

ACADC201X : POST Police Academy II**General Information**

Author:	<ul style="list-style-type: none"> • Peter Fulks • Bowen, Jarrod • Griffin, Nicole
Course Code (CB01) :	ACADC201X
Course Title (CB02) :	POST Police Academy II
Department:	Public Service
Proposal Start:	Summer 2022
TOP Code (CB03) :	(2105.50) Police Academy
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	11/08/2021
Board of Trustees Approval Date:	12/16/2021
External Review Approval Date:	12/16/2021
Course Description:	This course is designed to fulfill the training requirements established by the California Commission on Peace Officer Standards and Training (POST) for basic peace officer training. This is the second course in a sequence that includes ACAD C200X, C201X, and C202X. Prospective students need to go through the selection process given by the certification holder.
Submission Type:	<p>New Course</p> <p>Improvement to Program of Study</p> <p>Part of a comprehensive re-write to public services programs to address clear pathways and educational attainment through certificate or degree.</p>
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Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> • Administration of Justice (Police science, corrections, law enforcement)

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No retake.

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Modern Police Science (In Development)

A.S. Degree Major

Fall 2022

Public Safety Certificate (In Development)

Certificate of Achievement

Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07) 13.5

Maximum Credit Units (CB06) 13.5

Total Course In-Class (Contact) Hours 513

Total Course Out-of-Class Hours 216

Total Student Learning Hours 729

Faculty Load

0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	6	12
Laboratory Hours	22.5	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	108
Laboratory	405
Activity	0
Total	513
Course Out-of-Class Hours	
Lecture	216
Laboratory	0
Activity	0
Total	216

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name

Type

In Class

Out of Class

No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

Enrollment is limited per Government Code 1029 and 1031. Must complete a background check and/or clear live scan DOJ under Penal Code 13511.5.

State Law Requirements

Specifications

Methods of Instruction

Methods of Instruction

Audiovisual

Rationale

Audio-visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events' application to theory and law.

Methods of Instruction

Case Study

Rationale

Case-study allows analysis of law through Supreme Court of the United States precedent on issues related to criminal law. Students read, evaluate, discuss, and write a report on the highlighted case

to determine the influences at the systems level on law.

Methods of Instruction

Discussion

Rationale

Discussion on the interpretation of law, constitutional purview, federalism, and debatable authority to implement law. Mixed and active learning involves the lived experience, opinion of those who are subject to the justice system, and have experience employed within it.

Methods of Instruction

Lecture

Rationale

Instructors will lecture as required under POST standardized curriculum, which includes a variety of learning activities depending on the learning domain.

Assignments

Example assignments include: Vocabulary and radio code tests, physical fitness demonstrations and challenges, report writing, etc.

Methods of Evaluation

Rationale

Final Exam

State standardized POST final comprehensive exam including true/false and multiple choice that corresponds to the subjects covered in the course: constitutional amendments, case law, current trends, data, and police practices.

Participation

Participation in class discussions including debates, tabletop exercises, and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Example: Students analyze local crime data and make determinations on type of policing methods to combat the crime.

Other

Additional required tests include: physical fitness tests, firearms, driving, and arrest control techniques.

Equipment

Standard Law Enforcement Duty Gear will be provided.

Textbooks

Author	Title	Publisher	Date	ISBN
OER: State of California	POST RBC Student Workbook	POST/State of California	2021	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Recognize peace officers' responsibilities to enforce the law.

Discuss current and emerging issues that can impact the delivery of services by peace officers.

The students participate in a learning activity that reinforces an understanding of a problem solving strategy.

CSLOs

Successfully pass the regular basic course comprehensive test 1 and 2.

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

Discuss the key elements for developing trust between community partners.

Expected SLO Performance: 70.0

Outline

Course Outline

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 3

POLICING IN THE COMMUNITY

Effective date of outline: APRIL 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

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

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

H. Discuss community expectations of peace officers

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. 1. Critical Sites

2. 2. Locations requiring special attention, i.e. hot spots

3. 3. Potentially dangerous areas

K. Discuss current and emerging issues that can impact the delivery of services by peace officers

L. Identify the components that comprise communities

M. Discuss opportunities where peace officers educate and learn from community members

N. Identify resources which provide opportunities to educate and learn from the community, including:

1. Community forums
2. Community advisory groups

O. Recognize a peace officer's role in influencing community attitudes

P. Discuss government expectations of law enforcement and peace officers

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

- 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
- D. Identify the essential partnering skills, including:
 - 1. Leadership
 - 2. Communication
 - 3. Facilitation
 - 4. Community mobilization
- E. Discuss leadership skills in community policing
- F. Define communication
- 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
- I. Give examples of effective communication techniques for:
 - 1. Active listening
 - 2. Establishing effective lines of communication
 - 3. Overcoming barriers to communication
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
- K. Define facilitation
- L. Discuss the components of the facilitation process, including:
 - 1. Being familiar with the issues
 - 2. Establishing meeting guidelines
 - 3. Stating meeting purpose, scope, and need
 - 4. Stating and clarifying objectives
 - 5. Prioritizing competing problems and issues
 - 6. Identifying potential solutions
- M. Apply facilitation techniques reflecting professional behavior, including:
 - 1. Maintaining the focus on the issues and stimulating discussion
 - 2. Displaying interest in the issues
 - 3. Leading the group toward problem resolution
 - 4. Helping participants learn from the problem solving experience
 - 5. Dealing calmly and respectfully with unexpected incidents
 - 6. Maintaining objectivity
- N. Give examples of obstacles that officers may encounter when developing community partnerships
- O. Define community mobilization
- P. Discuss the elements of the community mobilization process, including:
 - 1. Getting people involved
 - 2. Identifying community resources (skills)
 - 3. Calling for action
 - 4. Educating the public
- 1. 5. Taking responsibilities for public safety and quality of life
- 2. Sustaining effort
- Q. Discuss community mobilization methods
- R. Discuss the benefits of maintaining a positive relationship with the news media

- S. Discuss the components of a community inventory, including:
 - 1. Partners
 - 2. Stakeholders
 - 3. Community collaboration
- T. Define homeland security
- U. Identify the benefits of integrating community mobilization and homeland security

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

- A. Define the term "problem"
- B. Identify the elements of the crime triangle, including:
 - 1. Victim
 - 2. Offender
 - 3. Location
- C. Discuss the Broken Windows Theory
- D. Define problem solving
- E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
- F. Define and discuss a problem solving strategy
- G. Apply a problem solving strategy
- H. Define crime prevention
- I. Identify crime prevention strategies
 - J. Give examples of crime risk factors
 - K. Identify methods for recognizing crime problems
 - L. Define Crime Prevention Through Environmental Design (CPTED)
 - M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
 - 1. Natural surveillance
 - 2. Access control
 - 3. Territorial reinforcements
 - 4. Image
 - N. Discuss crime prevention programs within the community

IV. LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

LEARNING OBJECTIVES

- A. Define principled policing
- B. Discuss principled policing, to include:
 - 1. Implicit and explicit bias
 - 2. Procedural justice
 - 3. Legitimacy
 - 4. Historical events
- C. Identify the four tenets of procedural justice
 - 1. Voice
 - 2. Neutrality
 - 3. Respect
 - 4. Trustworthiness

- D. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
 1. Improved safety
 2. Reduced stress
 3. Fewer complaints
 4. Increased cooperation
 5. Improved community relations
 6. Reduced crime
- E. Discuss the application of procedural justice to the law enforcement mission

V. LEARNING NEED

Peace officers should recognize how historical and current events affect the perspectives of law enforcement and the community.

LEARNING OBJECTIVES

- A. Discuss the impact of historical and current events and how they affect community perspectives
- B. Discuss the concept of a community "bank account" (perspective) and its:
 1. Deposits
 2. Withdrawals
- C. Discuss cynicism and its impact on law enforcement and the community, to include:
 1. Community cynicism
 2. Peace officer cynicism

VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

LEARNING OBJECTIVES

- Discuss implicit bias, to include:

1. Definition
2. Sources
3. Distinguish between implicit and explicit bias

Discuss how implicit bias may influence decision making and procedural justice

VII. 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. At a minimum, each activity must address how peace officers, agencies, and communities benefit from community policing.

- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
- C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
 1. Community policing philosophy
 2. Community mobilization
 3. Partnerships
 4. Leadership
 5. Facilitation techniques
 6. Communication skills

- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
 2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
 3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
 4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g.,

arrest)

- E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.

1. How each tenet impacts the relationship between law enforcement and the community

2. How each tenet influences perceptions of legitimacy

F. Students will participate in a group discussion of a past or current event, to include:

1. Impact on the perspectives of law enforcement and the community
2. Implicit bias
3. Cynicism

Description	Hours
POST Minimum Required Hours	<u>26</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>26</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 4

VICTIMOLOGY/CRISIS INTERVENTION

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe the direct and indirect victims of a crime
 1. Direct victims have had a crime committed against them, report a crime has been committed against them, or suffer, as the direct result of a crime, economic loss, physical injury, emotional trauma, or death.
 2. Indirect victims have a close relationship to the direct victim, or suffer emotional trauma and or economic loss as the result of being a witness to a crime, or member of the community where the crime took place.
- Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis
 1. Helplessness
 2. Anger
 3. Sadness
 4. Fear
 5. Red, flushed face
 6. Loud voice
 7. Hyperventilation
 8. Shaking
 9. Crying

- Describe techniques officers can use to help defuse a crisis situation for a victim of crime
 1. Empathy
 2. Reassurance
 3. Active listener
 4. Appropriate voice
 5. Positive nonverbal communication
 6. Explain procedures and follow up actions

- Describe potentially negative attitudes that peace officers may exhibit toward victims of crime
 1. Disassociation
 2. Blame
 3. Apathy
 4. Impatience

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
 1. Crisis
 - a. Shock or disorientation
 1. Urgency
 - a. Unpredictable and confused
 - b. Apprehensive or demanding
 - c. Vacillating between calm and acute distress
 3. Affirmation
 - a. Beginning conscious realization
 - b. Making repetitive statements
 4. Confirmation
 - a. Beginning to focus
 5. Validation
 - a. Beginning to confront the issues of the incident
 - Apply the guidelines for interviewing a victim
 1. Set the stage
 2. Gather information
 3. Provide assistance
 - Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
 1. Government Code Section(s) 13950-13966
 2. Victims' Bill of Rights, California Constitution, Article I, Section 28(b), "Marsy's Law"
 - Explain qualifications for compensation under the Victims of Crime Compensation Program
 1. Physical injury
 2. Emotional injury
 3. Government code 13690 specifies
 - Explain the legal and procedural information available to the victim
 1. How to access law enforcement reports and other information
 2. Legal considerations and restrictions for specific crimes
 3. Follow up procedures
 4. Case number of the report
 5. Telephone number to call and obtain report number
 6. Step by step procedures for obtaining a copy of the report
 7. Approximate time the report will be available

III. REQUIRED TESTS

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

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

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

IV. REQUIRED LEARNING ACTIVITIES

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

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the relationship among:

1. Constitutional law

- a. Civil liberties

- b. Ten Amendments

- c. Bill of Rights

1. Statutory law

- a. Enforceable statute

- b. Punishment

1. Case law

- a. Appellate court decisions

- b. Precedent

- c. Interpretation and clarity

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Differentiate between the *letter of the law* and the *spirit of the law*

1. Letter of the law is strict application, literal meaning of the statute
2. Spirit of the law is applied with the intent of the statute, promoting fairness and justice.

- Differentiate between criminal and civil law

1. Criminal- violations of criminal statutes, prosecution
2. Civil – non-criminal violations, private wrongs committed against a person, breach of contract, monetary penalties.

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

- Recall the statutory definition of a crime
 1. Act committed or
 2. Omitted in violation of the law
 3. Forbidding or commanding it
- Identify the basic elements common to all crimes
 1. Commission of a prohibited act
 2. Omission of a required act
 3. Presence of a designated state of mind (intent)
- Identify the basic elements required of an attempt to commit a crime
 1. Intent to commit that crime and
 2. Direct, but ineffectual, act done toward its commission
- Discuss general, specific and transferred intent crimes
 1. General intent- is presumed and does not have to be proven
 2. Specific intent- element of the offense must be proven
 3. Transferred intent- when an unlawful act acts a person other than, or in addition to, the person it was intended to affect
- Differentiate between criminal intent and criminal negligence
 1. Negligence is the failure to exercise ordinary care
 2. In certain crimes criminal negligence meets the requirements of criminal negligence.

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

- Identify three classes of crime:
 1. Felony
 - a.State Prison
 - b.Death
 - c.Removal from office
 1. Misdemeanor
 - a.County jail
 1. Infraction
 - a.Public offenses
 - b.Fine
 - c.No jury trial
 - Differentiate among the three parties to a crime, to include:
 1. Principals
 - a.Directly committed the offense
 - b.Aided and abetted in the commission of the offense
 - c.Advised and encouraged the commission of the offense
 1. Accessories
 - a.Has knowledge that the principal has committed, has been charged with, or has been convicted of committing a felony
 - b.Harbors, conceals, or aids a principal in the felony
 - c.Has the intention of assisting the principal to avoid or escape arrest, trial, conviction, or punishment

1. Accomplices

- a.A principal to a crime becomes an accomplice when
- b.They testify for the prosecution against another principal
 - Identify people legally incapable of committing a crime
 1. Children under 14,
 2. Mentally incapacitated
 3. Persons who committed the act or omission:

- a.Under ignorance or mistake of fact
- b.Without being conscious of the act
- c.Through misfortune or accident
- d.Under threat or menace

V. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 1.
- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 6

PROPERTY CRIMES

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Theft

- a.Taking and carrying away
- b.Personal property of another without consent
- c.With intent to permanently deprive the owner
 1. Vehicle theft

- a.Driving or taking of a vehicle
- b.Not the persons own
- c.Without consent
- d.With intent to temporarily or permanently deprive the owner of possession or title
 1. Defrauding an innkeeper

- a.Obtaining of food, services, or accommodations
- b.At a designated facility
- c.With intent to defraud proprietor or manger
 1. Burglary

- a.Entry into a building or specified structure
- b.With the intent to commit
- c.Theft or any felony
 1. Shoplifting

- a.The entry to a commercial establishment
- b.With the intent to commit larceny
- c.During regular business hours
- d.the value of the property to betaken or intended to be does not exceed \$950.00

1. Possession of burglary tools

- a. Possession of certain tools or knowingly making, altering, or attempting to make a key or other instrument to fit or open a lock without legal request
 - b. With the intent to break or enter into any specified structure
 - c. For the purpose of committing any misdemeanor or felony
 - 1. Possession of or receiving personal property with altered serial numbers or identification marks
 - a. Knowingly buys, sells, receives, disposes of, conceals, or has in possession
 - b. Any personal property
 - c. From which the manufacturer serial number or any other distinguishing number or identification mark has been removed, defaced, covered, altered, or destroyed.
 - 1. Receiving stolen property
- a. Possession must be coupled with circumstances that show the person knew or
 - b. Should have known that the property was stolen or obtained by extortion
 - 1. Forgery
- a. Intent to defraud, make, utter, publish, pass, or attempt to pass
 - b. An altered, forged or counterfeit document or seal
 - c. Signs an unauthorized or fictitious name

B. Recognize the crime classification as a misdemeanor or felony

- 1. After elements of the crime are met the crime should be found in the penal code for the appropriate charge or misdemeanor or felony

C. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes

- 1. Identify victims/witnesses
- 2. Identify and apprehend suspects
- 3. Preserve evidence

D. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary

- 1. Suspect description
- 2. Serial numbers/owner applied numbers
- 3. Description of loss/Value

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Arson

- a. Willful and maliciously
 - b. Sets fire to or burns or causes to be burned or
 - c. Aids counsels, or procures the burning of
 - d. Any structure, forest land, or property
 - 1. Unlawfully causing a fire
- a. Any person who recklessly sets fire to or burns or causes to be burned
 - b. Any structure, forest land or property
 - 1. Possession of a flammable or combustible material
- a. Possession or manufacture or disposal of a flammable or combustible material or substance, or any incendiary device in an arrangement or preparation
 - b. With the intent to willfully and maliciously use such material, substance or device
 - c. To set fire to burn any structure, forest land or property

B. Recognize the crime classification as a misdemeanor or felony

- 1. The crimes of arson and unlawfully causing a fire are felonies

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to trespassing, and to correctly classify these crimes as misdemeanors.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Unauthorized entry of property

- a. Any person, other than a public officer or employee acting within the scope of employment
- b. Who enters or remains

- c. In a non-commercial dwelling, house, apartment or other such place
- d. Without consent of the owner, owner's agent or person in lawful possession
 1. Trespass

- a. Any person who enters and occupies
- b. Real property or structures of any kind
- c. Without consent of the owner, the owner's agent or the person in lawful possession, or
- d. Refusing to leave upon request
 - Recognize the crime classification as a misdemeanor
 1. The crime of entering and occupying real property is a misdemeanor
 2. The crime of trespass to land is a misdemeanor

IV. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for vandalism
 1. Malicious intent
 2. To deface, damage or destroy with graffiti or other inscribed material
 3. Personal or real property
 4. Not their own
- Recognize what constitutes unlawful conduct in a landlord/tenant dispute
 1. Landlord is required to respect the privacy of the tenant and not enter the property unless the tenant has given permission or
 2. There is an emergency, (e.g. broken water pipe), that requires immediate attention to prevent further damage to the property
 3. Once legally evicted the tenant cannot reenter the premises without permission from the landlord
- Recognize what constitutes a lawful repossession
 1. Repossessor must have a lawful right to take back property
 2. Repossessor must have dominion and control of the property
 3. Buyer can object until the reposessor has control

D. Recognize the crime classification as a misdemeanor or felony

1. Depending on the cost of the damage
2. Misdemeanor is damage of \$400.00 or less
3. Felony is damage of \$400.00 or more
4. Two prior convictions for vandalism and has served jail time for one, equals a felony

V. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. The discussion shall address:
 1. Initial actions
 2. Sources of information
 3. Establishing whether or not a crime has occurred
 4. Physical evidence considerations
 5. Identification marks
 6. Vehicle identification number (VIN) locations

Description	Hours
POST Minimum Required Hours	<u> 6 </u>
Agency Specific Hours	<u> 0 </u>
Extra Time Allotted (Hours)	<u> 0 </u>
Total Instructional Hours	<u> 6 </u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 7

CRIMES AGAINST PERSONS/DEATH INVESTIGATION

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Battery

a. Willful and unlawful

b. Use of force or violence

c. On the person of another

1. Assault with a deadly weapon or by means of force

a. Unlawful attempt and the present ability

b. To commit a violent injury upon the person of another

c. By use of a deadly weapon or force likely to produce great bodily injury

1. Elder or dependent adult abuse

a. Willfully causes or permits an elder or dependent adult to suffer or inflicts unjustifiable pain or mental suffering

b. Willfully causes or permits the elder or dependent adult to be injured or endangered

c. Violates any provision of law proscribing theft or embezzlement to the property of that elder or dependent adult

- Recognize the crime classification as a misdemeanor or felony

1. Battery is a misdemeanor, unless serious injury occurs then it is a felony

2. Assault with a deadly weapon is a felony

3. Elder abuse causing great bodily injury is a felony

4. Elder abuse with theft over \$400.00 is felony, theft less than \$400.00 is misdemeanor

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Kidnapping

a. Unlawful taking of a person

b. Against his or her will

c. By force or fear

d. From one place to another

1. False imprisonment

a. Unlawful violation

b. Of the personal liberty

c. Of another

1. Child abduction without custodial right

a. Every person not having the right of custody, who

b. Maliciously takes, entices away, keeps, withholds, or conceals

c. Any minor child, with the intent to detain or conceal

d. From the person having lawful custody

1. Child abduction with custodial right

a. Every person who entices away, keeps, withholds, or conceals

b. With intent to deprive

c. The other person of his or her right to custody or visitation

B. Recognize the crime classification as a misdemeanor or felony

1. Kidnapping is a felony

2. False imprisonment is a misdemeanor

3. Child abduction without custodial right is a felony

4. Child abduction with custodial right is a felony

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Robbery

a. Taking the personal property of another

b. From the person or immediate presence

c. Against the person's will

d. Accomplished by force or fear

1. Carjacking

- a. Taking a motor vehicle
- b. From the person or immediate presence
- c. Of a possessor by the means of force or fear
- d. With the intent to either permanently or temporarily deprive the possessor or the passenger
 - Recognize the crime classification as a felony

- 1. Robbery is a felony
- 2. Carjacking is a felony

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for murder
 - 1. Unlawful killing of a human being or fetus
 - 2. With malice aforethought
- Recognize the crime elements, and classification for manslaughter crimes
 - 1. Unlawful killing of a human being or fetus
 - 2. Upon the sudden quarrel or heat of passion
 - 3. Without malice aforethought

V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation, and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

- Identify information that should be obtained and documented when conducting an investigation involving the death of a child
 - 1. Identification of all parties
 - 2. Documentation of physical scene
 - 3. Victim history
- Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)
 - 1. Under age one
 - 2. Appeared to have been healthy prior to the death
 - 3. Died during a period of sleep
 - 4. Had no visible signs of trauma or injury at the time of death
- Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident
 - 1. Have empathy
 - 2. Reassure parents and care givers
 - 3. Give referrals

VI. REQUIRED TESTS

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

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

VII. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Establishing the elements of the crime

4. Physical evidence considerations

- The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
 1. Initial actions
 2. Sources of information
 3. Indications that a SIDS death has occurred
 4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
 5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
 6. Physical evidence considerations
- The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
 1. SIDS facts to involved parties, as appropriate
 2. Required investigative tasks and need for a complete investigation
 3. Availability of local and regional SIDS survivor support groups
 4. How to make a referral to the county public health nurse
 5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
 6. How to notify county coroner's office/medical examiner's office
- The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
 1. Initial actions
 2. Sources of information
 3. Establishing the elements of the crime
 4. Physical evidence considerations

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 8

GENERAL CRIMINAL STATUTES

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Lewd conduct

- a. Person who solicits or engages
- b. In lewd conduct in a public place
- c. Or in a place open to public view

1. Invasion of privacy

- Looking through
- A hole or opening or otherwise viewed by means of any instrumentality into a private area
- With the intent to invade the privacy of people therein

2. Prostitution

- a. Person who solicits agrees to engage in,
- b. Engages in any act of prostitution
- c. Act is agreed to and done in furtherance of prostitution
 1. Loitering about a public toilet

- a. Loitering in or about any toilet facility
- b. Open to the public for the purpose of
- c. Soliciting and engaging in a lewd and lascivious act
 1. Public intoxication

- a. Any person in a public place
- b. Under the influence of alcohol or drugs
- c. Unable to care for their safety or the safety of others

- Recognize the crime classifications as a misdemeanor or felony

1.The various codes mentioned above are all classified as misdemeanors

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance, and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Disturbing the peace

- a.Unlawfully fighting or challenging to fight in a public place
- b.Willfully or maliciously disturbing another
- c.Using offensive words in public that are likely to provoke immediate and violent reaction

1. Obstruction of a public way

- a.Person who willfully and maliciously
- b.Obstructs the free movement of any person
- c.On a public way

1. Prowling and peeping

- o Prowling
 - Any person who loiters, prowls, or wanders
 - On private property of another, at any time
 - Without visible or lawful business with the owner or occupant
- o Peeping
 - Loitering, prowling, or wandering
 - On the private property of another, at any time
 - Peeking in the door or window of any inhabited building or structure
 - Without visible or lawful business with the owner or occupant

- Recognize the crime classification as a misdemeanor

1.The various codes mentioned above are all classified as misdemeanors

III. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> 0 </u>
Extra Time Allotted (Hours)	<u> 0 </u>
Total Instructional Hours	<u> 2 </u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 9

CRIMES AGAINST CHILDREN

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Child harm, injury, or endangerment

- a.Any person
- b.Willfully causing or permitting any child to suffer, or
- c.Inflicting unjustifiable physical pain or mental suffering, or
- d.Having the care or custody of any child, and
- e.Willfully causing or permitting that child to be placed in a situation that his or her person is endangered

1. Physical abuse of a child

- a.Any person who willfully inflicts upon any child
- b.Any cruel or inhuman, corporal punishment or an injury
- c.Resulting in a traumatic condition

1. Lewd or lascivious acts with a child

- a. Any person willfully committing any lewd or lascivious act
- b. Upon or with the body of a child, with
- c. The intent of arousing, appealing to, or gratifying one's sexual desires or those of the child, when
- d. The child is under 14 years old, or
- e. The child is 14 or 15 and the suspect is 10 or more years older than the victim
 - 1. Annoying or molesting children

- a. Any person
- b. Annoying or molesting
- c. Any child under the age of 18
- d. General intent crime
 - 1. Possession of child pornography

- a. Knowingly possessing or controlling
- b. Any matter depicting a child under the age of 18 years
- c. Engaging in or simulating sexual conduct
- 6. Unlawful sexual intercourse

- a. Sexual intercourse
- b. With a minor under the age of 18
- c. Who is not the spouse of the perpetrator
 - Recognize the crime classification as a misdemeanor or felony
- 1. Child harm, injury, or endangerment

- a. Circumstances likely to produce great bodily injury- Felony
- b. Circumstances other than those likely to cause great bodily injury are a misdemeanor
 - 1. Physical abuse of a child is a felony
 - 2. Lewd or lascivious acts with a child is a felony
 - 3. Possession of child pornography is a misdemeanor
 - 4. Unlawful sexual intercourse

- a. Age difference less than 3 years misdemeanor
- b. Age difference greater than 3 years felony

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify by category the professional occupations required to report suspected child abuse
 - 1. Child care custodians, (teachers and peace officers)
 - 2. Health care practitioners
 - 3. Employees of child protection agencies
 - 4. Child visitation monitors
 - 5. Firefighters
 - 6. Clergy
 - 7. Animal control officers
 - 8. Humane society officers
 - 9. Commercial film processors
- Recognize the specific law enforcement reporting requirements
 - 1. Must contact a child protective agency immediately, or as soon as possible, via telephone to report known or suspected child abuse
 - 2. A written report must be prepared within 36 hours of the initial contact
 - 3. County probation or welfare agencies must report incidents of suspected child abuse to the:

- a. Child protective agency having jurisdiction over the case
- b. And/or the district attorney's office

- Recognize the required documentation when investigating crimes against children
 - 1. A written report must be prepared within 36 hours of the initial contact
- Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party

- 1. Is a misdemeanor to identify the identity of the reporter and/or the report itself
- 2. Punishable up to six months in jail
- 3. A fine of five hundred dollars
- 4. Or both a jail term and a fine

III. LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being

physically abused, neglected or sexually exploited.

LEARNING OBJECTIVES

- Recognize the legal basis for entry without a warrant to protect a minor
 1. The officer reasonably believes the minor is presently endangered

- Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
 1. Reliable report of an infant left unattended in an apartment. An officer hears crying from inside and response at the door.
 2. Officer hears child screaming, "Stop", while walking by an apartment. The officer believed an adult was viciously hitting the child and could enter without a warrant

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Recall the statutory definition of child abuse
 1. Physical injury inflicted by other than accidental means
 2. On a child
 3. By another person

- Discuss physical and behavioral indicators of:

1. Physical child abuse

- a. Easily frightened or fearful of adults
- b. Weary of adults
- c. Fear of going home
- d. Frequently absent from school
 1. Physical neglect of a child

- a. Unexplained injuries
- b. Unexplained burns
- c. Unexplained fractures
 1. Mental Suffering

- a. Poor self esteem
- b. Antisocial behavior
- c. Depression
 1. Sexual child abuse

- a. Age inappropriate understanding of sexual behavior
- b. Inappropriate, unusual, or aggressive sexual behavior
- c. Excessive curiosity about sexual matters

- Demonstrate effective officer actions for conducting an interview with a child victim of abuse

1. Control the interview conditions and environment
2. Build rapport
3. Use appropriate communication techniques
4. Gather information
5. Conclude the interview

V. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student's ability to conduct an investigation to include:
 1. Establishing elements of the crime
 2. Protecting the child's safety
 3. Identifying the suspect
 4. Locating witnesses
 5. Recovering physical evidence, photographs and statements
 6. Demonstrating a knowledge of child abuse reporting procedures
 7. Demonstrating a knowledge of the contents in a child abuse report
 8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
 - Gaining the child's confidence
 - Remaining neutral in the interview
 - Speaking to the child in a level the child understands

9. Taking the child into protective custody if at risk of serious physical harm

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 10

SEX CRIMES

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Rape

a. Penile/vaginal intercourse which is committed

b. With a person, not the spouse of the perpetrator, and

c. Without consent of the person

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

a. Assault with the specific intent

b. To commit mayhem, rape, sodomy, oral copulation, rape in concert,

c. Lewd acts with a child, or penetration with a foreign object

1. Indecent exposure

a. Every person who willfully and lewdly,

b. Expose their private parts

c. Where there are others present to be offended

1. Oral copulation

a. Act of copulating the mouth of one person

b. With the sex organ or anus of another person

c. With consent of the victim

1. Penetration with a foreign object

a. Foreign object used for purposes of sexual arousal, gratification,

b. Penetrate, however slight the genital or anal openings,

c. Against the persons will

1. Sodomy

a. Sexual conduct consisting of contact between

b. The penis of one person and

c. The anus of another person

1. Sexual battery

a. Victim's intimate part is touched

b. Without the consent of the victim with the

c. Specific intent to achieve sexual arousal, abuse, or gratification

- Recognize the crime classification as a misdemeanor or felony

1. Rape is a felony

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

3. Indecent exposure is a wobbler

4. Oral copulation is a felony

5. Penetration with a foreign object is a felony

6. Sodomy is a felony

7. Sexual battery is a wobbler

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention
 1. Victim's need assessment
 2. Ask victim about medical needs
 3. Medical/legal exam

- Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
 1. Fear, shame, embarrassment, guilt, depression, shock, anger
 2. Feeling of being dirty, self-blame
 3. Acting out, denial, delayed reporting

- Describe a peace officer's own emotional and attitudinal reactions to sex crimes
 1. Maintain objectivity
 2. Empathy
 3. Professionalism

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss factors that set a positive tone for the victim interview
 1. Establish rapport, explain the process
 2. Reassure the victim, state you are there to help
 3. Ensure privacy, attempt to make victim comfortable

- Select questions to be asked during the victim interview
 1. Can you identify the person
 2. Was there a past relationship
 3. Can you describe the person
 4. Did they ejaculate
 5. Did they have an erection
 6. Did they wear a condom, if so where was it disposed
 7. What did the person say to you
 8. Were there any threats made
 9. Were there any tools, weapons, or other objects

- Identify the purpose of a medical/legal exam
 1. Determine physical signs of injuries, evidence, recent sexual activity
 2. Document location and types of injuries
 3. Determine if finds are consistent with time frame, victims history

- Explain victim's rights
 1. Crisis centers, victim assistance programs
 2. Explain name will become public record, unless victim requests confidentiality per, PC 293(a)

- Discuss the types of evidence to be collected from the crime scene, victim and suspect
 1. Discarded items or articles, condoms or packaging
 2. Binding or other restraints materials (do not untie knots)
 3. Fingerprints, hair, debris,
 4. Contraceptives, lubricants
 5. Bedding, clothing, towels
 6. Blood samples for typing
 7. Blood samples for alcohol testing and drug screening
 8. Fingernail scrapings
 9. Scalp hair, pubic hair standard samples
 10. Salvia samples
 11. Items known to have been taken by the person

- Describe the services available to sexual assault victims

1. Crisis centers
2. State victim assistance centers

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the requirements for sex offender registration under Penal Code Section 290
 1. Every person convicted of indecent exposure, incest,
 2. Sexual battery
 3. Kidnapping with the intent to commit sexual assault
 4. Rape, Rape in concert
 5. Oral copulation
 6. Penetration with a foreign object
 7. Lewd acts upon a child
 8. Spousal rape
 9. Sodomy
 10. Child pornography
 11. Child molestation

- Recognize violations of Penal Code Section 290
 1. Can be classified as a felony or misdemeanor
 2. Depending upon the prior record of the offender

V. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

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

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>6</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 11

JUVENILE LAW AND PROCEDURE

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize a peace officer's responsibility for the safety of a juvenile and the general public
 1. Protection
 2. Guidance
 3. Rehabilitation

- Recognize the conditions when admonishment of a juvenile's rights is or is not required
 1. As soon as practical, when they have been taken into custody
 2. Not required under certain circumstances, i.e. abuse, immediate risk of harm
 3. Lack of supervision, hospitalized, found in public suffering

- Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights

1. Before interrogation

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the sources of peace officer authority to take a juvenile into temporary custody
 1. Welfare and institutions code 305
 2. Welfare and institutions code 625
 3. Education code 48264

- Recognize the options available to a peace officer for the disposition of a juvenile case
 1. Releasing the minor, to parent or guardian
 2. Take to school, youth service, community center
 3. Cite and release to responsible adult
 4. Take to juvenile hall

- Recognize the conditions under which a juvenile may become a dependent of the court
 1. Suffering physical or emotional harm
 2. Sexual abuse while under the care
 3. Of a parent, guardian, or responsible adult

- Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
 1. Minor refuses to obey reasonable and proper orders,
 2. Of the parent or guardian
 3. Habitually truant from school

- Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
 1. When any law violation is committed
 2. Including misdemeanors committed not
 3. In the presence of the officer

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
 1. Solely on grounds they are dependents of the court
 2. Status offenders
 3. Wards of the court

- Recognize the appropriate level of confinement for the purposes of temporary custody
 1. 14 years and older can be placed in secure confinement
 2. Only when the pose a serious security risk of harm
 3. And they have violated law

- Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility

1.A minor should not be allowed to come into contact with an adult prisoner

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements of contributing to the delinquency of a minor
 1. Commuting any act, or omitting the performance of duty
 2. Which causes or tends to encourage a minor
 3. To come under the provisions of W&I 300,601, or 602

- Recognize the crime classification as a misdemeanor or felony
 1. Contributing the delinquency of a minor is classified as a misdemeanor

2. Punishment can include jail, fine, probation
3. Statute of limitation for this crime is one year

V. REQUIRED TESTS

- The POST- Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u> 3 </u>
Agency Specific Hours	<u> 0 </u>
Extra Time Allotted (Hours)	<u> 1 </u>
Total Instructional Hours	<u> 4 </u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 12

CONTROLLED SUBSTANCES

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss the impact of drugs on the body
 1. Discuss the impact of drugs on the body
 2. Upsets the body's dynamic chemical balance
 3. Body then alters its own supply of natural chemicals
 4. To accommodate the outside drug now in the system

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:

1. Stimulants

- a. Powder or crystal, various colored pills,
- b. Cocaine base (rock) or cocaine powder
- c. Meth, crank, crack, etc.

1. Hallucinogens

- a. Liquid and organic in form
- b. Organic form of fresh or dried cap, stems buttons, seeds
- c. LSD, mushrooms

1. Narcotic Analgesics

- a. Heroin and opiates
- b. Appearance varies
- c. Tar, Mexican brown

1. Cannabis

- a. Marijuana is the dried leaves of the cannabis plant
- b. Hashish and hash oil are products of the plant
- c. Weed, ganja, chronic

1. Depressants

- a. Capsules, tablets, liquids, or pills
- b. Packaged in baggies, bottles, or vials
- c. Most commonly abused is alcohol

1. Inhalants

- a. Solvents (e.g. gasoline, paint thinner, glue)
- b. Aerosols (e.g. spray paint)
- c. Anesthetic gases (e.g. ether, chloroform)

1. Dissociative Anesthetics (Phencyclidine)

- a. Liquid- clear or yellow colored
- b. Crystal- off white to yellowish tan
- c. Tablet- pale yellow or pink

- Recognize how the following substances are introduced into the body and general indicators of use:

1. Stimulants

- a.Snorted

- b.Injected

- c.Smoked or eaten

1. Hallucinogens

- a.Swallowed

- b.Smoked

- c.Eaten or licked

1. Narcotic Analgesics

- a.Injection

- b.Snorted

- c.Smoked or eaten

1. Cannabis

- a.Smoked

- b.Eaten

1. Depressants

- a.Orally

- b.Injected or snorted

- c.Absorption as suppositories

1. Inhalants

- a.Inhaled by various methods including

- b.Spraying into a bag, on a cloth, into nose

- c.Filling a balloon and inhaling

1. Dissociative Anesthetics (Phencyclidine)

- a.Smoked

- b.Injected or snorted

- c.Eaten or absorbed transdermal

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:

1. Possession of drug paraphernalia

- a.Signs and symptoms

- b.Pipes, needles, spools

- c.Eye droppers, lighters, spoons

1. Being under the influence of a controlled substance

- a.Knowledge of its presence

- b.Control or willfully takes into the body

- c.Specific intent to ingest a controlled substance

1. Possession of a controlled substance

- a.Actual control

- b.Constructive possession

- c.Usable amount

1. Possession of a controlled substance for sale

- a.Actual control or constructive possession

- b.Specific intent, to sell and

- c.Quantity for sale

1. Transporting/selling/furnishing, etc. of a controlled substance

- a.Actual control or constructive possession

- b.Specific intent to transport, sell, furnish, or offer

- c.Any amount (i.e. usable quantity)

1. Manufacturing a controlled substance

- a.Has knowledge of its presence

- b.Engaged, either directly or indirectly, manufacturing, conversion

- c.Production or preparation of a controlled substance

1. Possession of precursor chemicals for manufacturing

- a.Knowledge of their presence
- b.Possesses specified precursor chemicals with
- c.Intent to manufacture controlled substance

- Recognize the crime elements to arrest for:
 1. Possession of marijuana/concentrated cannabis
 2. Smoking/ingesting marijuana/concentrated cannabis in public
 3. Cultivating or harvesting marijuana
 4. Possession of marijuana/concentrated cannabis for sale
 5. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis

C.Recognize the crime classification as an infraction, misdemeanor, or felony

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the characteristics of a clandestine laboratory/illegal marijuana cultivation
 1. Chemical odor
 2. Chemicals present
 3. Responding to a fire or explosion

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

- Identify the required safety precautions when securing a clandestine laboratory/illegal marijuana cultivation
 1. Secure the scene and do not enter
 2. If you inadvertently enter DO NOT TOUCH ANYTHING
 3. Immediately withdraw and make notification

V. REQUIRED TESTS

- The POST- Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u> 12 </u>
Agency Specific Hours	<u> 0 </u>
Total Instructional Hours	<u> 12 </u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 13

ABC LAW

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest, for the following crimes:
 1. Sales without a license
 - a.Any person who exercises the privileges or performs
 - b.Any act which only a licensee may exercise
 - c.Or performs under the authority of a license without permission
 1. Unauthorized alcohol on premises

- 3.Furnishing alcohol to an obviously intoxicated person
 - a.Any person who sells, furnishes, gives, or

- b. Causes to be sold, furnished, or given away
- c. Alcohol to an obviously intoxicated person
- 4. Sale/consumption during restricted hours
 - a. Any on-or-off licensee, or agent or employee of such license,
 - b. Who sells, gives, or delivers to any person, any alcoholic beverage
 - c. Or any person who knowingly purchases any alcoholic beverage between the hours of 2:00 a.m. and 6:00 a.m. of the same day
- 5. Sale to, consumption by, purchase by, or attempting to purchase by a minor
 - a. Anyone who sells, furnishes, gives alcohol to any under the age of 21
 - b. Anyone under the age of 21 who purchases alcohol or consumes Alcohol in any on-sale premises
 - c. Anyone under the age of 21 who attempts to purchase alcohol
- 6. Minor in possession of an alcoholic beverage
 - a. Anyone under 21 who has alcohol in their possession
 - b. On any street, highway, public place
 - c. Any place open to the public
- 7. Minors consuming /in possession of alcoholic beverages at a social gathering
 - a. Person under 21 consuming alcoholic beverages without supervision by a parent or guardian of one or more of the participants
- 8. Minor's possession/presentation of a false ID
 - a. Anyone under 21 who presents, offers to any licensee,
 - b. Any written, printed, photocopied evidence or age or identity which is fraudulent, false or not their own
 - c. For the purpose of obtaining alcohol
 - d. Anyone who has in their possession ant false or fraudulent ID
- 9. Minor inside public premises
 - a. Any licensee under an on-sale license issued for public premises
 - b. Permits anyone under 21 to enter and remain on the premises
 - c. Anyone under 21 who enters and does not leave
- 10. Possession of alcoholic beverages on public school grounds
 - a. Anyone who possesses, consumes, sells, gives, delivers
 - b. Any alcoholic beverage in or on any public school or the grounds
 - c. Enforceable 7 days a week 24 hours a day
- 11. Furnishing false identification to a minor
 - a. Anyone who sells, gives, or furnishes
 - b. To anyone under 21 any false or fraudulent
 - c. Written, printed, or photocopied evidence, of the minor

- Recognize the crime classifications as an infraction, misdemeanor or felony

1. The crimes list above are classified as misdemeanors

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify possible threats to officer safety encountered when investigating ABC violations

1. Alcohol intoxication/drug influence
2. Poor lighting, weapons
3. Overcrowding/confined space

- Recognize the methods for determining if a suspected liquid is an alcoholic beverage

1. Appearance and smell, presumption
2. Sealed bottles and containers, opened bottles, admissions
3. Beer tap spigot markers

- Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation

1. Retain alcohol for evidence
2. Mark bottles of seized beverages
3. Seal in the presence of the person from whom it was seized

- Recognize procedures for establishing the age and identity of a person using legally accepted identification

1. Used legally acceptable identification
2. Issued by a government agency
3. Matching description

- Identify general information to include in a written report involving a violation of ABC law

1. Premises

- 2. Buyer
- 3. Seller

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE
 LEARNING DOMAIN 15
 LAWS OF ARREST

Effective date of outline: JULY 1, 2018

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

- 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

- a. Reasonable suspicion, probable cause
- b. Search and seizure
- c. Persons and property
 - 1. Fifth Amendment

- a. Miranda
- b. Double jeopardy
- c. Remain silent
 - 1. Sixth Amendment

- a. Speedy trial
- b. Confront witnesses
- c. Assistance of counsel
 - 1. Fourteenth Amendment

- a. Due process
- b. Equal protection
- c. Equal application

- Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
 - 1. Personally liable when acting under the color of law
 - 2. Criminally prosecuted
 - 3. Civilly liable

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

- Recognize appropriate conduct during a consensual encounter
 - 1. Gathering information
 - 2. Interviewing witnesses at scene
 - 3. Conversing casually
- Recognize conduct that may elevate a consensual encounter
 - 1. Using emergency lights
 - 2. Issuing commands or orders
 - 3. Tone of voice, vehicle position, searches
- Recognize the consequences of elevating a consensual encounter
 - 1. Fourth amendment violations

2. Civil prosecution
3. Criminal prosecution
4. Agency discipline

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

- Differentiate between a detention and a consensual encounter

1. Lawful detention a person is not free to leave

2. Consensual encounter the person must believe that they are free to leave at any time

- Recognize reasonable suspicion

1. Observations, personal training, experience
2. Information from witnesses, victims, others
3. Totality of the circumstances

- Recognize appropriate peace officer actions during a detention

1. Investigative actions
2. Reasonable under the circumstances
3. Determine persons possible involvement in criminal activity

- Recognize the scope and conditions for warrantless searches and seizures during a detention

1. cursory search for weapons
2. When reasonable belief that weapon is present
3. Right to retrieve weapon

- Recognize conditions where the use of force or physical restraint is appropriate during a detention

1. If person attempts to leave, may use reasonable force
2. To compel the person to remain
3. Handcuffed, placed in patrol vehicle

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

- Recognize when there is probable cause to arrest

1. Ordinary person would believe
2. The person to be arrested
3. Is guilty of a crime

- Identify elements of a lawful arrest

1. Arrested person must be taken into custody in manner authorized by law
2. Arrest made by restraint or submission
3. Reasonable force may be used to make arrest, overcome resistance, and prevent escape.

- Differentiate between arrest and detention

1. Detention is assertion of authority in which individuals believe they are not free to leave. It is limited in scope, intensity and duration.
2. Arrest is taking a person into custody in a manner authorized by law for a criminal violation.

- Recognize information that must be given to an arrested person

1. Intent
2. Cause
3. Authority

- Recognize elements of a warrantless arrest for a misdemeanor

1. Committed in the officers presence
2. By a juvenile
3. DUI, PC 12031(a)(4)(A), Domestic violence, PC 243.5, PC 836(e)

- Recognize elements of a warrantless arrest for a felony
 1. Any time day or night
 2. Any day of the week

- Recognize elements of a warrant arrest
 1. Affidavit of probable cause
 2. Endorsed by the court
 3. May be endorsed for night service

- Recognize the requirements for entry into a dwelling to make an arrest
 1. Knock and notice
 2. Consent
 3. Exigent circumstance

- Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
 1. PC 834 and PC 847
 2. Must accept arrest from private person
 3. Private person accepts liability for the arrest

- Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 1. What is reasonable and necessary to make an arrest
 2. Prevent escape
 3. Overcome resistance

- Recognize the statutory requirements for the disposition of an arrested person
 1. Nature of the offense and the presence or absence of a warrant dictate how peace officers handle an arrestee

- Recognize the exceptions to the powers to arrest
 1. Full 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 OBJECTIVE

- Identify the purpose of the Miranda warnings
 1. Protection of a person's Fifth Amendment right
 2. Of self-incrimination

- Recognize when Miranda warnings must be given
 1. Custody and interrogation

- Identify the proper administration of Miranda warnings
 1. Four Miranda advisements are given
 2. Person has acknowledged understanding of each one
 3. Person either waives their rights or invokes

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

- Recognize the types of Miranda waivers
 1. Expressed

2. Implied
3. Conditional

- Recognize the exceptions to the Miranda rule

1. Imminent concern for the safety
2. Of the person or public

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

- Differentiate between an interview and interrogation
 1. Interview is questioning non-suspects
 2. Interrogation is questing suspects

- Identify the purpose of an interrogation
 1. Obtaining an admission or confession
 2. Identifying those involved with the crime
 3. Establishing guilt, corroborating statements

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

- Identify the conditions in which a confession or admission may be inadmissible in court.

1.Fourth, Fifth, Sixth, Fourteenth Amendment violations

VII. REQUIRED TESTS

- The POST- Constructed Comprehensive RBC Test 1.
- The POST- Constructed Comprehensive RBC Test 2.
- The POST- Constructed Comprehensive RBC Test 3.

VIII. REQUIRED LEARNING ACTIVITIES

- 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 laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:
 1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
 2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
 3. Officer accountability and responsibility as it relates to laws of arrest
 4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community

- The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
 1. Mechanics of the interview process
 2. Location and physical environment
 3. Interviewer's actions and style
 4. Types of questions

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>12</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 16

SEARCH AND SEIZURE

Effective date of outline: JULY 1, 2018

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

- Recognize constitutional protections guaranteed by the Fourth Amendment
 1. Privacy
 2. Liberty
 3. Possession of property
- Identify the concept of reasonable expectation of privacy
 1. Individuals have indicated that they personally expect privacy in the object or area
 2. Expectation is one which society recognizes as legitimate

- Recognize standing and how it applies to an expectation of privacy

1. Only a person with standing can challenge the search or seizure of property

- Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
 1. Give the officer the ability to search
 2. Fourth amendment requires specific facts
- Recognize how the exclusionary rule applies to a peace officer's collection of evidence
 1. If the court finds the search violated the Fourth amendment the evidence collected could be ruled inadmissible and excluded

II. LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.

LEARNING OBJECTIVES

- Recognize how probable cause serves as a basis for obtaining a search warrant
 1. Crime has been committed
 2. Evidence of the crime exists
 3. Evidence sought is located at the place to be searched
- Recognize the necessary conditions for securing an area pending the issuance of a search warrant
 1. Need exigencies
 2. Belief based on surrounding circumstances
 3. Evidence will likely be destroyed
- Identify the time limitations for serving a search warrant
 1. 10 days from issuance
 2. No exceptions for weekends and holidays
 3. Between 7:00 a.m. and 10:00 p.m.
- Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
 1. Knock and announce their presence, identify themselves as peace officers
 2. State their purpose, demand entry
 3. Wait reasonable amount of time, force entry if necessary
- Recognize the application of the Nexus Rule while conducting an authorized search
 1. May seize items not listed in the warrant when
 2. Items were discovered while conducting a lawful search
 3. Probable cause to believe the item is contraband, evidence of criminal behavior, or would otherwise aid in the apprehension or conviction of the criminal

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

- Recognize why a plain view seizure does not constitute a search
 1. Owner had no expectation of privacy
 2. No Fourth amendment protection

- Recognize the legal requirements for seizure of items in plain view
 1. Probable cause the item is contraband or evidence
 2. Lawful right to be in the location
 3. Lawful access
- Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 1. Cursory/consent searches
 2. Exigent circumstances
 3. Incident to arrest, parole/probation search
- Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 1. Cursory/frisk/pat searches

- a. Limited to outer layer of clothing for weapons
2. Consent searches
 - a. Places and things the officer reasonably believes the consenting person authorized them to search
3. Searches pursuant to exigent circumstances
 - a. Peace officer may do whatever is necessary to resolve the emergency, but nothing more
4. Searches incident to arrest
 - a. Full search of the arrestee's person
 - b. Containers on the arrestee's person
 - c. Nearby area where arrestee had physical control
5. Probation/parole searches
 - a. Limited to search conditions
 - b. Person, residence, property under their control
 - c. No reasonable suspicion is necessary

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 1. Probable cause searches

- a. If you believe there is enough to get a warrant
- b. You can search without a warrant
- c. Under the automobile exception
 1. Seizures of items in plain view
 - a. Belief item is crime related
 - b. Lawfully at the location
 - c. Lawful access to the item
3. Protective searches
 - a. Conditional search for weapons
 - b. Passenger compartment of the vehicle
 - c. Occupant had reasonable access
4. Consent searches
 - a. Belief consenting person authorized them to search
 - b. Consent must be voluntary
 - c. Person giving consent had the authority to do so
5. Searches incident to custodial arrest
 - a. Arrest of any occupant in the vehicle
 - b. Search must be done at time of arrest
6. Instrumentality searches
 - a. Limited to reasonable location of where evidence might be
 - b. Specific to warrant if obtained
 - c. Crime must be committed inside the vehicle or the vehicle was the instrument
 - d. Recognize the scope and necessary conditions for conducting a vehicle inventory

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

- Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
 1. With a warrant

- a.The Fifth Amendment does not apply
- b.Warrant must contain exact wording
- c.Defining the type of body intrusion

2.Without a warrant

- a.Probable cause to arrest and search
- b.Exigent circumstances
- c.Need outweighs the intrusiveness

- Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence

1. Minimal force necessary to remove the object
2. Force may not shock the conscience

- Recognize the conditions necessary for legally obtaining blood samples

1. Probable cause the test will show evidence of the crime
2. Removal done by medical staff

- Recognize the conditions for legally obtaining the following evidence:

1. Fingerprints

- a.Consent
- b.If under arrest no legal right to refuse
 1. Handwriting samples

- a.Consent
- b.Probable cause
- c.Court order

VI. LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject's identification.

LEARNING OBJECTIVES

- Identify the importance of a peace officer's neutral role during an identification procedure
 1. Officers should not do anything that suggests or could be interpreted as suggesting which suspect to select during any type of identification procedure
 2. The case evidence might be deemed inadmissible and excluded from the case

- Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:

1. Field show-up

- a.Detain suspect outside law enforcement vehicle
- b.Without handcuffs
- c.When reasonable to do so
 1. Photographic spread

- a.Photographs are displayed the same
- b.Similar characteristics
- 3.Custodial lineup

- a.Participants are similar in appearance
- b.Nothing that distinguishes one from another

VII. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 1.
- The POST-Constructed Comprehensive RBC Test 2.
- The POST-Constructed Comprehensive RBC Test 3.

VIII. REQUIRED LEARNING ACTIVITIES

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

1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
3. Ability to balance officer safety with the protection of individual rights and the preservation of property
4. Legal and agency policy issues

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>2</u>
Total Instructional Hours	<u>14</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

Effective date of outline: JULY 1, 2018

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

- Recognize relevance as it pertains to the admissibility of evidence
 1. Reduce violations of constitutional protection
 2. Avoid undue prejudice to the accused
 3. Prohibit unreliable evidence (e.g. hearsay, opinion)
 4. Protect valued interests and relationships (attorney-client, clergy)

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

- Recognize the process of authentication of evidence
 1. Real and demonstrated evidence must be authenticated.
 2. Evidence must be shown that is what the officer claims it to be.
 3. Authentication is the act of establishing that claims made about the item of evidence are true.

- Understand what constitutes the legal chain of custody for evidence
 1. Chain of custody of seized evidence must be established and maintained throughout the custody of the evidence.
 2. Chain of custody is a method of authentication.
 3. Requires each step in the process of handling of the evidence be accounted for.
 4. Each link in the chain of custody must be documented.

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
 1. California Evidence Code 352
 2. Exclusionary Rule
 3. Opinion and expert testimony
 4. Privilege
 5. Credibility of witnesses

- Recognize the requirements and exceptions for admitting hearsay evidence for:
 1. Spontaneous statements
 - a. Trustworthy because the speaker had no time to fabricate a story
 - b. Excitement and stress during statement
 - c. Proximate to the event
 1. Admissions and confessions
 2. Out of court
 - a. Oral or written statement
 - b. Made by the defendant
 3. Dying declarations
 - a. Based upon speaker's knowledge of impending death
 - b. Regarding circumstances surrounding the death
 - c. Person must actually die to be admissible
 4. Records and officer testimony
 - a. Official records, business records

- b.Past recollection recorded (written accounts read into evidence)
 - c.Present memory refresh (using reports to aid memory in court)
- 5.Hearsay testimony at preliminary hearings

- By active and honorably retired peace officers

III. LEARNING NEED

For a peace officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

- Identify a peace officer's responsibilities regarding pretrial preparation
 1. Reviewing their field notes and all reports related to the case
 2. Meeting with prosecutor at pre-trial conference
 3. Complying with prosecutor's instructors and recommendations
 4. Obtaining all necessary evidence prior to trial

- Identify aspects of a case that peace officers should review prior to giving testimony
 1. Their field notes
 2. All investigative reports
 3. Any other summary reports or documentation regarding the case

- Identify factors related to a peace officer's personal appearance that can influence how an officer's testimony is received by the court

1.Affects credibility

2.Dress and grooming

3.From the moment you enter the courthouse

- Identify appropriate peace officer responses while testifying as a witness
 1. Look directly at the attorney asking the question
 2. Listen carefully, understand the question before answering
 3. Tell the TRUTH only answer the question that was asked
 4. Answer only one question at a time

- Identify appropriate responses when a peace officer is unsure of or does not know the answer to a question asked by an attorney
 1. I don't know
 2. I don't remember
 3. In a clear and confident manner

- Identify appropriate responses when asked to give an opinion while testifying
 1. Base each opinion on known facts
 2. Clearly differentiate between fact and fiction
 3. Do not add opinion to factual testimony

- Recognize the importance of being a truthful peace officer while testifying in court

1.Credibility

2.Fairness

3.Unbiased witness

V. REQUIRED LEARNING ACTIVITIES

- The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person.The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:
 1. Badgering/belligerent
 2. Offensive
 3. Friendly
 4. Condescending
 5. Hearsay questions and testimony at a preliminary hearing

- By active and honorably retired peace officers

Description	Hours
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>10</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

Effective date of outline: JULY 1, 2018

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

- Explain the legal basis for requiring investigative reports
 1. State and federal statutes mandate law enforcement agencies to report certain events and incidents
 2. PC 11107 requires agencies to furnish reports for specified misdemeanors and felonies

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

- Discuss the importance of taking notes in preparation for writing reports
 1. Primary source used when writing an investigative report
 2. Must be accurate or report will not be
 3. More reliable than memory

- Apply appropriate actions for taking notes during a field interview

1. Listen attentively
2. Take notes and ask questions
3. Verify information

- Distinguish between:

1. Opinion

a. Can be open to interpretations

b. Express a belief not necessarily sustained by proof

1. Fact

a. Verified or proven

b. Has real, demonstrable existence

1. Conclusion

a. Based on the analysis of facts and opinions

b. Conclusions should always be accompanied with the supporting facts and opinions

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Summarize the primary questions that must be answered by an investigative report

1. What
2. When
3. Where
4. Who
5. How
6. Why

- Identify the fundamental content elements in investigative reports, including:

1. Initial information

a. Establishing how the officer became involved with specific incident and additional background information

1. Identification of the crime

a. Including the facts that are necessary to show that a specific crime has taken place

3. Identification of involved parties

a. Such as the reporting person, victim, witness, or suspect

4. Victim/witness statements

a. Details of events the involved parties observed or experienced

5. Crime scene specifics

a. Necessary to accurately reestablish the scene and events of the crime

6. Property information

a. Descriptions and details pertaining to stolen items as well as physical evidence

7. Officer actions

a. Descriptions of all actions taken by peace officers that are related to the incident

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

- Apply guidelines for recommended grammar used in investigative reports, including use of:

1. Proper nouns

a. Person should be referred to by their proper names to avoid confusion

1. First person pronouns

a. Officer refers to himself/herself in the first person

1. Third person pronouns

a. Clearly refer to or agree with

b. The noun or proper noun

c. That is directly before it.

1. Past tense

a. Used to clearly indicate

b. That events have already

c. Taken place

1. Active voice

a. Should be used to ensure that the information

b. Presented is Direct, brief, and

c. Clearly establishes the actions of the sentence

- Organize information within a paragraph for clarity and proper emphasis
 1. First sentence (a lead in sentence)
 2. Clearly state the primary topic
 3. Of each topic
- Select language that will clearly convey information to the reader of the investigative report
 1. Simple concrete language
 2. That readers will clearly understand
- Distinguish between commonly used words that sound alike but have different meanings
 1. Accept - Except, Access - Excess
 2. Advice - Advise, Affect - Effect
 3. Allude - Elude, Assure - Ensure
 4. There are several words to be referenced
- Proofread for content and mechanical errors, including:
 1. Spelling
 2. Punctuation
 3. Grammar
 4. Word choice
 5. Syntax

V. REQUIRED TESTS

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

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

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

1. Elements of a crime
2. Reasonable suspicion or probable cause to stop
3. Justification for a pat down search

4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest
7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

VI. REQUIRED LEARNING ACTIVITIES

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

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

Each learning activity must incorporate:

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

Assessment of the practice reports should address:

- The adequacy of the decisions made by the student regarding the incident/crime. This includes:
 1. The determination of the existence or nonexistence of a crime
 2. If a crime has been committed, the proper identification of that crime
 3. The taking of proper safety measures
 4. The preservation of evidence
 5. The capturing of all essential information
- The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
 1. The organization and development of the report
 2. The inclusion of relevant information
 3. The anticipation of possible defenses that might be asserted by the suspect
 4. The use of the active voice
 5. The use of the first person
 6. The proper use of grammar, punctuation, spelling, and word choice
- The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:
 1. Written communication as an expression of integrity, reliability, fairness and credibility
 2. Effective reports as a demonstration of an officer's character, decision making, and courage
 3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g., victims, suspects, courts, witnesses)
 4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

Description

Hours

POST Minimum Required Hours

48

Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>12</u>
Total Instructional Hours	<u>60</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 19

VEHICLE OPERATIONS

Effective date of outline: OCTOBER 1, 2021

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

- Determine a safe distance when following another vehicle
 1. Space cushion
 2. Clear room surrounding the vehicle

- Identify the effect of speed on a driver's peripheral vision
 1. Decreases
 2. Tunnel vision

- Discuss how perception and reaction time affects a vehicle's total stopping distance
 1. Time it takes for eyes to send
 2. The message to the brain
 3. To receive and process the message and respond

- Demonstrate appropriate actions to prevent intersection collisions
 1. Visually clearing intersections
 2. Make eye contact with other drivers
 3. Including pedestrians

- Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
 1. Merging traffic
 2. Reentering after traffic after stop
 3. Driving at high speed

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

- Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
 1. Single most effective way to prevent injury or death in a vehicle

- Identify psychological and physiological factors that may have an effect on a peace officer's driving
 1. Attitude and emotion influence judgment and decision making
 2. Lack of sleep, illness, and medications

- Identify hazards of various road conditions
 1. Standing water, rain and loose gravel
 2. Hills, potholes and mud
 3. Snow, ice and fog

- Discuss the components of a vehicle inspection
 1. Improperly maintained vehicles can experience mechanical failure
 2. Can jeopardize the safety of the driver and others

3. Essential that officers inspect their vehicle

- Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle

1. Understand the relevance
2. Prioritize distractions

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the objectives of emergency response driving

1. Arrive quickly
2. Arrive safely
3. Follow agency guidelines

- Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty

1. Rules of the road

a. Due regard for safety of others

1. Liability

a. Must know and follow agency policy

- Explain the importance of agency-specific policies and guidelines regarding emergency response driving

1. Agency policies and guidelines can be more restrictive than state law

- Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions

1. V.C. 21806
2. Requires that all drivers shall yield the right away to law enforcement vehicles operating under emergency response conditions
3. Drivers required to pull to the right

- Demonstrate the use of emergency warning devices available on law enforcement vehicles

1. Light bar
2. Wig wag lights
3. siren

- Identify factors that can limit the effectiveness of a vehicle's emergency warning devices

1. Traffic
2. Fog, rain and snow
3. Speed and other drivers

- Demonstrate the use of communication equipment

1. Stay calm and speak clearly
2. Use on straight stretches of road
3. Roll windows up to limit distractions

- Identify the effects of siren syndrome

1. Increased adrenaline
2. Both physiological and psychological
3. Results in impaired judgment

- Recognize guidelines for entering an intersection when driving under emergency response conditions

1. Approach, evaluate traffic, lane positioning, controlling speed, and stopping.
2. Clearing intersection, allow other drivers time to react, clear lane by lane, make eye contact with other drivers, look for other emergency vehicles, and constantly scan right to left

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss the requirements of Penal Code Section 13519.8

1. When to initiate pursuit, responsibility of primary and secondary units, number of involved units permitted, driving tactics, helicopter assistance, communications, capture of suspects, termination of pursuit, supervisor responsibilities, (blocking, ramming, boxing and road block procedures), speed limits, inter-jurisdictional considerations, conditions of vehicle (driver, roadway, weather, and traffic), hazards to uninvolved bystanders or motorist, reporting and post pursuit analysis

- Discuss the requirements of Vehicle Code section 17004.7

1. Every agency must have a written pursuit policy. Each policy must include

- a. When to initiate a pursuit
- b. Number of involved units permitted
- c. Communication procedures
- d. Role of supervisor in managing and controlling pursuit
- e. Driving tactics and circumstances
- f. Authorized pursuit intervention tactics
- g. Intervention tactics: Blocking, ramming and roadblock procedures
- h. Speed, public and officer and suspect safety factors
- i. Determine role of air support where available
- j. Determine termination/discontinuation of pursuit
- k. Procedures for apprehending offender following pursuit
- l. Effective coordination/management of inter-jurisdictional considerations
- m. Reporting post pursuit analysis

2. VC 17004.7 gives statutory immunity to government entities for injury or damage caused by a fleeing suspect

3. Peace officers are required to review their agency's pursuit policy annually.

4. Every office is responsible for knowing and following their agency's pursuit policy

5. Every agency must provide training on an annual basis complying with subdivisions (c) and (d)

- Discuss common offensive intervention tactics

1. Ramming, pursuit intervention techniques (PIT), and boxing
2. Heading off, driving alongside
3. Tire deflation devices, and roadblocks

- Recognize conditions that could lead to the decision to terminate a vehicle pursuit

1. Threat to public safety outweighs seriousness of crime
2. Violates agency policy
3. No need for immediate apprehension

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

- Distinguish between longitudinal and lateral weight transfer
 1. Lateral weight transfer-side to side-caused by turning movements
 2. Longitudinal weight transfer-front to back-caused by braking and acceleration
- Demonstrate the ability to mitigate the effects of spring loading
 1. When the vehicle experiences weight transfer, spring loading takes place as energy builds and vehicle springs
- Demonstrate proper techniques for two-handed shuffle steering
 1. Hand shuffle up and down on the wheel
 2. Never crossing the 12:00 position as the driver executes a turn
- Demonstrate proper throttle control
 1. Smooth operation
 2. Immediate effect on weight transfer
 3. Smooth operation critical for vehicle control
- Demonstrate proper roadway position and the three essential reference points of a turning maneuver
 1. Entry
 2. Apex
 3. Exit
- Explain the primary effects speed has on a vehicle in a turning maneuver

1. Traction limits may be exceeded
2. Weight transfer occurs in opposite direction of turn

- Demonstrate proper braking methods

1. Threshold braking
2. ABS

- Distinguish between and describe the causes of the following types of vehicle skids:

1. Understeer skid

a. Entering a corner too fast

1. Oversteer skid

a. Excessive speed in turn

b. Sudden steering input

c. Over braking in turn

1. Locked-wheel skid

a. Occurs when one or more of the vehicles wheels lock

b. ABS failure

c. Hard braking

1. Acceleration skid

a. Engine overpowers traction of the driving tires

b. Involves only the drive wheels

1. Centrifugal skid

a. Entering a turn too fast

b. Causes the vehicle to move outside, or away from center, due to loss of adhesion or friction between tires and roadway resulting in sliding or skidding.

- Identify the causes and contributing factors of vehicle hydroplaning

1. Speed
2. Water depth
3. Tire condition

V. REQUIRED TESTS

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

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.

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

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

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

The student will demonstrate competency in the following performance dimensions:

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

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.

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

The student will demonstrate competency in the following performance dimensions:

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

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

- 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 "Y" driveway
 Steering (forward and reverse) Parallel parking
 "T" Driveway Bootleg Turn
 Vehicle Control

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness

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

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

VI. REQUIRED LEARNING ACTIVITIES

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

Description	Hours
POST Minimum Required Hours	<u>40</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>40</u>

EXPANDED COURSE OUTLINE
 REGULAR BASIC COURSE
 LEARNING DOMAIN 20
 USE OF FORCE/ DEESCALATION

Effective date of outline: OCTOBER 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Discuss objectively reasonable force as stated by law
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
- 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

- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

II. LEARNING NEED

Peace officers must understand how the principles of deescalation 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

- Define deescalation

1. Deescalation is the process of using strategies and techniques intended to decrease the intensity

of the situation

1. Recognize common misconceptions and benefits of deescalation
2. Understand the history of deescalation

- Recognize the four core concepts of deescalation, to include:

1. Self-control
2. Effective communication
3. Scene assessment and management
4. Force options

- 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 deescalation
- E. Recognize how strategic communication may enhance deescalation

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"
- B. Identify that the objective of using force 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
- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
- E. Discuss the importance of effective communication when using force

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force

- C. Recognize facts an officer should consider when determining whether or not to use deadly force
- D. Discuss the role of agency policies regarding the use of deadly force
- E. Recognize the law regarding justifiable homicide by a peace officer and the circumstances under which the homicide is considered justifiable

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. Deescalation 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:
 - 1. Fear
 - a. Reasonable
 - b. Unreasonable
 - 2. Anger
 - 3. Indecision and hesitation
- B. Give examples of acceptable techniques for managing anger
- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

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
- B. Explain an agency's potential liability associated with the use of unreasonable force
- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
- D. Discuss immediate and 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

VIII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.
- D. The POST-Constructed Comprehensive SIBC Test 1.
- E. The POST-Constructed Comprehensive SIBC 2.

- F. The POST-Constructed Comprehensive SIBC Test 3.
- G. The POST-Constructed Comprehensive PC832 Test.
- H. The POST-Constructed Comprehensive Module III Test.
- I. The POST-Constructed Comprehensive Module II Test.
- J. The POST-Constructed Comprehensive Module I Test.
- K. The POST-Constructed Comprehensive Requalification Test.
- L. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

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

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

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

- M. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control when using a presenter approved non-deadly force option or options (e.g., deescalation, baton, control hold, chemical agent(s), taser, etc.

The test must simulate the physical and mental stress that would be imposed by an actual Encounter where the student would be required to use a non-deadly force option or options to control a suspect and, if necessary, effect an arrest.

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

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

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms, which minimally include the performance dimensions used for this scenario 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:
 - 1. Exercise of leadership in the application of objectively reasonable force
 - 2. Impact of ethical decision-making on the selection of appropriate force options
- 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.

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>0</u>
Total Instructional Hours	<u>16</u>

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

No Value

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Message
- E-mail
- Face-to-face meeting(s)
- Proctored Exam

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Students must use a laptop/tablet for state testing.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size shall not exceed 50.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Hybrid with online lecture and onsite lab/activity hours