

**EXPANDED COURSE OUTLINE  
2019 – 2020 ADVANCED OFFICER TRAINING  
DOMESTIC VIOLENCE**

Effective date of outline: January 1, 2019

COURSE GOAL:

Peace Officers will be updated on current issues from the Domestic Violence Unit.

COURSE OBJECTIVES:

Peace Officers will be updated on current issues from the Domestic Violence Unit.

A. Discuss a detailed domestic violence report

1. Contact Information
  - a. Victim/Witness names
  - b. Date of births
  - c. E-mail addresses
  - d. Telephone numbers
2. Witness Checks
3. Statements
  - a. Thorough documentation
4. Interviewing Skills
  - a. Building a rapport
5. Obtaining Children Statements
6. Body Worn Camera
  - a. When to turn on/off

B. Discuss Temporary Restraining Orders

1. Specific Charges
  - a. 273.6 PC
  - b. 166 PC

C. Collection of Evidence

1. Pictures
2. Hospital records
3. Weapons used

D. Gun Takeaways

1. Legality
2. Policy & Procedure

E. Prosecution

1. District Attorney
2. City Attorney

F. Understand SB 1331: Domestic Violence – Lethality Assessment

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

**2019-2020 ADVANCED OFFICER TRAINING  
II-DRIVER TRAINING/AWARENESS- EVOC (4 hours)**

**COURSE GOAL:**

The course will provide the student with the minimum topics of Driver Training/Awareness required in the POST Perishable Skills Training Program including : Basic Driving Principles, Legal and Moral Aspects, Defensive Driving and Maneuvering Course exercises.

The course consists of a hands-on/practical Driver Training/Awareness for officers.

**DRIVER TRAINING/AWARENESS**

**Minimum Topics/Exercises:**

- a. Behind the wheel exercises to improve driving skills-judgment and decision making
- b. Class Exercises/Student Evaluation/Testing
- c. Defensive Driving
- d. Intersections exercise(s)
- e. Backing/parking exercise(s)
- f. Policy, legal and moral issues
- g. Vehicle Dynamics

**COURSE OBJECTIVES:**

The student will:

1. Demonstrate knowledge of their Driver Training/Awareness skills and techniques.
2. Demonstrate a minimum standard of psychomotor skills with every technique and exercise to include:
  - A. Judgment
  - B. Decision Making
  - C. Defensive Driving
  - D. Basic Driving Principles
  - E. Policy, Legal and Moral Issues
  - F. Vehicle Dynamics

**EXPANDED COURSE OUTLINE**

Effective date of outline: January 1, 2019

Instructor to student ratio: 1 instructor to 12 students/ during Practical Driving Exercises ratio of 1 instructor to 1 student in vehicle.

## I. INTRODUCTION/ORIENTATION

- A. Introduction, registration and orientation
- B. course objectives/overview/exercises, evaluation/testing

## II. BASIC DRIVING PRINCIPLES

**II(g)**

### A. STEERING CONTROL

- 1. Steering method-backing **II(e)**
  - a. Physically check area behind vehicle before entering vehicle
  - b. Proper use of mirrors, back-up camera and sensors
  - c. Maximize vision
  - d. Minimize backing – pull through spots when parking

## III. LEGAL AND MORAL ASPECTS

**II(f)**

### A. California Code-21052 CVC

- 1. All employees, except as authorized by 21055 CVC are required to operate their vehicles in accordance with all state laws

### B. California Code-21055 CVC

- 1. Provides that the driver of an authorized emergency vehicle is exempt. This limited exemption is only in effect when the following conditions are met:
  - a. Vehicle operated in response to FERP
    - (1) F – Fire
    - (2) E – Emergency
    - (3) R – Rescue
    - (4) P – Pursuit
  - b. In the immediate pursuit of an actual or suspected violator

### C. Emergency Vehicle Operation (Code 3)

- 1. Officers **shall** continually sound the siren and utilize all emergency lights:
  - a. When disregarding traffic control devices
  - b. Or other vehicle code regulations
- 2. Officers **shall** exercise caution:

- a. When proceeding through red lights and stop signs
- b. Congested intersections
- c. Inclement weather
- d. Hours of darkness
- e. Areas with decreased, obscured or limited visibility
- 3. Officers **shall** drive with due regard for safety of all person using highways
  - a. Officers are NOT protected when their unreasonable or negligent acts of driving imperil others
  - b. Officers may be held liable for deaths, injuries, and damages caused by negligent emergency vehicle operations
- 4. Officer's Responsibilities
  - a. Officers responding to an emergency call (Code 3) shall comply with the following:
    - (1) Drive defensively in anticipation of traffic hazards
    - (2) Maintain self-control
    - (3) Exercise good judgment
    - (4) Drive with due regard for the safety of others
    - (5) Advise dispatcher of the location from which they are responding
- 5. Response Types
  - a. Code 11-99, Code 3 (Officers Needs Assistance)
    - (1) A call for 11-99 shall be requested and broadcast **ONLY** when an officer is in **immediate danger** and backup assistance is urgently needed.
  - b. Code 3 vehicle operation is normally limited to units assigned to the same radio talk group or within a reasonable distance, such as adjoining divisions.
  - c. Code COVER, Code 3 (Cover Now or Emergency Button Activation)
    - (1) This type of response is authorized only under controlled circumstances.
    - (2) "Cover Now" is a police officer terminology requesting Code 3 cover
    - (3) Only two units will be permitted to respond Code 3, unless a supervisor specifically authorizes additional units
    - (4) Radio dispatchers will broadcast the location of the responding unit(s)
  - d. Code NONU (Request for cover – Non Urgent)
    - (1) This is NON-URGENT response to an officer's request for back-up or cover. A Code 3 response is not authorized
    - (2) When "Non-Urgent" cover is requested, it is the

requesting officer's responsibility to define why "non-Urgent" cover is needed (i.e., the subject is becoming agitated)

- (3) Defining the reasons for "Non-Urgent" cover request informs the responding officers and field supervisors of the reason for the request thereby reducing ambiguity in the request.

6. Supervisor's Responsibilities

- a. Sworn supervisors may authorize a Code 3 response to incidents
- b. Supervisors shall exercise control in their evaluation and limit the number of unit responding Code 3 to those actually required
- c. All sworn supervisors have the responsibility to terminate Code 3 response, particularly in pursuits when safety risks or lack of urgency warrant it

D. CASE LAW

E. AGENCY POLICY

1. Lawsuits
  - a. Talk about past lawsuits and outcomes
2. Discipline
  - a. Discuss ARB – Accident Review Board
  - b. Administrative Regulation 75.12
  - c. Describe Categories of collisions
3. Injuries and deaths (Officer Down Memorial Page Statistics)
  - a. Talk about trends and causes related to vehicle collisions
4. Vehicle and equipment damage
  - a. Discuss numbers of vehicles damaged and costs to agency
  - b. Discuss factors associated with collisions
5. Body Worn Cameras (BWC)
  - a. Need to be activated when officers are driving Code 3 and/or involved in a pursuit
  - b. Captures violations
  - c. Captures narration by officer of offender's violations
    - (1) Can be utilized when preparing reports
  - d. Refer to Policy and Procedures on BWC requirements
  - e. Recruits utilize BWC's in their training at the academy

F. MORAL ASPECTS

IV. DEFENSIVE DRIVING

**II (c)**

A. Collision Avoidance

1. Fifteen second eye lead (High visual horizon)
2. Three second following distance
3. Space cushion around all four sides
4. Anticipation of other drivers' actions
5. Focal point through turns (Look where you want to go)

B. INTERSECTIONS

**II (d)**

1. Intersection analysis
  - a. Begins as approaching intersection
2. Scan intersection
3. Begin to slow and be prepared to stop
4. Identify hazardous area and prepare for them
  - a. Slow or stop
  - b. Clear intersection lane by lane
  - c. Be prepared to stop and drive at safe speed
  - d. Appropriate speed determined by multiple factors
    - (1) Weather
    - (2) Time of day
    - (3) Volume of traffic
    - (4) Roadway conditions
    - (5) Pedestrians

V. MANEUVERING COURSE EXERCISES

**II (a,b)**

A. SLOW SPEED EXERCISES

1. Two (2) pedestrian avoidance exercises
2. Two (2) off-set lanes
3. Backing exercise into parking stall
4. Circle
5. Two (2) T-Driveways

B. INTERSECTION ANALYSIS

1. Stop sign/ intersection lights

C. EMERGENCY RESPONSE DRIVING (CODE 3)

**II(a,j)**

1. From T-Driveway to T-Driveway
  2. Steering course
  3. Chicane
- D. Instructor will explain the course during the training brief
- E. Instructor will drive (demo) the course with the student
- F. The student will drive the course two (2) times with the instructor
- G. Remediation as needed

VI. VEHICLE OPERATION FACTORS

**II(g)**

A. SAFE DRIVING TACTICS

1. Radio use
  - a. Minimize usage
  - b. Stay calm and speak clearly
  - c. Use while driving in straightaways
  - d. Stay off radio in turns
  - e. Never use while approaching or in intersections
  - f. Use only when safe for driver
2. M.C.T. (Computer Terminal)
  - a. Refrain from using equipment while driving that requires taking eyes off the roadway
  - b. Pull out of the roadway to use
  - c. Follow department policy and procedure



## **2019-2020 ADVANCED OFFICERS TRAINING I - TACTICAL FIREARMS**

### COURSE GOAL:

This course will provide the officer with the appropriate topics of tactical firearms and lethal force required in POST's Advanced Officers Training (AOT). The officer will develop the necessary firearms tactical knowledge and skills to survive and win a realistic lethal force encounter.

The course consists of a hands-on practical skills firearms training for officers.

### TACTICAL FIREARMS:

Minimum Topics/Exercises:

- a. Basic Tactical Firearms, Judgment and Decision Making Exercise(s)
- b. Class Exercises/Student Evaluation/Testing
- c. Safety guidelines/orientation
- d. Sight Alignment, Trigger Control, Accuracy
- e. Target recognition and Analysis
- f. Weapons Clearing
- g. Weapons light usage
- h. Handheld flashlight usage with Firearm
- i. Live Fire Tactical/or Simulations Tactical
- j. Policy and/or legal issues
- k. Use of Force considerations (options)
- l. Moral obligations

### COURSE OBJECTIVES:

The officer will:

1. Demonstrate knowledge of their individual Department's Use of Force/Firearms Policy.
2. Demonstrate a minimum standard of tactical handgun proficiency
3. Exercise, and course-of-fire, to include:
  - A. Judgment and Decision Making
  - B. Weapons Safety
  - C. Basic Presentation Technique
  - D. Fundamentals of Shooting

- E. Speed, Accuracy and Effectiveness under stress and movement
- F. Shot Placement: Multiple rounds
- G. Flashlight techniques with handheld light
- H. Gun mounted weapons light usage
- I. Failure Drills, heads and pelvis shots

**Minimum standards of performance shall be tested by an instructor observing the officer during their performance of each technique, exercise and course-of-fire. If the officer does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.**

### **EXPANDED COURSE OUTLINE**

Effective date of outline: January 1, 2019

Instructor to student ratio: 1 instructor to 12 students at static location, 1 instructor to 6 students at firing line.

#### I. INTRODUCTION/ORIENTATION

- A. Introduction, Registration and Orientation
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
- C. Weapons Safety Orientation, Review Range/Shooting Safety Rules **I(c)**
  - 1. All Weapons are to be considered loaded
  - 2. Never point the muzzle at anything you are not willing to shoot at
  - 3. Keep finger off trigger until you are ready to fire
  - 4. Be sure of your target area, both foreground and background
  - 5. Range and Tactical Safety
    - a. Follow Range Rules
    - b. Follow Instructor commands
    - c. Strict Weapon Discipline and Muzzle Control
    - d. No Lasering of personal body parts
  - 6. Review of Range Safety Rules
    - a. Cover primary elements as a checklist with students
    - b. Local emergency/first aid procedures

#### II. LETHAL FORCE OVERVIEW

**I(a,j,k,l)**

- A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
- B. Civil Implications of using Force/Lethal Force

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY **I(j,k)**

- A. Use of Force Options
  - 1. Lethal Force within the spectrum of force options
  - 2. Verbal, Hands, Less than Lethal, Lethal Force
  - 3. Escalation and De-escalation Process

IV. FUNDAMENTALS OF SHOOTING **I(d,e)**

- A. Stance
  - 1. Strong, Balanced Ready Position
  - 2. Isosceles, Modified Isosceles or Weaver?
- B. Grip
  - 1. Strong, Effective two-handed grip
  - 2. Good Friction/Torque
  - 3. Complete coverage of grip
- C. Sight Picture
  - 1. Sight Alignment
  - 2. Eye Focus – Sights
- D. Trigger Control
  - 1. Straight back, steady pressure
  - 2. Finish Flat
- E. Target Recognition and Assessment
  - 1. Reset Trigger
  - 2. Reset Sights
    - a. Did I hit the threat?
    - b. Were my shots effective?
  - 3. Open Tunnel Vision
  - 4. Reload as necessary
    - a. Tactical vs. Emergency

V. DRILLS AND COURSES-OF-FIRE **I(a,c,d,e,g,h)**

- A. Range Orientation and Safety Briefing **I(c)**

- B. All Courses emphasize:
1. Weapons Safety
  2. Muzzle and Fire Discipline
  3. Fundamentals of Shooting
  4. Flashlight techniques
- C. Draw and Shoot 25 rounds 10-Ring Bull Target **I(d,i)**
1. All drills from the holster, TH shooting
    - a. 3-yard line- repeat each drill 5 times
      - (1) 1 round-No Time
    - b. 5- yard line- repeat each drill 5 times
      - (1) 1 round-No Time
    - c. 7 -yard line- repeat each drill 5 times
      - (1) 1 round-No Time
    - d. 10- yard line- repeat each drill 5 times
      - (1) 1 round-No Time
    - e. 15- yard line- repeat each drill 5 times
      - (1) 1 round-No Time
- D. Draw and Shoot Speed 120 rounds IPSC Qual Target **I(a,d,e)**
1. All drills from the holster, TH shooting
    - a. 5- yard line -repeat each drill 5 times
      - (1) 1 round in 2 seconds
      - (2) 2 rounds in 2 seconds
      - (3) 3 rounds in 3 seconds
    - b. 7- yard line -repeat each drill 5 times
      - (1) 1 round in 2 seconds
      - (2) 2 rounds in 2 seconds
      - (3) 3 rounds in 3 seconds
    - c. 10- yard line -repeat each drill 5 times
      - (1) 1 round in 3 seconds
      - (2) 2 rounds in 4 seconds
      - (3) 3 rounds in 4 seconds
    - d. 15- yard line -repeat each drill 5 times
      - (1) 1 round in 3 seconds
      - (2) 2 rounds in 4 seconds
      - (3) 3 rounds in 5 seconds
- E. Failure Drills- 70 rounds IPSC Qual Target **I(a,d,e)**
1. Discussion on reasons for use of "failure drills"
    - a. body armor
    - b. suspect on drugs

2. Discussion on Methods of Employment
  - a. Movement from body shots to ocular cavity or T-Box
  - b. Movement from body shots to pelvic girdle
3. Drills- From the holster and TH shooting (no time)
  - a. 5- yard line- Draw and shoot 3-6 rounds to the body
    - (1) Emphasize speed/aggression for body shots
    - (2) Transition 1 shot to the head
    - (3) Repeat 3 times
  - b. 7- yard- Draw and shoot 3-6 rounds to body
    - (1) Emphasize speed/aggression for body shots
    - (2) Transition 2 shots to the pelvis
    - (3) Repeat 3 times

F. Draw and Shoot- 45 rounds IPSC Qual Target **I(d,g,h,i)**

1. All drills begin from the holster. TH shooting
  - a. 10 -yard line- no time limit/repeat 3 times
    - (1) 2 rounds
    - (2) 3 rounds
  - b. 15-yard line-no time limit/repeat 3 times
    - (1) 2 rounds
    - (2) 3 rounds
  - c. 25- yard line-no time limit/repeat 3 times
    - (1) 2 rounds
    - (2) 3 rounds

G. Elimination Drills-20 rounds SDPD "D" Qual Targets East Range **I(d)**

1. TH shooting from the holster
  - a. All officers will draw their handguns when the timer goes off. Then fire one round into the head of their target
  - b. If the officer is successful in hitting the target under the prescribed time limit, they will remain. If they are unsuccessful, they are eliminated from the drill.
  - c. The drill will continue until one (1) officer remains.
2. 7- yard line drills
  - a. 5 seconds
  - b. 4 seconds
  - c. 3 seconds
  - d. 2 seconds

## **2019-2020 ADVANCED OFFICER TRAINING III-ARREST AND CONTROL**

### COURSE GOAL:

The course will provide the student with minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect. The course consists of a hands-on/practical skills arrest and control training for in-service officers.

### ARREST AND CONTROL:

#### MINIMUM TOPICS/EXERCISES

- a. Safety orientation and warm-up(s)
- b. Class Exercises/Student Evaluation/Testing
- c. Search
- d. Control/Takedown
- e. Equipment/Restraint device(s)
- f. Verbal Commands
- g. Use of force considerations
- h. Body Physics and dynamics
- i. Body balance/stance
- j. Policies and legal issues
- k. Recovery/first aid

### COURSE OBJECTIVES

The student will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy
2. Demonstrate the knowledge of the importance of mental and physical conditioning as it relates to arrest and control techniques.
3. Demonstrate a minimum standard of arrest and control skills with every

technique/exercise to include:

- a. Judgment and decision making
- b. Officer Safety
- c. Body balance, stance, and movement
- d. Searching/handcuffing techniques
- e. control holds/takedowns
- f. De-escalation
- g. effectiveness under stress

## **EXPANDERD COURSE OUTLINE**

Effective date of outline: January 1, 2019

Instructor to student ratio: 1 instructor to 9 students, passive students who are not actively participating in the exercise will be placed in a safe designated area observing.

### **I. REGISTRATION AND ORIENTATION**

#### **A. Introduction**

1. Instructor introductions
2. Student registration/Sign-Up

#### **B. Course Objectives/Overview & Evaluation**

**III (b)**

1. Student will demonstrate knowledge of their individual Department Arrest and Control Policy.
2. Student will demonstrate minimum standard of arrest and control skills with every technique and exercise to include;
  - a. Judgment and Decision Making
  - b. Officer Safety
  - c. Body Balance, Stance and Movement
  - d. Searching/Handcuffing Techniques
  - e. Control Holds/Takedowns
  - f. De-escalation, Verbal commands
  - g. Effectiveness under Stress Conditions

### **II. SAFETY ORIENTATION AND WARM-UP**

**III (a)**

#### **A. Review Safety Procedures and injury precautions**

1. No weapons (weapon inspection)
2. Safe command

#### **B. Warm-Up/Stretching (Positional Stance/Personal Body Weapons)**

1. Personal Body Weapons
  - a. Discuss methods of delivering strikes correlated with positioning /distance and appropriate target areas / strike points.
    - (1) Palm Heel Strikes
    - (2) Hammer Fist Strikes
    - (3) Elbow / Forearm Strikes
    - (4) Front Thrust Kick
    - (5) Angle Kick
    - (6) Knee Strike
    - (7) Bag Drills Incorporating Above Listed Strikes
2. Weapon Retention
  - a. Holstered Weapon Retention
    - (1) Front & Rear outside reactionary gap
      - (a) Weapons to Targets
      - (b) Move off line
    - (2) Front & Rear outside reactionary gap
      - (a) Weapons to Targets
      - (b) Move offline
    - (3) Front & Rear grappling position
      - (a) Push Weapon into holster
      - (b) Weapons to Targets
      - (c) Wrench arm
3. Impact Weapons
  - a. Grip
    - (1) Grasp impact (straight baton or expandable, flashlight, side handle/PR-24 baton) weapon firmly to avoid losing it when striking.
    - (2) Over hand and underhand grip methods
  - b. Stances/Positions
    - (1) Short range strike ready position: Front overhead or underhand position, bladed (F.I) stance, with gun side back.
    - (2) Long range strike ready position: Over arm or strike ready position
  - c. Short /Close Range Strikes
    - (1) Shuffle step and step through footwork
    - (2) Thrust- **Downward to Stomach**
    - (3) Butt End/Straight Strike- To hip girdle or midsection
    - (4) Diagonal Chop –To upper pectoral muscle
    - (5) Short range three strike combination
    - (6) Cross Check- To upper pectoral muscle
    - (7) Use in combination
    - (8) Verbal commands



- d. Long Range Strikes
  - (1) Forward swing- To arms, legs, torso or most reasonable target
  - (2) Backhand swing- To arms, legs, torso or most reasonable target
  - (3) Two handed swing- From position of advantage to most reasonable target
- e. TARGETING- Primary and Secondary Strike Points:
  - (1) Primary Strike Points: Include muscle mass areas of arms, legs, and torso/midsection.
    - (a) Motor Nerve Points (strikes)
    - (b) Common Peroneal (outer thigh)
    - (c) Tibial (top rear portion of calf muscle)
    - (d) Radial (forearm top outer muscle)
    - (e) Median (forearm inner muscle)
  - (2) Secondary Strike points:
    - (a) May be targeted when the situation escalates and the primary strike points would not be effective and/or are proving to be ineffective (i.e. joint strikes).
  - (3) Particularly Vulnerable Areas:
    - (a) Should be avoided unless deadly force is justified.
    - (b) Particular Vulnerable Areas include: face, head, throat, neck, spine, heart, kidneys, and groin.
  - (4) Ground Combative
    - (a) Ground Avoidance
    - (b) Front Fall/Back Fall (turn to face threat/tactical get up)
    - (c) S.P.E.A.R (High/Medium/Low)
    - (d) Sprawl
- b. Punch Block Series
  - (1) Suspect in guard (control suspect's head and arm/target seek)
  - (2) Suspect rears up to hit (create distance/block with knees/kick away/target seek/stand up)
- c. Mount/Side Mount/Back Mount
  - (1) Weapons to Targets
  - (2) Trap Arm/Leg & Roll
  - (3) Replace Guard
  - (4) Elbow/Knee escape

- A. Regional Use of Force Matrices / Force Options Discussion
  - 1. Levels of Resistance Defined
    - a. Compliant- Behavior that complies with the officer's verbal commands.
    - b. Passive Resistance- Behavior that consists of a refusal to comply with verbal commands and does not convey a threat to the officer or another person.
    - c. Active Resistance- Behavior that consists of a refusal to comply with verbal commands and conveys a threat to the officer or another person; or consists of physical opposition to attempts of physical control by the officer.
    - d. Assaultive Behavior- Behavior that consists of aggressive physical opposition to being controlled and conveys the threat of injury to the officer. Assaultive behavior can be directed at the officer or others. It may consist of a threat of attack conveyed coupled with verbal threats. Verbal threats alone do not constitute assaultive behavior.
    - e. Life threatening Behavior- Behavior likely to cause serious bodily injury or death.
  - 2. Graham v Connor: Objectively Reasonable Force over the Totality of the circumstances
    - a. Force- the act of gaining and/or maintaining control of a subject or situation.
    - b. Verbal Control- a tactic used when encountering compliant behavior. Such control consists of the officer's mere presence, requests, explanations and orders.
    - c. Lesser Controlling Force- the force needed to control a subject who engages in passive resistance. This level of force generally involves use of physical strength, pain compliance defense techniques, and control holds.
    - d. Greater Controlling Force- the force needed to control a subject who engages in active resistance. This level of force may involve the use of techniques such as takedowns, distractions techniques, chemical agents, and the carotid restraint.
    - e. Defending Force- the force needed to stop assaultive behavior against an officer or another person. This level of force generally involves impact strikes by the officer. Impact strikes can be delivered either by personal body weapons (e.g., hands, feet, knees, etc.) or impact weapons (e.g., PR-24, OPN, Baton, Flash light). Due to the potential

for serious injury, intentional strikes with an impact weapon are prohibited from being directed at the head, face or throat of the subject unless the subject's actions and behavior pose an imminent threat of death or serious bodily injury to the officer or others.

- f. Deadly Force- force that creates a substantial risk of causing death or serious bodily injury.
- B. Documenting Use of Force / Report Writing
- 1. Officers must clearly articulate the force they used in relation to the subject's actions/behavior. The basic questions of who, what, when, where, how and why must be answered. In addition, the "what" section should specifically include:
    - a. What did the suspect do?
    - b. What would have likely happened if the suspect/inmate continued their actions?
    - c. What did you do to counter the suspect/inmate's actions?
    - d. What was the result of your action?
      - (1) Did you gain control?
      - (2) What injuries were sustained to anyone involved and was there any property damage?
    - e. What medical attention was needed and/or provided to you, the suspect, or others?
    - f. Failure to write a detailed report can create the impression that the force used may have been unreasonable or excessive. This failure can also lead to problems during criminal prosecution or civil litigation.
- C. Use of Force Warning
- 1. To reduce the risk of civil liability on excessive force claims involving the use of force reasonably likely to cause serious injury, a warning should be given, if feasible.

#### IV. BODY PHYSICS AND DYNAMIC/SUSPECT REACTION TO FORCE **III (e)**

- A. TASER re-fresher Training
- 1. Department P&P 1.07 Review
    - a. The Taser may be used on subjects exhibiting assaultive behavior or greater or on someone who is actively resisting and is in close proximity to or reasonably believed to be in possession of a weapon.
    - b. Considerations before using the Taser.
      - (1) Subject's age, physical condition and ability.
      - (2) Subject's at risk from falling from high places.
      - (3) Flammable environments.

2. Targeting
  - a. The Taser should be aim at the subject's center mass, but can be aimed at any part of the body if the subject is exhibiting life-threatening behavior.
  - b. When drive stunning, officers shall not intentionally target the subject's face, neck, head or groin unless the subject displays life-threatening behavior.
  
3. Medical Aid **III (k)**
  - a. Once a tasered subject is under control and handcuffed, their medical condition should be monitored.
  - b. After the subject is secured, officers should sever the taser wires and leave the probes in place. Only medical personnel can remove the probes.
  - c. Subjects tasered once, whether with the probes or in drive-stun mode, shall be transported to a contract hospital either by the officer or paramedic, at the officer's discretion.
  - d. Any subject that has been tasered more than once, whether with the probes or in drive-stun mode, paramedics shall transport.
  - e. Two officers shall transport tasered subjects who are likely under the influence of a controlled substance to the hospital.
  
4. Reporting
  - a. Officers shall document the circumstances regarding the Taser usage, the serial number of the Taser and the cartridge used, and completes a Force Effectiveness Form.
  - b. Forward the reports to Operational Support
  
5. Close Quarter Tactics
  - a. Drive stun with follow up
    - (1) Cartridge in place
    - (2) Targeting (Back/legs)
    - (3) Follow up to get incapacitation vs pain compliance.
    - (4) Controlling subject under power
    - (5) Direct handcuffing while subject being tasered.
  - b. Rocking motion – if not getting the desired effect, officers can rock the end of the Taser so only one contact point from the cartridge is touching the subject. This insures that the electrical charge travels through the wires and does not travel across the points at the end of the Taser.

## V. PHYSICAL CONDITIONING

### III(a)

- A. WRAP (maximum restraint certification)
  - 1. Course Objectives
    - a. Students will learn the safety and security benefits of the WRAP and potential risk factors when trying to restrain a person.
    - b. Students will review and understand San Diego Police Department Policy regarding Maximum Restraint
    - c. Students will review and understand medical aftercare.
    - d. Students will properly identify all components of the WRAP and demonstrate the ability to safely and properly apply and remove the device. The students will pass a test showing proper application of the WRAP.
    - e. Students will learn how to properly pack/unpack the WRAP and provide basic maintenance for the WRAP.
  - 2. Legal Issues **III (j)**
    - a. WRAP device
      - (1) Components of the WRAP
      - (2) Packing and Unpacking (pre-set)
      - (3) Storage
    - b. Benefits over Cord Cuff
      - (1) Security
      - (2) Safety
    - c. Policy and Procedures and Law
      - (1) Case Law
      - (2) ADA
  - 3. Maintenance and Care of Device
    - a. General Maintenance
    - b. Decontamination
  - 4. WRAP Application **III (e)**
    - a. Deployment
    - b. Placement
    - c. Application
      - (1) Max Restraint
      - (2) Hobble
  - 5. Recovery and Aftercare **III (k)**
    - a. Side Recovery
    - b. Seated Recovery
    - c. Medical Assessment
  - 6. Movement and Transportation **III (h, i)**
    - a. Lifting

- b. Placement in and out of vehicle
  - c. Monitoring while in vehicle
- B. Handcuffing
  - 1. General guidelines for position and application: Hands should be placed behind the prisoner's back with the backs of the hands together. Correct placement of handcuffs on the prisoner's wrists is essential for preventing injury or escape. Handcuffs should be applied on the suspect's bare wrist between the base of the hand and radial bone. The shape of the handcuff should correspond with the shape of the suspect's wrist. Handcuffs should be secure. Too tight may cause reduced circulation or nerve damage. Too loose could allow the prisoner to escape. Handcuffs should not be applied over the top of clothing or jewelry. Handcuffs should be double locked.
  - 2. Double locking
    - Double locking reduces the possibility of inflicting injury from handcuffs tightening further on the prisoner's wrists. It also reduces the possibility of the suspect picking or slipping the locking mechanism.
- C. Searches
  - 1. A search incident to arrest is a person search that takes place at or near the time of a lawful arrest. This type and degree of search permits officers to search for and seize weapons or crime-related evidence which the suspect might otherwise use or destroy.
    - The requirements of a lawful person search incident to arrest include:
      - a. The search must be pursuant to a custodial arrest.
      - b. The arrest must be lawful.
      - c. The search must be part of the arrest procedure
  - 2. The scope of a search incident to arrest includes any area within the arrestee's immediate control.
    - a. An officer's primary goal when conducting a person search is to maximize his or her own personal safety. By following a systematic approach and process while conducting a person search, officers will be less likely to overlook a potentially dangerous weapon.
    - b. A systematic search should include the most likely areas where a weapon might be hidden. This includes but is not limited to the suspect's:
      - (1) Front waistband
      - (2) Upper body (including the chest, front pockets, armpits, sleeves and sides)
      - (3) Back (including the rear waistband and buttocks area)
      - (4) Lower body (including the legs and ankles)
  - 3. Search Tactics and Considerations
    - a. Awareness

- (1) Be alert
- (2) Be aware of surroundings
- (3) Be conscious of suspect's actions, no matter how slight.
- (4) Maintain communication with cover officer
- b. Balance
  - (1) Be in a balanced position of advantage. Keep the suspect off balance and in a position of disadvantage
- c. Control
  - (1) Maintain control of suspect. Search with one hand, while controlling suspect with other.
  - (2) Maintain control of your own weapons by keeping them out of the suspect's reach.
  - (3) Have control of all weapons.
  - (4) Avoid searching suspects while they have a position of advantage (ex. able to push off a wall).

VI. BODY BALANCE/STANCE & MOVEMENT FROM POSITION TO INTERVIEW AND FIGHTING STANCE **III (i)**

FOOTWORK REVIEW

- A. Field Interview Stance (F.I. Position)
  - 1. Officer Safety Related Concerns
    - a. Safety of Officer – Primary Concern
    - b. Maintain State of Readiness
    - c. Create / Maintain Reactionary Gap
    - d. Balanced Stance / Weight Distribution (50/50)
    - e. Vital Areas Protected / Gun Side Away
    - f. Hand / Elbow Placement
  - 2. High Guard Ready Stance
    - a. Increase distance / reaction time, assume defensive posture and prepare to defend self.
  - 3. Tactical Body Movement / Positioning System
    - a. Patterns of Movement / Offline
      - (1) Neutral
      - (2) Closing
      - (3) Opening
  - 4. Reactionary Gap
    - a. Safe distance
      - (1) Average distance is approximately (6) six feet.
      - (2) Reactionary Gap should not be penetrated unless subject control is attempted.
      - (3) Reactionary Gap can be affected by an officer's level

- of training.
- (4) Reaction time can be quickened if officers predict behavior.
- (5) Demonstrate Reaction Time / Reactionary Gap.

VII. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/HANDCUFFING, DE-ESCALATION, VERBAL COMMANDS **III (b, c, d, e, f, i, k)**

A. De-Escalation Training/Scenario Drills:

1. De-Escalation/CRT tactics: Arrest suspect under power of TASER followed by Search incident to arrest.
  - a. Students will conduct a contact of an individual in a park swinging a knife.
  - b. Students will deploy a TASER safely and in accordance with department policy.
  - c. Students will arrest the subject by placing handcuffs on the subject in accordance with department policy and conducting a search incident to arrest.
2. De-Escalation Training (F.O.S): Violent EDP **III (e, f, g, j)**
  - a. Students will contact an emotionally disturbed person in a parking lot. The EDP will grab a knife.
  - b. Students will attempt to De-Escalate the situation with verbal commands and equipment transitions.
  - c. Students will conclude with an arrest of the person and proper after care.

VIII. CAROTID RESTRAINT **III (n)**

A. Overview

1. Department Procedure 1.08
  - a. Compression of Carotid Sheaths, **NOT AN AIR CHOKE.**
  - b. Do not maintain the hold for longer than 30 seconds. If the subject remains conscious after 30 seconds of applying the hold, the officer should release pressure on the neck and transition to another force option.
  - c. Repeated applications on same subject should be avoided whenever possible. It is recommended that the carotid restraint control hold not be applied to the same subject more than two times in a 24-hour period.
  - d. The average person may be rendered unconscious generally within 5-15 seconds, after proper application of the hold. However, times may vary depending on the condition of the subject.
  - e. When possible, it is recommended that the hold be applied



as a two-officer technique. The second officer should help ensure the proper application of the hold, monitor the subject's level of consciousness, time constraints involved and any officer safety related concerns.

- f. Subjects will generally regain consciousness within 20-30 seconds, if not render immediate first aid.
- g. After the subject is controlled using the carotid restraint control hold and secured, he/she should be placed on their side, seated in an upright position and closely monitored for 20 minutes per Department Policy.
- h. Medical attention when appropriate (P&P 1.08)
  - (1) Difficulty breathing
  - (2) Not at a functional level of consciousness
  - (3) Suspected of being under the influence of any drug

B. Application of Carotid Neck Restraint

- 1. Proper application of standard carotid restraint. **III (h)**
  - a. Initial entry (suspect standing/active resistance) to include balance break.
  - b. Transition to takedown kneeling position. **III (d)**
- 2. Transition to Variation Carotid.
  - a. Square up chest to back with subject.
  - b. Encircling arm hand grasps your own shirt or bicep
  - c. Support arm elbow reaches deep over subject's matching shoulder
  - d. Support arm crosses over encircling arm behind subject's head.
  - e. Support arm hand grasps opposite side shoulder or shirt of officer.
- 3. Application (Three simultaneous movements)
  - a. Squeeze elbows together
  - b. Shrug shoulders
  - c. Take deep breath pushing chest out.
- 4. Prone Application
  - a. The alternate technique may also be applied from a prone (subject face down), back (officer on back) or side (officer on side) position.
  - b. To apply or transition to the alternate technique, simply grab your shoulder with your encircling hand.
  - c. Place your other arm along the side of his neck and grab your opposing shoulder, while establishing chest to back contact with the subject and compress the sides of his neck.
  - d. If you transition to this alternate technique at any time, you must still remain within the 30-second maximum time limit

and abide by the other procedures outlined previously.

**IX. TESTING/REMEDICATION**

Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until standard is achieved. **III (b)**

**X. GENERAL SAFETY INSTRUCTIONS: III (a)**

- A. Conduct a weapons check of all persons entering the Mat Room/FOS room/Scenario area to verify that no weapons are on them.
- B. Participants, role players and evaluators will be checked to ensure that they have no weapons on their person.
- C. Participants, role players and evaluators will be at a full duty status and have no physical limitation to prevent them from actively participating in the scenarios.
  - 1. If participants, role players or evaluators have any prior conditions that would prevent them from successfully completing any part of the training they will not participate.
- D. Safety Officers will be in close proximity to all participants during each scenario and will have discretion to stop the class or scenarios based on any perceived threat of injury.

**XI. MAT SAFETY RULES:**

- A. No firearms or live ammunition allowed
- B. No edged weapons, "sharps," chemical agents, or electronic immobilization devices allowed
- C. All injuries must be reported immediately
- D. Do not leave training area without proper approval
- E. Mat room usage not allowed without proper supervision
- F. No shoes allowed on mat surface (except approved mat shoes)
- G. Do not collapse expandable batons on mat surface (or anything else that may puncture mat)
- H. No horseplay
- I. No jewelry or hairpins will be worn (or anything else that may injure someone)
- J. Keep finger nails short (nail clippers available upon request)
- K. Students must bring all of their arrest and control equipment to every class (Including mouthpieces and other related materials)
- L. Mouthpieces and protective gear will be worn at all times during high intensity training
- M. Students applying a control hold should decrease the amount of tension applied when their partner "pats out" or "taps out"
- N. Change partners often and ask questions
- O. Take adequate breaks – Approximately every hour

P. Warm-up at beginning and cool down at end of training session

## XII. DEFENSIVE TACTICS SAFETY BRIEFING

### III (a)

A. The following safety briefing will be conducted at the beginning of each defensive tactics class. The briefing may be conducted by an instructor or read aloud by a student(s).

1. For major injuries, call 911.
2. No functional firearms, ammunition, edged weapons/sharps, chemical agents or anything else deemed dangerous allowed inside the designated training area
3. All injuries must be reported immediately
4. Do not leave training area without prior approval from staff
5. Mat room usage not allowed w/out proper supervision
6. No shoes allowed on mat surface (except approved mat shoes)
7. Do not puncture or collapse expandable batons on mat surface
8. No horseplay
9. No jewelry or hairpins will be worn
10. Keep finger nails short (nail clippers available upon request)
11. Academy recruits must bring all of their arrest and control
12. Equipment to every class
13. Mouthpieces and protective gear, including groin protection (if applicable) will be worn at all times during high intensity training
14. Students applying a control hold should decrease the amount of tension applied when their partner "pats out" or "taps out"
15. Change partners often and ask questions
16. Take adequate breaks – Approximately every hour
17. Warm-up at beginning and cool down at end

B. General participation requirements and safety guidelines

1. Inquire about any pre-existing injuries and/or limitations
2. Ensure that everyone is on full-duty status and authorized to participate
3. Identify those in attendance that may have advanced medical training such as paramedics, emergency medical technicians, etc.
4. Identify location of first aid kit(s) – In storage area
5. Identify location of AED (Automated External Defibrillator) – In A-208/Staff Lounge, Miramar College
6. Conduct weapons inspection of students and staff – No functional firearms, ammunition, edged weapons/sharps, chemical agents, electronic immobilization devices (TASER), etc.

7. Ensure that students are properly attired and finger nails have been trimmed
8. A whistle and/or the term "Safety" will cease all action immediately
9. Tap out when necessary to avoid injury. The student applying the control hold or pain compliance technique will alleviate the pressure immediately while maintaining the hold if appropriate.

## **2019-2020 ADVANCED OFFICER TRAINING TACTICAL COMMUNICATIONS (2 HOURS)**

### **COURSE GOAL:**

The course will provide the student with the minimum topics of Interpersonal Communications/Tactical Communications required in the POST Perishable Skills Training Program. The intent of the course is to improve the student's ability to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal communication. The student will receive an overview of Interpersonal Communication concepts such as: listening and persuasion skills, dealing with difficult people, inappropriate communications and other communication principles.

The course consists of a hands-on/practical interpersonal communications training for officers.

### **INTERPERSONAL COMMUNICATIONS**

Minimum Topics/Exercises:

- a. Class Exercises/Student Evaluation/Testing
- b. Interpersonal-Officer to: officer/citizen/staff
- c. Listening Skills (versus "waiting to interrupt")
- d. Communication Elements (e.g.- body language, posturing, observing, listening, asking, paraphrasing, redirecting, deflecting, defusing, responding, empathy, influence, resolution)
- e. Dealing with difficult/dominating people
- f. Persuasion (e.g.-appeal via ethics, rational, practical, personal)
- g. Inappropriate communication (e.g.-touch, distance, words, etc.)

### **COURSE OBJECTIVES:**

The student will:

1. Demonstrate knowledge of the basic components of communication skills and techniques.
2. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective interpersonal communication.
3. Demonstrate knowledge of the skills needed to effectively deal with difficult

- people.
4. Demonstrate a minimum standard of interpersonal communication skills with every technique and exercise, to include:
    - A. Listening/Persuasion
    - B. Judgment and Decision Making
    - C. Officer Safety
    - D. De-escalation, Verbal Commands
    - E. Effectiveness under stress conditions

## **EXPANDED COURSE OUTLINE**

### I. INTRODUCTION

- A. Greeting
- B. Course Overview
- C. Course Goals
  1. Officer Safety
  2. Enhanced Professionalism
  3. Decrease Citizen Complaints
  4. Decrease Vicarious Liability
  5. Lessen Personal Stress on the Job and at Home
- D. Course Objectives
  1. Understand the use of the five step kata when dealing with difficult people
  2. Recognize the need to use the eight step process for conducting traffic stops
  3. Give examples of effective communication techniques
  4. Demonstrate the communication techniques that can be used for obtaining voluntary compliance
  5. Identify the need to generate voluntary compliance, cooperation or collaboration.
  6. Understand the use of Tactical Communication skills to de-escalate interactions

### II. COMMUNICATION ELEMENTS

### **IV(d)**

- A. Best practices for conducting a traffic stop
  1. Greeting
  2. ID self/Department
  3. Reason for the stop

4. Any justification reason?
  5. Driver's license (request identification)
  6. Registration and insurance (request additional information)
  7. Decision
  8. Closure
- B. Exercise; Best Practices: what process have you seen officers use?
1. Understand the use of Tactical Communication skills to deescalate interactions
  2. Demonstrate the communication techniques that can be used for obtaining voluntary compliance
- C. Five step Kata – dealing with difficult people (use the 5 step with the 8 step when you encounter resistance)
1. Ask – ethical appeal – art of representation
  2. Set context – reasonable appeal – art of translation
  3. Present options – Personal appeal – art of mediation
  4. Confirm – Practical appeal
  5. ACT! – disengage and/or escalate
- D. Exercise – California POST Training Video 2007 Tactical Communications – Domestic Dispute

### III. INAPPROPRIATE COMMUNICATION

### **IV(g)**

- A. Must know your own weaknesses
1. Name it
  2. Define it
  3. Own it
- B. The Art of Representation
1. As ego goes UP, power and safety goes DOWN
  2. As ego goes away, power and safety RISE
  3. You must DISAPPEAR to have influence over others
  4. Officer safety

### IV. CLASS EXERCISE/STUDENT EVALUATION/TESTING

### **IV(a)**

- A. Class discussion
- B. Revisit of key concepts
- C. Closing statements

## **2019-2020 ADVANCED OFFICERS TRAINING MENTAL ILLNESS REFRESHER**

### LEARNING NEED:

Peace Officers contact individuals with mental illness in the community on a daily and routine basis. In order to be supportive of the individual in crisis, to be efficient in recognizing the issue and to be effective in the disposition, officers must understand mental illness and the impact of their role when contacting individuals in need or crisis.

### LEARNING OBJECTIVES:

- A. Mental Illness Overview; Signs and Symptoms
  - 1. Learn about myths about mental illness
    - a. Mental health stigma
  - 2. Become familiar with the major categories of mental illness/developmental disabilities
    - a. Anxiety Disorders
      - (1) PTSD
      - (2) Obsessive-Compulsive Disorder
      - (3) Panic Disorder
    - b. Mood Disorders
      - (1) Depression
      - (2) Bi-Polar
      - (3) Mania
    - c. Psychotic Disorders
      - (1) Schizophrenia
    - d. Autism
    - e. Learn indicators of addiction and co-occurring disorders and how law enforcement can interact.
      - (1) Substance abuse disorders are commonly seen with other orders.
  - 3. Become aware of the "Downward Drift" that may affect an individual who enters the criminal justice system
  - 4. Learn some signs and symptoms of mental illness
    - a. Thinking
    - b. Feeling
    - c. Socializing
    - d. Functioning



- e. Problems at home/school
  - f. Poor self-care
- B. De-Escalation Techniques: Role Play
1. Learn de-escalation strategies
    - a. Active listening
    - b. Reflecting or mirroring
    - c. Paraphrasing
    - d. I statements
    - e. Emotional labeling techniques
  2. Enhance your conflict resolution skills for use in working with individuals with mental illness.
    - a. Body language
    - b. Message barriers
    - c. Tone of voice
  3. Develop additional verbal de-escalation skills and limit setting skills in order to reduce arousal thus enabling you to gain cooperation.
- C. Understanding and Accessing Suicide
1. Enhance your knowledge of suicide risk factors and proactive factors.
    - a. Learn scope of problem
    - b. Learn minimizing risk factors
      - (1) Family History
      - (2) Past suicide attempts
      - (3) Unwillingness to seek help
      - (4) Firearms
    - c. Learn maximizing suicide protective factors
      - (1) Family and community support
      - (2) Access to treatment
      - (3) Coping and problem solving skills
  2. Improve your ability to rapidly assess the risk of suicide and to take the appropriate action based on your assessment.
    - a. Learn assessment skills
      - (1) Ask questions
      - (2) Plan
      - (3) Access to plan
  3. Why and Why now?
    - a. Learn suicide intervention techniques
      - (1) Create hope
      - (2) Ask questions
      - (3) Learn the definition of "Tarasoff"
        - (a) Talk to them
        - (b) What is Tarasoff?
    - b. Law enforcement's responsibility to Tarasoff notification

4. Understand the implications of Tarasoff for law enforcement and clinicians
    - a. Mental Health and Community Resources
      - (1) Review Forms
  5. Increase awareness of community resources available to law Enforcement.
    - a. Inpatient Hospitalization
    - b. Outpatient Programs
    - c. Crisis Houses
    - d. Clinics and medication
    - e. Club Houses
- D. Review of 5150 Criteria and third party statements
1. Pert resource
  2. Discuss how the following laws are applied in encounters with individuals with mental illness, how they preserve the rights of individuals with mental illness, and protect public safety.
    - a. Lanterman-Petris-Short (LPS) Act California Welfare and Institutions Code 5000 et seq. involuntary civil commitments.
    - b. Case law; The Tarasoff Decision 17 Cal. 3d 425, 551 P. 2d 334, 131 Cal Rptr. 14 (Cal. 1976 Notifications)
    - c. California Penal Code 5150, 5150€, 5150 (f) (1) AND 5150.2 involuntary psychiatric hold
    - d. California Welfare and Institutions Code 5585-Children's Civil Commitment and Mental Health Act of 1988
    - e. Health Insurance Portability and Accountability Act (HIPPA)
    - f. California Welfare and Institutions Code section 8102 Confiscation of deadly weapons
  3. Determine if an individual meets the criteria for a psychiatric hold and evaluation as described in 5150 of the California Penal Code and 5585 of the Welfare and Institutions Code
    - a. Mental, physical, and emotional state of the individual
    - b. History
    - c. Other pertinent information (including witness statements and state of physical surroundings when applicable)