/incendiary charge of greater than $\frac{3}{4}$ oz., mines
 - 2. Any weapon that is designed or intended to cause death or serious bodily injury through the release, dissemination, or impact of toxic or poisonous chemical, or their precursors, or radiation at any level dangerous to human life
 - 3. Any weapon involving a disease organism
- B. Identify routes of exposure and the assessment of WMD exposure
 - 1. Inhalation
 - 2. Ingestion
 - 3. Absorption
 - 4. Injection
- C. Identify the components of the R.A.I.N. Concept:
 - 1. Recognize the hazard/threat
 - 2. Avoid the hazard/becoming contaminated/injured
 - 3. Isolate the hazard area
 - 4. Notify the appropriate support

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- D. Identify biological WMD agents
 - 1. Anthrax, Botulium Toxins, Brucellosis, Cholera, Clostridium Perfringens, Hemorrhage Fevers, Meliodosis, Plague, Q-Fever, Ricin, Rift Valley Fever, Saxitoxins, Staphylococcal Enterotoxins B, Trichothecene Mycotoxins, Tularmia, Venezualan Equine Encephalitis

- E. Identify the characteristics of nuclear/radiological WMD agents
 - 1. Radiological material contains unstable (radioactive) atoms that emit radiation
 - 2. The greatest threat to a First Responder will come from the release of a radioactive material, particularly a powder or dust, caused by detonation of a conventional explosive device which is attached to a container of radiological material

- F. Identify the characteristics of incendiary devices
 - 1. Incendiary devices are typically triggered by chemical activation, electronic activation, or mechanical activation
 - 2. Common delivery methods are stationary placement, hand-thrown, or self-propelled
 - 3. The three fundamental components of virtually every incendiary device include the ignition source, the combustible filler, and the housing or container for the combustible filler material

- G. Identify the types of chemical WMD and toxic industrial chemicals/materials
 - 1. Incapacitating Agents
 - a. CS
 - b. CN
 - c. CR
 - d. OC

 - 2. Toxic Agents
 - a. Nerve
 - b. Blister
 - c. Chocking
 - d. Blood

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- H. Identify the effects of toxic industrial chemicals/materials
 - 1. Headaches
 - 2. Nausea
 - 3. Respiratory failure
 - 4. Dry-land drowning
 - 5. Oxygen displacement
 - 6. Temporary or permanent blindness
 - 7. Tumors
 - 8. Blood poisoning
 - 9. Long term respiratory inhibition
 - 10. Leukemia
 - 11. Sterility
 - 12. Permanent blindness

- I. Identify the types and characteristics of explosives and improvised explosive devices
 - 1. Explosives
 - a. C-4
 - 2) White to light brown plastic
 - 3) Plastic demolition
 - 4) Highly stable
 - b. T.N.T. (Trinitrotoluene)
 - 1) Light yellow to brown or light gray
 - 2) Three common forms are cast, pressed, and flake
 - 3) Used in demolition charges and grenades
 - 4) Standard military explosives
 - c. Dynamite
 - 1) Stick/cylindrical form
 - 2) Wrapped in white or colored wax paper
 - 3) Sizes vary
 - 4) Highly stable
 - d. T.A.T.P. (Triacetone triperoxide)
 - 1) White crystalline powder
 - 2) Normally refrigerated

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- 3) Highly sensitive and powerful
 - 4) Highly explosive
 - 5) Very unstable
 - 6) Susceptible to heat, shock, and friction
- e. Nitroglycerin
- 1) Heavy, colorless, oily explosive liquid
 - 2) Obtained by nitrating glycerol
 - 3) It is a contact explosive
 - 4) Highly unstable
- f. P.E.T.N. (Pentaerythritol Tetranitrate)
- 1) Odorless white crystalline solid
 - 2) Powerful high explosive
 - 3) More unstable than T.N.T.
2. Improvised Explosive Devices
- a. Vehicle bombs
- 1) Power devices
 - 2) Opposite of vehicle bombs when it comes to size and destructive potential
 - 3) Usually triggered with timer or remote
- b. Pipe Bombs
- 1) Most common explosive device
 - 2) Detonation controlled by timing fuse
- c. Satchel Charge
- 1) Consists of a canvas pack containing explosives
 - 2) Can be thrown
 - 3) Container may be packed with materials such as nails and glass to inflict more casualties
- d. Suicide Bombers
- 1) Human borne bombs
 - 2) The bomber can pick the exact location and time for the greatest impact

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- J. Identify the importance of WMD job aids for First Responders:
 - 1. Louisiana State University (LSU) WMD Response Guide
 - a. Designed to assist First Responders in making initial assessments of all types of WMD incidents
 - b. Enumerates the types of indicators that would be associated with a specific type of WMD attack, along with the routes of possible exposure connected with such a weapon
 - c. Relates what type of immediate on-scene actions should be taken by law enforcement First Responders (e.g., isolation distances and personal protective clothing)
 - 2. Emergency Response Guide (ERG)
 - a. Designed primarily to identify hazards and emergency response considerations associated with the transportation of hazardous materials
 - b. Has been updated in recent years to include potential terrorist weapons, such as nerve agents

- K. Identify response strategies and decontamination issues
 - 1. Response Strategies
 - a. The initial response to a WMD incident will follow the same guidelines as any other hazardous materials release with the exception peace officers must consider the presence of terrorist suspects and/or secondary devices
 - b. It is essential that the First Responder provide as clear a picture as possible to dispatch and other responding personnel so that appropriate resources can be called upon to assist in a WMD incident
 - 2. Decontamination Issues
 - a. Gross decontamination – brushing off visible contaminants
 - b. Removal of outer garments
 - c. Flushing with large quantities of water
 - d. Technical decontamination can only be performed by trained and certified personnel

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- L. Identify the phases of a WMD incident
 - 1. Prevention and Deterrence Phase
 - 2. Notification Phase
 - 3. Response Phase
 - 4. Restoration Phase
 - 5. Recovery Phase

- M. Identify the categories of basic on-scene actions at a WMD incident
 - 1. Isolation
 - 2. Identification
 - 3. Notification
 - 4. Protection/Mitigation
 - 5. Documentation
 - 6. Transition

- N. Identify incident response priorities
 - 1. Life versus property
 - a. Life takes precedence over preservation of property or evidence
 - b. Incident stabilization – preventing the situation from getting worse by whatever means possible
 - c. Coordinating initial evacuation of persons from the incident scene
 - 2. Crime scene protection
 - a. Establish appropriate perimeter security
 - b. Engaging in crowd management
 - 3. Preservation of evidence
 - a. Identify the location of fragile evidence to the other First Responders
 - b. Act to preserve /protect perishable evidence
 - c. Document the evidence

- O. Identify types and levels of Personal Protection Equipment (PPE) and decontamination considerations
 - 1. Types and Levels of PPE

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

- a. Level D PPE – clothing which provides nuisance protection only and no protection from effects of a WMD agent
- b. Level C PPE – includes air purifying respirator, chemical suit, boots, gloves, hood; only short-term and limited splash protection is provided by the suit and the APR is only effective in areas with a sufficient oxygen concentration and where the filter is appropriate to the respiratory hazard which is present
- c. Level B PPE – air is supplied by Self-Contained Breathing Apparatus (SCBA); highest level of respiratory protection; suit provides limited protection from hazardous vapors; SCBA normally worn outside the suit
- d. Level A PPE – SCBA worn inside fully-encapsulated, vapor-tight chemical protective suit; nicknamed “moon suit;” suit is cumbersome and time spent inside the suit is extremely limited; provides highest level of protection

2. Decontamination Considerations

- a. Decontamination is the process of removing gross contaminants from a person, object, or area by either destroying, making harmless, neutralizing, or removing the hazard
- b. The most common decontamination tool is copious amounts of water used as a "wash-down" shower
- c. Whenever possible, individuals setting up the decontamination process will try to capture run-off water to prevent potential environmental damage
- d. Any person requiring decontamination must have a medical evaluation and clearance, including law enforcement First Responders

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify law enforcement, First Responder roles and responsibilities associated with responding to a critical incident
 1. First Responders must understand they will start to handle the situation with almost no resources, but they are on the way

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Learning Objectives, continued

2. The First Responder needs to be concerned with officer safety, attending to casualties, setting up a perimeter, and establishing a command post
 3. It is critical that First Responders take command of the situation using Emergency Management Command Systems
- B. Recall the history of the Incident Command System (ICS)
1. 1970's – developed by California's Fire Resources of California Organized for Potential Emergencies (FIREScope) program; fire services began to use ICS to manage incidents
 2. 1980s – Law Enforcement Incident Command System (LEICS) brought principles of ICS into law enforcement
 3. 1990s – national curriculum ("generic" ICS) developed; Standardized Emergency Management System (SEMS) adopted in California
- C. Identify the features of ICS
1. Common Terminology
 2. Modular Organization
 3. Integrated Communications
 4. Incident Action Plan (IAP)
 5. Unity of Command
 6. Span of Control
 7. Designated Incident Facilities
 8. Comprehensive Resource Management
- D. Identify the five functional components of ICS:
1. Command – overall policy and guidance
 2. Operations – implements the Action Plan to deal with the disaster
 3. Planning and Intelligence – collect, evaluate, and disseminate information
 4. Logistics – provide resources to the response
 5. Finance – compensation and claims
- E. Identify the components of the State of California Standardized Emergency Management System (SEMS)
1. Incident Command System
 2. Operational Area Concepts
 3. Mutual Aid Agreements
 4. Multi Agency Coordination

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 43
 EMERGENCY MANAGEMENT

Learning Objectives, continued

- F. Identify the components of the National Incident Management System (NIMS)
 - 1. Command and Management
 - 2. Preparedness
 - 3. Resource Management
 - 4. Communications and Information Management
 - 5. Supporting Technologies
 - 6. Ongoing Management and Maintenance

VII. REQUIRED TESTS

- C. The POST-Constructed Comprehensive Module I Test.

VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion which defines terrorism and identifies by name specific international, domestic, and special interest terrorist organizations.
- B. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
 - 1. Identification of the component parts of ICS
 - 2. Identification of the component parts of SEMS
 - 3. Identification of the component parts of NIMS
 - 4. Legal authority for ICS, SEMS, and NIMS

IX. HOURLY REQUIREMENT

Students shall be provided with a minimum number of instructional hours in emergency management.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>18</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Effective date of outline: April 1, 2020

I. LEARNING NEED

Police academy students need to know how to properly wear the peace officer uniform in a manner that reflects professionalism and pride.

LEARNING OBJECTIVES

A. Demonstrate proper grooming standards in accordance with academy policies and procedures

1. Hair
2. Personal hygiene
3. Jewelry
4. Make-up

B. Demonstrate proper uniform standards in accordance with academy policies and procedures

1. Official academy and agency uniforms
2. Footwear

C. Demonstrate proper equipment standards in accordance with academy policies and procedures

1. Leather gear
2. Safety equipment

II. LEARNING NEED

Police academy students need to understand that personal accountability and self-discipline are required to build a strong squad / team.

LEARNING OBJECTIVES

A. Demonstrate an understanding of basic military formation commands and maneuvers

1. Basic military commands
2. Basic formations
3. Static maneuvers

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

4. Facing movements
 5. Basic marching drills
- B. Perform formation exercises to build up cardiovascular and strength endurance, teamwork, and motivation
1. Exercises to include a variety of pushups, sit ups, up-downs (burpees), sustained planks, leg-lifts, knee bends/squats, jumping jacks, jogging, stairs

III. LEARNING NEED

Police academy students need to develop strong leadership, command presence, and teamwork in order to successfully function in the academy and in their respective future law enforcement agencies.

LEARNING OBJECTIVE

- A. Demonstrate command presence in formal drills and inspections
1. Posture
 2. Response to questions (with confidence)
- B. Demonstrate leadership skills in Squad Leader, Team Leader, or other leadership positions as assigned
1. Initiative in performing assigned duties
 2. Command vs. demand
 3. Positive role modeling (leading by example)
- C. Demonstrate teamwork in group movements
1. Effective in working with and through others
 2. Conflict resolution

IV. LEARNING NEED

Police academy students need to remain up-to-date on statutes and case law.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

LEARNING OBJECTIVE

- A. Recall current statutes
 - 1. Codes tests
 - 2. Spontaneous quizzing or questioning of legal statutes by RTO Staff

- B. Discuss current case law
 - 1. Specific case law, legal updates, training bulletins or other legal documents from within the law enforcement/legal community
 - 2. Review of articles or videos regarding recent case law rulings or legal decisions
 - 3. Viewing of case law training videos

- C. Discuss interpretation of existing laws
 - 1. Review of law enforcement cases for class discussion on laws violated and enforcement options
 - 2. Review of training videos, video footage and crime cases/investigations for evaluation and discussion
 - 3. Mock scenario exercises set up/created by RTO Staff to test and reinforce knowledge following instruction on Learning Domain material

V. LEARNING NEED

Police academy students need to be proficient in listening to, understanding and performing radio traffic as will be required as a patrol officer in the field.

LEARNING OBJECTIVE

- A. Recall radio codes
 - 1. Codes tests
 - 2. Spontaneous quizzing or questioning by RTO Staff of radio codes

- B. Understand radio traffic
 - 1. Listen to live police radio traffic to become accustomed to etiquette and procedures
 - 2. Listen to recordings of police radio traffic or calls for service, to include discussions or assignments as a result of the listening exercises

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

- C. Demonstrate proficiency in use of police radios
 - 1. Practice using police academy radios, both to listen and transmit
 - 2. Participate in exercises to test the skill of recruits in using police radios
 - 3. Use police radios during mock scenario exercises set up/created by RTO Staff

VI. LEARNING NEED

Police academy students need to understand the importance of officer safety as a component of law enforcement procedures.

LEARNING OBJECTIVE

- A. Demonstrate knowledge of officer safety hazards and risks in the field, as well as sound officer safety tactics
 - 1. Class discussions with RTO Staff, to include review of law enforcement incidents
 - 2. Mock scenario exercises set up/created by RTO Staff to test officer safety awareness and tactics
 - 3. Review of officer safety bulletins, training videos, and other law enforcement materials on the topic

VII. LEARNING NEED

Police academy students need to reinforce Learning Domain subjects and training material after instruction through supplemental activities and assignments designed by instructors and RTO Staff.

LEARNING OBJECTIVE

- A. Demonstrate proficiency in report writing skills
 - 1. Spelling tests
 - 2. Memorandums, as outlined in the Academy Policies and Procedures Manual
 - 3. Report writing assignments given by RTO Staff or instructors

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

- B. Demonstrate proficiency in courtroom testimony procedures
 - 1. Exercises to practice public speaking, speeches or interview-style conversations to reinforce oral communication skills
- C. Demonstrate proficiency in crime scene investigations and evidence handling, collection, and processing procedures
 - 1. Mock scenario exercises set up/created by RTO Staff or instructors
- D. Demonstrate proficiency law enforcement procedures and Learning Domain subject matter
 - 1. Tests created by RTO Staff or instructors
 - 2. Mock scenario exercises set up/created by RTO Staff

VIII. LEARNING NEED

Police academy students need to understand the importance of community involvement and awareness as a component of the law enforcement profession, including the selfless dedication to others through the course of their peace officer duties and through volunteering in community service activities.

LEARNING OBJECTIVE

- A. Understand community awareness
 - 1. Class discussions with RTO Staff, to include review of topics affecting local communities, groups or individuals that may be encountered during calls for service
 - 2. Class discussions with RTO Staff regarding articles, information or other media to raise awareness of issues in nearby communities or issues that affect the law enforcement profession
- B. Demonstrate a willingness to serve in the community
 - 1. Recruits may volunteer at local community events or may assist a community group or person as a need is identified or requested

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

- C. Demonstrate a willingness to work as a team and support fellow law enforcement officers and families through community service activities

IX. LEARNING NEED

Police academy students need to have the ability to communicate with a diverse group of people in often tense environments. The ability to communicate at different levels and to utilize various techniques to assess and understand others will strengthen their skills in conflict resolution and community relations.

LEARNING OBJECTIVE

- A. Develop Tactical Communication skills
 - 1. Officers must learn techniques to become active listeners so they may build rapport with people and understand the person's concerns.
 - a. Elements of Communication
 - b. Techniques of Active Listening
 - c. L.E.A.P.S.
 - d. Additional Techniques
 - 2. Students will participate in activities to practice different communication tactics to build proficiency and reinforce methods
- B. Understand B.A.N.K. Code Communication techniques
 - 1. B.A.N.K. Coding is a research-based communication method that assesses a person's key values. By evaluating the best communication method to interact with an individual, the student is more effective in facilitating a resolution while minimizing conflict.
 - 2. Students will participate in BANK Code communication training as a tool to utilize in the field

X. LEARNING NEED

Police officers need to be prepared for the physiological and psychological challenges of the law enforcement profession. The ability to process stress and effectively manage a work –life balance will prolong their emotional survival throughout their career.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE- MODULAR FORMAT- MODULE I
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

LEARNING OBJECTIVE

- A. Develop emotional survival skills
 - 1. Types of stress and stress management
 - 2. Coping mechanisms
 - 3. Wellness resources
 - 4. Emotional Survival for Law Enforcement by Kevin Gilmartin, PhD

XI. REQUIRED TESTS

- A. Statutes/Codes Knowledge tests
- B. Quizzes created by RTO Staff or instructors to assess and/or reinforce the retention of Learning Domain materials, statutes, radio codes, case law or other topics instructed throughout the academy training

XII. REQUIRED LEARNING ACTIVITIES

None

XIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on drill & inspection, legal statutes and case law, radio codes, spelling words, officer safety procedures and tactics, and community involvement and awareness.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>0</u>
Agency Specific Hours	<u>20</u>
Total Instructional Hours	<u>20</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 203
ACADEMY SPECIFIC
STRESS FACTORS

Effective date of outline: April 1, 2020

I. LEARNING NEEDED

Police officers need to identify and understand the stress associated with police work.

LEARNING OBJECTIVES

A. Stress in the workplace

1. Define stress at work
2. Identifying different types of stressors
3. Good stress vs. bad stress
4. Symptoms of a stressed out person
5. Stress and how it affects a person's body
6. Statistics from stress

B. Stress endured while off duty

1. Stress from friends
2. Stress from family
3. How stress from the home affects work

II. LEARNING NEEDED

Police officers need to learn to deal effectively with the stress associated with police work.

LEARNING OBJECTIVES

A. Dealing with stress

1. Constructively
2. Destructively
3. The future

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 203
ACADEMY SPECIFIC
STRESS FACTORS

III. HOURLY REQUIREMENTS

Students will be provided with a minimum number of instructional hours on stress factors.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>0</u>
Agency Specific Hours	<u>9</u>
Total Instructional Hours	<u>9</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 205
ACADEMY SPECIFIC
OFFICER SAFETY & FIELD TACTICS

Effective date of outline: April 1, 2020

I. LEARNING NEED

Peace officers must recognize and understand the inherent risks of working in a criminal patrol capacity and responding to crimes in progress and other unknowns. It is paramount that officers proactively employ effective tactics and situational awareness to protect their own safety and that of the public.

LEARNING OBJECTIVES

- A. Explain the critical importance of situational awareness while on patrol
 - 1. Situational awareness is the cornerstone of officer safety and tactical efficiency in the field
- B. Discuss case studies
 - 1. Warrior mindset
 - 2. Ambush
 - 3. Suicide by cop

II. LEARNING NEED

To respond effectively and safely to a crime in progress, police officers need to employ methodical strategies and tactics that constantly evolve and shift with the call.

LEARNING OBJECTIVES

- A. Discuss the elements of a tactical approach to a crime in progress including:
 - 1. Playing it out while en route
 - 2. Worst-case-scenario mindset

III. LEARNING NEED

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

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 205
ACADEMY SPECIFIC
OFFICER SAFETY & FIELD TACTICS

LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
 - 1. Fear
 - 2. Anger
 - 3. Indecision and hesitation

- B. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
 - 1. Training and practice in both physical and emotional skills provides the understanding and manipulative ability needed by a peace officer in the use of force in dangerous situations
 - 2. What an officer gains from training
 - 3. What may happen without training

IV. LEARNING NEED

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

LEARNING OBJECTIVES

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

V. LEARNING NEED

Peace officers must be aware of how a use of force or other critical incident may affect them afterwards.

LEARNING OBJECTIVES

- A. Discuss normal stress reactions

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 205
ACADEMY SPECIFIC
OFFICER SAFETY & FIELD TACTICS

Learning Objectives, continued

1. Reactions during a stressful event
2. Reactions after a stressful event
 - a. Physical
 - b. Cognitive
 - c. Emotional
 - d. Behavioral

VI. LEARNING NEED

Peace officers must be aware of the normal series of events that may occur after a use of force incident.

LEARNING OBJECTIVES

- A. Discuss the normal series of events that may occur after a use of force incident
 1. Criminal and administrative investigations
 - a. Taking of duty weapon for analysis
 2. Administrative leave
 3. Psychological evaluation
 4. Possible civil suit
 5. Recovery time from injuries

V. REQUIRED TESTS

None

VI. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a facilitated discussion led by officers who have been involved in deadly use of force incidents.

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT- MODULE I
LEARNING DOMAIN 205
ACADEMY SPECIFIC
OFFICER SAFETY & FIELD TACTICS

IV. HOURLY REQUIREMENTS

Students will be provided with a minimum number of instructional hours on officer safety & field tactics.

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