

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 1
LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss why leadership is important
 - 1. Leadership is essential to effective problem solving because it engages the cooperation of the community
 - 2. Exercise of leadership will result in personal and professional success, increased public trust, and personal growth
- B. Define leadership
 - 1. The practice of influencing people, while using ethical values and goals, to produce an intended change
- C. Discuss universal components of leadership
 - 1. Power and Authority
 - 2. Compliance vs. Commitment
 - 3. Circle of Influence
 - 4. Life Balance
 - 5. Leadership Learning
- D. Discuss the officer as a leader
 - 1. Peer leadership
 - 2. Modeling
 - 3. Taking charge
 - 4. Intervening
 - 5. Sharing knowledge and experiences
 - 6. Expecting change
 - 7. Leadership in the community
 - 8. Community policing
 - 9. Leadership within the profession
- E. Discuss the leader as a follower
 - 1. Exercising leadership
 - 2. Separation of ego from power and authority

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Learning Objectives, continued

- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
 - 1. The practice of leadership impacts the daily work of peace officers who can recognize the results by improved communication, problem solving and decision making
 - 2. Practicing leadership

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer’s ability to perform their job
 - 1. Police profession
 - 2. Public trust
 - 3. Values
 - 4. Ethics
 - 5. Golden rule
 - 6. Ethical standards
 - 7. Principles
 - 8. Importance of ethical conduct
 - 9. Career survival
- B. Discuss the community, agency, and other peace officers’ expectations of a peace officer’s conduct
 - 1. The community expects that peace officers will serve the public interest and conduct themselves in an ethical manner, keep the community safe and secure, respond promptly to calls for service, demonstrate professional behavior, protect human rights, address crime and disorder, and solve problems in a fair and impartial manner
 - 2. The agency expects conformance with the law; compliance with organizational values, policies, procedures, goals, objectives, and mission statements; ethical and professional behavior; community satisfaction with the quality of service; conduct that minimizes civil liability; and collaboration with the community to address crime and disorder
 - 3. An officer’s peers expect technical competence, support, and integrity

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Learning Objectives, continued

- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
 - 1. Community – Receives equitable law enforcement, gets a sense of security and trust, and increases community partnerships
 - 2. Agency – Improves morale, agency respect, agency reputation
 - 3. Officer – Increases self-esteem and personal worth, gives personal and professional satisfaction in doing the right thing, gets respect and confidence of coworkers, establishes a higher personal and professional reputation in community

- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
 - 1. Community – Erosion of image of profession, reinforcement of negative stereotypes, diminished public trust and cooperation
 - 2. Agency – Civil and/or criminal liability, embarrassment, reduction of effectiveness
 - 3. Officer – Disciplinary action up to and including termination, decreased officer safety, civil and/or criminal liability, embarrassment and low self-image, reduction of effectiveness

- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
 - 1. The *Law Enforcement Code of Ethics* – A uniform code of ethics to guide a peace officer
 - 2. Importance of adhering to the *Law Enforcement Code of Ethics* – By adhering to the code, officers demonstrate to the community and to their peers that they are honorable and trustworthy
 - 3. *California Code of Conduct* – Designed to enhance the Law Enforcement Code of Ethics by defining specific standards of professional conduct (comprised of canons and ethical standards)

- F. Explain why an officer should respond to a coworker’s unprofessional or unethical conduct, including the legal basis for such interventions
 - 1. Officer responsibility to respond
 - 2. Federal law regarding officer behavior
 - 3. State legal basis for intervention
 - 4. Public expectations of intervention regarding force

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Learning Objectives, continued

- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
 - 1. Situations When It Is Necessary to Intervene
 - a. Unreasonable use of force
 - b. Unjustifiable arrest
 - c. Any constitutional violation
 - d. Inappropriate use of language
 - e. Other unlawful, unethical, or inappropriate behaviors
 - 2. Factors Inhibiting Intervention
 - a. Being friends with the fellow officer involved
 - b. Being inexperienced or unfamiliar with the proper action to remedy the situation
 - c. Feeling that intervention is someone else's responsibility
 - d. Feeling peer pressure
 - e. Fearing consequences, such as being ostracized
 - f. Believing there will be no support from administration or supervisors
 - g. Being psychologically unprepared to intervene (having wrong idea of how peace officers should behave)
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
 - 1. Advance
 - 2. Immediate
 - 3. Delayed
- I. Give examples of ethical decision making strategies
 - 1. Common Steps
 - 2. Bell, Book, Candle
 - 3. Legal, Ethical, Effective
- J. Explain the value of ethical decision making in leadership
 - 1. Peace officers who practice the competencies of ethical leadership with the requisite skills of problem-solving will be better equipped to arrive at appropriate solutions in decision-making

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III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding leadership. At a minimum, each activity or combination of activities must address the following topics:
1. Power and authority
 2. Compliance and commitment
 3. Sphere of influence
 4. Officer as a leader
 5. Leadership in the community
 6. Positive and adverse impacts and challenges for consistently demonstrating leadership
- B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
 2. Identification of those whom the conduct impacts
 3. The potential sanctions that could result from the behavior
 4. Potential perceptions of the public regarding the behavior
 5. Whether or not intervention is appropriate
- C. The student will participate in a learning activity consisting of a small group that uses a video, the POST-developed publication *Becoming An Exemplary Peace Officer*, or other media presentation as a resource. During the exercise, the group will complete the following tasks:
1. Identify any ethical issues
 2. Discuss the impact of the conduct
 3. Determine if intervention is required
 4. Defend the chosen intervention strategy

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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>8</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>10</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM

Effective date of outline: October 1, 2020

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
 - 1. U.S. Constitution
 - 2. Bill of Rights
 - 3. Basic rights and freedoms

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

- C. Discuss the components and primary goals of the criminal justice system
 - 1. Components: law enforcement, judicial, corrections
 - 2. Primary Goals: guarantee due process of law, prevent crime, protect life and property, uphold and enforce the law, dispense equal justice, apprehend offenders, assure victim's rights

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

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LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM

LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
 - 1. Federal Agencies: U.S. Department of Homeland Security, Federal Bureau of Investigation (FBI), Drug Enforcement Administration (DEA), U.S. Marshal Service, Immigration and Naturalization Service (INS), Alcohol, Tobacco, and Firearms (ATF), Secret Service, U.S. Postal Inspector, Armed Forces Police
 - 2. State Agencies: Youth & Adult Correctional Agency, California Highway Patrol (CHP), Department of Alcoholic Beverage Control (ABC), Department of Fish and Game (F & G), Department of Forestry & Fire Protection (DOF), Department of Justice (DOJ), Department of Insurance, Department of Motor Vehicles (DMV), Department of Parks & Recreation (DPR), Franchise Tax Board (FTB), Office of State Fire Marshal (SFM), University/College Police Departments, Department of Health Services (CDHS)
 - 3. Local Agencies: Airport Police, County Marshals, Housing Police, Municipal Police, School District Police, Sheriffs' Departments, Transportation Police, Port Authority Police

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss the objectives of the Judicial component of the criminal justice system
 - 1. Providing due process of law
 - 2. Rendering fair judgments
 - 3. Dispensing just punishment
 - 4. Assuring victim's rights
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
 - 1. Organization: Trial courts, Appellate courts, California Supreme Court
 - 2. Positions: Judges, Prosecuting attorneys, Defense attorneys
- C. Discuss the judicial process in criminal cases
 - 1. Arrest
 - 2. Arraignment

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM

Learning Objectives, continued

3. Bail
4. Preliminary Hearing
5. Grand Jury
6. Indictment
7. Trial
8. Sentencing

IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
 1. Objectives: confining prisoners, rehabilitating prisoners, supervising parolees and probationers in the community, assuring victim's rights
 2. Responsibilities: the incarceration of convicted adults and of convicted youthful offenders
- B. Recall the definitions of parole and probation
 1. Parole – a conditional release from a state prison which allows an individual to serve the remainder of a sentence
 2. Probation – the suspension of the imposition or execution of a sentence and the order (by the court) of conditional and revocable release into the community
- C. Discuss the differences between:
 1. Parole
 2. Probation

V. REQUIRED TESTS

- H. The POST-Constructed Comprehensive Module III Test.

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LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>4</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 3
POLICING THE COMMUNITY

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Define community policing

1. Community policing is both an organizational and a personal philosophy that promotes police/community partnerships and proactive problem solving to address the causes of crime, address the fear or perception of crime, and improve the overall quality of life in the community

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
 - a. Awareness
 - b. Involvement
 - c. Ownership
5. Increasing local government involvement in problem solving

D. Discuss community policing philosophy

1. Community policing is an organizational philosophy that permeates all of an agency's operations
2. Community policing is everyone at the agency embracing the philosophy
3. Community policing is a working partnership with the community

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 3
POLICING THE COMMUNITY

Learning Objectives, continued

- E. Discuss the history of policing models, including:
 - 1. Traditional
 - 2. Professional
 - 3. Community

- F. Identify peace officer responsibilities in the community, including:
 - 1. Maintaining order
 - 2. Enforcing the law
 - 3. Preventing crime
 - 4. Delivering service
 - 5. Educating and learning from the community
 - 6. Working with the community to solve problems

- G. Differentiate between proactive and reactive policing
 - 1. Proactive approach – means anticipating problems and acting in advance to address local concerns by attempting to prevent problems from becoming worse, eliminate or minimize crime related problems, reduce criminal opportunity, deter potential offenders, and develop crime prevention strategies
 - 2. Reactive approach – means responding to criminal activity and problems after they have taken place

- H. Discuss community expectations of peace officers
 - 1. People in a community expect peace officers to ensure their safety
 - 2. The community expects peace officers to address violations of applicable laws and regulations

- I. Recognize peace officers’ responsibilities to enforce the law, including:
 - 1. Adhering to all levels of the law
 - 2. Fair and impartial enforcement
 - 3. Knowing the patrol beat or area of responsibility

- J. Identify the elements of area/beat knowledge, including:
 - 1. Critical sites
 - 2. Locations requiring special attention, i.e. hot spots
 - 3. Potentially dangerous areas

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 3
POLICING THE COMMUNITY

Learning Objectives, continued

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
 - 1. Changing community demographics
 - 2. Economic shifts
 - 3. Advanced technologies
 - 4. Jail overcrowding
 - 5. Cultural diversity
 - 6. Continuous law changes
 - 7. Homeland security

- M. Discuss opportunities where peace officers educate and learn from community members
 - 1. Formal opportunities
 - 2. Informal opportunities

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 3
POLICING THE COMMUNITY

Learning Objectives, continued

- E. Discuss leadership skills in community policing
 - 1. In a contemporary policing environment, officers with ethical leadership skills:
 - a. Conduct themselves ethically
 - b. Embrace change
 - c. Think creatively
 - d. Demonstrate decisiveness
 - e. Promote trust
 - f. Delegate responsibility
 - g. Decentralize decision-making
 - h. Take action
 - i. Communicate well
 - j. Share command
 - k. Articulate vision
- F. Define communication
 - 1. The sending and receiving of messages, both verbal and nonverbal, between two or more people
- G. Recognize the components of a message in communications with others, including:
 - 1. Content (words)
 - 2. Voice characteristics
 - 3. Nonverbal signals
- H. Recognize the potential effects of negative nonverbal signals
 - 1. Making a poor impression
 - 2. Contradicting what an officer is saying verbally
 - 3. Potentially escalating situations
- I. Give examples of effective communication techniques for:
 - 1. Active listening
 - 2. Establishing effective lines of communication
 - 3. Overcoming barriers to communication

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 3
POLICING THE COMMUNITY

III. LEARNING NEED

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

LEARNING OBJECTIVES

F. Define and discuss a problem solving strategy

1. SARA model
2. Problem Based Learning (PBL)
3. CAPRA

G. Apply a problem solving strategy

1. Specific
2. Measurable
3. Attainable
4. Realistic
5. Timely
6. Sustainable

IV. REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

V. REQUIRED LEARNING ACTIVITIES

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

VI. HOURLY REQUIREMENTS

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 5
INTRODUCTION TO CRIMINAL LAW

Effective date of outline: October 1, 2020

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

A. Identify the relationship among:

1. Constitutional law
2. Statutory law
3. Case law

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

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

B. Differentiate between criminal and civil law

1. Criminal law
 - a. Deals with violations of the criminal statutes
 - b. Such violations are called crimes and are considered public wrongs against all the people of the State of California
 - c. The consequence for violating criminal law is prosecution and punishment to deter criminal behavior and to rehabilitate criminals
2. Civil law
 - a. Deals with non-criminal violations of the law or private wrongs committed by one person against another

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 5
INTRODUCTION TO CRIMINAL LAW

Learning Objectives, continued

- b. A civil wrong is called a tort or a breach of contract in the case of failure to comply with the terms of a contract
- c. The purpose of civil law is redress (to right a wrong)
- d. Under civil law, the injured party may file a lawsuit for monetary compensation or other relief

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recall the statutory definition of a crime
 - 1. An act committed or omitted in violation of a law forbidding or commanding it
- B. Identify the basic elements common to all crimes
 - 1. Commission of a prohibited act or omission of a required act
 - 2. Presence of a designated state of mind (intent)
 - 3. Union of act and intent
- C. Identify the basic elements required of an attempt to commit a crime
 - 1. Intent to commit that crime, and
 - 2. A direct, but ineffectual, act done toward its commission
- D. Discuss general, specific and transferred intent crimes
 - 1. General intent – the intent to perform an act that the law declares to be a crime
 - 2. Specific intent – the purpose to do some further act or achieve some additional consequence
 - 3. Transferred intent – when an unlawful act affects a person other than, or in addition to, the person it was intended to affect, the intent is transferred from the intended victim to the actual victim
- E. Differentiate between criminal intent and criminal negligence
 - 1. Criminal negligence – a negligent act that is aggravated or reckless and constitutes indifference to the consequences
 - 2. Criminal intent – the presence of a designated state of mind (intent)

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 5
INTRODUCTION TO CRIMINAL LAW

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify three classes of crime:

1. Felony
2. Misdemeanor
3. Infraction

B. Differentiate among the three parties to a crime, to include:

1. Principals
2. Accessories
3. Accomplices

C. Identify people legally incapable of committing a crime

1. Children under 14 years old
2. Persons who are mentally incapacitated
3. Persons who committed the act or omission under ignorance or mistake of fact, without being conscious of the act, through misfortune or accident, or under threat or menace

V. REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

VI. REQUIRED LEARNING ACTIVITIES

None

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>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>6</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Effective date of outline: October 1, 2020

I. LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

- A. Recognize a peace officer’s responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
 - 1. Fourth Amendment
 - 2. Fifth Amendment
 - 3. Sixth Amendment
 - 4. Fourteenth Amendment

- B. Recognize a peace officer’s responsibility in relation to the protections included under federal civil rights statutes
 - 1. U.S. Code, Title 42, Section 1983
 - 2. U.S. Code, Title 18, Section 241
 - 3. U.S. Code, Title 18, Section 242

II. LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

LEARNING OBJECTIVES

- A. Recognize appropriate conduct during a consensual encounter
 - 1. Requesting information (including identification and personal information)
 - 2. Interviewing witnesses at the scene of a crime or accident
 - 3. Conversing casually
 - 4. Disseminating information

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- B. Recognize conduct that may elevate a consensual encounter
 - 1. Using emergency lights
 - 2. Placing the peace officer or the officer's vehicle so as to prevent the person or car from leaving
 - 3. Using accusatory questioning or issuing commands
 - 4. Conducting cursory/pat searches without legal justification
 - 5. Demanding and/or keeping a person's identification

- C. Recognize the consequences of elevating a consensual encounter
 - 1. The peace officer could violate the 4th Amendment right against unreasonable searches and seizures, resulting in suppression of evidence
 - 2. The peace officer could be held civilly liable for a violation of civil rights
 - 3. The peace officer could be criminally prosecuted for false imprisonment
 - 4. The peace officer could face agency disciplinary action

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
 - 1. Detention
 - a. Restraint allowed only to degree reasonably necessary
 - b. Time Limit – only time reasonably necessary to resolve suspicion
 - c. Person not free to leave
 - d. Needs reasonable suspicion
 - e. Pat-down search allowed if officer has factual basis to suspect person may be armed

 - 2. Consensual Encounter
 - a. No restraint allowed
 - b. No time limit
 - c. Person is free to leave or not cooperate
 - d. No justification required
 - e. Search allowed with consent or to seize contraband in plain sight

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- B. Recognize reasonable suspicion
 - 1. Definition – exists when a peace officer has enough facts and circumstances present to make it reasonable to suspect that criminal activity is occurring and that the person detained is connected to that activity
 - 2. Basis for reasonable suspicion
 - 3. Contributing factors
 - 4. Examples
 - 5. Role of a reliable source

- C. Recognize appropriate peace officer actions during a detention
 - 1. Investigative actions
 - 2. Common actions
 - 3. Length of detention
 - 4. Examples
 - 5. Transporting a person during a detention

- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
 - 1. Scope
 - a. Limited only to a frisk of outer clothing for possible weapons (not a search for evidence or contraband)
 - b. Once the officers realize an object is not a weapon, or an object that can be used as a weapon, the officers may not further manipulate the object; they must move on
 - c. Any additional feeling, grabbing, or manipulating of the item is outside the scope of a cursory/pat search for weapons and will be considered an illegal search
 - 2. Conditions
 - a. Peace officers must be able to articulate specific facts which caused them to reasonably believe the person might be carrying a weapon or dangerous instrument

- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
 - 1. If a person attempts to leave during a detention, officers may use reasonable force and/or physical restraints to compel the person to remain
 - 2. Uncooperative individuals may be handcuffed and/or placed in a police vehicle

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
 - 1. Definitions – Probable cause for arrest is a set of facts that would cause a person of ordinary care and prudence to entertain an honest and strong belief that the person to be arrested is guilty of a crime
 - 2. Reasonable suspicion vs. probable cause
 - 3. Officer training and experience
 - 4. Examples
- B. Identify elements of a lawful arrest
 - 1. An arrest may be made by a peace officer or private person
 - 2. The arrested person must be taken into custody, in a case and in the manner authorized by law
 - 3. An arrest may be made by actual restraint of the person or by the person's submission to the officer's authority
 - 4. Reasonable force may be used to make an arrest, prevent escape, or overcome resistance
- C. Differentiate between arrest and detention
 - 1. Arrest – the taking of a person into custody, in a case and in the manner authorized by law (custody implies full control)
 - 2. Detention – an assertion of authority that would cause reasonable people to believe they are not free to leave or otherwise disregard the peace officer and go about their business (limited in scope, intensity, and duration)
- D. Recognize information that must be given to an arrested person
 - 1. Intent
 - 2. Cause
 - 3. Authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
 - 1. Peace officers may make warrantless arrests for misdemeanors when:

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- a. it was committed in their presence, or
 - b. they have probable cause to believe it was committed by a juvenile,
or
 - c. it was a designated misdemeanor
- F. Recognize elements of a warrantless arrest for a felony
1. Peace officers may make warrantless arrests for felonies when they have probable cause to believe the person to be arrested has:
 - a. committed a felony in their presence, or
 - b. committed a felony, although not in the officer's presence, or
 - c. committed a felony, regardless of whether or not a felony was, in fact, committed
- G. Recognize elements of a warrant arrest
1. Definition – an arrest warrant is a written order signed by a magistrate which directs and commands a peace officer to arrest the person named in the warrant for the offense named in the warrant
 2. Arrest warrant contents
 3. Pre-complaint warrants (Ramey warrant)
 4. Time of arrest
- H. Recognize the requirements for entry into a dwelling to make an arrest
1. Before entering a private dwelling to make an arrest, an officer needs lawful access
 2. Knock and notice procedure
 3. Knock and notice exceptions
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
1. Authority – a private person may arrest another person for any public offense (felony, misdemeanor, or infraction) that has been committed in his/her presence if a felony actually has been committed and the arresting person has probable cause to believe that the individual committed the felony (Penal Code Sections 834 and 837)
 2. Officer's duty – when a private person has made an arrest and delivered the person to a peace officer, the officer must "receive" the person (Penal Code Section 142)

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 - 1. Officers are allowed to use force that is reasonable and necessary to make an arrest, prevent escape, or overcome resistance (Penal Code Section 835a)

- K. Recognize the statutory requirements for the disposition of an arrested person
 - 1. Compliance with a warrant
 - 2. Infractions
 - 3. Warrantless misdemeanor arrests and release
 - 4. Exceptions to misdemeanor cite and release
 - 5. Domestic violence/abuse exceptions
 - 6. Warrantless arrest releases
 - 7. Probable cause determination
 - 8. Phone calls
 - 9. Visitation privileges

- L. Recognize the exceptions to the powers to arrest
 - 1. Diplomatic Immunity
 - 2. Stale Misdemeanor
 - 3. Statute of Limitations

V. LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.

LEARNING OBJECTIVES

- A. Identify the purpose of the Miranda warnings
 - 1. In *Miranda vs. Arizona* (1966), the United States Supreme Court ruled that unless certain warnings are given to the suspect first, any statement made during custodial interrogation will be viewed as “compelled” because of the inherently coercive atmosphere that exists and that statement(s) would be inadmissible in a courtroom proceeding
 - 2. Compliance with Miranda allows any statement the person makes to be admitted against him at trial to prove guilt without violating the person's Fifth Amendment right against self-incrimination

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- B. Recognize when Miranda warnings must be given
 - 1. Custody
 - 2. Interrogation
 - 3. Volunteered statements
 - 4. Privilege against self-incrimination

- C. Identify the proper administration of Miranda warnings
 - 1. Advisement of the Miranda warning by the officer
 - 2. Understanding of the warning by the person
 - 3. Waiver or invocation of the Miranda rights (silence and counsel) by the person

- D. Recognize the impact of invoking:
 - 1. The right to remain silent
 - 2. The right to counsel

- E. Recognize the types of Miranda waivers
 - 1. Express waivers
 - 2. Implied waivers
 - 3. Conditional waivers

- F. Recognize the exceptions to the Miranda rule
 - 1. Public safety exception – No Miranda warning is necessary, even though a person is in custody, if the officer who is about to ask incriminating questions (interrogate) is motivated by a concern for the safety of the victim, the defendant, some third person, the public at large, or the officer

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Differentiate between an interview and interrogation
 - 1. Interviews – the process of questioning non-suspects such as victims or witnesses (should take place at the crime scene)

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 15
LAWS OF ARREST

Learning Objectives, continued

- 2. Interrogations – the process of questioning suspects; questions or conduct reasonably likely to elicit an incriminating response (usually takes place as part of follow-up investigation)

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

VII. REQUIRED TESTS

- H. The POST-Constructed Comprehensive Module III Test.

VIII. REQUIRED LEARNING ACTIVITIES

None

IX. 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>5</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>7</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 16
SEARCH AND SEIZURE

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
 - 1. Fourth Amendment: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized
 - 2. Unreasonable searches: The Fourth Amendment limits only those searches conducted by the government that are considered *unreasonable* by the courts; to determine what is reasonable, the courts must look at the totality of circumstances and balance the individual's right to privacy against the government's need to gather evidence and apprehend criminals
- B. Identify the concept of reasonable expectation of privacy
 - 1. Expectation of privacy – a reasonable expectation of privacy exists as long as individuals have indicated that they personally (subjectively) expect privacy in the object or area, and their expectation is one which society is prepared to recognize as legitimate
 - 2. Related terms
 - 3. Expectation of privacy beyond a home or person
 - 4. Open fields
 - 5. Overflights
- C. Recognize standing and how it applies to an expectation of privacy
 - 1. Standing exists only if a subject has a reasonable expectation of privacy in the place or thing that is searched or seized
 - 2. Standing generally is established by ownership, lawful possession, authority, and/or control of the area searched or the property seized
- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 16
SEARCH AND SEIZURE

Learning Objectives, continued

1. Fourth Amendment: The right of the people to be secure in their person, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrant shall issue, but upon probable cause...
2. Probable cause to search an area or object means having enough facts or information to provide a *fair probability*, or a *substantial chance*, that the item sought is located in the place to be searched
3. Officer training and experience: a peace officer's training and experience is relevant in establishing probable cause; facts must be seen and weighed as understood by a reasonable officer with that particular officer's training and experience

III. LEARNING NEED

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

LEARNING OBJECTIVES

- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 1. Cursory/frisk/pat searches
 2. Consent searches
 3. Searches pursuant to exigent circumstances
 4. Searches incident to custodial arrest
 5. Probation/parole searches

- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 1. Cursory/frisks/pat searches
 2. Consent searches
 3. Searches pursuant to exigent circumstances
 4. Searches incident to arrest
 5. Probation/parole searches

IV. LEARNING NEED

The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 16
SEARCH AND SEIZURE

LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 - 1. Probable cause searches
 - 2. Seizures of items in plain view
 - 3. Protective searches
 - 4. Consent searches
 - 5. Searches incident to custodial arrest
 - 6. Instrumentality searches

- B. Recognize the scope and necessary conditions for conducting a vehicle inventory
 - 1. Scope: areas permitted by a standardized agency policy, which usually includes any area where valuable or dangerous items may be kept
 - 2. Necessary Conditions: vehicle must be in lawful custody of law enforcement, and the officer conducts the inventory pursuant to a standardized agency policy

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
 - 1. With a warrant
 - 2. Without a warrant

- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
 - 1. If officers have probable cause to believe there is evidence in a person's mouth, they may use reasonable force to remove it or to prevent the person from swallowing it
 - 2. Officers are permitted to exert minimal pressure on the neck area to prevent swallowing. *However, such pressure may not prevent breathing or substantially impair the flow of blood to the person's head.* In other words, no "choke holds" may be used, because they are too dangerous

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 16
SEARCH AND SEIZURE

Learning Objectives, continued

- C. Recognize the conditions necessary for legally obtaining blood samples
 - 1. With a warrant
 - 2. Without a warrant or consent

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

VII. REQUIRED TESTS

- H. The POST-Constructed Comprehensive Module III Test.

VIII. REQUIRED LEARNING ACTIVITIES

None

IX. 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>4</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>9</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 17
PRESENTATION OF EVIDENCE

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
 - 1. Relevant evidence means evidence, including evidence relevant to the credibility of a witness or hearsay declarant, having any tendency in reason to prove or disprove any disputed fact that is of consequence to the determination of the action
- B. Identify four types of evidence:
 - 1. Testimonial
 - 2. Real
 - 3. Demonstrative
 - 4. Circumstantial
- C. Recognize the process of authentication of evidence
 - 1. The act of establishing that claims made about an item of evidence are true
- D. Understand what constitutes the legal chain of custody for evidence
 - 1. Chain of custody requires every step in the process of handling of the evidence be accounted for by every person since its recognition and collection explaining what they have done with it

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
 - 1. California Evidence Code 352

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 17
PRESENTATION OF EVIDENCE

Learning Objectives, continued

2. Exclusionary Rule
3. Opinion and expert testimony
4. Privilege
5. Credibility of witnesses

B. Recognize the requirements and exceptions for admitting hearsay evidence for:

1. Spontaneous statements
2. Admissions and confessions
3. Dying declarations
4. Records and officer testimony
5. Hearsay testimony at preliminary hearings

a. By active and honorably retired peace officers

IV. REQUIRED TESTS

None

V. LEARNING ACTIVITIES

None

VI. HOURLY REQUIREMENTS

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE--MODULAR FORMAT – MODULE III
LEARNING DOMAIN 18
INVESTIGATIVE REPORT WRITING

Effective date of outline: October 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

III. LEARNING NEED

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 18
INVESTIGATIVE REPORT WRITING

LEARNING OBJECTIVES

- A. Summarize the primary questions that must be answered by an investigative report
 - 1. Who
 - 2. What
 - 3. Where
 - 4. When
 - 5. Why
 - 6. How

- B. Identify the fundamental content elements in investigative reports, including:
 - 1. Initial information
 - 2. Identification of the crime
 - 3. Identification of involved parties
 - 4. Victim/witness statements
 - 5. Crime scene specifics
 - 6. Property information
 - 7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer’s command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

LEARNING OBJECTIVES

- A. Apply guidelines for recommended grammar used in investigative reports, including use of:
 - 1. Proper nouns
 - 2. First person pronouns
 - 3. Third person pronouns
 - 4. Past tense
 - 5. Active voice

- B. Organize information within a paragraph for clarity and proper emphasis
 - 1. Paragraphs are the structural units for grouping information

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
 LEARNING DOMAIN 18
 INVESTIGATIVE REPORT WRITING

Learning Objectives, continued

- C. Select language that will clearly convey information to the reader of the investigative report
 - 1. Transitional words
 - 2. Concrete vs. abstract words

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

- E. Proofread for content and mechanical errors, including:
 - 1. Spelling
 - 2. Punctuation
 - 3. Grammar
 - 4. Word choice
 - 5. Syntax

V. REQUIRED TESTS

None

VI. REQUIRED LEARNING ACTIVITIES

None

VII. HOURLY REQUIREMENTS

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Effective date of outline: October 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
- F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse
 - 1. Backing at greater than 10 mph

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT — MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

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
- 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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

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 a 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
- 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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE—MODULAR FORMAT — MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

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
- 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.

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT — MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

LEARNING OBJECTIVES

- A. Identify the requirements of Penal Code Section 13519.8
 - 1. Each agency pursuit policy must include:
 - a. When to initiate pursuit
 - b. Number of involved units permitted
 - c. Responsibility of primary and secondary units
 - d. Driving tactics
 - e. Helicopter assistance
 - f. Communications
 - g. Capture of suspects
 - h. Termination of pursuit
 - i. Supervisory responsibilities
 - j. Blocking, ramming, boxing, and roadblock procedures
 - k. Speed limits
 - l. Inter-jurisdictional considerations
 - m. Conditions of vehicle, driver, roadway, weather, and traffic
 - n. Hazards to uninvolved bystanders or motorists
 - o. Reporting and post-pursuit analysis
- B. Discuss the requirements of Vehicle Code Section 17004.7
 - 1. Every agency must have a written pursuit policy
 - 2. Statutory immunity to government entities for injury/damage caused by a fleeing suspect
- C. Recognize the risk to officer/public safety versus the need to apprehend
 - 1. If threat to public safety is greater than need for apprehending the suspect, then the pursuit should not be initiated or should be terminated
 - 2. Officers must balance the seriousness of the crime against the threat to public safety
- D. Recognize conditions that could lead to the decision to terminate a vehicle pursuit
 - 1. The threat to public safety outweighs the seriousness of the crime
 - 1. The pursuit violates agency policy
 - 2. There is a clear and unreasonable danger to the officers or the public
 - 3. Traffic conditions necessitate dangerous maneuvering
 - 4. There is no compelling need for immediate apprehension
 - 5. A supervisor terminates the pursuit
 - 6. Pursuing units lose communication capability

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE—MODULAR FORMAT — MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

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
- 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
 - 2. 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
 - 2. 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
 - 2. Antilock Braking System (ABS)

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT -- MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Learning Objectives, continued

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

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

V. **REQUIRED TESTS**

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

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

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

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

VEHICLE OPERATIONS SAFETY

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT — MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

Required Tests, continued

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Techniques(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.

VI. REQUIRED LEARNING ACTIVITIES

None

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.

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT -- MODULE III
LEARNING DOMAIN 19
VEHICLE OPERATIONS

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Effective date of outline: November 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss objectively reasonable force as stated by law
 - 1. Penal Code Section 835a
 - a. States that any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance
 - b. Defines reasonable force to effect an arrest as only that force reasonable for restraint of the subject and to get the subject to submit to custody
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
 - 1. The U.S. Supreme Court noted in *Graham v. Connor* that determining the objective reasonableness for the use of force must be fact specific and establish the four components for determining reasonableness
 - a. Judged from the perspective of a reasonable officer
 - b. Examined through the eyes of an officer on the scene at the time the force was applied, not the 20/20 vision of hindsight
 - c. Based on the facts and circumstances confronting the officer without regard to the officer's underlying intent or motivation
 - d. Based on the knowledge that the officer acted properly under the established law at the time
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
 - 1. A subject's requirement to submit to arrest without resistance
 - 2. Peace officer's authority to use objectively reasonable force during a detention or arrest

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Learning Objectives, continued

- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
 - 1. Penal Code Section 835
 - 2. Penal Code Section 835a

- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
 - 1. Although the statutory law and case law have provided a foundation for the use of force by a peace officer, the most detailed considerations and regulations are established by each agency's policies

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Define de-escalation
 - 1. De-escalation is the process of using strategies and techniques intended to decrease the intensity of the situation
 - 2. Recognize common misconceptions and benefits of de-escalation
 - 3. Understand the history of de-escalation

- B. Recognize the four core concepts of de-escalation, to include:
 - 1. Self-control
 - 2. Effective communication
 - 3. Scene assessment and management
 - 4. Force options

- C. Understand the components of a Critical Decision-making Model including:
 - 1. Collect information
 - 2. Assess situation, threats, and risks
 - 3. Law and policy
 - 4. Plan
 - 5. Act, review, and reassess

- D. Recognize how tactical methods that use time, distance, cover, and concealment assist in de-escalation.

- E. Recognize how strategic communication may enhance de-escalation

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
 - 1. The objective of using force by peace officers is to overcome resistance to gain control of an individual and the situation

- C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
 - 1. Cooperative
 - 2. Passive non-compliance
 - 3. Active resistance
 - 4. Assaultive
 - 5. Life-threatening

- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
 - 1. Without ongoing practice and training, peace officers place themselves and others in jeopardy of injury or death

- E. Discuss the importance of effective communication when using force
 - 1. Safety
 - 2. Professionalism

IV. LEARNING NEED

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

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

- 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 peace officer and the circumstances under which the homicide is considered justifiable

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Learning Objectives, continued

1. 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

V. LEARNING NEED

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

LEARNING OBJECTIVES

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

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Learning Objectives, continued

1. Fear
 - a. Reasonable
 - b. Unreasonable
 2. Anger
 3. Indecision and hesitation
- B. Give examples of acceptable techniques for managing anger
1. Depersonalizing what people say or do
 2. Identifying anger-inducing scenarios
 3. Developing problem-solving solutions
 4. Recognizing the onset
- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
1. Training and practice in both physical and emotional skills provides the understanding and manipulative ability needed by a peace officer in the use of force in dangerous situations
 2. What an officer gains from training
 3. What may happen without training

VII. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the legal and administrative consequences associated with the use of unreasonable force
1. Criminal action
 2. Civil lawsuits
 3. Civil rights violation
 4. Administrative or agency action
- B. Explain an agency's potential liability associated with the use of unreasonable force
1. Vicarious liability holds an agency responsible for the conduct of its officers while acting within the scope of their authority

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Learning Objectives, continued

2. The agency can be liable under federal civil rights laws and sued for negligent or inadequate training or failure to supervise adequately
- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
 1. An officer may face both criminal or civil liability and disciplinary action if they fail to intervene and prevent other officers from violating anyone's constitutional rights if they had reason to know and an opportunity to act
- D. Discuss immediate and delayed intervention techniques
 1. Immediate intervention techniques
 2. Delayed intervention techniques
- E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
 1. Transfer of responsibility
 2. Rationalization
 3. Self doubt
 4. Unfamiliar with fellow officer
 5. Inexperience with proper action to remedy the situation
 6. Feeling that intervention is someone else's responsibility
 7. Peer pressure
 8. Personal problems
 9. Fearing consequences, such as being ostracized
 10. Fear of reaction from senior officers, field training officers, or supervisors
 11. Erroneous notion of how peace officers should behave (perhaps from movies and television)

VIII. REQUIRED TESTS

- H. The POST-Constructed Comprehensive Module III Test.

IX. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 20
USE OF FORCE

Required Learning Activities, continued

1. Exercise of leadership in the application of reasonable force
 2. Impact of ethical decision-making on the selection of appropriate force options
 3. Evaluation of the effectiveness of force option choices
 4. Consequences for the use of unreasonable force on the officer, community perception, and public trust
- B. The student will participate in a learning activity that will include a use of force scenario that will include simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't shoot situations, and real time force option decision making.

X. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>5</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>9</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT– MODULE III
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

Effective date of outline: October 1, 2020

II. LEARNING NEED

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

LEARNING OBJECTIVES

- C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
 - 1. 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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize a peace officer's legal authority to remove vehicles
 - 1. Traffic hazard
 - 2. Incapacitated driver
 - 3. Abandoned
 - 4. Registration licensing violations
 - 5. Stolen/embezzled vehicle
 - 6. Incident to arrest
 - 7. Hit and run

VI. REQUIRED TESTS

None

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 28
TRAFFIC ENFORCEMENT

VII. REQUIRED LEARNING ACTIVITIES

- B. The student will participate in a learning activity that will reinforce the student’s understanding of techniques to effectively direct and control traffic using hand signals, flashlights, and warning devices, including:
1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting, or turning of vehicular and pedestrian traffic
 2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement

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>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>2</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS

Effective date of outline: October 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

A. Identify the goal of a criminal investigation

1. The successful prosecution of the guilty and the exoneration of the innocent

D. Identify the primary purpose of the:

1. Initial survey of a crime scene

- a. To identify the kinds and amounts of evidence that may exist at the scene
- b. To assess the amount of time, equipment, and personnel that may be needed to collect and process the evidence

2. Crime scene search

- a. To locate physical evidence that indicates a crime has taken place
- b. To identify individuals who may have committed the crime

II. LEARNING NEED

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

LEARNING OBJECTIVES

C. Identify the primary reason for establishing a chain of custody record

1. A complete and accurate chain of custody record is absolutely essential in establishing the validity and integrity of evidence in court

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS

Learning Objectives, continued

- D. Prepare the information that should be noted on a chain of custody record
 - 1. The report number
 - 2. Who initially found the item
 - 3. Where and when the item was found
 - 4. A description of the item
 - 5. Who recovered, packaged, and labeled the item
 - 6. Who transported the item
 - 7. Where it was submitted
 - 8. Where, how, and when the item was secured

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

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>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>2</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 31
CUSTODY

Effective date of outline: October 1, 2020

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

- A. Recall the definition of custody
 - 1. The immediate care or charge of an arrested person
- B. Recognize general responsibilities an officer has for the care and custody of an arrested person
 - 1. Assuring that there is a lawful basis for custody
 - 2. Protecting the constitutional and statutory rights of the arrested person while that person is in the officer's charge
 - 3. Maintaining the care, custody, and safety of the arrested person until that person is processed into a local detention facility
 - 4. Maintaining officer and public safety, and
 - 5. Handling those responsibilities necessary to facilitate the processing of the arrested person into a detention facility
- C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
 - 1. Peace officers who have responsibility for arrested persons are liable for the safekeeping and standard of care of those persons
 - 2. Failure to uphold the expected level of care under the provisions of state and federal laws or the callous disregard for an arrested person's safety will subject peace officers to a number of possible consequences
- D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
 - 1. Court documents (e.g., warrants, court orders, etc.)
 - 2. Parole and probation commitments
 - 3. Probable cause arrests
 - 4. Prisoners in transit

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 31
CUSTODY

Learning Objectives, continued

- E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
 - 1. First Amendment – freedom of religion, freedom of speech
 - 2. Sixth Amendment – right to speedy trial, right to legal counsel
 - 3. Eighth Amendment – protection from cruel and unusual punishment
 - 4. Fourteenth Amendment – right to due process of law, right to equal protection

- F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
 - 1. Tombstone courage
 - 2. Fatigue
 - 3. Bad position
 - 4. Bad attitude
 - 5. Ignoring danger signs
 - 6. Failure to watch hands
 - 7. Relaxing too soon
 - 8. Improper use of restraint devices
 - 9. No search or poor search
 - 10. Officers' inoperative weapons

II. LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements, required to complete the crime of:
 - 1. Assault of a prisoner under the color of authority
 - a. Every public officer who
 - b. Under color of authority
 - c. Without lawful necessity
 - d. Assaults or beats any person

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 31
CUSTODY

Learning Objectives, continued

2. Cruel or unusual treatment of prisoners
 - a. Any person who,
 - b. In a described location (i.e., jail)
 - c. Inflicts cruel, corporal, or unusual punishment (including certain specified acts, devices, or lack of care)
 - d. Which would injure or impair the health
 - e. Upon a prisoner, inmate, or person confined
 3. Inhumane or oppressive treatment of a prisoner
 - a. Any officer who
 - b. Willfully
 - c. Inhumanely treats or oppresses
 - d. Any prisoner under his/her care or custody
- B. Identify the crime classification as a misdemeanor or felony
1. Assault of a prisoner under color of authority – felony
 2. Cruel or unusual treatment of prisoners – misdemeanor
 3. Inhumane or oppressive treatment of a prisoner – infraction punished by a fine and termination of employment
- C. Recognize the crime of violation of a prisoner’s civil rights
1. Elements
 - a. Any person
 - b. Whether or not acting under color of law
 - c. Who shall by force or threat of force
 - d. Willfully deprive any person of any legal right
 - e. Based on that person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation
 - f. Or because the person perceives that the other person has one or more of those characteristics
 2. Violation of a prisoner's civil rights – misdemeanor punished by imprisonment in a county jail not to exceed one year, and/or a fine not exceeding \$5,000

III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility.

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 31
CUSTODY

LEARNING OBJECTIVES

- A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
 - 1. Elements
 - a. Any person who knowingly brings or sends into, or assists in bringing into or sending into
 - b. A local detention facility
 - c. Any firearms, deadly weapons, or explosives; or
 - d. Any person who while lawfully confined to a detention facility
- B. Identify the crime classification as a misdemeanor or felony
 - 1. Bringing a firearm, deadly weapon, or explosive into a detention facility – felony
- C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility.
 - 1. Arresting/custodial personnel are required to complete a prescreening medical questionnaire for each arrested person brought to a local detention facility
 - 2. The purpose of the prescreening is to determine if the arrested person has any medical problems or conditions that need special care or attention
- D. Identify classes of prisoners who may require special care or protection
 - 1. Those with observable, known, or recognized signs of injury, illness, possible drug overdose, mental incapacitation, suicide risk, whether the person requires medication
 - 2. Those exposed the following uses of force during the arrest process – OC spray, tasers, carotid restraint, baton

IV. REQUIRED TESTS

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 31
CUSTODY

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:

1. Legal basis for the custody
2. Pertinent laws relating to the care and custody of the arrested person
3. Officer’s responsibilities during intake
4. Actions of custodial personnel upon receipt of the arrested person

VI. HOURLY REQUIREMENTS

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

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>7</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 33
ARREST AND CONTROL

Effective date of outline: October 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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
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
 - 6. Protect the searching officer from possible interference by onlookers or associates of the subject

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
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ARREST AND CONTROL

Learning Objectives, continued

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
 2. Officer consideration for using force
 - 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
 1. Advantages – may help an officer diffuse a situation, achieve greater control over a subject, distract a subject, control a situation

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Learning Objectives, continued

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

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the purpose of using restraint devices on a subject
 1. 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
 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

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Learning Objectives, continued

- 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

VI. LEARNING NEED

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

LEARNING OBJECTIVES

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

- B. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
 - 1. 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

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Learning Objectives, continued

- 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)

VII. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe a peace officer's legal authority for using an impact weapon
 - 1. 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

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Learning Objectives, continued

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

IX. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
1. 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. Observation of the prisoner while transporting
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
1. General procedures
 2. Use of seat belts

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Learning Objectives, continued

3. Observation of the prisoner during transport
4. Prisoner position in vehicle

X. REQUIRED TESTS

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

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

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

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

ARREST AND CONTROL SAFETY

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

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

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

The student will demonstrate competency in the following performance dimensions:

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Requires Tests, continued

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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Required Tests, continued

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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Required Tests, continued

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

IX. REQUIRED LEARNING ACTIVITIES

- A. Student will participate in a learning activity that will reinforce the student’s ability to demonstrate the role of a cover officer during a field contact to include:
 1. Assuming a position of advantage and control
 2. Maintaining proper balance and control
 3. Maintaining awareness
 4. Protecting the searching officer from possible interference
 5. Physically assisting the searching officer if it becomes necessary
 6. Observing subject(s)
 7. Awareness of cover and concealment

X. 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>24</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>28</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 34
FIRST AID, CPR, AND AED

Effective date of outline: October 1, 2020

I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training.

LEARNING OBJECTIVES

A. Discuss the components of the EMS system including:

1. EMS Access
 - a. Dispatcher
 - b. First Responder
 - c. Emergency Medical Technician (EMT)
 - d. Paramedic
 - e. Receiving facility
2. Interaction with other EMS personnel
3. Local EMS and trauma systems

B. Identify the primary responsibilities of peace officers as EMS first responders at an emergency including

1. Safety
 - a. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety
2. Scene size-up
3. Law enforcement actions
4. Assessment and care of victims

C. Identify the links of the chain of transmission of infectious pathogens

1. Transfer of pathogens
 - a. Airborne pathogens
 - b. Blood borne pathogens
2. Chain of transmission
 - a. infectious agent
 - b. reservoir/source
 - c. portal of exit
 - d. means of transmission
 - e. portal of entry
 - f. susceptible host

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Learning Objectives, continued

- D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:
 - 1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
 - a. Removal of contaminated gloves
 - 2. Decontamination considerations
 - a. Agency’s blood borne pathogens control plan
 - b. Universal precautions

- E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services
 - 1. The California Legislature has declared that emergency rescue personnel qualify for immunity from liability from civil damages for any injury caused by an action taken when providing emergency medical services under certain specified conditions. (Health and Safety Code Section 1799.102)
 - 2. To be protected from liability for civil damages, emergency rescue personnel must:
 - a. Act within the scope of their employment
 - b. Act in good faith
 - c. Provide a standard of care that is within the scope of their training and specific agency policy
 - 3. Negligence
 - 4. Consent
 - a. Expressed
 - b. Implied
 - c. Refusal of care
 - 5. Life-threatening conditions
 - 6. Duty to continue

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.

LEARNING OBJECTIVES

- A. Demonstrate appropriate actions to take during a primary assessment for assessing a conscious victim:

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Learning Objectives, continued

1. Responsiveness
 2. Airway
 3. Breathing
 4. Circulation
- B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:
1. Vital signs
 2. Head-to-toe assessment
 3. Patient history
- C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
1. Triage System - categories and colors
 - a. Deceased/Black
 - b. Immediate/Red
 - c. Delayed/Yellow
 - d. Minor/Green
 2. Assessment Criteria
 - a. Breathing
 - b. Circulation
 - c. Mental status
- D. Recognize conditions under which an injured victim should be moved from one location to another
1. Imminent danger
 2. Unable to assess
- E. Recognize proper procedures for moving a victim including:
1. Shoulder drag
 - a. Step One – use hands and grasp the victim under the armpits
 - b. Step Two – stabilize the victim's head and neck to reduce the risk of injury
 - c. Step Three – carefully lift the victim, keeping the head and shoulders as close to the ground as possible
 - d. Step Four – drag the victim so that the head, torso, and legs remain in a straight line (do not pull sideways)
 - e. Step Five – gently place the victim in the new location and assess victim's condition

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Learning Objectives, continued

2. Lifts and carries which may include using:
 - a. Soft litters
 - i. Place litter to side of victim
 - ii. Maintaining spinal immobilization, roll victim towards rescuer
 - iii. Position litter under victim
 - iv. Maintaining spinal immobilization, roll victim onto litter
 - v. Secure victim to the litter as appropriate
 - b. Manual extractions including fore/aft, side-by-side, shoulder/belt

III. LEARNING NEED

Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

LEARNING OBJECTIVES

- A. Identify the components of the Chain of Survival
 1. Immediate recognition of cardiac arrest and activation of the emergency response system
 2. Early cardiopulmonary resuscitation (CPR) with an emphasis on chest compressions
 3. Rapid Defibrillation
 4. Effective advanced life support
 5. Integrated post-cardiac arrest care
- B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:
 1. Ventilation duration
 - a. Adults – two slow full breaths with each lasting 1 second
 - b. Children – two breaths with each lasting 1 second
 - c. Infants – two breaths with each lasting 1 second
 2. Pulse location
 - a. Adults – carotid pulse
 - b. Children – carotid pulse
 - c. Infants – brachial pulse

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Learning Objectives, continued

3. Compression depth
 - a. Adults – at least 2 inches, not to exceed 2.4 inches
 - b. Children – one-third of victim's chest depth (approx. 2 inches)
 - c. Infants – one-third of victim's chest depth (approx. 1.5 inches)
 4. Compression rate
 - a. Adults – deliver 30 compressions at a rate of 100-120 per minute
 - b. Children – deliver 30 compressions at a rate of 100-120 per minute
 - c. Infants – deliver 30 compressions at a rate of 100-120 per minute
 5. Compression-to-ventilation ratio (one-person CPR)
 - a. Adults – 30 compressions to two breaths
 - b. Children – 30 compressions to two breaths
 - c. Infants – 30 compressions to two breaths
 6. Compression-to-ventilation ratio (two-person CPR)
 - a. Adults – 30 compressions to two breaths
 - b. Children – 30 compressions to two breaths (15:2 if two-person CPR, per AHA guidelines)
 - c. Infants – 30 compressions to two breaths (15:2 if two-person CPR, per AHA guidelines)
 7. Automated External Defibrillation (AED)
 - a. 7-step basic protocol
- C. Discuss basic Automated External Defibrillator (AED) operation including:
1. Special considerations
 2. Troubleshooting
- D. Recognize circumstances under which a victim's airway should be opened by using a:
1. Head-tilt/chin-lift maneuver
 - a. Provides maximum airway opening
 - b. Do not use if there are any indications of possible head, neck, or spinal cord injury
 2. Jaw-thrust maneuver
 - a. Use when head, neck, or spinal injury is suspected
 - b. Use to open airway on an unconscious victim

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Learning Objectives, continued

- E. Identify the difference between a mild and severe airway obstruction
 - 1. Mild airway obstruction – victim indicates an airway problem (i.e., choking) but is able to speak or cough
 - 2. Severe airway obstruction – unconscious and unable to be ventilated after the airway has been opened or conscious but unable to speak, cough, or breathe

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

- G. Discuss rescue breathing techniques including:
 - 1. Mouth-to-mouth
 - 2. Pocket mask or other barrier devices
 - 3. Bag valve mask
 - 4. Five Step Rescue Breathing Technique

- H. Discuss the recovery position
 - 1. Roll the victim onto their left side toward the rescuer
 - 2. Keep the victim's body in one unit with the spine as straight as possible
 - 3. Move the victim's lower arm up and bend at the elbow
 - 4. Move the victim's top leg toward the victim's chest, continue monitoring the victim's breathing

- I. Discuss bleeding control techniques including:
 - 1. Direct pressure/pressure dressings
 - a. Most common and effective technique
 - b. Should be used first before other options
 - 2. Tourniquet
 - a. Should only be used for life-threatening conditions
 - b. Use when direct pressure has failed
 - 3. Types of hemostatic dressings and packing the wound

- J. Demonstrate the general guidelines for controlling bleeding from an open wound
 - 1. Apply direct pressure to stop bleeding
 - 2. Apply pressure bandage
 - 3. Apply tourniquet

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Learning Objectives, continued

4. Apply bandages snugly but not so tight as to impair circulation to portions of the body distal (farther away)
- K. Recognize the first aid treatment for traumatic injuries including:
1. Impaled objects
 - a. Do not attempt to remove the object
 - b. Control bleeding by applying pressure on both sides of the object
 - c. Do not put pressure on the object itself
 - d. Stabilize object in place by use of absorbent material
 2. Amputations
 - a. Place partially separated skin or tissue back in proper position before applying dressing and bandage or tourniquet as needed
 - b. Attempt to locate any avulsed part or amputated extremity
 - c. Keep separated part/extremity dry, cool and protected
 - d. Do not immerse, pack in ice or freeze separated part/extremity
 - e. Transport separated part/extremity with victim for possible surgical replacement
- L. Recognize the signs and symptoms of shock
1. Altered mental state such as confusion, anxiety, restlessness, combativeness, sudden unconsciousness
 2. Pale, cool, clammy skin
 3. Profuse sweating
 4. Thirst, nausea, vomiting
 5. Blue/gray lips, nail beds, tongue, ears
 6. Dull eyes, dilated pupils
 7. Rapid pulse rate
 8. Weak pulse
 9. Abnormal respiration rate
 10. Shallow, labored breathing
- M. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
1. Control all external bleeding and treat other injuries
 2. Be alert for vomiting
 3. Maintain the victim's body temperature
 4. Place the victim in a position to help maintain blood flow
 5. Reassure the victim
 6. Continue to monitor the victim and be prepared to take action if necessary (e.g., rescue breathing, CPR)

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Learning Objectives, continued

- N. Demonstrate first aid measures to treat shock

IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.

LEARNING OBJECTIVES

- A. Recognize indicators of a possible head injury
 - 1. Mechanism of injury
 - 2. Mental status
 - 3. Vital signs
 - 4. Visible injury
 - 5. Appearance
 - 6. Other
- B. Recognize the appropriate first aid measures for treating facial injuries including:
 - 1. Objects in the eye
 - 2. Chemicals in the eye
 - 3. Dental emergency
 - 4. Nose bleed
- C. Recognize appropriate first aid measures for treating open and closed injuries to the:
 - 1. Chest
 - a. Chest seals and dressings (Occlusive dressing): steps to apply
 - b. Closed chest wound: indicators and first aid measures
 - c. Open chest wound: indicators and first aid measures
 - 2. Abdomen
 - a. Closed abdominal wound: indicators and first aid measures
 - b. Open abdominal wound: first aid measures for penetrating object, protruding organs
- D. Recognize appropriate first aid measures for internal bleeding
 - 1. Can be severe and life-threatening
 - 2. Indicators and first aid measures

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Learning Objectives, continued

- E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
 - 1. Conduct a primary and secondary assessment to determine if there are any life-threatening injuries
 - 2. Request additional EMS resources, if necessary
 - 3. Do not attempt to manipulate or "straighten out" an injury
 - 4. Expose the injury by removing clothing covering the area
 - 5. Control bleeding associated with open fractures
 - 6. Stabilize the injury by immobilizing the joints and bones above and below the injury
 - 7. Check circulation, sensation, and function before and after the application of a splint
 - 8. Treat for shock
 - 9. Do not elevate legs if injury is to the lower extremities

- F. Recognize appropriate first aid measures for treating injuries to the head, neck and back including:
 - 1. Spinal immobilization

- G. Recognize appropriate first aid measures for treating:
 - 1. Thermal burns
 - a. Activate EMS system
 - b. Remove victim from the source of heat
 - c. Stop the burning process by cooling burned area with cool water
 - d. Apply a dry sterile dressing and bandage loosely
 - e. Treat for shock
 - f. Monitor victim

 - 2. Chemical burns
 - a. Request additional EMS resources
 - b. Officers should wear protective gloves and eyewear during the flushing process
 - c. If chemical is a dry powder, brush away as much chemical as possible before flushing with water
 - d. Remove excess chemical, exposed clothing, or jewelry prior to flushing process to prevent injury to other parts of the body
 - e. Flush affected area with water for 15-30 minutes
 - f. After flushing, cover burned area with dry sterile dressing
 - g. Treat for shock
 - h. Monitor victim

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 34
FIRST AID, CPR, AND AED

Learning Objectives, continued

3. Electrical burns
 - a. Ensure that the scene is safe to enter
 - b. Do not touch the victim's body until the source of the current has been turned off
 - c. If necessary, begin CPR immediately
 - d. Examine the victim for external wounds including burns caused by contact to thermal heat (metal), the source of current coming into contact with the body (entrance wound), and current leaving the body (exit wound)
 - e. Treat all wounds the same as with thermal burns
 - f. Treat for shock
 - g. Monitor victim

4. Radiation burns
 - a. Request additional EMS resources
 - b. Evacuate the area of exposure
 - c. Remove all exposed clothing and seal in a plastic bag, if available
 - d. If possible, wash body and hair thoroughly with soap and water to remove remaining radioactive material
 - e. Dry and wrap affected areas with towel or blanket
 - f. Monitor victim's ABC's and treat for shock

- H. Discuss the tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
 1. Movement to threat versus casualty care
 - a. Primary goal to neutralize threat
 - b. Life safety and securing the scene is the first priority of initial responding officers
 - c. After threat is neutralized or becomes static, rescue teams to be deployed to assess, triage, and treat victims

 2. Integration with EMS
 - a. Communication and coordinator with Emergency medical personnel who arrive to the scene is critical to scene safety and successful mitigation of the event
 - b. Officers should assist in forming rescue teams to treat and move injured persons
 - c. Rescue teams may include law enforcement, fire and ambulance personnel

 3. Tactical casualty care
 - a. Threat mitigation
 - b. Hemorrhage control

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Learning Objectives, continued

- c. Rapid extrication of victims to safety
- d. Assessment by medical providers
- e. Transport to definitive care
- f. Focus on the preventable causes of death (hemorrhage control, loss of airway, breathing)
- g. Apply lifesaving skills and techniques to oneself or another injured responder before the arrival of EMS

V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

LEARNING OBJECTIVES

- A. Recognize indicators of, and first aid measures for, a victim experiencing:
 - 1. Cardiac emergency
 - a. Indicators
 - i. Chest pain – crushing, dull, or heavy persistent pain; sensation of squeezing pressure
 - ii. Radiating pain – pain, pressure, or discomfort moving down either arm; in the jaw, shoulder, neck or back; or down the upper abdomen
 - iii. Vital signs – difficulty breathing or shortness of breath; abnormally slow or fast pulse
 - iv. Mental status – anxiety or feeling of impending doom, irritability, short temper, denial of indicators
 - v. Other – profuse sweating; cool, moist, pale, skin; nausea or heartburn
 - b. First aid measures
 - i. Conduct primary and secondary assessment
 - ii. Place victim in a comfortable position
 - iii. Keep the victim calm and still
 - iv. Provide care to prevent shock
 - v. Maintain victim's body temperature
 - vi. Continue to monitor victim and provide reassurance until EMS personnel arrive
 - 2. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)

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Learning Objectives, continued

- a. Indicators
 - i. Breathing rate – abnormally fast or slow; sporadic or irregular breaths
 - ii. Labored breathing – increased effort by the victim, breathing appears shallow or very deep, little or no air is felt at the nose or mouth, uneven or little chest movement, accessory muscle use (stomach breathing and tripod position)
 - iii. Breathing sounds – wheezing, gurgling, deep snoring sounds; no breathing sounds
 - iv. Coloring – lips, nail bed, skin will appear blue-gray due to lack of oxygen (in advanced stages)
 - v. Mental status – anxious, fearful, panicky, altered

- b. First aid measures
 - i. Conduct primary and secondary assessment
 - ii. Place victim in a position of comfort
 - iii. If victim is unconscious, place in the recovery position, if appropriate
 - iv. Keep the victim calm and still
 - v. Allow the victim to take prescribed medications (e.g., inhaler)
 - vi. Loosen any restrictive clothing
 - vii. Provide care to prevent shock
 - viii. Continue to monitor victim and provide reassurance
 - ix. Be prepared to begin rescue breathing if necessary

- 3. Drowning
 - a. First aid measures
 - i. Request additional EMS resources
 - ii. Check for responsiveness and breathing
 - iii. Check for a pulse; If no pulse, begin CPR. If pulse is present, begin Rescue Breathing
 - iv. Once the victim resumes spontaneous breathing, place in recovery position to protect airway
 - v. Control major bleeding
 - vi. Treat for shock
 - vii. Consider C-spine stabilization based on the mechanism of injury

- 4. Seizure

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FIRST AID, CPR, AND AED

Learning Objectives, continued

- a. Indicators
 - i. Staring spells
 - ii. Disorientation
 - iii. Lethargy
 - iv. Slurred speech
 - v. Staggering or impaired gait
 - vi. Tic-like movements
 - vii. Rhythmic movements of the head (i.e., jerking uncontrollably)
 - viii. Purposeless sounds and body movements
 - ix. Dropping of the head
 - x. Lack of response
 - xi. Eyes rolling upward
 - xii. Lip smacking, chewing, or swallowing movements
 - xiii. Partial or complete lack of consciousness
 - xiv. Picking at clothing
 - xv. Bluish skin tone
 - xvi. Urination

 - b. First aid measures
 - i. Do not restrain them
 - ii. Move objects out of the way which could harm them
 - iii. Cushion the person's head
 - iv. Keep uninvolved people away
 - v. Never put any objects in their mouths
 - vi. Conduct post-seizure assessment
5. Stroke
- a. Indicators
 - i. Mental status – confusion, delirium, dizziness, headache, unconsciousness
 - ii. Mobility – paralysis on one side of the body, numbness or weakness of a limb, convulsions, weak or sagging facial muscles, unusual or severe neck or facial pain, poor balance, clumsiness
 - iii. Vision – blurred or double vision, unequal pupil size, sensitivity to light
 - iv. Communication – impaired, slurred speech; difficulty understanding speech
 - v. Other – difficulty breathing and swallowing; nausea, vomiting

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FIRST AID, CPR, AND AED

Learning Objectives, continued

- b. First aid measures
 - i. Conduct primary and secondary assessment, Request additional EMS resources
 - ii. If conscious, elevate head and shoulders slightly (semi-sitting position)
 - iii. If unconscious, and appropriate, place in recovery position on affected side
 - iv. Continue to monitor victim
 - v. Maintain an open airway
 - vi. Reassure victim
 - vii. Take appropriate actions to prevent shock
 - viii. Protect any numb or paralyzed areas from possible injury
 - ix. Do not give victim anything by mouth

- 6. Altered Mental State
 - a. Indicators
 - i. Confusion
 - ii. Anxiety
 - iii. Restlessness
 - iv. Combativeness
 - v. Sudden unconsciousness

 - b. First aid measures
 - i. Calm and reassure the victim
 - ii. Change environments
 - iii. Identify possible causes
 - iv. Provide appropriate care

- 7. Severe abdominal pain
 - a. First aid measures
 - i. Conduct a primary assessment
 - ii. Treat for shock
 - iii. Place victim in a position of comfort
 - iv. Perform a secondary assessment to include patient history
 - vi. Monitor vital signs until EMS arrives

- 8. Allergic reactions and anaphylaxis
 - a. Assisted epinephrine administration: Officers may assist the victim with administering the medication, but may not directly administer without completing specific training
 - b. Accessing EMS

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Learning Objectives, continued

- c. Indicators
 - i. Itching
 - ii. Burning sensation
 - iii. Hives
 - iv. Swollen lips and tongue
 - v. Difficulty breathing
 - vi. Respiratory failure
 - b. First aid measures
 - i. Assist victim in taking prescribed epinephrine
 - ii. Request additional EMS resources
 - iii. Monitor victim
 - iv. Take precautions to prevent shock
 - v. Be prepared to use rescue breathing or CPR if necessary
- B. Identify signs and symptoms of psychological emergencies
- 1. Signs and symptoms
 - a. Extreme agitation
 - b. Increased heart rate
 - c. Anxiety
 - d. Shortness of breath
 - e. Auditory exclusion (e.g., ignoring commands)
 - f. Tunnel vision
 - g. Unresponsiveness
 - h. Extreme perspiration
 - i. Extreme aggression or passivity
- C. Differentiate between indicators and first aid measures for treating diabetic emergencies:
- 1. Indicators of diabetic emergencies
 - a. Low blood sugar (hypoglycemia; insulin shock)
 - i. Onset – can come on suddenly; more common
 - ii. Skin – pale, cold, moist, clammy; profuse perspiration
 - iii. Breathing – normal
 - iv. Mental status – hostile or aggressive behavior; fainting, seizure; may appear intoxicated
 - v. Pulse – rapid
 - vi. Other – dizziness, headache; excessive hunger; drooling, nausea or vomiting

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Learning Objectives, continued

- b. High blood sugar (hyperglycemia; diabetic coma)
 - i. Onset – usually slow
 - ii. Skin – red, warm, dry
 - iii. Breathing – labored; breath has sickly sweet (fruity) smell
 - iv. Mental status – decreased level of consciousness, restlessness, confusion, may appear intoxicated
 - v. Pulse – weak, rapid
 - vi. Other – dry mouth, intense thirst, excessive hunger, excessive urination, abdominal pain, vomiting, sunken eyes

- 2. First aid measures
 - i. Ask questions to determine if victim has exhibited any indications of a potential diabetic emergency
 - ii. Look for medical alert jewelry or other indicators that the person may be diabetic
 - iii. Conduct primary and secondary assessment
 - iv. If unconscious: place victim in recovery position, if appropriate; do not attempt to give victim anything by mouth
 - v. If conscious, place victim in a position of comfort; give the victim oral glucose
 - vi. Provide reassurance to victim
 - vii. Continue to monitor the victim
 - viii. Take appropriate measures to prevent shock

- D. Recognize appropriate first aid measures for a victim experiencing signs of:
 - 1. Poisons that have been ingested, inhaled, absorbed, or injected
 - a. Poison control system access
 - i. Determine victim’s level of consciousness
 - ii. Conduct primary and secondary assessments
 - iii. Attempt to identify the poisonous substance
 - iv. If necessary, remove victim from the source of poison, if done safely
 - v. If victim is unconscious, place in a recovery position, if appropriate
 - vi. Contact poison control center for treatment advice
 - vii. If exposure has been through absorption, flood affected areas with water; wash affected areas with soap and water
 - viii. Take precautions to prevent shock
 - ix. Continue to monitor victim

 - 2. Alcohol and/or drug-related emergencies including:
 - a. Assisted Naloxone administration

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Learning Objectives, continued

- i. Officers may assist in the administration of this medication if consistent with department policy
 - b. Accessing EMS
 - i. Prior to assisting with administering naloxone, request additional EMS resources
 - ii. Continue to monitor victim's ABCs
- E. Differentiate between the indicators and first aid measures for treating:
 - 1. Hypothermia and frostbite
 - a. Indicators of hypothermia
 - i. Mild-Moderate – violent shivering, numbness, fatigue, forgetfulness, confusion, cold skin, loss of motor coordination, rapid breathing and pulse
 - ii. Severe – lack of shivering; rigid muscles and joints; slow shallow breathing; irregular, weak, slow pulse; dilated pupils; decreased level of consciousness leading to unconsciousness; unwilling or unable to do simple activities; slurred speech; blue-gray skin color
 - b. First aid measures for hypothermia
 - i. Mild-Moderate – move victim to warm environment, remove any wet clothing and replace with dry, re-warm victim slowly, provide care to prevent shock, monitor victim, give warm liquids if victim can swallow easily, do not give alcoholic or caffeinated beverages or nicotine, keep the victim moving to increase circulation
 - ii. Severe – determine victim's level of consciousness, conduct preliminary and secondary assessments, begin rescue breathing if necessary, begin CPR if necessary
 - c. Indicators of frostbite
 - i. Frostnip - Superficial freezing of skin's outer layer, numbness, pale skin color, skin feels flexible to the touch, tingling or burning sensation to the area upon warming
 - ii. Frostbite - freezing of tissue below the skin's surface, skin feels stiff to the touch, pale, gray-yellow, gray-blue, waxy, blotchy skin color, pain or aching sensation to the area upon warming

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Learning Objectives, continued

- d. First aid measures for frostnip
 - i. Remove victim from source of cold
 - ii. Remove/loosen any clothing that may restrict circulation to the area

- e. First aid measures of frostbite
 - i. Immobilize and protect the area
 - ii. Wrap area in dry, loose bandage (wrap each digit separately)
 - iii. Allow area to re-warm slowly
 - iv. Provide care to prevent shock

- 2. Heat cramps, heat exhaustion, and heat stroke
 - a. Indicators of heat cramps
 - i. Painful muscle spasms usually in the legs or abdomen
 - ii. Lightheadedness
 - iii. Weakness

 - b. Indicators of heat exhaustion
 - i. Profuse sweating
 - ii. Dizziness
 - iii. Headache
 - iv. Pale, clammy skin
 - v. Rapid pulse
 - vi. Weakness
 - vii. Nausea and vomiting

 - c. First aid measures for heat cramps and heat exhaustion
 - i. Remove victim from source of heat
 - ii. Have the victim rest
 - iii. Massage cramped muscles
 - iv. Provide fluids in small amounts
 - v. Do not give alcohol or caffeinated beverages

 - d. Indicators of heat stroke
 - i. Red, hot, dry skin
 - ii. Rapid, irregular pulse
 - iii. Shallow breathing
 - iv. Confusion
 - v. Weakness
 - vi. Possible seizures and/or unconsciousness

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Learning Objectives, continued

- e. First aid measures for heat stroke
 - i. Request additional EMS resources
 - ii. Continue to monitor victim
 - iii. Remove victim from source of heat
 - iv. Loosen or remove victim's clothing
 - v. Cool victim's body as rapidly as possible by dousing the person with cool water, wrapping the person in a wet sheet or blanket, or placing an ice pack wrapped in a towel on the person's neck, groin, or armpits
 - vi. Provide care to prevent shock
- E. Recognize appropriate first aid measures for:
- 1. Insect bites and stings
 - a. Usual reaction
 - i. Remove stinger by scraping with firm object (do not attempt to pull out with tweezers)
 - ii. Wash area with soap and water
 - iii. Apply ice to reduce swelling and slow the rate of toxin absorption
 - b. Allergic reaction
 - i. Assist victim in taking prescribed epinephrine
 - ii. Request additional EMS resources
 - iii. Monitor victim
 - iv. Take precautions to prevent shock
 - v. Be prepared to use rescue breathing or CPR if necessary
 - 3. Animal bites and human bites
 - 4.
 - a. Marine life stings
 - i. Wash area with soap and water
 - ii. Apply heat (not cold) to deactivate venom enzymes
 - iii. Monitor the victim
 - iv. If an allergic reaction is suspected: assist victim in taking prescribed epinephrine if they have it, request additional EMS resources, take precautions to prevent shock, be prepared to use rescue breathing or CPR if necessary
 - b. Spider bites
 - i. Wash site with soap and water
 - ii. Apply ice to reduce swelling and slow the rate of venom absorption
 - iii. Monitor victim

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Learning Objectives, continued

- iv. Have victim seek medical treatment
- v. Treat for shock

- c. Snake bites
 - i. Keep the victim calm and quiet
 - ii. Place the affected area in a neutral position
 - iii. Immobilize the affected area (use splints if necessary)
 - iv. Do not attempt to suck the venom from the bite
 - v. Do not cut the area
 - vi. Take measures to prevent shock
 - vi. Seek medical attention
 - vii. Attempt to identify the snake

- d. Animal and Human bites
 - i. Control bleeding if necessary
 - ii. Wash site with soap and water
 - iii. Cover with clean dry dressing
 - iv. Take measures to prevent shock
 - v. Monitor victim
 - vi. Seek medical attention

VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during, and after childbirth in an emergency situation.

LEARNING OBJECTIVES

A. Recognize the signs of imminent birth

- 1. Contractions that are occurring less than two minutes apart (five minutes if second or subsequent birth)
- 2. Woman feels an urgent need to bear down
- 3. Crowning is present
- 4. The amniotic sac has ruptured and the amniotic fluid is released (i.e., the woman's water has broken)

B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:

- 1. Excessive vaginal bleeding
 - a. Take appropriate measures to prevent shock
 - b. Absorb blood with towels or pads, applying more as necessary
 - c. Arrange for immediate transfer to a medical facility

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Learning Objectives, continued

2. Newborn fails to breathe
 - a. Rub infant's back or tap feet to stimulate spontaneous respiration
 - b. If the newborn still fails to breath on its own, check for brachial pulse. If there is a pulse, begin rescue breathing. If there is no pulse, begin CPR immediately

VII. REQUIRED TESTS

- A. The POST-Constructed Knowledge Test on the learning objectives in Domain #34.
- B. An exercise test that requires the student to demonstrate competency in the following skills:
 1. Assesses victim
 2. Activates emergency response system
 3. Checks for pulse
 4. Delivery of high-quality CPR
 5. Provides effective breaths
 6. Automated External Defibrillator (AED) operation

Presenters must use a Skills Exercise Test Form which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

VIII. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:
 1. Primary assessment
 - a. Check for responsiveness
 - b. Check pulse
 - c. Check airway
 - d. Check for breathing
- B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):
 1. Direct pressure
 2. Pressure bandages
 3. Tourniquet device

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Required Learning Activities, continued

4. Hemostatic dressings/wound packing
 5. Chest seals and dressings
- C. A learning activity that requires the student to demonstrate the following basic life support techniques:
1. Clearing an obstructed airway on conscious and unconscious victims
 - a. Adult or child
 - b. Infant
 - c. Obese or pregnant
 2. Rescue breathing
 - a. Adult
 - b. Child
 - c. Infant
 3. Cardiopulmonary resuscitation
 - a. Adult
 - b. Child
 - c. Infant
- D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
1. When should a victim be treated for shock?
 2. What are the possible consequences of failing to treat for shock?
 3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?
- E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:
1. Use the cleanest material that is available
 2. Expose the injury site
 3. Cover the entire injury site
 4. Bandage snugly but without impairing circulation
 5. Leave victim's fingers and toes exposed
 6. Immobilize injury site as necessary

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Required Learning Activities, continued

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

IX. HOURLY REQUIREMENTS

Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100017(a) of the California Code of Regulations.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>21</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>25</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Effective date of outline: October 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

II. LEARNING NEED

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

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LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
1. Primary components and their functions
 - a. Semiautomatic pistol components and function
 - b. Magazine components and function
 2. Steps for loading/unloading
 - a. Loading a magazine – hold the magazine in their support (nonfiring) hand and handle the cartridges in their primary (firing) hand, and repeat the process until the magazine is full
 - b. Loading a pistol – follow all fundamental rules of firearm safety, load the full magazine into the magazine well, pull back and release on the slide to chamber a round
 - c. Unloading a pistol – follow all fundamental rules of firearm safety, release and remove the magazine, eject any cartridge that may still be in the pistol's chamber, lock the slide to the rear, visually and physically verify that there is no round in the chamber
 3. Steps for rendering the semiautomatic pistol safe
 - a. Follow all fundamental rules of firearm safety
 - b. Release and remove the magazine
 - c. Eject any cartridge that may still be in the pistol's chamber
 - d. Lock slide to the rear
 - e. Visually and physically verify that there is no round in the chamber
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
1. With each pull of the trigger of a loaded semiautomatic pistol, a cartridge is fired, the empty casing is ejected, the hammer is cocked, and a new cartridge is loaded from the magazine into the pistol's chamber
- C. Describe the basic information about a revolver, including:
1. Primary components and their functions
 2. Steps for loading/unloading
 3. Steps for rendering the revolver safe

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
 - 1. Treat every round as though it were fully charged and capable of discharging
 - 2. Use only the type of caliber of ammunition specifically recommended by the firearm's manufacturer
 - 3. Never fire at a threat you do not intend to hit
 - 4. Avoid dropping live rounds or hitting them with any object
 - 5. Learn the sound and feel of a good firing, and know what to do when a round misfires
 - 6. All ammunition should be replaced on a regular basis
 - 7. Never use ammunition where pressure level exceeds industry standards for firearms being used

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

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
 - 1. Barrel

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REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Learning Objectives, continued

2. Frame
 3. Sights
 4. Cylinder
 5. Cylinder release
 6. Firing pin
 7. Grip
 8. Magazine
- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Materials – solvent, lubricant, cleaning patches, personal protection
 2. Equipment – screwdriver(s), bore brush, cylinder brush, cleaning brush, cleaning rod, patch holder or tip, small container
 3. Environment – firearms should only be cleaned in an area that is safe, well ventilated, and free of adverse conditions (e.g., dust, dirt, moisture, etc.), distractions, or bystanders
- C. Apply routine procedures for cleaning firearms
1. Render the firearm safe
 2. Field strip disassembly
 3. Routine cleaning
 4. Reassemble
 5. Cleaning magazines
 6. Function check
 7. Reloading

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
1. Drawing
 - a. 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

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LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Learning Objectives, continued

- 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 trigger finger away from trigger; keep trigger finger outside trigger guard and away from trigger
 - b. Step 2 – Decock the hammer of the firearm, if necessary
 - c. Step 3 – Keep support hand from crossing muzzle of the firearm
 - d. Step 4 – Point the firearm downward toward the holster
 - e. Step 5 – Place thumb of the primary hand over the rear of the slide
 - f. Step 6 – Firmly seat firearm into 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

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
 1. Peace officers
 2. Other professions
 3. General public
 4. Minors

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Learning Objectives, continued

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

- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
 - 1. Wind
 - 2. Rain
 - 3. Temperature
 - 4. Distance
 - 5. Proximity of others

- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
 - 1. Carrying hand-held canisters – officers should keep the device in a location that is accessible when needed and minimizes the chance of unintentional discharge
 - 2. Drawing hand-held canisters – officers should first make sure it is right-side up
 - 3. Deploying the chemical agent – the target for all hand-held aerosol agents is the face of the suspect

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

VII. REQUIRED TESTS

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Required Tests, continued

- 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, and 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 POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and/or protocols during firearms training and testing.

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

Using a presenter-approved handgun, the student must:

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

The PC 832 Handgun Course of Fire:

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

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Required Tests, continued

4. Basic Shooting Principles
5. Accuracy

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

VIII. REQUIRED LEARNING ACTIVITIES

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

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

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

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

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon
5. Unholster weapon
6. Load/reload revolver with authorized loading device
7. Clear any malfunctions

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 35
FIREARMS/CHEMICAL AGENTS

Required Learning Activities, continued

- D. The student will participate in a learning activity to reinforce the ability to inspect, clean, and properly maintain their service handgun. The activity shall minimally include techniques to:
1. Visually inspect the weapon
 2. Properly clean the weapon
 3. Ensure the weapon is maintained according to the manufacturer's specifications

IX. HOURLY REQUIREMENTS

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

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

[*28 hours Firearms, 4 hours Chemical Agents]

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 36
INFORMATION SYSTEMS

Effective date of outline: October 1, 2020

I. LEARNING NEED

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals and the integrity and security of the information.

LEARNING OBJECTIVES

- A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the California Law Enforcement Telecommunications System (CLETS) network
 - 1. Officers must make an effort to verify the information and match (e.g., details such as accuracy of a license plate run, date of birth, consistency of the physical description, etc.)
 - 2. Officers must ensure the confirmation occurred with the originating agency to verify that the person or property is still wanted
 - 3. Officers must obtain confirmation before an arrest or the confiscation of the property in response to the computer match

- B. Recognize crimes involving unlawful access or use of a law enforcement computer system
 - 1. Penal Code Section 502(c)(1)
 - 2. Penal Code Section 502(c)(2)
 - 3. Penal Code Section 502(c)(3)
 - 4. Penal Code Section 502(c)(4)
 - 5. Penal Code Section 502(c)(5)
 - 6. Penal Code Section 502(c)(6)
 - 7. Penal Code Section 502(c)(7)
 - 8. Penal Code Section 502(c)(8)

- C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
 - 1. Release of CORI
 - a. Before releasing state or local CORI, an agency must first determine if the person or agency requesting the information is authorized to receive the information (Penal Code Section 11105(b), and 13300(b))

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 36
INFORMATION SYSTEMS

Learning Objectives, continued

2. Right-to-know, need-to-know
 - a. State or local CORI can be released only if the requesting person or agency is authorized by law to receive the information (right-to-know), and has a compelling reason to request the information (need-to-know)
 - b. In order to gain access to CORI a requesting individual or agency must have the right or authority to obtain COI pursuant to a court order, statutory law, or case law, and a compelling need to obtain CORI in order to execute official responsibilities

- D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
 1. Furnishing the information to an unauthorized person
 - a. Penal Code Section 11141 and 13302 – misdemeanor if any employee of a criminal justice agency or the Department of Justice knowingly furnishes a record or information obtained from a record to a person who is not authorized by law to receive the record or information

 2. Lawfully receiving the information and then furnishing it to an unauthorized person
 - a. Penal Code Section 11142 and 13303 – misdemeanor if any person authorized by law to receive a record or information obtained from a record knowingly furnishes a record or information obtained from a record to a person who is not authorized by law to receive the record or information

 3. Purchase, receipt, or possession of the information by an unauthorized person
 - a. Penal Code Section 11143 and 13304 – misdemeanor if any person who knowing he is not authorized by law to receive a record or information obtained from a record knowingly buys, receives, or possess the record or information

- II. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties for their safety and the safety of others.

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 36
INFORMATION SYSTEMS

LEARNING OBJECTIVES

- A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
1. Wanted Persons System (WPS)
 2. Criminal History System (CHS)
 3. California Restraining and Protective Order System (CARPOS)
 4. Missing/Unidentified Persons System (MUPS)
 5. Supervised Release File (SRF)
 6. Parole Law Enforcement Automated Data System (LEADS)
 7. Violent Crime Information Network/Sex and Arson Registration (VCIN/SAR)
 8. Mental Health Firearm Prohibition System (MHFPS)
 9. Stolen Vehicle System (SVS)
 10. Automated Boat System (ABS)
 11. Automated Property System (APS)
 12. Automated Firearm System (AFS)
- B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
1. Criminal History System (CHS) – the subject's Criminal Identification and Information Number or a disposition number
 2. Master Name Index (MNI) – name, sex, date of birth or age
 3. Wanted Persons System (WPS) – name and sex or one or more of the following: Criminal Identification and Information Number, FBI number, Driver's License Number, Social Security Number, or Miscellaneous Identification Number
 4. Supervised Release File (SRF) – name and physical descriptors (sex, race, etc.)
 5. California Restraining and Protective Order System (CARPOS) – name, sex, or File Control Number
 6. Missing/Unidentified Persons System (MUPS) – sex, race, age, height, or body part status, or dental characteristics, File Control Number, Originating Agency Case Number
 7. Violent Crime Information Network/Sex and Arson Registration (VCIN/SAR) – name and date of birth, File Control Number, or Criminal Identification and Information Number
 8. Stolen Vehicle System (SVS) – for vehicles/license plates: license plate number, Vehicle Identification Number, engine number, owner applied number; for vehicle component parts: serial number or owner applied number
 9. Automated Boat System (ABS) – registration number, engine number, boat hull number, owner applied number, serial number for parts

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 36
INFORMATION SYSTEMS

Learning Objectives, continued

10. Automated Property System (APS) – name, date of birth, or age; serial number or owner applied number; category code, article code, or brand
11. Automated Firearm System (AFS) – for law enforcement status records: serial number, make, or caliber; historical records: name; date of birth, or age, or serial number, make, or caliber

III. LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

LEARNING OBJECTIVES

- A. Identify systems and databases available from the DMV information system and the types of information provided
 1. Driver License/Identification Card – records of all California licensed drivers, unlicensed drivers who have been arrested and/or have received citations, and those persons who have been issued a California Identification Card
 2. Vehicle/Vessel Registration – license plate number of all vehicles or vessel CF numbers; descriptions of the vehicle or vessel; name and address of the registered owner, lessee, lessor, and if present, the legal owner; the status of the record; and owner-as-of-information (prior, pending, and current owner information to determine the owner of vehicle “as of” a specified date and time)
 3. Parking/Toll Violation – a record of all outstanding parking and toll violations applied to vehicles, a brief description of the vehicle, the registered owner’s name and address, and handicap placard information
 4. Occupational Licensing – the organizations licensed by the agency to do certain specified types of businesses in the state (e.g., dealers, driving schools, vessel agents, etc.); the names of persons licensed by the agency either as separate entities or connected with the organizations stored in the Firm File (e.g., salesperson, driving instructors, etc.)
 5. International Registration Plan – a record of companies that register fleets of vehicles
- B. Recognize the minimum information required for generating an inquiry into each of the DMV databases
 1. Driver License/Identification Card – last name, first name, driver’s license number or identification card number

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 36
INFORMATION SYSTEMS

Learning Objectives, continued

2. Vehicle/Vessel registration – vehicles: vehicle license number and/or vehicle identification number; name and/or company; handicap placards: handicap placard number or name; vessels: hull or identification number, and/or boat registration number, name and/or company
3. Parking/Toll Violation – vehicle license number or vehicle identification number
4. Occupational Licensing – dealer license plate number, firm, or Individual Record Identifier Number

IV. REQUIRED TESTS

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

V. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student’s knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
 1. Wanted persons
 2. Property, vehicles, and firearms
 3. Criminal histories
 4. DMV information
 5. Miscellaneous information

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on information systems.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>6</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: October 1, 2020

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
1. Resisting, delaying, or obstructing a public officer, peace officer, or emergency medical technician
 - a. Willfully resist, delay, or obstruct
 - b. Any public officer, peace officer, or emergency technician
 - c. In the discharge or the attempt to discharge
 - d. Any duty of that officer's office or employment
 2. Obstructing or resisting an executive officer by use of threats or force
 - a. By means of threat or violence
 - b. Attempt to deter or prevent
 - c. Any executive officer from the performance of that officer's duties, or
 - d. Knowingly resist any executive officer
 - e. By the use of force or violence
 - f. In the performance of that officer's duties
 3. Threatening a public officer
 - a. Every person who, with intent to cause, attempts to cause or causes
 - b. Any public officer or employee, or any officer or employee of any public or private educational institution
 - c. To do or refrain from doing
 - d. Any act in the performance of their duties
 - e. By means of a threat
 - f. Directly communicated to the person
 - g. To inflict an unlawful injury upon that person or that person's property, and
 - h. It reasonably appears that the threat could be carried out

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM

Learning Objectives, continued

- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Resisting, delaying, or obstructing a public officer, peace officer, or emergency medical technician – misdemeanor
 - 2. Obstructing or resisting an executive officer by use of threats or force – felony
 - 3. Threatening a public officer – 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 false information and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Providing a false identity to a peace officer
 - a. Falsely represent or identify oneself
 - b. As another person (real or fictitious)
 - c. To a peace officer
 - d. Upon a lawful detention or arrest
 - e. To evade the process of the court, or to evade the proper identification of that person by an investigating officer
 - 2. Falsely reporting a criminal offense
 - a. Report to any peace officer, district attorney, or deputy district attorney
 - b. That a felony or misdemeanor has been committed
 - c. Knowing that the report is false
 - 3. Falsely reporting an emergency
 - a. Report or cause any report to be made
 - b. To any city, county, city and county, or state departments, district, agency, division, commission, or board
 - c. That an emergency exists,
 - d. Knowing that the report is false

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
 LEARNING DOMAIN 39
 CRIMES AGAINST THE JUSTICE SYSTEM

Learning Objectives, continued

- 4. Falsely reporting a destructive device
 - a. Report to specified personnel
 - b. That a bomb or other explosive
 - c. Has been or will be
 - d. Placed or hidden
 - e. In any public or private place
 - f. Knowing that the report is false

B. Recognize the crime classification as a misdemeanor or felony

- 1. Providing a false identity to a peace officer – misdemeanor
- 2. Falsely reporting a criminal offense – misdemeanor
- 3. Falsely reporting an emergency – misdemeanor or felony if great bodily injury or death is sustained as a result of the false report
- 4. Falsely reporting a destructive device – felony

V. REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

VI. REQUIRED LEARNING ACTIVITIES

None

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>1</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>1</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 42
CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
 - 1. Personal – enhanced officer safety, increased personal and ethical satisfaction, career survival
 - 2. Professional – improved quality of service provided, enhanced community support and improved public trust, reduced tension between officers and specific cultural groups, increased access to and cooperation with members of the community, improved compliance with the letter and spirit of the law
 - 3. Organizational – improved morale, effectiveness, and professionalism within the law enforcement organization; positive impact on law enforcement's image within the community; reduction in the number of complaints against officers; reduction in personal and agency exposure to claims and litigation

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Define the term stereotype
 - 1. A preconceived or over-simplified generalization involving negative or positive beliefs about another group
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
 - 1. Dangerous to assume characteristics of the group are accurate
 - 2. Dangerous to assume all members of a group share the same characteristics

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 42
CULTURAL DIVERSITY/DISCRIMINATION

Learning Objectives, continued

- C. Define the term prejudice
 - 1. A prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known
- D. Define the term discrimination
 - 1. An action or behavior that is prompted or based on prejudiced thought

VI. REQUIRED TESTS

None

VII. REQUIRED LEARNING ACTIVITIES

None

VIII. HOURLY REQUIREMENTS

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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Effective date of outline: October 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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
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 activities such as pushups, sit ups, pull-ups, dips, 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 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.

LEARNING OBJECTIVE

- A. Recall current statutes

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

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
- C. Demonstrate proficiency in use of police radios

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

Learning Objectives, continued

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 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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE–MODULAR FORMAT – MODULE III
LEARNING DOMAIN 200
ACADEMY SPECIFIC
ADMIN TIME

VIII. 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 law enforcement procedures and Learning Domain subject.

IX. REQUIRED TESTS

- A. Quizzes and tests 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.

X. REQUIRED LEARNING ACTIVITIES

None

XI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on drill and inspection, legal statutes and case law, radio codes, and officer safety procedures and tactics.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>0</u>
Agency Specific Hours	<u>13</u>
Total Instructional Hours	<u>13</u>

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE – MODULAR FORMAT – MODULE III
LEARNING DOMAIN 207
ACADEMY SPECIFIC
INTRODUCTION TO LIFETIME FITNESS

Effective date of outline: October 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the need for engaging in a personal physical fitness program to include:

1. Quality of life
2. Injury prevention
3. Performance of essential job skills and functions
4. Officer safety

B. 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

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

PALOMAR COLLEGE POLICE ACADEMY EXPANDED COURSE OUTLINE
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LEARNING DOMAIN 207
ACADEMY SPECIFIC
INTRODUCTION TO LIFETIME FITNESS

Learning Objectives, continued

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. Foundation phase
 - b. Conditioning phase
 - c. Peak performance phase
 7. Progression
- E. Describe components of a training session to include:
1. Warmup (dynamic—multiple muscles and multiple joints)
 2. Training phase
 3. Recovery (cool down and static stretching)

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

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Learning Objectives, continued

- f. Reduction in caffeine and alcohol intake
- g. Reduction in saturated and trans fat intake

III. LEARNING ACTIVITIES

- A. 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. Calculating the aerobic heart rate training zone
 - 2. Setting personal goals with plan to accomplish them

- B. The student will participate in a physical conditioning program designed to promote an understanding of the following seven components:
 - 1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic
 - 2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
 - 3. Flexibility/Stability/Mobility
 - 4. Core
 - 5. Acceleration and agility
 - 6. Body composition vs. performance
 - 7. Recovery

IV. 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>0</u>
Agency Specific Hours	<u>6</u>
Total Instructional Hours	<u>6</u>