

ACADC202X : POST Police Academy III**General Information**

Author:	<ul style="list-style-type: none"> • Peter Fulks • Bowen, Jarrod • Griffin, Nicole
Course Code (CB01) :	ACADC202X
Course Title (CB02) :	POST Police Academy III
Department:	Public Service
Proposal Start:	Summer 2022
TOP Code (CB03) :	(2105.50) Police Academy
SAM Code (CB09) :	Advanced 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 third 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>
Author:	<ul style="list-style-type: none"> • Peter Fulks • Bowen, Jarrod • Griffin, Nicole

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 repeat.

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

Public Safety Certificate (In Development)

Certificate of Achievement

Fall 2022

Modern Police Science (In Development)

A.S. Degree Major

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	Skills Development and Performance
Rationale	Skills demonstration for firearms, arrest control techniques, cpr/first aid, and driving are typical examples of skills development instruction practices. Students will model appropriate control and skills required to maintain certifications.

Methods of Instruction

Lecture

Rationale

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

Methods of Instruction

Performance

Rationale

Students are instructed based on their performance achievements in a variety of scenarios over a period of two weeks. These scenarios are standardized and delivered in a controlled learning environment.

Assignments

Report writing, scenario testing, etc.

Methods of Evaluation**Rationale**

Final Exam

POST standardized 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.

Other

Participation in required scenario activities per POST guidelines is graded on performance and alignment to policies and law.

Equipment

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

\$500 for emergency vehicle operations and control (EVOC) training fees.

Learning Outcomes and Objectives

Course Objectives

Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

Discuss the legal considerations peace officers should take into account related to racial profiling

CSLOs

Complete all required state testing for certification as a police officer.

Expected SLO Performance: 70.0

Apply interventions for stereotyping that could avoid prejudicial viewpoints and unlawful acts of discrimination.

Expected SLO Performance: 70.0

Discuss terminology used to identify and describe the difference between sexual orientation and gender identity per state guidelines.

Expected SLO Performance: 70.0

Outline

Course Outline

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 21

PATROL TECHNIQUES

Effective date of outline: **JULY 1, 2018**

I. LEARNING NEED

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

- Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:

1. Preventative

a. High visibility to discourage unwanted or illegal activity

1. Directed enforcement

a. Concentration of patrol on particular circumstances, persons or problem areas

- Discuss considerations for selecting a patrol strategy
 1. Public visibility, criminal activity, and existence of problem
 2. Environmental conditions, area demographics
 3. Community Resources and department resources
- Select appropriate actions for peace officers who are conducting security checks
 1. Cover as much area as possible
 2. Pay attention to high risk areas
 3. Vary patrol patterns and routines
 4. Employ appropriate tactics and equipment
 5. Implement additional patrol methods (foot and bike patrol)
- Distinguish between the roles and responsibilities of contact and cover officers

1. Contact officer initiates action
2. Cover officer responsible for surveillance and control
3. So contact officer can complete investigation

- Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol

1. Mentally prepared
2. Maintain physical and tactical skills
3. Ask for backup when necessary

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe patrol officer responsibilities when preparing for each patrol assignment, to include:

1. Checking all personal equipment
2. Acquiring any necessary information and materials/supplies
3. Inspecting each piece of equipment issued at beginning of shift
4. Mental preparation

- Discuss tactical considerations and guidelines for patrolling effectively:

1. Determining appropriate speed
2. Patrol vehicle placement
3. Avoiding silhouetting and telltale noise

- Demonstrate proper procedures for transmitting and receiving a radio communication

1. Accuracy
2. Brevity
3. Courtesy

- Discuss information an officer should include when generating a crime broadcast

1. Incident specifics
2. Victim/relation
3. Suspect related/description
4. Vehicle/description
5. Weapon/type
6. Description of loss
7. Action to be taken

- Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject

1. Use field interview position
2. Keep gun hand free
3. Be mindful of surroundings
4. Be aware of subjects hands, size, and demeanor

- Select appropriate actions when encountering a plainclothes/undercover officer while on patrol

1. Do not show recognition towards officer
2. Do not draw attention to undercover officer
3. Treat undercover officer same as individuals in the group

- Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject

1. Plan of action and working with partner/communication
2. Awareness of surroundings (terrain, visibility, blind corners)
3. Do not pursue into vacant building
4. Use of perimeters

III. REQUIRED TESTS

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

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.

4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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 ACTIVITY

- The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
 1. The nature of the event (what appears to have occurred)
 2. Physical descriptions of persons involved, if applicable
 3. Statements made by the involved parties, if any
 4. Any differences in perception among the students who observed the incident
- The student will participate in a learning activity that reinforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
 1. Unit identification
 2. Type of incident and location
 3. Number of suspects with complete known description
 4. Description of loss, if any
 5. Weapon(s) used, if any
 6. Time, direction of flight, and vehicle description

Description	Hours
POST Minimum Required Hours	<u>12</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 22

VEHICLE PULLOVERS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe the three basic categories of vehicle pullovers, to include:

1. Traffic enforcement pullover

- a. Belief driver committed a traffic infraction
- b. No objective reason to believe the occupants represent an unusual risk
- c. Expectation stop would result in a citation

1. Investigative pullover

- a. Expectation involves less risk than high risk, but more than enforcement
- b. Belief that occupants have or are about to engage in criminal activity
- c. Expectation stop would involve investigation

1. High-risk pullover

- a. Belief occupants may be armed, committed a felony,
- b. Represent a serious threat to officer

- Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover

1. Unpredictable actions by violator
2. Unknown identity of the violator
3. Dangerous environmental conditions
4. Varying road conditions, other vehicles on the roadway

- Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover

1. Be aware suspects have guns
2. Call in contacts
3. Maintain position of advantage
4. Consider varying vehicle approach and know your location

II. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Selecting an appropriate location

- Safety factors (e.g., out of the flow of traffic)
- Visibility to passing traffic
- Avoidance of potentially hostile environments
- Lighting/illumination
- Possible escape routes
- Availability of cover and concealment

1. Communicating with dispatch

a. Location and direction of travel;

b. License number and vehicle description

c. Legal justification or nature of stop

d. Any other pertinent information (weapons, number of occupants)

1. Getting the attention of the driver of the target vehicle

- Lights (e.g., emergency lights, headlights, spotlights)
- Hand gestures
- Horn/audible devices
- Siren
- Maintaining appropriate distance from target vehicle prior to initiating the pullover
- Demonstrate appropriate actions for the safe and tactical placement of the patrol unit

1. Offset position

2. Spotlight on drivers mirror

3. Spotlight on rearview mirror

- Apply appropriate procedures for exiting the patrol unit

1. Safely and as quickly as possible

- Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot

1. Be aware of passing traffic
2. Observe occupants in target vehicle
3. Be aware of surrounding and keep gun hand free
4. Use flashlight sparingly

- Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle

1. Drivers side-direct and quickest path, direct contact with driver
2. Passenger side-officer is away from passing traffic, quick retreat, provides element of surprise, allows opportunity to adjust and modify position
3. Non approach-violators actions can be constantly monitored

- Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle

1. Behind of trailing edge of driver's side door

2. Forces person to look back towards officer

3. Makes it more difficult to point weapon at officer

4. Prevents officer from being knocked down

- Demonstrate the process for conducting a vehicle stop driver contact, to include:

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

- Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle

1. Occupants exit one at a time, monitor each persons' movements,
2. Keep hands in view, conduct lawful search
3. Maintain control of driver/occupants movements

- Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification

1. Look for changed photographs
2. Lamination
3. Lack of seal

4. Confirmation with dispatch

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover

1. Use of appropriate resources
2. Use of cover and concealment
3. Maintain position of advantage

- Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover

1. Protect primary officer
2. Proper vehicle placement
3. Maintain proper position of cover and concealment
4. Firearms at ready
5. Visual contact with occupants and avoid crossfire

- Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover

1. Develop action plan
2. Initiate pull over
3. Direct action of vehicle occupant
4. Order occupant from vehicle
5. Establish physical control of occupant
6. Clear target vehicle of occupants

- Discuss officer safety considerations when searching the target vehicle, including:

1. Use of available cover officer(s)
2. Types of objects sought and likely locations
3. Potential hazards (e.g., needles, edged weapons, etc.)
4. A systematic search process
 - Interior
 - Exterior

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:

1. Vans, campers, and motor homes
2. Motorcycles
3. Buses and semi-trucks

V. REQUIRED TESTS

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

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

VI. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:
 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)
- The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
 1. Greeting
 2. Identifying self and department
 3. Requesting driver's license, registration, and proof of insurance
 4. Explaining the reason for the stop
 5. Making decision to warn, cite, or arrest
 6. Closing appropriate to decision
- The student will participate in a learning activity, with one or more students acting as a team that simulates a high-risk vehicle stop. The high-risk stop will minimally include:
 1. Identify violation/suspect
 2. Request and coordinate responding units
 3. Select appropriate location for the stop
 4. Advise dispatch of stop information
 5. Activate emergency equipment
 6. Patrol vehicle position
 7. Communication (dispatch/suspects/other officers)
 8. Safe and effective tactics to secure suspect(s) and vehicle
- The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:
 1. Exercise of effective problem solving, communication and officer safety during vehicle stops
 2. Use of an appropriate ethical decision-making process to demonstrate "equal protection of the law"
 3. How the community may view vehicle pullover tactics as a function of the policing mission
 4. How peace officers may educate community members on the purpose of vehicle pullovers

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 23

CRIMES IN PROGRESS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain the importance of wearing soft personal body armor while on patrol
 1. Adds protection against threats
- Distinguish between officer safety and officer survival, including:
 1. Current patterns related to deaths and assaults on peace officers
 2. The concept of "will to survive"
 3. Officer actions after being wounded
 4. Officer as hostage
 5. Officer actions in counter-ambush incidents when on foot
 6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss the elements of a tactical approach to a crime in progress including:
 1. Nature of the crime
 2. Use and nonuse of warning lights and siren
 3. Appropriate communication to agency
 4. Uses cover and concealment upon arrival
- Explain the primary purposes for establishing crime scene perimeters
 1. Contains and isolates the scene
 2. Prevents suspects from escape
 3. Prevents unauthorized entry into area
 4. Aids in apprehension
- Demonstrate appropriate actions when conducting a search for suspects, including:
 1. Preparing to enter the area to be searched
 2. Initiating owner contact, if applicable
 3. Communicating (e.g., announcement to potential suspects, contact with other units)
 4. Using lighting
 5. Using canines/special units
 6. Using cover officers
 7. Making a tactically sound entry
 8. Conducting a systematic search
 9. Confronting a suspect during the search
 10. Using proper arrest techniques

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Demonstrate effective officer actions for the safe and tactical response involving:
 1. Barricaded suspects/hostages
 2. Violent suspects
 3. Rapid deployment to a deadly encounter (Active Shooter)
 4. Officer ambush/sniper attacks
 5. Officer-down calls
 6. Suspicious Persons
- Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
 1. Family members and friends might be present
 2. Tactical limitations
 3. Lack of communication
 4. Suspect not consider you an officer
 5. Responding officers may not recognize you

V. REQUIRED TESTS

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

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.

- A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:
 1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.

2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner.Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

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

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.

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

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

VI. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
 1. Person with a gun
 2. Shots-fired call
 3. Officer down
 4. Suspicious circumstances
 5. Suicidal person
- The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress.The student will indicate, either verbally or in writing:
 1. A suggested approach to the location
 2. An effective placement of perimeter units
 3. An acceptable scene search pattern
- 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 crimes in progress.At a minimum, each activity, or a combination of activities must address the following topics:
 1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
 2. Effective decision making to enhance tactical readiness
 3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

Description	Hours
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>20</u>

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 24
HANDLING DISPUTES/CROWD CONTROL

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain the responsibilities of peace officers at the scene of a dispute
 1. Keep the peace
 2. Restore order
 3. Determine if a crime has taken place
- Describe measures officers should take to protect their own safety and the safety of others when:
 1. Approaching
 2. Making initial contact
 3. Once inside a residence or area where a dispute is taking place
- Describe intervention techniques that can be used to protect the safety of officers, other persons, or property
 1. Presence and demeanor
 2. Verbal voice
 3. Physical contact and force

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain appropriate techniques for defusing a potentially violent dispute
 1. Separate involved parties
 2. Speak in calm firm tone
 3. Distract individual
 4. Pretend not to understand
 5. Use active listening
- Describe appropriate techniques for conducting a brief interview of the parties involved in a dispute
 1. Maintain control
 2. Ask appropriate questions
 3. Remain impartial
- Summarize the steps involved in the problem solving process for mediating a dispute
 1. Elicit suggestions
 2. Discuss possible suggestions
 3. Negotiate an agreement
 4. Summarize agreement and encourage follow through

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss safety considerations officers should be aware of when responding to a family dispute
 1. Concealed weapons and household items
 2. Drug or alcohol use
 3. Officers may be unwelcome
 4. Parties may turn on officer if family member is arrested
- Describe crimes associated with landlord/tenant disputes, including:
 1. Tenant lockout/seizure of property
 2. Vandalism
 3. Unauthorized entry
 4. Disruption of utility services
 5. Re-entry following a lawful eviction
- Explain peace officers' role when called to a dispute involving a repossession
 1. Vehicle

2. Property

- Determine when possession is complete in the course of a repossession

1. Vehicle

2. Property

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain peace officer responsibilities regarding the protection of an individual's right to free speech and assembly

1.To protect and uphold an individual's right to free speech and assembly

2.To protect the lives and property of all people

- Discuss the role of law enforcement regarding crowd control

1.Protection of constitutional rights

2.Fair and impartial enforcement

3.Protection of vital facilities

4.Safety of public and officers

5.Prevent disruption of commerce

- Describe psychological factors associated with crowd behavior

1. Group identity

2. Group cohesiveness

3. Group induced anonymity

- Discuss the phases of crowd development from a casual gathering through the development of a riot

1. Grouping, interaction, volume, overt act, mimicking

- Discuss the three primary roles individuals play within a crowd

1. Leaders

2. Aggressors

3. Followers and on-lookers

V. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe the phases of riot development

1. Grouping

2. Interaction

3. Volume

4. Overt act

5. Mimicking

- Explain the primary law enforcement objective of:

1. Crowd management

2. Crowd control

3. Riot control

- Apply common riot control formations used by law enforcement

1. Skirmish line

2. Wedge/Vee

3. Diagonal

4. Column

5. Arrest/rescue formations (e.g., circle)

VI. REQUIRED LEARNING ACTIVITIES

- The student will participate in a facilitated discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:

1. Lockout or other landlord/tenant conflict

2. Repossession

3. Neighborhood or business conflict

4. Family conflict (non-domestic violence incident)

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

1. Maintaining officer safety
 2. Providing safety to individuals and property
 3. Applying appropriate defusing strategies
 4. If appropriate, separating parties
 5. Keeping the peace
 6. Determining if a crime has been committed
 7. Attempting to find solutions to the problem
 8. Applying effective communication skills
 9. Demonstrating responsibility and professionalism
- The student will participate in a crowd control simulation incorporating the following concepts and tactics:
 1. Containment
 2. Isolation
 3. Dispersal
 4. Crowd control formations which include:
 - Skirmish line
 - Wedge/Vee
 - Diagonal
 - Column
 - Arrest/rescue movements (e.g., circle)

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>8</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 25

DOMESTIC VIOLENCE

Effective date of outline: OCTOBER 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recall the definition of domestic violence (Penal Code Section 13700)
 1. Willful infliction of corporal injury upon
 2. Spouse, formal spouse, cohabitant, former cohabitant,
 3. Or any person who is parent of their child
 4. Must result in traumatic condition

- Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
 1. Willful infliction of corporal injury
 2. Battery
 3. Stalking
 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
 5. Preventing or dissuading a witness or a victim from testifying
 6. Criminal threats
 7. Spousal rape

- Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

1. Willful infliction of corporal injury is a felony
2. Criminal threats is a felony
3. Stalking is felony
4. Malicious destruction of a telephone, telegraph, cable television, or electrical lines is a felony
5. Preventing or dissuading a witness or victim from testifying is a felony
6. Battery as applied to domestic violence is a misdemeanor
7. Spousal rape is a felony

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify common characteristics of a victim and a batterer

1. Batterer uses violence as a tool for power, may have low self-esteem, often witnessed violence as a child and avoids responsibility for violent behavior.

2. Victim may have physical injuries, low self-esteem, suffer from emotional trauma, fears future violence, damaged self-image

- Identify a peace officer's role in reducing domestic violence
 1. Increase the chance of successful prosecution
 2. Decrease repeat calls
 3. Provide resolution and closure

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the initial process for responding to a domestic violence call to include:

1. Making contact with members of the LGBTQ community
2. Confirm address, obtain call history for location
3. Obtain history of parties, make tactical approach
4. Observe and listen at the door, determine number of parties involved
5. Nature of dispute, level of aggression, need for additional resources
6. Stand aside a door and knock and identify self as peace officer

- Recognize under what circumstances an arrest should be made
 1. When there is probable cause to believe a crime has occurred
 2. And that an offense has been committed.

- Identify physical evidence to be collected

1. Photos of injury
2. Crime scene location
3. Blood samples
4. Torn clothing, hair and fibers
5. Firearms, weapons, damaged or overturned items

- Recognize procedures for seizing firearms or other deadly weapons

1. Office must take temporary custody of firearms/deadly weapons
2. Must give a receipt

- Discuss resources available for victim protection

1. EPO, TRO, OAH
2. Shelter information/advocacy services
3. Court stay away orders, workplace violent restraining orders

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the differences between the types of court orders to include:

1. Criminal protective/stay-away orders
2. Emergency Protective Orders
3. Restraining orders

- Identify the validity of a restraining order

1. Must have court stamp
2. Case control number and expiration
3. Protected persons and restrained persons info
4. Judge's signature and proof of service

- Identify the purpose for obtaining an Emergency Protective Order

1. To protect a person who is in immediate danger
2. From domestic violence
3. Also can protect family members

- Demonstrate how to enforce a court order

1. Make sure it is valid
2. Make arrest if probable cause is determined
3. Document the incident

V. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify what information needs to be documented in a report
 1. Drug or alcohol influence
 2. Previous calls
 3. Firearms seizure
 4. Firearms were present
 5. Photo evidence

- Identify how the peace officer can provide support for the victim
 1. Provide resource information
 2. Advise victim of availability of protective orders
 3. Inform victim about victim witness services

VI. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 3.

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

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

VII. REQUIRED LEARNING ACTIVITIES

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

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

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

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>10</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 26

CRITICAL INCIDENTS

Effective date of outline: OCTOBER 1, 2020

VIII. LEARNING NEED

As the first responders and state-designated Disaster Service Workers, peace officers must become familiar with the principles of emergency management.

LEARNING OBJECTIVES

- Recall the mission of emergency management.
- Identify the entities involved in emergency management.
- Explain the role of a disaster service worker.

IX. LEARNING NEED

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

LEARNING OBJECTIVES

- Recall the definition of critical incidents.
- Identify the mission of law enforcement when responding to a critical incident.
- Identify the responsibilities of the first responding officer on the scene of a critical incident, to include:
 1. Locating the threat or hazard.
 2. Isolating the threat or hazard (i.e. set perimeter)
 3. Evacuating or sheltering persons in imminent peril.
 4. Assuming/declaring incident command.
- Identify the information that should be communicated to dispatch from the scene of an incident, including:
 1. Location of the incident.
 2. Type of premises and/or vehicles involved.
 3. Size and perimeter of the involved area.
 4. Weather conditions.
 5. Name of hazardous material involved, if known.
 6. Information about placards, ID numbers, warning signs etc.
 7. Safe entry and exit routes to and from the scene.
 8. EMS, if appropriate.
 9. Location of command post.

X. LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

LEARNING OBJECTIVES

- Identify law enforcement First Responder roles and responsibilities associated with responding to a critical incident.
- Identify the features of the Incident Command System (ICS).
- Identify the five functional components of ICS.
- Identify the components of the State of California Standardized Emergency Management System (SEMS).
- Identify the components of the National Incident Management System (NIMS).

XI. LEARNING NEEDED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

LEARNING OBJECTIVES

- Identify a hazardous materials incident.
- Identify the specific challenges that are presented by incidents involving hazardous materials

- Recognize the roles and responsibilities of a First Responder at the awareness level
- Identify the primary pathways in which hazardous materials can enter the human body, including:
 1. Inhalation
 2. Absorption
 3. Ingestion
 4. Injection

E. Identify precautions peace officers can take to protect themselves from hazardous materials

V. LEARNING NEEDED

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

LEARNING OBJECTIVES

- Recognize the indicators of a hazardous materials incident including, but not limited to:
 - National Fire Protection Association 704(NFPA)
 - Placards/Labels
 - Physical indicators
 - Witnesses or involved parties
 - Containers
 - Victim/Injuries
- List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
 1. Emergency Response Guide (ERG)
 2. Material Safety Data Sheets (MSDS)
 3. Shipping papers
 4. Other documents

VI. LEARNING NEEDED

Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

LEARNING OBJECTIVES

- Recognize the guidelines for safely assessing and approaching a hazardous materials incident
- Identify the components of the R.A.I.N. Concept
 1. Recognize
 2. Avoid
 3. Isolate
 4. Notify

C. Identify factors to consider when establishing a perimeter around a hazardous materials incident

D. Identify the types of control zones at a hazardous materials incident, including:

1. Exclusion zone (hot)
2. Contamination reduction zone (warm)

1. Support zone (cold)

- Identify the procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)

VII. LEARNING NEEDED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

LEARNING OBJECTIVES

- Identify Weapons of Mass Destruction (WMD)
- Identify routes of exposure of WMD
- Recognize the response categories to B.N.I.C.E. indicators
 1. Biological
 2. Nuclear/radiological
 3. Incendiary
 4. Chemical
 5. Explosives
- Identify the importance of WMD job aids for First responders;
 1. Louisiana State University (LSU) WMD Response Guide
 2. Emergency Response Guide (ERG)

- Identify the basic on-scene actions at a WMD incident
- Identify incident response priorities
 1. Life versus property
 2. Crime scene protection
 3. Preservation of evidence
- Identify types and levels of Personal Protection Equipment (PPE) and contamination issues and considerations

VIII. LEARNING NEEDED

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

LEARNING OBJECTIVES

- Recognize the appropriate methods for extinguishing each class of fire
- Identify risk versus benefits/gains of entering a burning structure or active fire area
- Recognize appropriate actions for responding to incidents involving bombs/explosive threats
- Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located
- Recognize appropriate actions for securing a scene where an explosive device has been located
- Identify the inherent dangers in a post-blast explosion scene
- Recognize appropriate officer actions for securing a post-blast explosion scene
- Recognize appropriate officer actions specific to the types of critical incidents, including:
 1. Electrical power emergencies
 2. Hazardous road conditions
 3. Traffic device malfunctions
 4. Gas leaks
 5. Floods
 6. Animals control problems
 7. Earthquakes
 8. Aircraft or transportation anomalies

IX. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 3.
- The POST-Constructed Comprehensive SIBC Test 3.
- The POST-Constructed Comprehensive Module I Test

X. REQUIRED LEARNING ACTIVITIES

- The student will participate in a facilitated small group activity and evaluate how to minimize injuries, loss of life, and property damage in a critical incident from one or more of the following categories
 1. Transportation accidents (e.g., aircraft, trains, regional transit)
 2. Natural disasters (e.g., floods, Earthquakes, wildfires)
 3. Criminal mass casualty incidents (e.g., acts of terrorism, bombings, active shooters)
- The student will participate in a facilitated small group activity and apply the concepts of assuming/declaring incident command to minimally include a simulated on-scene radio transmission.
- The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
 1. Identification of the component parts of ICS
 2. Identification of the component parts of SEMS
 3. Identification of the component parts of NIMS
 4. Legal authority for ICS, SEMS, and NIMS
- The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:
 1. Identification of the event as a hazardous materials incident
 2. Application of recommended safety precautions
 3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
 4. The need to isolate the scene
 5. Notification considerations
- The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
 1. Placard
 2. Sign

3. Warning label
4. Any other indication

XI. HOURLY REQUIREMENTS

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 27

MISSING PERSONS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- State the statutory definition of:
 1. Missing person
 2. Child
- Discuss missing person statutes as specified in:
 1. California Penal Code
 2. California Welfare and Institutions Code

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain the statutory requirements for accepting a missing person report
 1. Shall be accepted
 2. Without delay
 3. Regardless of jurisdiction
- Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:
 1. Verification that the report is for a missing person
 2. Classification of missing person case
 3. Determining at risk status
 4. Obtaining missing person description, recent photograph and release waiver
 5. Efforts to locate missing person
 6. Notification of a supervisor or investigator

7. Other agency notifications
8. Completion of the report
9. BOLO broadcasts
10. Entries to missing person information databases (e.g., MUPS)
11. Amber Alert

- Describe the conditions that influence the level of law enforcement response to a report of a missing person.

1. Age
2. Family and social environment
3. Missing person's knowledge of the area
4. Suspicious circumstances
5. Mental, emotional, medical or physical condition
6. Weather/time of day
7. Resources available to missing person
8. Length of time person has been missing
9. Parental custody status

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss areas that should be included in an initial search for a missing person
 1. Missing person's home
 2. Yard/immediate surrounding area
 3. Neighborhood, where last seen
- Describe how search considerations for a child might vary from those of an adult
 1. Adults have ability to travel farther, may leave a note
 2. Children usually stay within their safety zone
 3. Those that do usually don't do so by choice
- Explain a peace officer's primary responsibilities when responding to an abduction of a child by a parent/family member
 1. Take control of the situation
 2. Protect safety and well-being of the child
 3. Determine if either parties have "legal standing"
- Describe circumstances related to custody dispute situations when an officer may take a child into protective custody.
 1. If one parties is likely to conceal, flee, or evade authorities
 2. No lawful custodian available
 3. Conflicting custody orders, parties can't agree
- Discuss penal code notification requirements when peace officers locate a missing person.
 1. Cancel any automated systems entries
 2. Relay the information to reporting party and agency

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 28

TRAFFIC ENFORCEMENT

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

- Explain the organization of information within the Vehicle Code
 1. Definitive sections
 2. Procedural sections
 3. Authoritative sections
 4. Punitive sections
 5. Table of contents
 6. Index
 7. Appendices

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss Vehicle Code section(s) governing arrest
 1. May arrest with or without warrant when officer has probable cause to believe driver is under the influence
 2. May take into custody without a warrant if involved in a traffic accident observed in or about the vehicle
 3. Will not be apprehended unless immediately arrested
 4. May cause injury, damage property, or conceal or damage property
 5. Officer does not have to be present at time offense was committed

- Differentiate between mandatory and optional appearances before a magistrate
 1. Mandatory appearance when fails to present driver's license, refusal to sign ticket, demands immediate appearance before magistrate, or when charges with V.C. 23152
 2. There are a number of V.C. violations when appearance before a magistrate is optional (Officer has discretion)

- Recognize by common name and Vehicle Code section(s) violations involving failure to obey the lawful orders of a peace officer or designated employee
 1. V.C. 2800 – Drivers and pedestrians must obey lawful order by peace officer

- Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic
 1. Hand signals - make eye contact with the driver and give one direction at a time
 2. Flashlights - do not stand in front of approaching vehicles, avoid blinding motorist with beam, and use florescent cone to enhance officer safety
 3. Flares - on shoulder, side of road or in traffic lane

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

- Recognize the elements and common names for right-of-way violations involving:
 1. Failure to yield the right-of-way
 2. Failure to yield to an emergency vehicle

- Recognize the elements and common names for rights and provisions involving bicyclists
 1. Riding under the influence
 2. Bicycle equipment
 3. Operation on a roadway

- Recognize the elements and common names for violations involving pedestrians
 1. Crosswalk violations
 2. Due care
 3. Abuse of right away
 4. Jaywalking

- Recognize the elements and common names for violations involving turning and signaling
 1. Signaling turns
 2. Available lanes
 3. Controlled intersections
 4. Intersections
 5. Turns onto highways
 6. U-turns

7. Unobstructed views
8. U-turns at controlled intersections
9. Fire Stations

- Recognize the elements and common names for speed violations involving:

1. Basic speed laws
2. Maximum speed

- Recognize the elements and common names for driving and passing violations involving:

1. Following too closely
2. Unsafe lane change
3. Passing on the right/left
4. Passing a stopped school bus

- Recognize the elements and common names for public offense violations involving:

1. Reckless driving
2. Speed contests
3. Hand-held wireless telephone
4. Electronic wireless communications device

- Recognize the elements and common names for hit and run violations

1. Felony hit and run
2. Rendering aid
3. Providing information
4. No officer present
5. Misdemeanor hit and run
6. Runaway vehicle

- Recognize the elements and common names for basic motor vehicle licensing requirements

1. Drive a motor vehicle on a highway
2. Without being licensed
3. Except persons expressly exempt

- Recognize the elements and common names for violations when driving with a suspended or revoked license

1. Drive with suspended license for DUI, reckless driving, refusal to test
2. Drivers must be notified of suspension

- Recognize the elements and common names for basic motor vehicle registration requirements

1. Vehicles must be registered when on roadway
2. All fees paid
3. Includes driving, moving or leaving standing on roadway or any public parking facility

- Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways

1. Headlamps
2. Stop lamps
3. Turn lamps
4. Horns
5. Windshields
6. Helmets
7. Seatbelts
8. Child restraints
9. Mirrors

IV. LEARNING NEED

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

LEARNING OBJECTIVE

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

1. Storage
2. Impound
3. Authority sections

V. LEARNING NEED

Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol

and/or drugs.

LEARNING OBJECTIVES

- Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
 1. Drinking while driving
 2. Possession of open container
 3. Open containers while driving
 4. Open container in vehicle

- Explain the meaning of the phrase “under the influence”
 1. As a result of using alcohol or drugs
 2. That persons physical and mental abilities
 3. Are impaired to a degree that the person no longer has the ability to drive a vehicle
 4. with the same caution of a sober person

- Recognize the elements and common names for violations involving Driving Under the Influence (DUI)
 1. Driving under the influence (DUI)
 2. Felony DUI
 3. Bicycles, drivers under 21

- Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
 1. Movement
 2. Speed
 3. Position
 4. Driver action

- Recognize the indications of intoxication a peace officer may observe upon making contact with a driver
 1. General appearance
 2. Eyes and speech
 3. Attitude and actions

- Discuss medical conditions that may cause a person to appear intoxicated
 1. Fatigue
 2. Diabetes
 3. Previous traumatic head injuries
 4. Cerebral palsy or stroke

- Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
 1. Make sure driver understands significance of refusal
 2. Document driver’s refusal
 3. Testify to such in court

- Demonstrate FSTs that may be used to determine impairment, to include:
 1. Horizontal Gaze Nystagmus (HGN)
 2. One-Leg Stand (OLS)
 3. Walk & Turn (WAT)

- Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to chemical sobriety
 1. Consequences
 2. Choice
 3. Evidence
 4. Counsel
 5. Alternate test

VI. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 3.

VII. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity that will reinforce the student’s understanding of definitions, laws and procedures related to DUI arrests, including:
 1. Legal definitions and terminology

2. Vehicle Code sections and related statutes
3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
4. Evidence recognition, collection and preservation procedures
5. Report writing requirements

- The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
 1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
 2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement
- The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum, each activity, or a combination of activities must address the following topics:
 1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues
 2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
 3. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
- Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
 1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
 2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
 3. The ability to present or critique testimony in court related to observation and documentation of impairment
- The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:
 1. Articulate a proper location for the test and why that location is appropriate
 2. Articulate the objective observations of signs or symptoms of intoxication or drug use
 3. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
 - Proper techniques of balance
 - Divided attention
 - Memory
 - Coordination
 - Horizontal Gaze Nystagmus test(s)
 4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs.
- The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will, at minimum, identify:
 - The Specific violation by common name and Vehicle Code section(s)
 - The crime classification
 - Options for resolution

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 29

TRAFFIC COLLISION INVESTIGATIONS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
 1. Fleeing vehicles/persons
 2. Existence of hazardous materials
 3. Conditions related to the collision
- Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:
 1. Caring for injured and involved parties
 2. Protecting the collision scene
 3. Collecting and preserving evidence

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
 1. Debris, fluids
 2. Scratches, scrapes
 3. Gauges, grooves
 4. Chops, chips
 5. Tire marks

- Distinguish between a skid mark and a tire impression
 1. Skid mark is darkened roadway material left by a tire that is not free to rotate, sliding and skipping
 2. Tire impression mark left by a rotating tire that has gone through soft material or liquid

- Describe ways of linking a tire mark with a particular vehicle
 1. Condition
 2. Width of tires related to width of tire mark
 3. Sidewall scuffing
 4. Determine the number and condition of grooves
 5. Vehicle position

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

- Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
 1. Items at risk or easily moved
 2. Items that will be moved
 3. Fixed objects

- Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
 1. Highway features
 2. Fixed objects
 3. Physical evidence, collision related points

- Distinguish between primary collision factor and associated collision factor
 1. Primary collision factor is the one element or driving action which the officer describes as the primary or main cause
 2. Associated collision factor a vehicle code violation that contributed to the violation but was not the main cause

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe the components of standardized reporting formats used to document a collision
 1. Face sheet
 2. Data sheet
 3. Narrative
 4. Collision sketch
 5. Factual diagram

- Distinguish between the types of collision documentation, including:
 1. Collision investigation format
 2. Collision report format

- Prepare components of a traffic collision report, including:
 1. Description of injuries
 2. Identification of involved parties and vehicles
 3. Time and location of collision events
 4. Chronology of the collision events

5. Elements unique to hit-and-run and driving-under-the-influence collisions
6. Primary and associated collision factors
7. Area(s) of impact
8. Scene sketch

- Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:

1. Facts
2. Statements
3. Opinions and conclusions
4. Recommendations

- Distinguish between a collision sketch and a factual diagram

1. Collision sketch illustrates the investigating officers opinions that have been expressed in the narrative summary of the report
2. Factual diagram enhances the facts presented in a collision investigation format narrative

- Prepare content features and elements to be included on a:

1. Collision scene sketch

a. Compass direction

b. Basic measurements of the roadway

c. Appropriate symbols/illustrations

d. Point(s) of impact/area(s) of impact

e. Travel paths of vehicles and parties involved

f. Reference points and direction

g. Terms labeled appropriately (parties, streets, signs, etc.)

1. Factual diagram

IV. REQUIRED LEARNING ACTIVITIES

- Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:
 1. Determining compass direction
 2. Methods to determine the area(s) of impact
 3. Identification of physical evidence
 4. Scene measurement techniques
- The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
 1. An understanding of an officer's responsibilities at a traffic collision scene, including:
 - Protection of injured parties and the collision site
 - Performance of investigative tasks
 - Completion of a traffic collision report
 2. The ability to manage a traffic collision scene, including:
 - Establishing scene priorities and developing a plan of action
 - Identifying and controlling scene hazards
 - Providing first aid for the injured parties
 - Protecting the collision site
 - Evaluating and requesting additional assistance, if needed
 3. The ability to perform traffic collision investigative tasks, including:
 - Identifying and preserving collision evidence
 - Information gathering and interviewing of involved parties or witnesses
 - Establishing the area(s) of impact
 - Determining the primary collision factor
 4. The ability to complete a traffic collision report, including:
 - Description of injuries
 - Identification of involved parties and vehicles
 - Time and location of collision events
 - Chronology of the collision events
 - Elements unique to hit and run and DUI collisions
 - Primary and associated collision factors
 - Area(s) of impact
 - Scene sketch
 5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
 - Compass direction
 - Basic measurements of the roadway
 - Appropriate symbols/illustrations
 - Area(s) of impact
 - Travel paths of vehicles and parties involved
 - Reference points and direction
 - Items labeled appropriately (parties, streets, signs, etc.)

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 30

CRIME SCENES, EVIDENCE, AND FORENSICS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify the goal of a criminal investigation
 1. Successful prosecution
 2. Of the guilty
 3. Exoneration of the innocent
- Perform the steps of a preliminary criminal investigation, including:
 1. Proceed safely to the scene
 2. Determine need for emergency medical services and aid any injured persons
 3. Verify that a crime, if any, has occurred
 4. Identify and arrest the suspect(s), if appropriate
 5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
 6. Contain and protect the crime scene and cause the proper collection of physical evidence
 7. Locate and interview victim(s) and/or witness(es) and identify other sources of information
 8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)
- Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
 1. Establish a perimeter and assigned personnel
 2. Place fixed barriers
 3. Maintain crime scene log
- Identify the primary purpose of the:
 1. Initial survey of a crime scene
 2. Crime scene search
- Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
 1. Show an object or person relevant to the crime
 2. Accurate representation of the scene
 3. Properly marked
 4. Not used to appeal to emotions
- Identify elements to be included on a crime scene diagram
 1. Layout, measurements
 2. Feature locations
 3. Item relationships

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
 1. Photograph evidence when found
 2. Diagram evidence location
 3. Take notes regarding evidence
 4. Wear appropriate clothing
- Identify the purpose of collecting control/known samples

1. Control standard – demonstrate normal condition of object
2. Known standard – compare with evidence from an unknown source

- Identify the primary reason for establishing a chain of custody record
 1. To ensure its validity
 2. And integrity
 3. In court
- Prepare the information that should be noted on a chain of custody record
 1. Report number and who found the item
 2. Where and when the item was found
 3. Description and who recovered, packaged and labeled the items
 4. Who transported, where it was taken, how secured
- Identify the three forms of fingerprint impressions that may be found at a crime scene
 1. Visible
 2. Plastic
 3. Latent
- Apply the basic steps for developing latent fingerprints
 1. Identifying location
 2. Prepare equipment
 3. Lightly dust
 4. Photograph in place
- Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene
 1. Follow agency guidelines, Document pertinent information
 2. Appropriately package evidence, Process accordingly
 3. Document collected evidence, collect package and process
 4. Control/known standards

III. REQUIRED TESTS

- A scenario test that requires the student to demonstrate proficiency in conducting a preliminary investigation of a felonious assault. At a minimum, the test shall evaluate the following competencies:
 1. Problem Solving/Decision-Making - analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
 2. Legal Authority/Individual Rights. The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
 3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
 4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

IV. REQUIRED LEARNING ACTIVITIES

- A learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student's ability to:
 1. Use a systematic method to search the scene and recover all items of physical evidence
 2. Generate crime scene notes that document observations, scene conditions and investigative actions
 3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
 4. Locate latent and plastic prints placed on objects of varying texture and color
 5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody
- The student will participate in one or more learning activities from the POST – developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crime scenes, evidence and forensics. At a minimum, each activity, or combination of activities must address the following topics:
 1. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
 2. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem
 3. Modeling ethical leadership by a peace officer in the performance of an investigation
 4. Impact of an effective investigation on a peace officer's trustworthiness and credibility during courtroom testimony

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 31
CUSTODY

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recall the definition of custody
 1. Immediate care
 2. Or charge of
 3. An arrested person
- Recognize general responsibilities an officer has for the care and custody of an arrested person
 1. Assure lawful basis for custody
 2. Protect constitutional and statutory rights
 3. Maintain care and custody until processed
 4. Maintain safety, follow necessary guidelines
- Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
 1. Departmental discipline
 2. State and federal prosecution
 3. Civil lawsuits
- Recognize the circumstances that ensure a legal basis for commitment to custody, including:
 1. Court documents (e.g., warrants, court orders, etc.)
 2. Parole and probation commitments
 3. Probable cause arrests
 4. Prisoners in transit
- Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
 1. First amendment
 2. Sixth amendment
 3. Eighth amendment
 4. Fourteenth amendment
- Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties
 1. Tombstone courage, fatigue
 2. Bad position and attitude
 3. Ignoring danger signs, failure to watch hands
 4. Relaxing too soon and use of restraint devices
 5. No or poor search, use of inoperative weapons

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements, required to complete the crime of:
 1. Assault of a prisoner under the color of authority
 2. Cruel or unusual treatment of prisoners
 3. Inhumane or oppressive treatment of a prisoner
- Identify the crime classification as a misdemeanor or felony
 1. Assault of a prisoner under the color of authority is a felony
 2. Cruel or unusual treatment of prisoners is a misdemeanor
 3. Inhumane or oppressive treatment of a prisoner is an infraction
- Recognize the crime of violation of a prisoner's civil rights
 1. PC 422.6(a) Depriving a person of their civil rights

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility

1. Knowingly bring, send or assist in
2. Sending into a local detention facility
3. Any firearm, deadly weapon, or explosive

- Identify the crime classification as a misdemeanor or felony
 1. It is a felony
- Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility

1. Officer is responsible for the security and well-being of all prisoners in their care including, seeking or providing medical care when necessary
2. Must communicate with custodial personnel known, observes, or recognized signs of injury or illness

- Identify classes of prisoners who may require special care or protection
 1. Diabetic shock, head injuries, severe bleeding
 2. Drug overdose, unresponsiveness or unconsciousness
 3. Chest pains, disabled

IV. REQUIRED LEARNING ACTIVITIES

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

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

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 32

LIFETIME FITNESS

Effective date of outline: OCTOBER 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss the components of a personal physical fitness program to include:
 1. Cardiovascular
 - Aerobic
 - Anaerobic
 2. Muscular
 - Strength
 - Power
 - Endurance
 3. Flexibility/Stability/Mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs performance
 7. Recovery
- Discuss techniques for evaluating personal fitness in the areas of:
 1. Cardiovascular
 - Aerobic
 - Anaerobic
 2. Muscular
 - Strength
 - Power
 - Endurance
 3. Flexibility/Stability/Mobility
 4. Core

5. Acceleration and agility
6. Body composition vs performance
7. Recovery

- Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program

1. Aerobic intensity
2. Calisthenics
3. Stretching

- Discuss principles of physical conditioning, including:

1. Specificity
2. Frequency
3. Intensity
4. Volume
5. Active recovery
6. Periodization/program design
 - Foundational phase
 - Conditioning phase
 - Peak performance phase
7. Progression

- Describe minimum physical conditioning program requirements and components of a training session to include:

1. Warm-up
2. Training phase
3. Recovery

- Explain the two types of training injuries and appropriate treatment for each

1. Acute injuries – minor are self-treated by rest, ice, compression and elevation
2. Chronic injuries – minor are self-treated by rest, ice, compression and elevation

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe how to accomplish fitness goals using nutritional planning
 1. Develop a nutrition plan
 2. Follow dietary changes
 3. Monitor calorie intake
- Discuss the role of supplementation and accomplishing fitness goals
 1. Pre-exercise
 2. Post-exercise
 3. Between meals
 4. Meal replacement

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss illnesses and injuries commonly associated with law enforcement officers
- Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain the signs and symptoms of elevated stress levels

1. High blood pressure and headaches
2. Shortness of breath and sleeping disorders
3. Eating disorders, trembling hands, sweating
4. Dizziness, nausea, sexual dysfunction

- Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress

1. Substance abuse can injure the body
2. May have short and long term effects

- Describe the short and long term effects of abusing:

1. Alcohol
2. Tobacco
3. Caffeine
4. Supplements/performance enhancing drugs
5. Prescription, nonprescription, and illegal drugs

- Explain the techniques for stress management

1. Lifestyle modifications
2. Professional interventions

V. REQUIRED TESTS

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

VI. REQUIRED LEARNING ACTIVITIES

- The student will participate in a POST-approved physical conditioning program to include the following:
 1. The program must consist of a minimum of 36 sessions
 2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
 3. Each session must be a minimum of 60 minutes in length
 4. Each session must consist of a warm-up, a training period, and recovery
 5. Each student must participate in a minimum of 30 of the required 36 sessions
 6. Individual accommodations must meet the functional equivalency of all components of the training session
- The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:
 1. Cardiovascular
 - Aerobic
 - Anaerobic
 2. Muscular
 - Strength
 - Power
 - Endurance
 1. Flexibility/stability/mobility
 1. Core
 2. Acceleration and agility
 3. Body composition vs performance
 4. Recovery
- The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:
 1. Illnesses and injuries commonly associated with law enforcement officers
 2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
 3. The essential elements of lifetime fitness
- The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
 1. The relationship between the proportion of calories consumed from each food group and body composition
 2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
 3. The relationship between exercise and body composition management
- The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
 1. Cardiovascular
 - Aerobic
 - Anaerobic
 2. Muscular
 - Strength
 - Power

- Endurance
 - 3. Flexibility/stability/mobility
 - 4. Core
 - 5. Acceleration and agility
 - 6. Body composition vs performance
 - 7. Recovery
- The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
 1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
 2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warm-up, training phase, recovery)
 3. Calculating the aerobic heart rate training zone
 4. The components of a comprehensive fitness program for the tactical athlete
 5. Evaluation and treatment of training injuries
 - The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:
 1. Performance of the WSTB
 2. Push-ups
 3. Bent knee sit-ups
 4. 1.5 mile run
 5. Body composition measurement
 - The student will participate in a learning activity, which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.

Description	Hours
POST Minimum Required Hours	<u>44</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>43</u>
Total Instructional Hours	<u>87</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective date of outline: JULY 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Demonstrate principles of arrest and control, to include:
 1. Awareness
 2. Balance
 3. Control
- Describe the areas of the body which require maximum protection during an attack
 1. Skull
 2. Neck
 3. Throat
 4. Spine
 5. Kidney
 6. Joints
 7. Groin
- Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
 1. Head, hands
 2. Arms, legs
 3. Feet

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain factors to consider when approaching a subject and conducting a plain view search
 1. Subjects' clothing
 2. Location of subject's hands
 3. Potential weapons
 4. Additional subjects

- Demonstrate a systematic approach to safely and effectively conduct a person search
 1. Front waistband
 2. Upper body
 3. Back
 4. Lower body

- Discuss locations where weapons and/or contraband can be concealed on a subject's body
 1. Front waistband
 2. Upper body and back
 3. Lower body

- Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
 1. Maintaining officer safety
 2. Availability and use of officers of the same sex
 3. Acceptable search techniques
 4. Training on avoiding false claims

- Explain cover officer responsibilities
 1. To ensure the safety of both himself and the contact officer

- Discuss cover officer responsibilities during a search of a subject
 1. Be alert, maintain position of advantage, safeguard weapon,
 2. Constantly observe, exhibit command presence, protect other officer
 3. Assist in restraining subjects, assist searching officer with contraband

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Discuss a peace officer's justification to use control holds and takedown techniques on a subject
 1. Aggressive or assaultive behavior
 2. Size of subject and need of immediate control
 3. Subjects fighting skills, or inability to control by other means

- Explain advantages and limitations a peace officer should consider when applying a control hold
 1. Advantages - effective control of subject, avoid injury, guide a subject, control a subject while searching/handcuffing, prevent escape
 2. Limitations - may not work as intended

- Explain advantages and limitations a peace officer should consider when performing a takedown technique
 1. Advantages - diffuse a situation, achieve control over a subject, distract a subject, control a situation
 2. Limitations - close to subject, single techniques may not work

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Explain the purpose of using restraint devices on a subject
 1. Minimize attack on the officer or other
 2. Escape of prisoner
 3. Destruction or concealment of evidence or contraband
 4. Self-inflicted injury by subject
 5. Combat between prisoners

- Explain potential hazards when using restraint devices on a subject
 1. Prisoner escape, threat to officer safety
 2. Harm to the prisoner, destruction of evidence
 3. Threat to public safety, potential harm to the subject

- Demonstrate the proper application and correct positioning of handcuffs on a subject
 1. Handcuffs should be applied on bare wrist between the hand and protruding ulnar bone, handcuff shape should match the shape of the wrist
 2. Handcuffs should be properly adjusted, not applied over clothing
 3. Handcuffs should be double locked

- Explain various double-locking mechanisms on handcuffs
 1. Types
 2. Locations

- Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
 1. Contact officer controls the subject and alerts cover officer about weapons, handcuffs the subject
 2. Cover officer stays quiet unless needed, follows contact officer to avoid crossfire

V. LEARNING NEED

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

LEARNING OBJECTIVES

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

- Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
 1. Secure weapon
 2. Distraction response
 3. Gain position
 4. Effect release

- Discuss a peace officer's tactical considerations when confronted by an armed subject
 1. Cover
 2. Concealment
 3. Type of weapon

- Discuss tactical considerations when disarming a subject
 1. Danger of injury to self or others
 2. Type of firearm and distance from subject
 3. Physical, training, skill level

- Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

1. Several officers have been murdered with firearms and some with their own firearm that was taken from them.

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe a peace officer's legal authority for using an impact weapon
 1. PC 12020 defines impact weapon though when used by an officer in a n authorized manner can be used to repel or protect
 2. Prevent escape, overcome resistance

- Discuss circumstances when a peace officer is justified in using an impact weapon
 1. Size of subject, subject exhibits trained fighting skill
 2. Multiple subjects
 3. Control needed due to tactical considerations

- Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining control
 1. Chest and arms
 2. Mid-section and rib cage
 3. Legs

- Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject

1. Head, neck, face and throat
2. Heart, spine, kidneys and groin
3. Joints

- Discuss the use of verbal commands during a confrontation

1. Officer needs to contentiously communicate with the subject during a confrontation
2. With clear and concise verbal commands

VII. LEARNING NEED

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

LEARNING OBJECTIVE

- Discuss the various ground positions and their associated risks
- Demonstrate basic ground control positions when controlling a subject
- Demonstrate a defense against a takedown attempt
- Demonstrate defenses from choke holds
- Demonstrate escape and/or reversal skill(s) on the ground including the following positions:

1. Top mount
2. Back mount
3. Side mount
4. Guard

- Demonstrate weapon retention from various positions on the ground

LEARNING NEED

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

LEARNING OBJECTIVES

- Describe common transporting procedures that maximize officer safety and prevent prisoner escape

1. Search the prisoner
2. Search the area
3. Restrain the prisoner
4. Observe the prisoner

- Describe the safe and secure positioning of a prisoner in an officer's vehicle

1. Upright position
2. Wearing safety belts
3. Observable area

VIII. REQUIRED TESTS

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

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

- An opportunity to review their results
 - A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
 - An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course
- Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

ARREST AND CONTROL SAFETY

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness

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

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

IX. REQUIRED LEARNING ACTIVITIES

- Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover-officer during a field contact to include:
 - Assuming a position of advantage and control
 - Maintaining proper balance and control
 - Maintaining awareness
 - Protecting the searching officer from possible interference
 - Physically assisting the searching officer if it becomes necessary
 - Observing subject(s)
- Awareness of cover and concealment
 - Student will participate in a learning activity that will reinforce the student's ability to demonstrate a long gun retention and a long gun takeaway technique
 - Student will participate in a high intensity learning activity that will emphasize and reinforce the student's endurance and ability to prevail in a sustained physical altercation including:
 1. Foot pursuit
 2. Tactical movement
 3. One or more aggressor(s)
 4. Personal weapons/hand strikes
 5. Impact weapons
 6. Tactical communication
 7. Ground control
 8. Weapon(s) retention
 9. Handcuffing/searching

Description	Hours
POST Minimum Required Hours	<u>60</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>36</u>
Total Instructional Hours	<u>96</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 34

FIRST AID AND CPR

Effective date of outline: APRIL 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the components of the EMS system including:

1. EMS access
2. Interaction with other EMS personnel
3. Local EMS and trauma systems

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

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

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

D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:

1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance

Isolation (BSI)

a. Removal of contaminated gloves

2. Decontamination considerations

E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims:

1. Responsiveness
2. Airway
3. Breathing
4. Circulation

B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:

1. Vital signs
2. Head-to-toe assessment
3. Patient history

C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene

D. Recognize conditions under which an injured victim should be moved from one location to another

E. Recognize proper procedures for moving a victim including:

1. Shoulder drag
2. Lifts and carries which may include using:
 - a. Soft litters
 - b. Manual extractions including fore/aft, side-by-side, shoulder/belt

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the components of the Chain of Survival

- B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:
1. Ventilation duration
 2. Pulse location
 3. **Compression depth**
 4. Compression rate
 5. Compression-to-ventilation ratio (one-person CPR)
 6. Compression-to-ventilation ratio (two-person CPR)
 7. Automated External Defibrillator (AED)
- C. Discuss basic Automated External Defibrillator (AED) operation including:
1. Special considerations
 2. Troubleshooting
- D. Recognize circumstances under which a victim's airway should be opened by using a:
1. Head-tilt/chin-lift maneuver
 2. Jaw-thrust maneuver
- E. Identify the difference between a mild and severe airway obstruction
- F. Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious:
1. Adult
 2. Child
 3. **Infant**
 4. Pregnant or obese individual
- G. Discuss rescue breathing techniques including:
1. Mouth-to-mouth
 2. Pocket mask or other barrier devices
 3. Bag valve mask
- H. Discuss the recovery position
- I. Discuss bleeding control techniques including:
1. Direct pressure/pressure dressings
 2. Tourniquet
 3. Types of hemostatic dressings and packing the wound
- J. Demonstrate the general guidelines for controlling bleeding from an open wound
- K. Recognize the first aid treatment for traumatic injuries including:
1. Impaled objects
 2. Amputations
- L. Recognize the signs and symptoms of shock
- M. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
- N. Demonstrate first aid measures to treat shock

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize indicators of a possible head injury

- B. Recognize the appropriate first aid measures for treating facial injuries including:
 - 1. Objects in the eye
 - 2. Chemicals in the eye
 - 3. Dental emergency
 - 4. Nose bleed
- C. Recognize appropriate first aid measures for treating open and closed injuries to the:
 - 1. Chest
 - a. Chest seals and dressings
 - 2. Abdomen
- D. Recognize appropriate first aid measures for internal bleeding
- E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
- F. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:
 - 1. Spinal immobilization
- G. Recognize appropriate first aid measures for treating:
 - 1. Thermal burns
 - 2. Chemical burns
 - 3. Electrical burns
 - 4. Radiation burns
- H. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
 - 1. Movement to threat versus casualty care
 - 2. Integration with EMS
 - 3. Tactical casualty care

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize indicators of, and first aid measures for, a victim experiencing:
 - 1. Cardiac emergency
 - 2. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
 - 3. Drowning
- 1.4. Seizure
 - 5. Stroke
 - 6. Altered mental status
 - 7. Severe abdominal pain
 - 8. Allergic reactions and anaphylaxis
 - a. Assisted epinephrine administration
 - b. Accessing EMS
- B. Identify signs and symptoms of psychological emergencies
- C. Differentiate between indicators and first aid measures for treating diabetic emergencies:
 - 1. Low blood sugar (hypoglycemia) including assisted oral glucose administration
 - 2. High blood sugar (hyperglycemia)
- D. Recognize appropriate first aid measures for a victim experiencing signs of:
 - 1. Poisons that have been ingested, inhaled, absorbed, or injected
 - a. Poison control system access
 - 2. Alcohol and/or drug-related emergencies including:
 - a. Assisted Naloxone administration
 - b. Accessing EMS
- E. Differentiate between the indicators and first aid measures for treating:
 - 1. Hypothermia and frostbite
 - 2. Heat cramps, heat exhaustion, and heat stroke

F. Recognize appropriate first aid measures for:

1. Insect bites and stings
2. Animal and human bites

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the signs of imminent birth
- B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:
 1. Excessive vaginal bleeding
 2. Newborn fails to breathe

VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.
- B. An exercise test that requires the student to demonstrate competency in the following skills:

1. Assesses victim
2. Activates emergency response system
3. Checks for pulse
4. Delivery of high-quality CPR
5. Provides effective breaths
6. Automated External Defibrillator (AED) operation

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

VIII. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:
 1. Primary assessment
 - a. Check for responsiveness
 - b. Check pulse
 - c. Check airway
 - d. Check for breathing
- B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):
 1. Direct pressure
 2. Pressure bandages
 3. Tourniquet device
 4. Hemostatic dressings/wound packing
 5. Chest seals and dressings
- C. A learning activity that requires the student to demonstrate the following basic life support techniques:
 1. Clearing an obstructed airway on conscious and unconscious victims
 - a. Adult or child
 - b. Infant
 - c. Obese or pregnant
 2. Rescue breathing
 - a. Adult
 - b. Child
 - c. Infant
 3. Cardiopulmonary resuscitation
 - a. Adult
 - b. Child
 - c. Infant

- D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
1. When should a victim be treated for shock?
 2. What are the possible consequences of failing to treat for shock?
 3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?
- E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:
1. Use the cleanest material that is available
 2. Expose the injury site
 3. Cover the entire injury site
 4. Bandage snugly but without impairing circulation
 5. Leave victim's fingers and toes exposed
 6. Immobilize injury site as necessary
- F. The student will participate in a learning activity that will simulate a comprehensive response to a traumatic injury which will include rescue, evacuation, treatment and transportation.

Description	Hours
POST Minimum Required Hours	<u>21</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>13</u>
Total Instructional Hours	<u>34</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

Effective date of outline: APRIL 1, 2020

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
- B. Explain basic safety guidelines to be followed at a firing range
- C. Describe the safety precautions for proper storage of firearms

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 1. Primary components and their functions
 2. Steps for loading/unloading
 3. Steps for rendering the semiautomatic pistol safe
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger

C. Describe the basic information about a revolver, including:

1. Primary components and their functions
2. Steps for loading/unloading
3. Steps for rendering the revolver safe

D. Describe the basic information about shotguns, including:

1. Advantages and limitations
2. Primary components and their functions
3. Steps for loading/unloading
4. Steps for rendering the shotgun safe

III. LEARNING NEED

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

firearms to operate

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
- B. Describe the primary components of firearm cartridges
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
- D. Describe the primary components of a shotgun shell
- E. Define shot pattern as it relates to shotgun shells
- F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
- G. Describe the three ways shot placement can stop a threat, to include:
 1. Central nervous system
 2. Critical blood loss
 3. Psychological

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
- B. Describe the materials, equipment, and environment needed to properly clean firearms
- C. Apply routine procedures for cleaning firearms

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
- B. Demonstrate the following elements to accurately shoot a firearm:
 1. Grip
 2. Stance
 3. Breath control
 4. Sight alignment/sight picture
 5. Trigger control
 6. Follow-through

C. Describe the types of malfunctions and demonstrate clearing methods for:

1. Semiautomatic pistols
2. Revolvers
3. Shotguns

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

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

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

G. Explain steps officers can take to prepare themselves for the extreme stress of combat

VI. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
- B. Describe four methods used to deploy chemical agents
- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
- E. Apply decontamination procedures that should be followed after a chemical agent has been used
- F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:

1. OC (oleoresin capsicum)

2. CN (chloroacetophenone)

3. CS (ortho-chlorobenzylidene-malononitrile)

G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:

1. Inspection and proper fit
2. Cleaning and storage

VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states: Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

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

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

FIREARMS SAFETY

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

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

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

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

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

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

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

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

Using a presenter approved handgun, the student must:

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

The PC 832 Handgun Course of Fire:

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

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

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

VIII. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
 1. Exposure to a non-lethal, riot control chemical agent
 2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
 3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
 1. Exposure to a non-lethal, aerosol chemical agent
 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
 3. Decontamination techniques

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

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

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

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

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

D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

1. Visually inspect the weapon
2. Properly clean the weapon
3. Ensure the weapon is maintained according to the manufacturer's specifications

E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:

1. Open the shotgun action and check for rounds
2. Inspect the functioning of the firing mechanism
3. Load and unload the shotgun properly when a round has been chambered
4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

Description	Hours
POST Minimum Required Hours	<u>72</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>26</u>
Total Instructional Hours	<u>98</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 36

INFORMATION SYSTEMS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the California Law Enforcement Telecommunications System (CLETS) network
1. Effort to verify information and match
 2. Ensure confirmation occurs with originating agency
 3. Obtain confirmation before arrest or confiscating property

- Recognize crimes involving unlawful access or use of a law enforcement computer system
 1. Knowingly access without permission
 2. PC 502

- Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
 1. Person or agency
 2. Must be authorized to receive information
 3. Have compelling reason for request

- Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
 1. Furnishing the information to an unauthorized person
 2. Lawfully receiving the information and then furnishing it to an unauthorized person
 3. Purchase, receipt, or possession of the information by an unauthorized person

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
 1. Persons
 2. Property

- Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases
 1. Name
 2. Physical Descriptors

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Identify systems and databases available from the DMV Information System and the types of information provided
 1. Driver's License/Identification card - information on licensed, unlicensed, and subjects having ID cards
 2. Vehicle/Vessel Registration - provides records of ownership for all registered vehicles
 3. Parking/Toll Violations - records of all outstanding parking and toll violations
 4. Occupational Licensing - records of every person or business who holds an occupational license
 5. International Registration Plan Database - records of licenses and agreements between vehicles that travel within other jurisdictions.

- Recognize the minimum information required for generating an inquiry into each of the DMV databases
 1. Driver's License/Identification card - last name, first name
 2. Vehicle/Vessel Registration - license number, VIN, name, company
 3. Parking/Toll Violations - VLN or VIN
 4. Occupational Licensing - dealer license plate number, firm, or individual number
 5. International Registration Plan Database - company name

IV. REQUIRED LEARNING ACTIVITIES

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 37

PEOPLE WITH DISABILITIES

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- State the intent of the Americans with Disabilities Act of 1990
 1. Designed to eliminate discrimination against individuals with a mental or physical impairment
 2. Five categorical guidelines
 - Employment
 - State and local government
 - Transportation
 - Public accommodations
 - Telecommunications
- Recognize the role of peace officers when interacting with a person with a disability
 1. Applying culturally responsive community policing principles
 2. Reducing stigma
 3. Increasing and maintaining peace officer and public safety

II. LEARNING NEED

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

LEARNING OBJECTIVES

- State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et. seq.*)
 1. Designed to establish the State of California's responsibility for, and the coordination of, services for people with Intellectual/Developmental Disabilities (I/DD).
 2. Created to maximize the services available throughout the state and to prevent the dislocation of people with I/DD from their home communities.
- Define the term developmental disability
 1. Manifest before an individual attains age 18
 2. Continues; or can be expected to continue, indefinitely
 3. Constitutes a substantial disability for that individual (Welfare and Institutions Code 5412 (a)).
- Recognize general behavioral indicators associated with all developmental disabilities
 1. Do not attempt to diagnose a developmental disability
 2. Adapting contact and communication for individuals with a suspected I/DD.
- Recognize behavioral indicators specifically associated with the following developmental disabilities:
 1. Intellectual Disability (including Down Syndrome)
 2. Cerebral Palsy
 3. Autism Spectrum Disorder
 4. Epilepsy
- Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
 1. Intellectual Disability (including Down Syndrome)
 2. Cerebral Palsy
 3. Autism Spectrum Disorder
 4. Epilepsy
- Recognize the causes and nature of intellectual/developmental disabilities
 1. Brain damage, disorder, and disease
 2. Genetic causes
 3. Environmental impact on I/DD
- Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities
 1. Local resources, Kern Mental Health Department website
 2. National Alliance for the Mentally Ill (NAMI)

III. LEARNING NEED

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

physical disabilities.

LEARNING OBJECTIVES

- Recognize behavioral indicators specifically associated with the following neurological disorders, including:
 1. Acquired
 2. Traumatic
- Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 1. Affected by traumatic disorders

a. neurological

b. traumatic brain injuries

1. Affected by dementia and stroke
- List the types of mobility assistance equipment and devices
 1. Canes
 2. Crutches
 3. Walkers
 4. Braces
 5. Prosthesis
 6. Motorized scooters
 7. Manual or motorized wheelchairs
 8. Service dogs
 9. Personal attendants
 - Recognize behavioral or other indicators that may lead an officer to identify a person as being:
 1. Blind or visually impaired
 2. Deaf or hard of hearing
 - Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 1. Blind or visually impaired
 2. Deaf or hard of hearing
 - Discuss additional laws that protect the rights of people with physical disabilities, including:
 1. Rehabilitation Act of 1973, Section 504
 2. Right of way (Vehicle Code Section 21963)
 3. White Cane Law (Civil Code Section 54.4)
 4. Service Animals (Penal Code Section 365.5 et. seq.)
 - Discuss the referral process and state/local resources available to people with physical disabilities

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- Define the term mental illness
 1. A medical condition that affects a person's cognitive ability, mood, feeling, perceptions, ability to relate to others and function appropriately in a social situation, and overall daily functioning.
 2. Mental disorders are not defined by law
 3. Officers do not need to make a medical diagnosis
- List the categories of mental illness:
 1. Thought disorders including schizophrenia
 2. Mood disorders including depression and bipolar
 3. Anxiety related disorders
 4. Post-Traumatic Stress Disorder (PTSD)
 5. Co-occurring/dual diagnosis disorders
- Recognize the causes and nature of mental illness
 1. Biological and hereditary factors
 2. Environmental and social impact
 3. Brain damage, disease, and disorder
 4. Alcohol and substance abuse impact
- Recognize behavioral indicators that may be generally associated with people affected by mental illness
 1. Behavior

2. Appearance
3. Speech
4. Movement, i.e. waxy flexibility, jerky movements or tremors, etc.

- Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness

1. Importance of "cooling the Amygdala"
2. Dealing with delusions and hallucinations

- Discuss the referral process and state/local resources available to people with mental illness

1. Kern County Mental Health Department
2. Suicide prevention resources

- Identify appropriate resolution options

V. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
 1. Established to reform commitment laws pertaining to mental health treatment
 2. The intent was to end the inappropriate, indefinite, and involuntary commitment of persons with mental health disorders
- B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
 1. Must be based on probable cause and supported with articulable facts
 2. Officer must believe that the individual is a danger to other, themselves, or is gravely disabled
- C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled
 1. Words
 2. Actions (behaviors)
 3. Appearance
- D. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*
 1. People detained under Welfare and Institutions Code 5150 retain their basic federal and state constitutional rights
 2. Detention under WIC 5150 requires the officer to confiscate any firearms or deadly weapons the individual may own or possess.
- E. Recognize the documentation requirements pursuant to *Welfare and Institution Code Section 5150.2*
 1. The officer must complete the written Applications for 72-Hour Detention, Evaluation and Treatment form (DHCS 1801) including, at a minimum:
 - Verification that the detainment advisement was given
 - The name of the designated facility to which the person is taken
 - The name and address of the individual who is being detained
 - Factual circumstances and observations constituting probable cause for the officer to believe that the individual is in fact a danger to others, self, or is gravely disabled

VI. REQUIRED TESTS

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

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 that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
 1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
 2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities

B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.

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

1. The types of behaviors exhibited by the person contacted
2. Possible causes of the behaviors
3. Tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Use of effective verbal/non-verbal communications skills
6. Overall effectiveness of the contact

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

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

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

Description	Hours
POST Minimum Required Hours	<u>15</u>
Agency Specific Hours	<u>1</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 38

GANG AWARENESS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

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

LEARNING OBJECTIVES

- State statutory requirements for designating a group as a criminal street gang
 1. Three or more individuals that has committed one or more of the following
 2. Crimes against persons, Crimes against property, crimes against the justice
 3. Crimes involving controlled substances, weapons violations
- Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
 1. Weapons
 2. Intelligence
 3. Recruitment practices
- Describe indicators of gang territory and communications, including:
 1. Graffiti
 2. Violent crime
 3. Active gang members
 4. Tattoos
 5. Neighborhoods

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Describe identifying characteristics and crime trends associated with criminal street gangs
 1. Identifying characteristic - clothing, tattoo's, hand signals, language and graffiti
 2. Crime trends - drug trafficking, crimes against persons, property crimes and rival gang violence

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

V. REQUIRED LEARNING ACTIVITIES

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

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u>0</u>
Extra Time Allotted (Hours)	<u>4.5</u>
Total Instructional Hours	<u>6.5</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

Effective date of outline: JULY 1, 2018

- LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:
 1. Intimidating witnesses or victims
 2. Threats of retaliation
 3. Violating a court order
- Recognize the crime classification as a misdemeanor or felony
 1. Intimidating witnesses or victims is a felony
 2. Threats of retaliation is a felony
 3. Violating a court order is a misdemeanor

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:
 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
 2. Obstructing or resisting an executive officer by use of threats or force
 3. Threatening a public officer
 4. Disarming an officer
 5. Removing any weapon, other than a firearm, from an officer
 6. Attempting to remove a firearm from a public officer
 7. Attempting to escape or escaping from the custody of a peace officer
 8. Attempting to escape or escaping from a prison or other place of confinement
 9. Attempting to escape or escaping from a county or city jail
 10. Attempting to rescue or rescuing

- Recognize the crime classification as a misdemeanor or felony
 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician is a misdemeanor
 2. Obstructing or resisting an executive officer by use of threats or force is a felony
 3. Threatening a public officer is a felony
 4. Disarming an officer is a felony
 5. Removing any weapon, other than a firearm, from an officer is a felony
 6. Attempting to remove a firearm from a public officer is a felony
 7. Attempting to escape or escaping from the custody of a peace officer is a misdemeanor
 8. Attempting to escape or escaping from a prison or other place of confinement is a felony
 9. Attempting to escape or escaping from a county or city jail is a felony
 10. Attempting to rescue or rescuing is felony

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:
 1. Providing a false identity to a peace officer
 2. Falsely reporting a criminal offense
 3. Falsely reporting an emergency
 4. Falsely reporting a destructive device
- Recognize the crime classification as a misdemeanor or felony
 1. Providing a false identity to a peace officer is a misdemeanor
 2. Falsely personating another is a misdemeanor
 3. Falsely reporting a criminal offense is a misdemeanor
 4. Falsely reporting an emergency is a wobbler
 5. Falsely reporting a destructive device is a felony

IV. LEARNING NEED

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

- Recognize the crime elements, required to arrest:
 1. Unlawful assembly
 2. Refusal to disperse
- Recognize the crime classification as a misdemeanor or felony.
 1. Unlawful assembly is a misdemeanor
 2. Refusal to disperse is a misdemeanor

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 40

WEAPONS VIOLATIONS

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 crimes related to the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:
 1. Possession of a prohibited weapon
 2. Possession of an illegal knife
 3. Unlawful possession of tear gas weapon or chemical agent
- Recognize the crime classification as a misdemeanor or felony
 1. Possession of a prohibited weapon is a felony

2. Possession of an illegal knife is a misdemeanor
3. Unlawful possession of tear gas weapon or chemical agent is a misdemeanor

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for:
 1. Carrying a firearm in a public place or within a vehicle
 2. Possession of a deadly weapon with intent to assault another person
 3. Possession of a loaded firearm with intent to commit a felony
 4. Alteration or removal of identifying marks from a firearm
- Recognize the crime classification as a misdemeanor or felony
 1. Carrying a firearm in a public place or within a vehicle is a wobbler
 2. Possession of a deadly weapon with intent to assault another person is a wobbler
 3. Possession of a loaded firearm with intent to commit a felony is a felony
 4. Alteration or removal of identifying marks from a firearm is a felony

III. LEARNING NEED

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

LEARNING OBJECTIVES

- Recognize the statutory definition of a concealed firearm
 1. Concealing a firearm
 2. Used as a weapon, expels projectile by force
 3. Barrel less than 16 inches
- Recognize the exceptions to the license requirement for possession of a concealable firearm
 1. Citizens over 18 years old, resides or temporarily living in California
 2. Any is not prohibited by law
 3. May with permit possess a concealable firearm
- Recognize the crime elements required to arrest for possession of a concealable firearm without a license
 1. Person who carries concealed a firearm
 2. Loaded or unloaded upon person or within vehicle
 3. Under that persons control without license or permit
- Recognize the crime classification for possession of a concealable firearm without a license
 1. Possession of concealable firearms is a wobbler

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for possession of:
 1. A firearm by a convicted felon, narcotic addict, or other restricted persons
 2. A firearm by a person convicted of a specified misdemeanor
 3. An unauthorized weapon in a prohibited location
- Recognize the crime classification as a misdemeanor or felony
 1. A firearm by a convicted felon, narcotic addict, or other restricted persons is a felony
 2. A firearm by a person convicted of a specified misdemeanor is a felony
 3. An unauthorized weapon in a prohibited location is a felony

V. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- Recognize the crime elements required to arrest for, drawing, exhibiting, or unlawful use of a:
 1. Deadly weapon (other than a firearm)
 2. Firearm
 3. Firearm in the presence of a motor vehicle occupant

4. Imitation firearm
5. Loaded firearm on the grounds of any daycare facility
6. Firearm in the presence of a peace officer

- Recognize the crime elements required to arrest, and classification for unlawful discharging of a firearm

1. Willful discharge of a firearm
2. Gross negligent manner
3. Which could result in injury or death of person

- Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.

1. Deadly weapon (other than a firearm) is a misdemeanor
2. Firearm is a misdemeanor
3. Firearm in the presence of a motor vehicle occupant is a Felony
4. Imitation firearm is a misdemeanor
5. Loaded firearms on the grounds of any daycare facility is a felony
6. Firearm in the presence of a peace officer is a felony

VI. REQUIRED TESTS

- The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>6</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 41

HAZARDOUS MATERIALS AWARENESS

Effective date of outline: JULY 1, 2018

I. LEARNING NEED

Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.

LEARNING OBJECTIVES

- Identify a hazardous materials incident
 1. Any emergency involving the release or potential release
 2. Of a hazardous material

- Identify the specific challenges that are presented by incidents involving hazardous materials
 1. Difficulty identifying materials, long and short term health effects, environmental impacts
 2. Public safety, multiple hazards
 3. Complexity of situation

- Recognize the roles and responsibilities of a First Responder at the awareness level.
 1. Initiate emergency response
 2. Isolate and deny entry
 3. Take no further action, make notifications

- Identify the primary pathways in which hazardous materials can enter the human body, including:
 1. Inhalation
 2. Absorption
 3. Ingestion
 4. Injection

- Identify precautions peace officers can take to protect themselves from contacting hazardous materials
 1. Be aware of the primary entry routes into the body

II. LEARNING NEED

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond

safely and effectively to hazardous materials incidents.

LEARNING OBJECTIVES

- Recognize the indicators, of a hazardous materials incident including, but not limited to:
 1. National Fire Protection Association 704 (NFPA)
 2. Placards/Labels
 3. Physical Indicators
 4. Witnesses or involved parties
 5. Container(s)
 6. Victim/Injuries
- List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
 1. Emergency Response Guide (ERG)
 2. Material Safety Data Sheets (MSDS)
 3. Shipping papers
 4. Other documents

III. LEARNING NEED

Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

LEARNING OBJECTIVES

- Recognize the guidelines for safely assessing and approaching a hazardous materials incident
 1. Observe hazard form safe distance, give exact location, advise responding units
 2. Be cautious, don't rush to assist, approach from upwind
 3. Don't eat drink or smoke, eliminate ignition sources, re-assess safety
 4. Open communication
- Identify factors to consider when establishing a perimeter around a hazardous materials incident
 1. Size and type of incident
 2. Environmental factors
 3. Personnel, resources, etc.
- Identify the types of control zones at a hazardous materials incident, including:
 1. Exclusion zone
 2. Contamination reduction zone
 3. Support zone
- Identify the information that should be communicated to dispatch from the scene of an incident, including:
 1. Location of the incident
 2. Type of premises and/or vehicles involved
 3. Size and perimeter of the involved area
 4. Weather conditions
 5. Name of hazardous material involved, if known
 6. Information about placards, ID numbers, warning signs, etc.
 7. Safe entry and exit routes to and from the scene
 8. EMS, if appropriate
 9. Location of command post
- Identify the procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)
 1. Check for need to decontaminate persons and equipment
 2. Complete personal exposure report
 3. Follow agency policy

IV. REQUIRED LEARNING ACTIVITIES

- The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:
 1. Identification of the event as a hazardous materials incident
 2. Application of recommended safety precautions
 3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
 4. The need to isolate the scene
 5. Notification considerations
- The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
 1. Placard

2. Sign
3. Warning label
4. Any other indication

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 42

CULTURAL DIVERSITY/DISCRIMINATION

Effective date of outline: OCTOBER 1, 2020

I. LEARNING NEED

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

LEARNING OBJECTIVES

- Define the terms:
 1. Culture
 2. Cultural diversity
- Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
 1. Personal- enhanced officer, increased personal and ethical satisfaction and career survival
 2. Professional- improved quality of service, enhanced community support, public trust, reduced public tension, increased community cooperation
 3. Organization- improved moral, improved image, reduction in complaints, reduction in litigation
- Explain the historical and current cultural composition of California
 1. Historical - California first colonized and ruled by the Spanish as time past it was settled by people from every state in the union as well as other countries.
 2. Current - California leads the nation in number of residents born in another country or state

II. LEARNING NEED

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

LEARNING OBJECTIVES

- Define the term stereotype
 1. Preconceived or over simplified generalizations involving negative or positive beliefs about another group
- Discuss the dangers of relying on stereotypes to form judgments or to determine actions
 1. Can be factually incorrect
 2. Reliability of source should be considered,
 3. No single person/group characteristics can describe either completely
- Define the term prejudice
 1. Prejudgment or point of view about a person or group that is usually formed before the facts are known
- Define the term discrimination
 1. An action or behavior that is prompted on based on prejudiced thought
- Define the term racial profiling, including the:
 1. Conceptual definition
 2. Legal definition
- Discuss the legal considerations peace officers should take into account related to racial profiling, including:
 1. California Penal Code Section 13519.4
 2. Fourth Amendment
 3. Fourteenth Amendment

4. Current case law
5. Criminal profiling vs. racial profiling

- Discuss the impact of racial profiling on the:

1. Individual citizens
2. Community
3. Officer
4. Criminal justice system

- Discuss landmark events in the evolution of civil and human rights

1. The drafting of the constitution, the displacement of Native Americans
2. Mexican American war, civil wars, woman's suffrage, Japanese internment
3. Federal/State civil right legislation, Americans with disability acts, sexual orientation legislation

- Define key indices peace officers should recognize and respect that make up evolving culture among a community

1. Every person needs to be recognized as an individual
2. True of all people and cultures
3. Everyone associates with a culture some more than one

- Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

1. Fourteenth and fourth amendment reinforces law enforcements obligation not to discriminate or practice bias and to report situations of such.

III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

LEARNING OBJECTIVES

- Explain strategies for effective communication within a diverse community, including:
 1. Verbal communication
 2. Active listening
 3. Nonverbal communication
- Describe positive officer behaviors during contacts with members of a cross-cultural community
 1. Conscious effort to recognize own stereotypes, capitalize on the availability of resources available
 2. Recognize and learn about other cultures in jurisdiction, seek opportunities to educate community
 3. Establish cultural building blocks
- Discuss articles of faith that can be interpreted as a weapon, including:
 1. Identification of the article
 2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

Discuss the difference between sexual orientation and gender identity.

1. Sexual orientation: a person's physical, emotional and romantic attraction to people of the same and/or other gender
 2. Gender identity: a person sense of being male, female, or something other or in-between
- B. Discuss how sexual orientation and gender identity intersect with:
1. Each other
 2. Race
 3. Culture
 4. Religion
- C. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:
1. Sexual orientation (straight, gay, lesbian, bisexual)
 2. Gender identity (transgender, cisgender, non-binary)
 3. Gender expression (the way a person expresses themselves)
 4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
 5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)
- D. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:
1. Demonstrating respect for diversity
 2. Recognizing personal bias and its potential negative effect on workplace conduct
 3. Honoring the right to privacy and confidentiality
 4. Not making assumptions

5. Understanding reason why employees may not report incidents of harassment/discrimination

E. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:

1. Protests (i.e. The Stonewall Riots (1969))
2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges))
3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

V. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

LEARNING OBJECTIVES

- State the legal definition of a hate crime based on the Penal Code
 1. Act of intimidation, harassment, force or threats,
 2. Directed against persons, family, property
 3. Because of ethnic background, nationality, religious belief, gender, age, disability, sexual orientation
 4. With intent of causing fear or intimidation
- Classify the crime and the elements required to arrest for:
 1. Desecrating religious symbols
 2. Interfering with religious freedom
 3. Terrorizing another
 4. Interfering with an individual's civil rights
- Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
 1. Conspiracy to interfere with civil rights
 2. Forcible interference with civil rights
 3. Forcible interference of civil rights under color of authority
 4. Willful interference of civil rights under the fair housing act
 5. Civil actions under the civil rights act of 1866
 6. Conspiracy to deprive any person or class of persons of equal protection of the laws
 7. Interference, coercion or intimidation in the violation of then fair housing act
 8. Ralph civil right act
 9. Bane civil rights act
- Describe the impact of hate crimes on victims, the victims' families, and the community
 1. Bitterness, helplessness/frustration
 2. Anger and fear, emotional trauma
 3. Distrust, disharmony, between community members and law enforcement
- Discuss the indicators of hate crimes
 1. Targets of criminal act, acts of vandalism
 2. Presence of graffiti
 3. Threatening phone calls
- Explain considerations when investigating and documenting incidents involving possible hate crimes
 1. Victims
 2. Witnesses
 3. Suspects
 4. Examine and document all possibilities

I. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

- State the legal definition of sexual harassment
 1. Sexually oriented behavior that is unwelcome,
 2. Personally offensive and
 3. Creates an intimidating and hostile work environment
- Discuss the federal and state laws dealing with sexual harassment to include:
 1. Title VII
 2. Government Code Section 12940 et. seq.
 3. Concept of Quid Pro Quo

4. Concept of hostile work environment
5. Current case law

- Explain the legal remedies available to a victim of sexual harassment

1. FEHA
2. DFEH
3. Can file under workers compensation law
4. EEOC

- Describe behaviors that constitute sexual harassment, including:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual favors
6. Threats
7. Hostile work environment
8. Force

- Explain the mandated sexual harassment complaint process guidelines

1. Complaints must be listened to
2. Counseling or options should be provided, complainants should be documented
3. Appropriate investigative actions should be taken

- State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint

1. Government code section 12950 protects complaints and witnesses in sexual, harassment cases.

- Describe the methods for responding to sexually offensive or unwanted behavior

1. Inform harasser conduct is unwelcome
2. Offensive and should cease
3. Report conduct to supervisor or their equivalent
4. Can report to human resource office
5. State of Federal agencies

VII. REQUIRED LEARNING ACTIVITIES

- Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation and gender identity, and media impact on cultural perceptions

- Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

- Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident

3. Legal and administrative consequences of the behaviors observed
4. Whether or not state sexual harassment reporting guidelines apply to the situation

- Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, their families and the community
3. Effectiveness of the law enforcement response
4. Legal rights of, and remedies available to the victim(s)

- The student will participate in a series of 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 or combination of activities must address the following topics:

1. The impact racial profiling may have had on them as individuals or their community
2. Concerns the students may have as to how racial profiling will affect them in the field
3. Clarification of the myths and realities of racial profiling
4. The concept of individualized suspicion as it pertains to probable cause
5. How the history of the community can affect the way they view law enforcement today
6. Law enforcement's obligation to various cultures within the community
7. What law enforcement must do to increase trust with the community
8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

- Given three POST-developed video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:

1. Application of the 4th and 14th Amendments and current case law
2. Consensual contacts as it pertains to racial profiling
3. Importance of articulable characteristics or behaviors to develop probable cause.

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>16</u>

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 43

TERRORISM AWARENESS

Effective date of outline: OCTOBER 1, 2020

IV. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups, and potential targets.

LEARNING OBJECTIVES

- A. Recall the definition of terrorism
- B. Identify typical terrorist tactics, techniques and procedures (TTP).
- C. Identify domestic terrorist ideologies.
- D. Identify special interest terrorist ideologies.
- E. Identify international terrorist ideologies.

V. LEARNING NEED

Peace officers must become familiar with their role in preventing/deterring terrorism.

LEARNING OBJECTIVES

- Identify the National Terrorism Advisory System
- Recognize terrorism indicators tactics, techniques and procedures (TTP)
- Identify law enforcement prevention/deterrence actions
- Identify public safety information sharing resources

VI. LEARNING NEED

Peace officers recognize the types and significance of critical infrastructure.

LEARNING OBJECTIVES

- A. Identify local critical infrastructure sectors
- B. Identify the basic concepts of critical infrastructure protection, including;
 1. Threats
 2. Vulnerabilities

VII. LEARNING NEEDED

Peace officers must have a basic understanding of the intelligence cycle and the intelligence resources available to them.

LEARNING OBJECTIVES

- Identify the intelligence cycle
- Identify intelligence resources
- Discuss Suspicious Reporting (SAR) including an introduction to the intelligence cycle.

VIII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- B. The POST-Constructed Comprehensive SIBC Test 3.
- C. The POST-Constructed Comprehensive Module I Test.

IX. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which defines terrorism by its individual elements and identifies by name specific ideologies.
- B. Given a video/audio clip/handout, the student will participate in a facilitated activity or simulation that minimally requires:
 1. Recognizing suspicious activity
 2. Writing a Suspicious Activity Report (SAR)
 3. Explaining how to introduce the SAR into the intelligence cycle

X. HOURLY REQUIREMENT

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

Description	Hours
POST Minimum Required Hours	<u>4</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>4</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 will need 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 not to 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