

SAN DIEGO POLICE DEPARTMENT  
ADVANCED OFFICER TRAINING 2025-2026 CYCLE  
POST CCN # 2400-00300  
REVISION DATE JANUARY 22, 2025

**2025-2026 ADVANCED OFFICER TRAINING**  
**PATROL UPDATE (1-HOUR)-DAY 1**

**COURSE PURPOSE:**

The purpose of this one-hour training is to provide law enforcement officers a regional (San Diego County) aggregate overview and awareness of the most observed officer and/ or subject behaviors that could negatively impact officer duties, and or individual well-being, and community relationship. It is also the purpose of this training to engage the students in facilitated discussion on methods to avoid those behaviors to improve law enforcement functions and community relationships. This course will be a PowerPoint presentation incorporating facilitated class discussions. The instructors will facilitate the class discussions while evaluating the student's subject comprehension through their responses during their active participation in the facilitated discussions.

**COURSE OBJECTIVES:**

The student will:

1. Develop an understanding of the most common law enforcement officer and /or subject behaviors observed regionally that could negatively impact officer duties, and/or individual well-being, and/or community relationships.
2. Discuss and demonstrate the comprehension of the subject through active participation in a facilitated discussion.
3. Develop methods to avoid those behaviors to improve law enforcement functions and community relationships.

**EXPANDED COURSE OUTLINE- PATROL UPDATE:**

- I. Course Introduction and Purpose
  - A. Students will learn the purpose of the course and goals.
    1. Purpose
    2. Goals

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II. Officer behaviors

A. Students will learn the regionally most observed officer behaviors.

1. Class facilitated discussion on the behaviors potential impact.
2. Class facilitated discussion on behavior prevention methods.

III. Subject behaviors

1. Class facilitated discussion on the behaviors potential impact
2. Class facilitated discussion on the behavior prevention methods.

IV. Conclusion

A. Debrief

1. Questions/Answers

**2025-2026 ADVANCED OFFICER TRAINING**  
**POST PERISHABLE SKILLS PROGRAM (PSP)**  
**CATEGORY III-ARREST AND CONTROL (4-HOURS)-DAY 1**

**COURSE GOAL:**

The course will provide the student with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The student will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of hands-on/practical skills as well as policies and legal issues on the topic of arrest and control training for in-service officers.

All POST Perishable Skills Program Training is presented in a Regional Training format. All attendees should refer to their department policies and procedures for specific

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guidelines in all areas of training, including but not limited to defensive tactics, use of force, emergency vehicle operations and tactical firearms.

**MINIMUM TOPICS/EXERCISES ARREST AND CONTROL:**

- a. Policies, legal standards, and report writing
- b. Use of Force considerations
- c. Safety orientation and warm-up(s)
- d. De-escalation/Verbal commands – in exercise(s)
- e. Body balance/stance/movement patterns – in exercise(s)
- f. Search – in exercise(s)
- g. Equipment/Restraint device(s) use – in exercise(s)
- h. Subject's Actions and Officer's response to force
- i. Control/Takedown - in exercise(s) Verbal command
- j. Class exercises/Student Evaluation/Testing
- k. Recovery/First Aid (as applicable)

**COURSE OBJECTIVES:**

The student will:

- 1. Demonstrate knowledge of their individual Department Arrest and Control Policy and current case law.
- 2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
- 3. Demonstrate a 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

**Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and**

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**exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.**

**EXPANDED COURSE OUTLINE-ARREST AND CONTROL**

**I. REGISTRATION AND ORIENTATION**

- A. Introduction, Registration and Orientation
  - 1. Instructor and Student Introductions
  - 2. Course Roster
  - 3. Facility Overview
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
  - 1. Course Objectives
    - 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
  - 2. Safety Policy/Orientation

**II. USE OF FORCE POLICIES AND LEGAL ISSUES**

**III (a, b)**

- A. Case Law Update, report documentation and policy
  - 1. Tennessee v Garner
  - 2. Graham v Connor
    - a. Graham v Connor (Case Law): Objectively Reasonable Force over the Totality of the circumstances
      - (1) Force- the act of gaining and/or maintaining control of a subject or situation.
      - (2) Verbal Control- a tactic used when encountering compliant behavior. Such control consists of the officer's mere presence, requests, explanations, and orders.
      - (3) Lesser Controlling Force- the force needed to control a

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subject who engages in passive resistance. This level of force generally involves use of physical strength, pain compliance defense techniques, and control holds.

- (4) 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, and chemical agents.
- (5) 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, Flashlight). 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.
- (6) Deadly Force- force that creates a substantial risk of causing death or serious bodily injury.

3. Hayes v County of San Diego

4. Pending Cases

B. Overview of Code/Laws Updates

1. AB 392

- a. AB 392: Peace officers deadly force- (Statutory/existing Law)

Assembly Bill 392 redefines the circumstance under which a homicide by a peace officer is deemed justifiable to include when the officer reasonably believes, based on the totality of the circumstances, that deadly force is necessary to defend against an imminent threat of death or serious bodily injury to the officer or to another person, or to apprehend a fleeing person for a felony that threatened or resulted in death or serious bodily injury to another unless the person is immediately apprehended.

It Emphasizes the importance of necessity

- (1) It is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life"
- (2) "In determining whether deadly force is necessary, officers

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shall evaluate each situation in light of the particular circumstances of each case, and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer"

- b. Key Elements of Assembly Bill (AB) 392
  - (1) Two measures for reasonableness
    - (a) Reasonable force
    - (b) Perspective of a reasonable officer
  - (2) To effect arrest, prevent escape, overcome resistance
  - (3) Significant change in use of force threshold per AB 392
    - (a) Subsections (b) and (c)(1) of PC 835a provide for a clear distinction between objectively reasonable and deadly force standards
    - (b) While objectively reasonable force may be utilized "to prevent escape, or to overcome resistance" to effect a lawful arrest, as soon as the circumstances reach a threshold for deadly force the standard increases to "necessary"

AB 392- Emphasize the change in 835a that adds "totality of circumstances" and how it can affect the reasonableness of force

2. PC 835a: (Statutory/Existing Law)

Penal Code 835a, that a decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of the circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of the circumstances shall account for occasions when officers may be forced to make quick judgements about using force.

- a. Objectively reasonable standard-and how it has been defined in 835a. Importantly, this standard incorporates the "reasonable officer" standard, which has been in effect under federal law since *Graham v. Connor*. In addition, this subdivision incorporates

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graham's "totality of the circumstances" test, and requires those judging an officer's use of force do so by placing themselves in the officer's shoes at the time the officer utilized force, rather than with the benefit of infallible hindsight.

- b. Fleeing Felons
- c. Suicidal persons
- d. Pre-force tactics and conduct of officer/suspect
- e. Discuss the difference in imminent and immediate threat
  - (1) Penal Code defines "Imminent" threat
  - (2) When a reasonable officer would perceive a present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury
- f. Key elements of Penal Code (PC) 835a
  - (1) "The legislature finds and declares" PC 835a (a)
    - (a) "The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and the dignity and the sanctity of every human life."
    - (b) "The legislature finds and declares that every person has a right to be free from excessive use of force by peace officers acting under the color of law."  
PC835(a)(1)
  - (2) "As set forth below, it is the intent of the legislature that peace officers use deadly force only when necessary in defense of human life.  
In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer." PC835a(a)(2)

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- (3) "That the decision by a peace officer to use force shall be evaluated carefully and thoroughly, in a manner that reflects the gravity of that authority and the serious consequences of the use of force by peace officers, in order to ensure that officers use force consistent with law and agency policies."  
PC 835a(a)(3)
- (4) That the decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of circumstances shall account for occasions when officers may be forced to make quick judgments about using force."  
PC 835a(a)(4)
- (5) "That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement."  
PC 835a(a)(5)
- (6) "Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to effect the arrest, to prevent escape, or to overcome resistance." PC 835a(5)(b)
- (7) "Notwithstanding subdivision (b), a peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is **necessary** (emphasis added) for either of the following reasons:" PC 835a(c)(1)



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- (a) "To defend against an imminent threat of death or serious bodily injury to the officer or another person." PC 835a(c)(1)(A)
- (b) "To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended."
  - i. Where feasible, a peace officer shall, before the use of force, make reasonable efforts to identify themselves as a peace officer and
  - ii. Warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts." PC 835a(c) (1)(B)
- (8) "A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person." PC 835a(C)(2)
- (9) "A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, 'retreat' does not mean tactical repositioning or other de-escalation tactics." PC 835a(d)
- (10) "For purposes of this section, the following definitions apply:" PC 835a(e)

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- (a) "Deadly force" means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm." PC 835a(e)(1)
    - (b) "A threat of death or serious bodily injury is 'imminent' when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed. PC 835a(e)(2)
  - (11) "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force. PC835a(e)(3)
    - (a) Officers should be prepared to articulate what actions were taken and why
    - (b) Officers should be prepared to articulate what actions were not taken and why they were not taken
3. PC 196 Statutory Law/Existing Law
- a. Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:
    - (1) In obedience to any judgment of a competent court
    - (2) When the homicide results from a peace officer's use of force that is in compliance with Section 835a
  - b. Key elements of Penal Code (PC) 196-Justifiable Homicide

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- (1) Definition revised to rely more heavily on PC 835a -deadly force can only be used when necessary
- (2) "Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances."  
(PC 196)
  - (a) "In obedience to any judgment of a competent court order." PC 196(a)
  - (b) "When the homicide results from a peace officer's use of force that complies with Penal Code Section 835a." PC 196(b)

c. What's changed?

- (1) Removed "When necessarily committed in overcoming actual resistance to the execution of some legal process or in the discharge of any other legal duty"
- (2) Removed "When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with felony and who are fleeing from justice or resisting such arrest"

4. AB 490 Law enforcement agency policies: arrests: positional asphyxia

Existing law requires law enforcement agencies to maintain a policy on the use of force, as specified. Existing law requires the Commission on Peace Officer Standards and Training (POST) to implement courses of instruction for the regular and periodic training of law enforcement officers in the use of force.

Existing law prohibits a law enforcement agency from authorizing the use of a carotid restraint or a choke hold, as defined as means any defensive tactic or force option in which direct pressure is applied to a person's trachea or windpipe.

AB 490 additionally prohibits a law enforcement agency from authorizing techniques or transport methods that involve a substantial risk of

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positional asphyxia, as defined as means situating a person in a manner that compresses their airway and reduces the ability to sustain adequate breathing. This includes, without limitation, the use of any physical restraint that causes a person's respiratory airway to be compressed or impairs the person's breathing or respiratory capacity, including any action in which pressure or body weight is unreasonably applied against a restrained person's neck, torso, or back, or positioning a restrained person without reasonable monitoring for signs of asphyxia.

5. Government Code (GC) 7286.5(a)

- a. GC 7286.5 (a) (1) A law enforcement agency shall not authorize the use of a carotid restraint or choke hold by any peace officer employed by that agency
- b. GC 7286.5 (a) (2) A law enforcement agency shall not authorize techniques or transport methods that involve a substantial risk of positional asphyxia.

6. Government Code (GC) 7286.5(b)

- a. GC 7286.5 (b) As used in this section, the following terms are defined as follows:
- b. GC 7286.5 (b) (1) "Carotid restraint" as defined as means any defensive tactic or force option in which direct pressure is applied to a person's trachea or windpipe.
- c. GC 7286.5 (b) (2) "Choke hold" as defined as means any defensive tactic or force option in which direct pressure is applied to a person's trachea or windpipe.
- d. GC 7286.5 (b) (4) "Positional asphyxia" means situating a person in a manner that compresses their airway and reduces the ability to sustain adequate breathing. This includes, without limitation, the use of any physical restraint that causes a person's respiratory airway to be compressed or impairs the person's breathing or respiratory capacity, including any action in which pressure or body weight is unreasonably applied against a restrained person's neck,

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torso, or back, or positioning a restrained person without reasonable monitoring for signs of asphyxia.

7. AB 360 Prohibits "Excited delirium", as defined, from being recognized as a valid medical diagnosis or cause of death in this state. The bill prohibits a coroner, medical examiner, physician, or physician assistant from stating on the certificate of death, or in any report, that the cause of death was " Excited delirium".

Additionally, AB 360 prohibits a peace officer from using the term "Excited delirium" to describe an individual in an incident/crime report but does not prohibit the peace officer from describing the characteristics of an individual's conduct, as specified.

For the purposes of AB 360, "Excited delirium" is a term used to describe a person's state of agitation, excitability, paranoia, extreme aggression, physical violence, and apparent immunity to pain that is not listed in the most current version of the Diagnostic and Statistical Manual of Mental Disorders, or for which the court finds there is insufficient scientific evidence or diagnostic criteria to be recognized as a medical condition. "Excited delirium" also includes excited delirium syndrome, excited delirium, hyperactive delirium, agitated delirium, and exhaustive mania.

C. Local Policies

1. SB 230 guidelines

a. SB 230 (Foundational Case Law)

Peace officers must understand that the landmark cases of Graham v. Connor, Tennessee v. Garner, and Hayes v. County of San Diego are foundational and have historical and legal significance on the application of law. However, PC 835a creates a higher standard for the application of deadly force in California.

(1) Tennessee v. Garner (Case Law/Foundational Cases)

(2) Hayes v. County of San Diego

(3) Graham v. Connor

(4) Pending cases

(5) Defined

Senate Bill 230, It's the requirement of each law enforcement agency to maintain a policy that provides guidelines on the use of force, utilizing de-escalation

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techniques and other alternatives to force when feasible, specific guidelines for the application of deadly force, and factors for evaluating and reviewing all use of force incidents, among other things. The bill would require each agency to make their use of force policy accessible to the public. By imposing additional duties on local agencies, this bill would create a state-mandated local program.

2. Use of Force policy updates/Agency's Use of Force Policy
  - a. Senate Bill (SB) 230-Agency's existing policy
    - (1) Discuss your agencies' current use of force policy
    - (2) Does it accurately reflect the requirements of SB230
      - (a) De-escalation, crisis intervention, other alternatives to force
      - (b) Objective reasonableness
      - (c) Required reporting of potential excessive force to superior officer
      - (d) Guidelines regarding situations in which officer may or may not draw or point a firearm
    - (3) Consideration of surroundings and potential risks to bystanders before discharging firearm.
    - (4) Procedures for disclosing public records
    - (5) Procedures for filing, investigation, and reporting of citizen complaints regarding use of force incidents
    - (6) Duty to intercede
    - (7) Guidelines regarding methods and devices available for application of force
    - (8) Requirement that officers carry out duties in fair and unbiased manner
    - (9) Guidelines for application of deadly force
    - (10) Requirements for internal reporting and notification of use of

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force incidents including to DOJ

- (11) Role of supervisors in review of use of force incidents
  - (12) Prompt provision of procurement of medical assistance for injured parties, when necessary
  - (13) Training to demonstrate knowledge and understanding of use of force policy
  - (14) Training and guidelines regarding vulnerable populations such as children, elderly, people with disabilities, etc.
  - (15) Guidelines for discharge of a firearm at or from a moving vehicle
  - (16) Factors for evaluating and reviewing all use of force incidents
  - (17) Minimum training regarding use of force policy
  - (18) Regular review and updating of use of force policy
  - (19) Use of force policy available to the public
- b. How has the policy changed in recent years?
  - c. How does this affect how officers do the job?
  - d. Officer's responsibility to notify supervisor following use of force
  - e. Supervisor's responsibility following a notification
  - f. Pending legislation

D. Report Writing

- 1. Proper documentation of use of force incidents
- 2. Articulation of events

Articulation of events-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?

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- (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. Proper documentation of use of force incidents-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.
  - g. Documentation of injuries/aid rendered to subjects, officers, and bystanders
- 3. Documentation of injuries/aid rendered to subjects, officers, bystanders
- 4. Supervisor's responsibility following officer use of force and notifications.
  - a. BWC Review
  - b. Asses for injuries/proper documentation
  - c. IA notifications
- 5. Use of Force warning
  - a. 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.
- E. 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



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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.

III. SAFETY ORIENTATION AND WARM-UP

**III (c)**

- A. Review of Safety Policies and Injury Precautions
  - 1. Review safety policy
  - 2. Emergency exits
  - 3. AED
  - 4. Avoiding injury
  - 5. No weapons (weapon inspection)
  - 6. Safe command/avoiding injury
- B. Warm-up
  - 1. Stretching exercises
  - 2. Mental preparation
- C. Physical conditioning
  - 1. Three Biggest Disablers
    - a. Heart Attacks
    - b. Lower Back and Knee Injuries
    - c. Peptic Ulcers
  - 2. How to Reduce Individual Risk to Above Disablers
    - a. Nutrition
    - b. Lifetime Fitness

IV. SUBJECT'S ACTIONS AND OFFICER'S RESPONSE

**III (h, j)**

- A. Subject's actions
  - 1. Compliant
  - 2. Passive non-compliant
  - 3. Actively Resistant
  - 4. Assaultive
  - 5. Life Threatening
- B. Officer's Response to Resistance
  - 1. Non deadly

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2. Intermediate force
3. Deadly force

C. Students will participate in a scenario-based exercise to demonstrate

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

V. OFFICER AWARENESS/TACTICAL CONSIDERATIONS

**III (e)**

A. Initial Approach with Subject

1. Hands
2. Cover
3. Weapons/bulges
4. Footing/balance, officer's ability to stay on his/her feet

B. Tactical Considerations

1. Associates, subjects, and officers (resources available)
2. Escape routes, subjects – tactical retreat, officers

VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF  
INTERVIEW AND POSITION OF ADVANTAGE

**III(e)**

A. Footwork Review

1. Forward shuffle
2. Rear shuffle
3. Normal pivot
4. Shuffle right and left
5. Pivot right and left
6. Progressive pivot
7. Shuffle pivot

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B. Body Balance and Movement

1. How to fall to the ground safely and assume a position of advantage
2. Access to equipment on duty belt while in a position of advantage and on the ground

C. 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
- g. Visual Search

2. High Guard Ready Stance

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.

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VII. SEARCH/HANDCUFFING

**III(f,g,k)**

A. Search

1. Visual Search (plain view)
2. Pat Down
3. Incident to Arrest/complete search
  - a. 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:

- (1) The search must be pursuant to a custodial arrest.
  - (2) The arrest must be lawful.
  - (3) The search must be part of the arrest procedure
- b. The scope of a search incident to arrest includes any area within the arrestee's immediate control.
  - (1) 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.
  - (2) 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:
    - (a) Front waistband
    - (b) Upper body (including the chest, front pockets, armpits, sleeves and sides)
    - (c) Back (including the rear waistband and buttocks area)
    - (d) Lower body (including the legs and ankles)
4. 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

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- (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.
- B. Handcuffing Techniques from
  - 1. Standing
  - 2. Kneeling
  - 3. Prone
    - a. Minimize actions that could lead to positional asphyxia
    - b. Alternative placement
    - c. Positions of recovery
- C. Assess for Potential Officer and Suspect Injuries
  - 1. Render First Aid or request additional medical as needed
  - 2. Document
- D. 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.

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.

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2. Handcuff Take Downs:

If ineffective and appropriate to do so, take the suspect down to the ground to establish greater control. Handcuffed prisoners cannot break their fall. Consequently, the takedown must be reasonable and necessary based on the circumstances.

- a. Arm Lock (Bar Hammer Lock)  
Two-officer handcuffed prisoner escort. Generally used in response to low levels of handcuffed prisoner resistance. Not used to cause pain unnecessarily or inflict punishment. If unable to control handcuffed prisoner using arm lock, transition to takedown. A handcuffed prisoner will not be able to break his/her fall. The takedown must be reasonable and necessary based on the circumstances. If feasible, the takedown may be performed in stages (depending on the level of resistance encountered). To perform in stages, take the suspect down to his/her knees, then onto their stomach (prone position).
- b. Grounding to Knees or Buttocks  
Grabbing handcuffs or wrist, drive subject hands down and forward to place subject on knees. Grabbing handcuffs or wrist, drive subject's hands straight down to place subject in a seated position.

3. Assess for Potential Officer and Suspect Injuries

- a. Render First Aid or request additional medical as needed
- b. Document

VIII. CONTROL HOLD/ TAKE DOWNS

**III(i, k)**

A. Control Hold

- 1. Joint Manipulation
- 2. Pain Compliance

B. Take Downs

- 1. Various Positions
  - a. Handcuffed
  - b. Non-cuffed

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2. Single Officer
3. Multiple Officer

C. Assess for Potential Officer and Suspect Injuries

1. Render First Aid or request additional medical as needed
2. Document

D. Positional Stance/Personal Body Weapons

1. Discuss methods of delivering strikes correlated with positioning, distance, and appropriate target areas / strike points.
  - a. Palm Heel Strikes
  - b. Hammer Fist Strikes
  - c. Elbow / Forearm Strikes
  - d. Front Thrust Kick
  - e. Angle Kick
  - f. Knee Strike
  - g. Bag Drills Incorporating Above Listed Strikes

E. Weapon Retention and Take-Aways

1. Overview
  - a. Safety orientation
  - b. Weapon check
2. Preparation
  - a. Mental
  - b. Will to survive
  - c. Verbalize threat
3. Front handgun retention
  - a. Right hand
  - b. Left hand

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- 4. Rear handgun retention
  - a. Right hand
  - b. Left hand
  - c. Front and rear outside reactionary gap
    - (1) Weapons to targets
    - (2) Move offline
  - d. Front and rear outside reactionary gap
    - (1) Weapons to targets
    - (2) Move offline
  - e. Front and rear grappling position
    - (1) Push weapon into holster
    - (2) Weapons to targets
    - (3) Wrench arm
- 5. Out of holster handgun retention
  - a. Strong side
  - b. Support side
- 6. Front handgun takeaway
  - a. Right hand
  - b. Left hand
- 7. Rear handgun takeaway
  - a. Right hand
  - b. Left hand
- F. Impact Weapons
  - 1. Overview of course
    - a. Safety orientation



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- b. Review department policy, procedures, case law
- c. Discuss target areas
  - (1) Targeting-Primary and Secondary Strike Points
    - (a) Primary strike points: Include muscle mass areas of arms, legs, torso/midsection
      - i. Motor Nerve Points (strikes)
      - ii. Common Peroneal (outer thigh)
      - iii. Tibial (top rear portion of calf muscle)
      - iv. Radial (Forearm top outer muscle)
      - v. Median (forearm inner muscle)
    - (b) Secondary Strike Points
      - i. 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)
  - (2) 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.
- d. Nomenclature
- e. Footwork review
  - (1) Stances/Positions
  - (2) Long range strike ready position: Over arm or strike ready position
- f. Review strikes, jabs, and blocks
  - (1) Short/ Close Range Strikes

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- (a) Shuffle step and step through footwork
    - (b) Thrust-Downward to stomach
    - (c) Butt End/Straight Strike-to hip girdle or midsection
    - (d) Diagonal Chop-To upper pectoral muscle
    - (e) Short range three strike combination
    - (f) Cross Check-To upper pectoral muscle
    - (g) Use in combination
    - (h) Verbal commands
  - g. Baton retention techniques
- G. Students will participate in a scenario – based exercise to demonstrate
- 1. Safety
  - 2. Awareness
  - 3. Balance
  - 4. Control
  - 5. Controlling Force
    - a. 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
  - 6. Proper Techniques
    - 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
  - 7. Verbal Commands/Instructions

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H. Ground Combative

1. Ground Avoidance
  - a. Front Fall/Back Fall (turn to face threat/tactical get up)
  - b. S.P.E.A.R (Spontaneous Protection Enabling Accelerated Response System) (High/Medium/Low)
  - c. Sprawl
2. Punch Block Series
  - a. Suspect in guard (control suspect's head and arm/target seek)
  - b. Suspect rears up to hit (create distance/block with knees/kick away/target seek/stand up)
3. Mount/Side Mount/Back Mount
  - a. Weapons to Targets
  - b. Trap Arm/Leg & Roll
  - c. Replace Guard
  - d. Elbow/Knee escape

IX. DE-ESCALATION OF FORCE

**III(d)**

A. Verbal Commands

1. Tone of voice
2. Gain voluntary compliance
3. Single communicator

B. Assessment

1. Ability
2. Opportunity
3. Intent
4. Recognize when to escalate vs. de-escalate
  - a. When verbal commands fail – time to take action
  - b. Use of force warning when feasible

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- C. Tactics
  - 1. Distance plus cover equals time
  - 2. Resources
  - 3. Contiguously Plan
  
- D. Making Sound Decisions
  - 1. What is important right now?
  - 2. Set priorities
  - 3. Think through your choices
  - 4. Make Sound Decisions
  
- E. Control the environment
  - 1. Tactical pause
  - 2. Tactical repositioning
  - 3. Slow down
  - 4. Gather information
  - 5. Develop a plan
  - 6. Time + Distance = Options
  
- F. De-Escalation
  - 1. What is it?
  - 2. How is it used?
  - 3. What are the key components and considerations?
  
- G. Interpersonal Communications-Verbal Communications versus Verbal Commands
  - 1. How does verbal communication fit in as a force option?
  - 2. How is it used as a tool for de-escalation?

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3. How might either verbal communication or commands affect the outcome of a situation?

H. TASER re-fresher Training

1. Minimum Topics-POST Regulation 1084 (a)- Electronic Weapons

- a. Minimum topics

- (1) Introduction and Registration
    - (2) History and Definitions
    - (3) Exposures and Safety
    - (4) Electronic Weapons and Nomenclature
    - (5) Legal/Ethical Considerations
    - (6) Medical Aspects
    - (7) Deployment and Documentation
    - (8) Practical Application and Testing

2. 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.
  - c. All outside agency attendees should refer to their department policies and procedures for specific guidelines in all areas of

training.

3. Targeting

- a. The Taser should be aimed at the subject's lower center mass avoiding the "dart to heart". The taser 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.

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4. Medical Aid

- 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.

5. 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

6. 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 ensures that the electrical charge travels through the wires and does not travel across

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the points at the end of the Taser.

I. 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

- a. WRAP device (Temporary Safe Restraint System)
  - (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 (Americans with Disability Act)

3. Maintenance and Care of Device

- a. General Maintenance
- b. Decontamination

4. WRAP Application

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- a. Deployment
- b. Placement
- c. Application
  - (1) Max Restraint
  - (2) Hobble

5. Recovery and Aftercare

- a. Side Recovery
- b. Seated Recovery
- c. Medical Assessment

6. Movement and Transportation

- a. Lifting
- b. Placement in and out of vehicle
- c. Monitoring while in vehicle

X. STUDENT RECOVERY **III(k)**

- A. Cool Down
  - 1. Stretching
  - 2. Hydration
- B. Injuries
  - 1. Treat
  - 2. Document

XI. TESTING/REMEDIATION **III(j)**

**Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.**

XII. GENERAL SAFETY INSTRUCTIONS



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- 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.
- D. 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.
- E. 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.

XIII. 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 fingernails 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

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XIV. DEFENSIVE TACTICS SAFETY BRIEFING

- 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 fingernails 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)
  5. Identify location of AED (Automated External Defibrillator)

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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 fingernails 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.

**2025-2026 ADVANCED OFFICER TRAINING**  
**POST PERISHABLE SKILLS PROGRAM (PSP)**  
**CATEGORY V: USE OF FORCE (4-HOURS)-DAY 1**

**COURSE GOAL:**

The course will provide the student with the minimum topics of Use of Force required in the POST Perishable Skills Training Program (PSP). The intent of the course is to improve the student's knowledge of use of force laws and policies as well as critical decision-making skills. The course consists of facilitated discussion, case study analysis, and scenarios for in-service personnel.

All POST Perishable Skills Program Training is presented in a Regional Training Format. All attendees should refer to their Department Policies and Procedures for specific guidelines in all areas of training, including but not limited to Defensive Tactics, Use of Force, Emergency Vehicle Operations and Tactical Firearms.

**USE OF FORCE**

**Minimum Topics/Exercises:**

- a. Statutory Law
- b. Case Law
- c. Agency Policies
- d. Reverence for Human Life
- e. De-Escalation
- f. Duty to Intercede
- g. Rendering First-Aid
- h. Class Exercises/Student Evaluations/Testing

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**COURSE OBJECTIVES:**

The student will:

1. Demonstrate knowledge of use of force laws.
2. Demonstrate knowledge of individual agency's use of force policies.
3. Demonstrate an understanding of force options decision-making with every technique and exercise, to include:
  - A. Reverence for Human Life
  - B. De-Escalation and Verbal Commands
  - C. Rendering First-Aid
  - D. Legal Duty to Intercede and Report Excessive Force to a Superior Officer

**Minimum standards of performance shall be tested by an instructor observing the student during their participation in facilitated discussions, case study analysis, and scenarios. If the student does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.**

**I. INTRODUCTION/ORIENTATION**

- A. Introduction, Registration and Orientation
  1. Instructor/student introductions
  2. Registration/rosters
- B. Course Goals and Objectives
  1. Increase knowledge of use of force laws
  2. Increase knowledge of individual agency's use of force policies
  3. Increase understanding of force options decision-making

**II. POLICIES AND LEGAL ISSUES**

- A. Statutory Law
  1. Key Elements of Assembly Bill (AB) 392
    - a. Two measures for reasonableness
      - 1) Reasonable force
      - 2) Perspective of a reasonable officer
    - b. To effect arrest, prevent escape, overcome resistance
    - c. Significant change in use of force threshold per AB 392

**V(a)**

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- 1) Subsections (b) and (c)(1) of PC 835a provide for a clear distinction between objectively reasonable and deadly force standards
- 2) While objectively reasonable force may be utilized "to prevent escape, or to overcome resistance" to effect a lawful arrest, as soon as the circumstances reach a threshold for deadly force the standard increases to "necessary."
2. Key Elements of Penal Code (PC) Section 196 – Justifiable Homicide
  - a. Definition revised to rely more heavily on PC 835a – deadly force can only be used when necessary
  - b. "Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:" [PC 196]
    - 1) "In obedience to any judgment of a competent court order." [PC 196(a)]
    - 2) "When the homicide results from a peace officer's use of force that complies with Penal Code Section 835a." [PC 196(b)]
  - c. What changed?
    - 1) Removed "When necessarily committed in overcoming actual resistance to the execution of some legal process or in the discharge of any other legal duty"
    - 2) Removed "When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with felony and who are fleeing from justice or resisting such arrest."
3. Key Elements of Penal Code Section 835a
  - a. "The Legislature finds and declares": [PC 835a(a)]
    - 1) "The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and the dignity and the sanctity of every human life."
    - 2) "The Legislature finds and declares that every person has a right to be free from excessive use of force by peace officers acting under the color of law." [PC 835a(a)(1)]
  - b. "As set forth below, it is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life. In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstance of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer." [PC 835a(a)(2)]

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- c. "That the decision by a peace officer to use force shall be evaluated carefully and thoroughly, in a manner that reflects the gravity of that authority and the serious consequences of the use of force by peace officers, in order to ensure that officers use force consistent with law and agency policies." [PC 835a(a)(3)]
- d. That the decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of circumstances shall account for occasions when officers may be forced to make quick judgments about using force." [PC 835a(a)(4)]
- e. "That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement." [PC 835a(a)(5)]
- f. "Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to effect the arrest, to prevent escape, or to overcome resistance." [PC 835a(5)(b)]
- g. "Notwithstanding subdivision (b), a peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is **necessary** (emphasis added) for either of the following reasons:" [PC 835a(c)(1)]
  - 1) "To defend against an imminent threat of death or serious bodily injury to the officer or another person." [PC 835a(c)(1)(A)]
  - 2) "To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended."
    - a) Where feasible, a peace officer shall, before the use of force, make reasonable efforts to identify themselves as a peace officer and
    - b) Warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts." [PC 835a(c)(1)(B)]

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- h. "A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person." [PC 835a(C)(2)]
  - i. "A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, 'retreat' does not mean tactical repositioning or other de-escalation tactics." [PC 835a(d)]
  - j. "For purposes of this section, the following definitions apply:" [PC 835a(e)]
    - 1) "'Deadly force' means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm." [PC 835a(e)(1)]
    - 2) "A threat of death or serious bodily injury is 'imminent' when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed." [PC 835a(e)(2)]
  - k. "'Totality of the circumstances' means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force." [PC 835a(e)(3)]
    - 1) Officers should be prepared to articulate what actions were taken and why
    - 2) Officers should be prepared to articulate what actions were not taken and why they were not taken
4. Senate Bill 230
- a. Discuss your agencies' current use of force policy
  - b. Does it accurately reflect the requirements of SB 230
    - 1) De-escalation, crisis intervention, other alternatives to force
    - 2) Objective reasonableness
    - 3) Required reporting of potential excessive force to superior officer

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- 4) Guidelines regarding situations in which officer may or may not draw or point a firearm
- 5) Consideration of surroundings and potential risks to bystanders before discharging firearm
- 6) Procedures for disclosing public records
- 7) Procedures for filing, investigation, and reporting of citizen complaints regarding Use of force incidents
- 8) Duty to intercede
- 9) Guidelines regarding methods and devices available for application of force
- 10) Requirement that officers carry out duties in fair and unbiased manner
- 11) Guidelines for application of deadly force
- 12) Requirements for internal reporting and notification of Use of Force incidents, including to DOJ
- 13) Role of supervisors in review of Use of Force incidents
- 14) Prompt provision or procurement of medical assistance for injured parties, when necessary
- 15) Training to demonstrate knowledge and understanding of Use of Force policy
- 16) Training and guidelines regarding vulnerable populations such as children, elderly, people with disabilities, etc.
- 17) Guidelines for discharge of a firearm at or from a moving vehicle
- 18) Factors for evaluating and reviewing all Use of Force incidents
- 19) Minimum training regarding Use of Force policy
- 20) Regular review and updating of Use of Force policy
- 21) Use of Force policy available to the public

5. AB 48

- a. PC 13652 - Kinetic Energy
- b. PC 13652.1 - Chemical Agents

6. Pending legislation

B. Case Law

**V(b)**

1. Foundational case law
  - a. Graham v. Connor
  - b. Tennessee v. Garner
  - c. Hayes v. County of San Diego
2. Recent cases



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3. Peace officers must understand that the landmark cases of *Graham v. Connor*, *Tennessee v. Garner*, and *Hayes v. County of San Diego* are foundational and have historical and legal significance on the application of law. However, PC 835a creates a higher standard for the application of deadly force in California.

C. Agency's Use of Force Policy

**V(c)**

1. Agency's existing policy
2. How has the policy changed in recent years?
3. How does this affect how officers do the job?
4. Officer's responsibility to notify supervisor following use of force
5. Supervisor's responsibility following a notification

III. REVERENCE FOR HUMAN LIFE AND DUTY TO INTERCEDE

**V(d, f)**

A. Reverence for Human Life

1. What does "reverence for human life" mean?
2. How is this applied to the use of force?

B. Duty to Intercede [*Penal Code 13519.10(b)(2)*, *Penal Code 7286(b)(8)*]

1. What is a "duty to intercede?"
  - a. Bystander officer liability
  - b. What is the stigma around this?
  - c. How do we break the stigma?
  - d. How does this reflect your personal and organizational core values?
2. What is your responsibility as a peace officer to intervene?
  - a. To the public?
  - b. To fellow officer(s)?
  - c. To self?
  - d. To organization?
3. What are the consequences and liabilities?
  - a. Criminal
  - b. Civil
  - c. Administrative
  - d. Moral/ethical
4. How do you recognize when to intercede?
5. Agency's policy on duty to intercede
  - a. What is your responsibility to report to a supervisor?
  - b. Has the policy changed in recent years?

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c. What is the policy on retaliation?

C. Rendering First-Aid

**V(g)**

1. What is your responsibility to render first-aid?
2. How does one deem when it is safe to render first-aid?
3. Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
4. Agency's policy on rendering first-aid

IV. DE-ESCALATION AND VERBAL COMMANDS

**V(e)**

A. De-Escalation

1. What is it?
2. How is it used?
3. What are the key components and considerations?

B. Interpersonal Communications - Verbal Communications versus Verbal Commands

1. How does verbal communication fit in as a force option?
2. How is it used as a tool for de-escalation?
3. How might either verbal communication or commands affect the outcome of a situation?

C. Control the Environment

1. Tactical pause
2. Tactical repositioning
3. Slow down
4. Gather information
5. Develop a plan
6. Time + Distance = Options

D. Making Sound Decisions

1. What is important right now?
2. Set priorities
3. Think through your choices
4. Make sound decisions

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V. CLASS EXERCISES AND STUDENT EVALUATIONS/TESTING

**V(h)**

A. Practice engaging in potential use of force situations via active process

1. Individual or small group case study review
2. Discussion of case studies
3. Participation in role play scenarios
4. Observation of role play scenarios
5. Debrief of role play scenarios using the following lenses:
  - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
  - b. Procedural Justice – How did the response demonstrate procedural justice?
  - c. Tactics

B. Evaluation of potential use of force situations via demonstration

1. Evaluate role play scenarios
2. Feedback from peers
3. Feedback and debrief from instructors using the following lenses:
  - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
  - b. Procedural Justice – How did the response demonstrate procedural justice?
  - c. Tactics
  - d. Communication

C. The simulation training prepares the students for the stress of a real emergency, whether it's a straight-forward crisis intervention, use of force or a disaster scenario

1. The simulator - This activity is designed to provide officers the opportunity to demonstrate public and officer safety while simultaneously identify use of force, crisis situations and effectively interact using active listening and de-escalation skills, tactics, time, distance, concealment, cover, and less lethal weapons and other tools. This experiential learning will occur in a dual officer response (contact and cover) video scenario.

Instructors will monitor/evaluate for public and officer safety while a mental health professional monitors/evaluates for communication skills

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related to the identification and response to the crisis presentation. The instructors will evaluate the participants on:

- a. Radio communication
- b. Public and officer safety
- c. Identifying potential use of force situations
- d. Time, distance, concealment, cover, tactics, and tools
- e. Active listening and de-escalation communication skills with the reporting party and person in crisis

D. Roleplays and Interactive Scenarios

1. The role play trainings prepare the officers for the stress of a real emergency. These activities are designed to provide officers the opportunity to demonstrate public and officer safety while simultaneously identify use of force, crisis situations and effectively interact using active listening and de-escalation skills, tactics, time, distance, concealment, cover, and less lethal weapons and other tools. Instructors will monitor/evaluate for public and officer safety while a mental health professional monitors/evaluates for communication skills related to the identification and response to the crisis presentation. The instructors will evaluate the participants on:

- a. Radio communication
- b. Public and officer safety
- c. Identifying potential use of force situations
- d. Time, distance, concealment, cover, tactics, and tools
- e. Active listening and de-escalation communication skills with the reporting party and person in crisis.

E. Review and Evaluation of Training Videos

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1. The case study review of videos prepares the officers for the stress of a real emergency. These activities are designed to provide officers the opportunity to demonstrate public and officer safety while simultaneously identify use of force, crisis situations and effectively interact using active listening and de-escalation skills, tactics, time, distance, concealment, cover, and less lethal weapons and other tools. Instructors will monitor/evaluate for public and officer safety while a mental health professional monitors/evaluates for communication skills related to the identification and response to the crisis presentation. The instructors will evaluate the participants on:
  - a. Radio communication
  - b. Public and officer safety
  - c. Identifying potential use of force situations
  - d. Time, distance, concealment, cover, tactics, and tools
  - e. Active listening and de-escalation communication skills with the reporting party and person in crisis.

Recommended Topics for Learning Activities, Facilitated Discussions, and Scenarios

- Traffic Stop
- Pedestrian Stop
- Consensual Encounter
- Disruptive/Defiant Student
- Fight in progress/Public Disturbance
- Fleeing suspect (foot & vehicle)
- Creating your own exigency
- Excessive/Potentially Excessive Force (Duty to Intercede)
- Unnecessary Force (Duty to Intercede)
- Crowd Management/Crowd Control
- Mental Health Crisis
- Person(s) with disability
  - o Autism
  - o Hearing Impaired
  - o Non-verbal

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- Amputee
- Wheelchair
- Other disability not listed
- Alleged suspicious person(s)
- Alleged Shoplift
- Domestic Violence
- Language/Culture barriers
- Implicit/Explicit bias
  - Officer bias
  - Community bias
  - Organizational bias
- Articulation and Report Writing
  - Review of Body Worn Camera or In Car Camera video
- Courtroom testimony

**2025 – 2026 ADVANCED OFFICER TRAINING**

**DOMESTIC VIOLENCE REFRESHER (2- HOURS)-DAY 2**

**I. COURSE PURPOSE**

This course will provide the student with updated information on current issues from the Domestic Violence Unit.

**COURSE OBJECTIVES REGARDING DOMESTIC VIOLENCE**

- A. Criteria for increased Prosecution
  - 1. District Attorney
  - 2. City Attorney
- B. Discuss Restraining Order Violations and Evaluation for Stalking Charges
  - 1. Specific Charges
    - a. PENAL CODE 273.6 vs. PENAL CODE 166

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- b. EPO (Emergency Protective Order), TRO (Temporary Restraining Order), OAH (Order after hearing), CPO (Civil protective Order)
    - c. When these violations may meet the stalking threshold
  - C. Discuss a detailed domestic violence report
    - 1. Contact Information
      - a. Victim/Witness/Suspect
      - b. Date of births
      - c. Identifying information for all parties
    - 2. Witness checks
      - a. Document where you checked for them and with who you spoke with
    - 3. Statements
      - a. Thorough written documentation using proper terminology
      - b. Audio recorded documentation
    - 4. Interviewing skills
      - a. Building a rapport
      - b. Trauma informed interviewing
- D. Emphasis on the collection of evidence
  - 1. Photos
  - 2. Electronics
    - a. Cell phones
    - b. Laptops, etc.
  - 3. Body Worn Cameras
    - a. When to turn on/off
- E. Special Population Considerations

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1. Elder
2. Juvenile
3. LGBTQ

F. SENATE BILL 1331 (SB 1331): Domestic Violence Lethality Assessment Review. SB 1331 requires the course to include procedures and techniques for assessing lethality or signs of lethal violence in domestic violence situations.

1. SB 1331 REGARDING LAW ENFORCEMENT AGENCIES AND POST
  - a. Existing law (section 13519 of the Penal Code) requires the Commission on Peace Officer Standards and Training to implement a training course for law enforcement officers in the handling of domestic violence complaints and to develop guidelines for officer response to domestic violence. Existing law requires the course to include instruction on specified procedures and techniques for responding to domestic violence, including among others, the signs of domestic violence, and techniques for handling incidents of domestic violence that minimize the likelihood of injury to the officer and promote the safety of the victim.
  - b. POST *encourages* that agencies have first responders administer the Domestic Violence Lethality Risk Assessment to all victims of Domestic Violence to assess the level of danger and/or the severity of the situation. Law enforcement personnel or victim advocates should use their judgement to interpret the information which the victim provides.

G. ASSESSING LETHALITY

1. Domestic Violence is Dangerous
  - a. Occurs every 15 seconds
  - b. About 2.8 million incidents annually in the United States



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- c. 40-60% of law enforcement calls are Domestic Violence related
  - d. Escalates over time in frequency and severity
  - e. Most dangerous time is when and after the victim leaves
- 2. Medical Costs of Domestic Violence
  - a. 500,000 women seek medical care each year for Domestic Violence
  - b. 25-40% of all Domestic Violence victims are pregnant
  - c. Medical personnel fail to identify Domestic Violence 95% of the time
  - d. PC 11160 - Medical mandated reporting of Domestic Violence
- 3. Workplace Violence Statistics
  - a. Homicide is the leading cause of death for women on the job
  - b. 94% of corporate security directors rated Domestic Violence as a "high security problem"
  - c. 71% of human resources personnel reported they had experienced an incident of Domestic Violence on company property
  - d. Abusive partners harassed 74% of women at work, causing 56% to be late at least 5 times per month
- 4. Danger Signs
  - a. Escalation
    - (1) Increase in frequency of incidents
    - (2) Increase in severity of injuries
    - (3) History of violence
    - (4) Extreme jealousy or possessiveness (Victim is central to abuser's identity and worth)
  - b. Other Warning Signs
    - (1) Threats to kill
    - (2) Threats of suicide
    - (3) Access to and use of weapons
    - (4) Arson
    - (5) Pet abuse

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- (6) Stalking
  - (7) Abuse moves from indoors to public places
  - (8) Use of drugs and alcohol
  - (9) Forced sex
  - (10) Potential Triggering Events
    - i. Birthdays
    - ii. Anniversary dates
    - iii. Special dates in relationship
  - (11) Change in Responses
    - i. Finally appears to accept end of relationship
    - ii. Resignation
- 5. Research and Indicators, Work of Dr. Donna Cohen on Elder Homicides – Suicides
  - a. About 1,500 cases annually in the U.S. since 1988
  - b. 83% involve spouses and intimate partners
  - c. The perpetrator has always been the male partner
  - d. Guns used more than 90% of the time
  - e. 30% of cases had a history of Domestic Violence
  - f. Involves an overvalued attachment of the suspect to the victim and a desire to maintain the integrity of relationship when threatened with separation or dissolution
  - g. High incidence of untreated and undetected psychiatric problems, especially, depression
- 6. Lethality Assessment - Tennessee Case (student learning activity)
  - a. Read account provided
    - (1) Look for at least eight lethality indicators listed in the information
    - (2) Report back to the class
  - b. Tennessee Case Indicators
    - (1) Ex-wife
    - (2) Set house on fire
    - (3) Former deputy - access to weapons
    - (4) Depressed
    - (5) Ex-wife remarried

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- (6) Jealous
  - (7) Forced to resign for sexual assault of teen
  - (8) Restraining order
  - (9) Prior threats
  - (10) Refused to accept divorce, later became resigned to it
  - (11) Stalking - watching with binoculars
  - (12) Cut phone line
  - (13) Charged with assault of a motorist
  - (14) Victim had prior abusive relationships
7. Lethality Assessment of Your Case (Student learning activity)
- a. Create a lethality assessment for your case
  - b. Report back a number from 1 (lowest) to 10 (highest) which rates the level of lethality
  - c. Provide reasons for your conclusion
  - d. Add the assessment to your report to assist the prosecution
8. Lethality Assessment Information
- a. Applying Assessment Information
  - b. Educate victims
  - c. Triage cases
  - d. Urge prosecutor to file at an appropriate level
- H. Senate Bill (SB) 989, signed by Governor Newsom, took effect January 1, 2025. This bill is designed to address suspicious death cases, where there is a history of being victimized by domestic violence and ensure that premature decisions are not made when determining the cause of death.
1. SB 989 (2024) has identified ten red flag markers in suspicious death cases, where there is a history of domestic violence, which should be evaluated in any death investigation.
- a. The decedent died prematurely or in an untimely manner.
  - b. The scene of the death gives the appearance of death due to suicide or accident.
  - c. One partner wanted to end the relationship.

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- d. There is a history of being victimized by domestic violence that includes coercive control.
  - e. The decedent is found dead in a home or place of residence.
  - f. The decedent is found by a current or previous partner.
  - g. There is a history of being victimized by domestic violence that includes strangulation or suffocation.
  - h. The current or previous partner of the decedent, or child of the decedent or the decedent's current or previous partner, is the last to see the decedent alive.
  - i. The partner had control of the scene before law enforcement arrived.
  - j. The body of the decedent has been moved or the scene or other evidence is altered in some way.
- 2. Discuss SB989
  - 3. Reference POST Bulletin 2025-02
    - a. Among other requirements, this bill requires law enforcement officers, prior to making findings as to the manner and cause of death of a deceased individual with an identifiable history of being victimized by domestic violence, to interview family members of the decedent.
    - b. Further, SB 989 (2024) authorizes law enforcement officers to request a complete autopsy be conducted in a case where they determined the decedent had an identifiable history of being victimized by domestic violence, and specified conditions are present.
    - c. It also requires sworn law enforcement personnel, who are investigating a case where the decedent had an identifiable history of being victimized by domestic violence, to be current on their training related to domestic violence incidents.

**2025-2026 ADVANCED OFFICER TRAINING**  
**FIELD SAFETY/ TACTICS (ACTIVE SHOOTER RESPONSE) (4 HOURS)-DAY 3**

**COURSE GOAL:**

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This course will provide the student with the expanded knowledge, skills, and abilities to effectively respond to an active shooter incident with the introduction and emphasis on solo officer response. This course will be a PowerPoint presentation followed by a practical application utilizing drills and scenarios requiring solo officer responses. Instructors will assist students perform and demonstrate learned tactics through a series of drills.

**COURSE OBJECTIVES:**

The student will:

1. Develop an understanding on when a solo officer response to an active shooter incident is warranted.
2. Demonstrate skills necessary for solo officer response to an active shooter with and without a stimulus/threat.
3. Develop an understanding of the challenges of multiple "solo officers" responding and converging on the same threat.

**EXPANDED COURSE OUTLINE-FIELD SAFETY AND TACTICS**

I. INTRODUCTION AND POWER POINT

A. Instructor introductions

1. Brief introduction/background of instructor(s)

- B. Statement of purpose: To provide law enforcement officers with training on how to effectively respond to an active shooter incident with an introduction and emphasis on solo officer response.

C. Course objectives

1. Recognizing an active shooter incident
  - a. Barricade

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- b. Active Shooter
    - 2. Building search Tactics
    - 3. Post engagement responsibilities
  - D. Training Plan/Methodology
  - E. Assessment
    - 4. Solo officer vs. Assemble Team
      - a. Purpose
      - b. Strengths
      - c. Weaknesses
    - 5. Search Mode
    - 6. Hunt Mode
  - F. Safety Protocols/Plan
  - G. Policies and Legal Issues
    - 1. Case Law
      - a. Objectively Reasonable (Graham v. Connor)
    - 2. AB 392
      - a. Emphasize necessity.
        - (1) Fact based, not just fear.
    - 3. PC 196
      - a. Peace officer's use of force in compliance with 835a PC.
- II. PATROL APPLICATION SCENARIOS
- A. Small group drills: Three separate scenarios, active rotation between groups every 50 minutes. Inert training weapons (blue guns), role players, various interior structures will be used.
    - 1. Drill #1- Solo officer response with no threat/stimulus driving force.
      - a. Visual Field-360-degree possible threats

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- b. Prioritize Threats
  - c. Threshold Evaluation
    - (1) "Fight your way in."
    - (2) "Fight your way out."
      - (a) No hall monitor/rotating point covering.
      - (b) Small room tactics
        - i. Search before door closes
        - ii. Prop door open
2. Drill #2- Solo officer response with stimulus.
- a. Deliberate Movement
    - (1) Locate and identify threat.
  - b. Communicate pertinent information.
3. Drill #3- Solo officer response with stimulus encountering other responding officers.
- a. Search mode to hunt mode.
  - b. Encountering/integrating other responding solo officers.
    - (1) Communicate pertinent information.
  - c. Target identification
    - (1) Responsible for all rounds down range.
      - (a) Trigger control
- B. Instructors will provide feedback for each scenario covering the points of emphasis:
- 1. Were the tactics used appropriate for the scenario?
  - 2. What could/should have been done differently?
  - 3. Discuss any questions, comments, or concerns.

III. DEBRIEF

- A. Student/instructor discussion

**2025-2026 ADVANCED OFFICER TRAINING (AOT)**  
**MANDATED REPORTING/ CHILD ABUSE (1.5 HOURS)**

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- I. Introduction
  - A. Breakdown of Child Abuse Investigations
  - B. Describing concerns leading to need for presentation.
    - 1. Why should you care?
      - a. Consequences
      - b. Statistics
  - C. Giving breakdown of course layout
    - 1. Patrol Response
    - 2. Minimal Facts Interviews
    - 3. Child Abuse Call Outs
    - 4. Mandated Reporting
    - 5. Child Sexual Abuse Material (CSAM)
    - 6. Conclusion
- II. Patrol Response
  - A. Provide handout.
  - B. Physical Abuse
    - 1. Felonies vs Misdemeanors
      - a. Citizen arrests
    - 2. Abuse or Not Abuse? (activity)
  - C. Sexual Abuse
    - 1. Evidence and Time consideration
      - a. SART
      - b. Video Footage
      - c. Other biological evidence
      - d. Digital evidence
        - (1) Social media
        - (2) Cell phone
  - D. Neglect Cases
    - 1. Neglect or not Neglect? (activity)
  - E. Death Investigations
    - 1. Use of BWC
      - a. Policy and Procedure
      - b. For ALL interviews
    - 2. Hospital Procedures
      - a. Chain of Custody
    - 3. Secure Scene



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- F. Charges
    - 1. 934000 ZZ
    - 2. 920000 ZZ
    - 3. PC- with arrest or at detective's direction
  - G. To arrest or not arrest
  - H. 300 and 305 Welfare and Institutions
    - 1. Authority to release children
  - I. Photograph, video, or audio evidence
- III. Minimal Facts Interviews
- A. Define
  - B. Minimal fact interviews vs. standard interviews
    - 1. Group activity
  - C. Reasons for minimal fact interviews
  - D. How to do a minimal facts interview
    - 1. Demonstration/role play
    - 2. Provide handout.
      - (a) Discussion of observations
- IV. Child Abuse Call Outs
- A. Provide handout.
  - B. When to notify a Child Abuse Detective Sergeant
    - 1. Death investigations
      - (a) Exceptions
    - 2. Molest cases.
    - 3. Physical abuse/Neglect cases
    - 4. In-Custody cases
  - C. What Child Abuse does not respond to and why?
- V. Mandated Reporting
- A. What happens when you report to CFWB?
  - B. Policy and Procedure
  - C. Law – PC section 11166(a) and 11166(k)
- VI. Child Sexual Abuse Material (CSAM)
- A. Provide handout.
  - B. Dos and Don'ts when working with CSAM.
  - C. ICAC contact information.

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VII. Conclusion

- A. What did you get from this presentation?
- B. Questions
- C. Wellness Unit Resource

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**POST PERISHABLE SKILLS PROGRAM (PSP)**  
**CATEGORY IV-STRATEGIC COMMUNICATIONS (2 HOURS)-DAY 3**

**COURSE GOAL:**

The course will provide the student with the minimum topics of Strategic 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 and tactical communication. The course consists of a hands-on/practical strategic communications training for in-service personnel.

**STRATEGIC COMMUNICATIONS:**

**Minimum Topics/Exercises:**

- a. Officer Safety
- b. Escalation Versus De-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with Disabilities
- h. Team Communication During a Critical Incident
- i. Class Exercises/Student Evaluation/Testing

**COURSE OBJECTIVES REGARDING STRATEGIC COMMUNICATIONS:**

The student will:

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1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
  - A. Officer Safety
  - B. Listening/Persuasion
  - C. Judgment and Decision-Making
  - D. De-escalation, Verbal Commands
  - E. Effectiveness under Stress Conditions

**MINIMUM STANDARDS OF PERFORMANCES SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PERFORMANCE OF EACH TECHNIQUE AND EXERCISE. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.**

**EXPANDED COURSE OUTLINE STRATEGIC COMMUNICATIONS**

I. INTRODUCTION

- A. Course Overview
  1. Instructor Introductions
  2. Student Introductions
- B. Course Goals
  1. Officer Safety
  2. Enhanced Professionalism
  3. Decrease Citizen Complaints
  4. Decrease in liability
  5. Lessen Personal Stress on the Job and at Home
- C. Course Objectives

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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. OFFICER SAFETY

**IV (a)**

- A. Control the environment
  1. Tactical Pause
  2. Slow down
  3. Gather Information
  4. Develop a plan
  5. Time + Distance = Options
- B. Make Sound Decisions
  1. What's important right now?
  2. Set priorities
  3. Think through your choices
  4. Make a sound decision

III. UNDERSTANDING ESCALATION VERSUS DE-ESCALATION IS AFFECTED BY COMMUNICATION STRATEGIES

**IV (b)**

- A. Professionalism
  1. Stay in control of your emotions and keep your ego in check
    - a. The more the ego is involved, the more difficult the situation
    - b. The less ego, the more influence

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- 2. Appropriate Language
  - a. What you say
  - b. How you say it
  - c. How communications
- B. How you treat others
  - 1. Golden Rule-Treat others how you want to be treated
  - 2. Platinum Rule-treat others the way they want to be treated
- C. Four Tenets of Procedural Justice
  - 1. Voice
  - 2. Neutrality
  - 3. Respectful treatment
  - 4. Trustworthiness

IV. COMMUNICATION ELEMENT

**IV (c, d, e)**

- A. Phases of Communication
  - 1. Approach – impact of physicality
  - 2. Greeting- initiating the conversation
  - 3. Engagement-strategies to promote communication
  - 4. Adaptation-being flexible
  - 5. Repair- Re-establishing rapport
  - 6. Incident closure- How we end a contact today could influence a future contact
- B. Message Delivery
  - 1. Content
  - 2. Tone/voice
  - 3. Non-verbal

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C. Active Listening

1. Affirmations
2. Open ended questions
3. Mirroring
4. Paraphrasing
5. Avoiding "You" messages
6. Effective pauses
7. Listen to understand not to respond

D. Empathy

1. Empathy vs. Sympathy
  - a. Empathy- The ability to understand and share the feelings of another
  - b. Sympathy- Feelings of sorrow and pity for someone else's misfortune
2. Establish Rapport

E. Questioning techniques

1. Intentional closed questions
2. Open ended questions
3. Question types
  - a. Fact Finding
  - b. Leading
  - c. Opinion Seeking

F. Persuasion

**IV (f)**

1. Rational appeal
2. Personal appeal
3. Ethical appeal

V. INAPPROPRIATE COMMUNICATION

**IV (c)**

A. Must know your own weaknesses

1. Name it
2. Define it
3. Own it

B. Three factors affecting an officer's response to danger.

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1. Fear
2. Anger
3. Indecision and hesitation

C. 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

EXERCISE- PERF Reengineering Training on Police Use of Force Controversial  
Incidents and Issues Regarding Police Use of Force Videos 2015

VI. PEOPLE WITH DISABILITIES

**IV (g)**

- A. Individuals with physical, mental health, development, or intellectual disabilities may have difficulty communicating, understanding, or complying with commands from peace officers.
1. State Law
  2. Agency Policy
- B. Recognize appropriate methods of communication with people experiencing:
1. Mental Illness
  2. Substance Use Disorders
  3. Intellectual Disabilities
  4. Physical Disabilities
  5. Emotional Distress
- C. Potential Strategies
1. Pace
  2. Tone/Voice
  3. Reduce distractions
  4. Content
  5. Non-Verbal

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- D. Special Relationships/Community Caretaking
  - 1. State Law
  - 2. Agency Policy

VII. TEAM COMMUNICATION DURING A CRITICAL INCIDENT

**IV (h)**

- A. Coordinated effort
  - 1. Planned Response (when feasible)
  - 2. One Voice
    - a. Single point of contact with subject(s)
    - b. Single point of contact with dispatch
  - 3. Force options
  - 4. Continuous Assessment
- B. Potential Resources
  - 1. Mental Health Resources
  - 2. Community Resources
- C. Debrief
  - 1. Effective
  - 2. Ineffective

VIII. CLASS EXERCISES/STUDENT EVALUATION

**IV (i)**

- A. Practice of communication skills via active process
  - 1. Student participation through student led teach-backs
  - 2. Observations and assessments of student led teach-backs
  - 3. Debrief of student led teach-backs
- B. Evaluation of communication skills via demonstrations
  - 1. Evaluate students teach-backs
  - 2. Feedback and debrief from instructors
- C. Closing Statements



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**2025-2026 ADVANCED OFFICER TRAINING**  
**RACIAL PROFILING UPDATE (2-HOURS)-DAY 3**

**COURSE PURPOSE:**

This course clarifies what constitutes Racial Profiling conceptually and legally. The students examine how the role of law enforcement was redefined by the civil rights movement it covers key indices that define culture and show how racial profiling impacts everyone. The course stresses understanding and respect for racial, identity, and cultural differences, and develop effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment.

The course will include instruction on racial, identity and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial, identity and cultural groups.

**RACIAL PROFILING UPDATE REFRESHER TRAINING MINIMUM TOPICS:**

- (1) Review of Applicable Initial Training
  - (a) Why are we here?
  - (b) Racial Profiling Defined
  - (c) Legal considerations
  - (d) History of Civil Rights
  - (e) Impact of Racial Profiling
  - (f) Community Considerations
  - (g) Ethical Considerations
- (2) Update on Changes in Law and Practices
- (3) PENAL CODE SECTION 13519.4

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- (a) PC 13519.4 (a) The commission shall develop and disseminate guidelines and training for all peace officers in California as described in subdivision (a) of Section 13510 and who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state. The course or courses of instruction and the guidelines shall stress understanding and respect for racial, identity, and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment.
  
- (b) PC 13519.4 (b) REVIEW-The course of basic training for peace officers shall include adequate instruction on racial, identity, and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial, identity, and cultural groups. In developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of racial, identity, and cultural awareness and diversity.
  
- (c) PC 13519.4 (i) Once the initial basic training is completed, each peace officer in California as described in subdivision (a) of Section 13510 who adheres to the standards approved by the commission shall be required to complete a refresher course every five years thereafter, or on a more frequent basis if deemed necessary, in order to keep current with changing, racial identity, and cultural trends.

**COURSE OBJECTIVES**

The peace officer will:

1. Define Racial Profiling

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2. Discuss legal considerations peace officers should take into account related to Racial Profiling
3. Historical Events/Civil Rights movement
4. Demonstrating respect for diverse cultures
5. Discuss the impacts of Racial Profiling
6. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or practices by fellow officers

**EXPANDED COURSE OUTLINE:**

I. Introduction Registration

- A. Course Overview
  - B. Course Goal
  - C. Course Objectives
- The peace officer will:

1. Define Racial Profiling/Identity Profiling
2. Discuss legal considerations peace officers should take into account related to Racial Profiling
3. Historical Events/Civil Rights movement
4. Demonstrating respect for diverse cultures
5. Discuss the impacts of Racial Profiling
6. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or practices by fellow officers.

II. Defining Racial Profiling/Identity Profiling

- A. SB 1102
- B. PC 13519.4

III. History of California

- A. Class discussion of historical events and impact on community
- B. What is Law Enforcements Role to bridge the gap?

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- IV. Legal Considerations
  - B. Criminal Profiling vs. Racial Profiling/Identity Profiling
    - 1. 4<sup>th</sup> Amendment
    - 2. 14<sup>th</sup> Amendment
    - 3. Whren Decision
    - 4. Rodriguez v. United States
- V. Actions leading to Racial Profiling/Identity Profiling
  - A. Pretext Stops
  - B. Detentions
  - C. Increased Field Interview Contacts
  - D. Searches
- VI. Individualized Suspicion
  - A. Video
  - B. Class Discussion
- VII. Race out of Place
  - A. Video
  - B. Class Discussion
- VIII. Suspicious Activity
  - A. Video
  - B. Class Discussion
- IX. The impact of Racial Profiling
  - A. The public
  - B. Law enforcement profession
  - C. Our Law Enforcement Agency
- X. Community considerations
  - A. Real vs. Construct Exercise
    - 1. How the public perceives law enforcement

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2. How we perceive ourselves
  3. How we view the public
  4. How the public views themselves
- XI. Ethical Considerations
- A. Canons of Ethics
    1. Spirit of the law v. letter of the law
    2. Compassion / objective/impartial attitude
    3. Uphold/dignity, human rights, constitutional rights of all people
    4. Be truthful
    5. Follow legal practices
    6. Prepared for undertaking of job
- XII. Update on law and changes in practice
- A. Review laws
- XIII. Class Exercises/Evaluations/Remediations
- A. Class exercise (POST -The Community Scenario)
  - B. Review of learning objectives
  - C. Evaluations/ instructor feedback

**ANY STUDENT SCORING BELOW STANDARD ON ANY EXERCISE, AS ESTABLISHED BY THE PRESENTER, WILL BE REMEDIATED AND TESTED UNTIL COMPETENCY IS DEMONSTRATED TO THE SATISFACTION OF THE PRESENTER (TESTING CAN BE EITHER WRITTEN OR VERBAL)**

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**2025-2026 ADVANCED OFFICERS TRAINING (AOT)**  
**PERISHABLE SKILLS PROGRAM (PSP)**

**CATEGORY I - TACTICAL FIREARMS (4 hours)-DAY 4**

**COURSE PURPOSE:**

The course will provide the student with the minimum topics of tactical firearms and lethal force required in the POST Perishable Skills Training Program (PSP). The student 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 in-service officers.

All POST PERISHABLE SKILLS PROGRAM TRAINING IS PRESENTED IN A REGIONAL TRAINING FORMAT. ALL ATTENDEES SHOULD REFER TO THEIR DEPARTMENT POLICIES AND PROCEDURES FOR SPECIFIC GUIDELINES IN ALL AREAS OF TRAINING, INCLUDING BUT NOT LIMITED TO DEFENSIVE TACTICS, USE OF FORCE, EMERGENCY VEHICLE OPERATIONS AND TACTICAL FIREARMS.

**MINIMUM TOPICS/EXERCISES:**

- a. Safety Policy/Orientation
- b. Moral Obligations
- c. Use of Force considerations
- d. Policy and/or Legal Standards
- e. Sight Alignment, Trigger Control, Accuracy
- f. Target Recognition and Analysis
- g. Weapons Clearing/Manipulations
- h. Live Fire Tactical/Marking Cartridges
- i. Basic Tactical Firearms Situations, Judgment and Decision- Making Exercise(s)
- j. Class Exercises/Student Evaluation/Testing

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**COURSE OBJECTIVES:**

The student will:

1. Demonstrate knowledge of their individual Department's Use of Force/Firearms Policy.
2. Identify the tactical analysis key points related to law enforcement officers killed in the line of duty as a result of the use of firearms.
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of-fire, to include:
  - A. Judgment and Decision-Making
  - B. Firearms Safety
  - C. Fundamentals of Marksmanship
  - D. Safe Drawing and Presenting Firearms
  - E. Threat Assessment/Identification (Shoot/No Shoot)
  - F. Speed, Accuracy and Effectiveness under stress and movement conditions
  - G. Shot Placement: Combat Effectiveness
  - H. Malfunctions Clearing
  - I. Loading/Reloading

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

**EXPANDED COURSE OUTLINE TACTICAL FIREARMS**

- I. INTRODUCTION/ORIENTATION
  - A. Introduction, Registration and Orientation
    1. Instructor/student introductions

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2. Registrations/rosters
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
1. Overview of course objectives
    - a. Judgment and Decision Making
    - b. Firearms Safety
    - c. Fundamentals of Marksmanship
    - d. Safe Drawing and Presenting Firearms
    - e. Threat Assessment/Identification
    - f. Speed, Accuracy and Effectiveness under stress and movement conditions
    - g. Shot Placement: Combat Effectiveness
    - h. Malfunctions Clearing
    - i. Loading/Reloading
  2. Overview of exercises/drills
  3. Evaluation/testing/remediation procedures
- C. Weapon Safety Orientation, Review of Range and Shooting Safety Rules (Pre-range weapons unloading procedures and lunch/extended break reload/unload rules) **I(a)**
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 and background (both foreground and background)
  5. Range and Tactical Safety
    - a. Follow Range Rules
    - b. Follow instructor commands at all times.
    - c. Strict Weapon Discipline and Muzzle Control
    - d. No "Lasering" of personal body parts
    - e. Firearms should be placed on safety or de-cock prior to holstering



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- f. Cover primary elements as a checklist with students
- g. Local emergency/first aid procedures to include radio/telephone procedures, closest medical facility

II. LETHAL FORCE OVERVIEW

**I (b,c,d)**

- A. Legal Standards/Case Law
  - 1. AB 392
    - a. What has changed
    - b. How are the changes reflected in agency's Use of Force policy?
  - 2. Supporting Case Law
    - a. Tennessee vs. Garner
      - (1) Deadly Force
      - (2) Fleeing Felon
    - b. Graham vs. Conner
      - (1) Objectively Reasonable Force
      - (2) PC 835a
- B. Moral/Ethical Issues involving Use of Force/Lethal Force
  - 1. Moral obligations
  - 2. Ethical concerns
- C. Civil Implications of using Force/Lethal Force
  - 1. Department liability
  - 2. Personal liability
- D. Report Writing and Preliminary Investigation Overview
  - 1. Report writing and articulation
  - 2. What happens during preliminary investigation

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY

**I (c,d)**

- A. Use of Force Considerations
  - 1. Lethal Force within the spectrum of force options
  - 2. Verbal, Hands, Less Lethal, Lethal Force
  - 3. Escalation and De-escalation Process
- B. Department Policy/SB 230
  - 1. Reasonable Cause to believe

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2. Imminent Threat
3. Death or Serious Bodily Injury
4. Fleeing Violent Felon Specifications
5. Other policy areas and issues
6. Shooting at vehicles after violent fleeing specifications

IV. FUNDAMENTALS OF SHOOTING

**I (e, f)**

- A. Sight Alignment
  1. Equal height front sight to the rear sight
  2. Equal light front sight centered in the rear sight notch
- B. Sight Picture
  1. Sights align relative to target
  2. Eye Focus - Front sight tip
- C. Trigger Control
  1. Smooth, continuous pressure straight to the rear
  2. Without disturbing sight picture
- D. Follow through
  1. Manage recoil
  2. Reset the trigger to the ready position and get another sight picture
- E. Stance
  1. Athletic stance, Balanced Ready Position
  2. Weight shifted slightly forward
  3. Torso squared toward target
- F. Grip
  1. High firm grip
  2. Two hands on firearm

V. FIVE COUNT PISTOL DRAW

- A. Threat Assessment
  1. Assess the Threat
  2. De-Cock to Double Action
  3. Tactical Reloading
  4. Reassess
- B. Holstering

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1. ONLY when the tactical situation warrants
2. Gently place firearm back into holster
3. Secure all holster retentions
- C. Count One
  1. High firm grip
  2. Defeat retentions
  3. Support hand/arm into center line
- D. Count Two
  1. Draw
  2. Pistol is rocked up and forward
  3. Wrist is positioned above holster
  4. Forearm parallel to ground
  5. Trigger finger placement
- E. Count Three
  1. Meet both hands for two handed grip
  2. Low ready positioning
- F. Count Four
  1. Present pistol for a two-handed grip
  2. Pistol raised to eye level raise front sight to eye level
  3. Eye focus to front sight
  4. Estimate proper sight picture
  5. begin trigger press
- G. Count Five
  1. Weapon at full presentation (We do not shoot every time we draw)
  2. Sight alignment/ sight picture is verified
- H. Threat Assessment
  1. Assess the threat
  2. De-Cock to Double Action
  3. Tactical Reloading
  4. Reassess
- I. Holstering
  1. ONLY when the tactical situation warrants
  2. Reverse of the draw count
  3. Gently place firearm back into holster
  4. Secure all holster retentions

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VI. DRILLS AND COURSES-OF-FIRE

**I (g, h, i, j)**

- A. Range Orientation and Safety Briefing
  - 1. Conduct second range safety briefing
  - 2. Review command sequence
- B. All Courses emphasize:
  - 1. Firearms safety
  - 2. Muzzle and fire discipline
  - 3. Fundamentals of marksmanship
  - 4. Five count draw
- C. Marksmanship Warm Up Drill
  - 1. Review grip, stance, and draw
  - 2. Perform one shot drills from the holster
  - 3. 7-yard line
  - 4. As many times as needed to observe student proficiency
- D. Speed/Emergency Reload
  - 1. Drop magazine as bringing weapon to workspace and grabbing new magazine
  - 2. Properly index the magazine
  - 3. Insert fresh magazine
  - 4. Send slide home either by slide stop or overhand grip
- E. Tactical Reload
  - 1. Handgun to workspace
  - 2. Index a fresh magazine
  - 3. Replace partial magazine with fresh magazine from workspace
  - 4. Retain partial magazine
  - 5. Handgun back on target
  - 6. Utilize cover if possible
- F. Malfunction Drills
  - 1. Failure to Fire
    - a. Failure to fire/eject
    - b. Bring handgun to workspace
    - c. Tap magazine to support hand to ensure fully seated

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- d. Roll to right (for left or right-handed to orient the ejections port to the ground) and rack slide
  - 2. Double Feed Drill
- G. Flashlight Shooting Drills
  - 1. Weapon Mounted
    - a. Use support side thumb to activate light or use grip activated switch
    - b. Deactivate when no longer necessary
  - 2. Handheld Flashlight Tech
    - a. Alternate flashlight shooting techniques
    - b. Safety precautions
    - c. Dry fire practice
    - d. Reloading/flashlight retention
    - e. Handgun presentation with a secondary light
- H. SHOOTING DRILL
  - 1. Two Handed- from holster
    - a. Slow fire warm up (15 rounds)
      - (1) 15-yard line, 2 rounds, 4x, 5 seconds
      - (2) 10-yard line, 3 Rounds, 3x, 5 seconds
      - (3) 7-yard line, 3 rounds, BCNTY\*\*\*
    - b. Sight Shooting from ready position (33 Rounds)
      - (1) 7-yard line, 5 rounds, THS, as fast as practical (repeat 3x)
      - (2) 10-yard line, 3 rounds, THS, as fast as practical (repeat 3x)
      - (3) 15-yard line, 3 rounds, THS, as fast as practical (repeat 3x)
      - (4) Groups rotate and reload-target change
    - c. Ready Position Strong Hand Only (30 Rounds)
      - (1) 5-yard line, vary round count, shoot on whistle (repeat 3x)
      - (2) 7-yard line, vary round count, shoot on whistle (repeat 3x)
      - (3) 10-yard line, vary round count, shoot on whistle (repeat 3x)
    - d. Ready Position Weak Hand Only (25 Rounds)
      - (1) 5-yard line, vary round count, shoot on whistle

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- (repeat 3x)
- (2) 7-yard line, vary round count, shoot on whistle  
(repeat 3x)
- (3) 10-yard line, vary round count, shoot on whistle  
(repeat 3x)

I. RELOAD FUNDAMENTALS- (IPSC TARGET)

- 1. Tactical Reloads (Instructor Demonstration)
  - a. Draw shoot 1- Tactical reload-shoot 1 (10x)
  - b. Emergency Reloads
    - (1) 1-reload-1
      - (a) Slow at first, then pick up the pace (10x)
    - (2) Swap mags for unknown reload drill (3x)
      - (a) shoot empty-reload-1 (3x)

J. POSITIONAL/BARRICADE SHOOTING (IPSC)

- 1. Positional
  - a. Leading Edge-Foot forward
    - (1) 10-yard line, 3 rounds, 3x, 5 seconds
    - (2) 15-yard line, 2 rounds, 4 x, 5 seconds
  - b. Roll-out
    - (1) 10-yard line, 3 rounds, 3x, 5 seconds
    - (2) 15-yard line, 2 rounds, 4x, 5 seconds
  - c. Kneeling
    - (1) 10-yard line, 3 rounds, 3x, 5 seconds
    - (2) 15-yard line, 2 rounds, 4x, 5 seconds

K. BARRICADE WORK (STEEL)

- 1. Standing Barricade
  - a. Rotate to the station and shoot approximately 10 rounds on either side using proper technique.
- 2. Barrel
  - a. Rotate to the station and shoot approximately 10 rounds on either side using proper technique.

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3. V-TAC Barricade
  - a. Have shooters use 3 different non-standard positions on the barricade for 5 rounds each. Mark the clearance and do your best not to shoot through barricade.

VIII. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

- A. Current reports and vital statistics from LEOKA reports (2019)
  1. Line of duty deaths-105 on duty
    - a. 67 non traffic related.
    - b. 44 firearms related.
    - c. Data is inconsistent since agencies stopped sending FBI data in 2021.
- B. Conclusive Tactical Analysis
  1. Low light conditions
  2. 5-10 feet
  3. 2 rounds
  4. 2 seconds
  5. Officer Accuracy: less than 20%
  6. Use of Cover
  7. Summary -Overview

IX. DEBRIEF

- A. Discussion
  1. Key Take Aways
    - a. Not better to point shoot versus sight shoot
    - b. Round accountability is critical.
    - c. Decision making and threat analysis.
      - (1) Practice thinking and processing fast before and during shooting.
- B. Cleanup and Range Maintenance

X. TESTING/REMEDIATION

**I(j)**

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**TESTING: ANY STUDENT SCORING BELOW STANDARD ON ANY EXERCISE, AS ESTABLISHED BY THE PRESENTER, WILL BE REMEDIATED, AND TESTED UNTIL COMPETENCY IS DEMONSTRATED TO THE SATISFACTION OF THE PRESENTER.**

Report any issues arising from training to lead instructor prior to leaving the range. Specifically, all injuries, however slight, need to be reported and documented prior to leaving the facility. Remind all shooters to safely handle and reload any duty weapons before returning to duty at their respective facilities.

**2025-2026 ADVANCED OFFICER TRAINING**  
**POST PERISHABLE SKILLS PROGRAM (PSP)**

**CAT. II -DRIVER TRAINING/AWARENESS- EVOC (4 hours)-DAY 4**

**COURSE PURPOSE:**

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.

All POST PERISHABLE SKILLS PROGRAM TRAINING IS PRESENTED IN A REGIONAL TRAINING FORMAT. ALL ATTENDEES SHOULD REFER TO THEIR DEPARTMENT POLICIES AND PROCEDURES FOR SPECIFIC GUIDELINES IN ALL AREAS OF TRAINING, INCLUDING BUT NOT LIMITED TO DEFENSIVE TACTICS, USE OF FORCE, EMERGENCY VEHICLE OPERATIONS AND TACTICAL FIREARMS.



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**MINIMUM TOPICS REGARDING DRIVER TRAINING/AWARENESS (CAT.II)**

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

**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 and Decision Making
  - B. Policy, Legal and Moral Issues
  - C. Basic Driving Principles and Vehicle Dynamics
  - D. Defensive Driving

**MINIMUM STANDARDS OF PERFORMANCE SHALL BE TESTED BY AN INSTRUCTOR OBSERVING THE STUDENT DURING THEIR PERFORMANCE OF EACH TECHNIQUE AND EXERCISE. IF THE STUDENT DOES NOT MEET MINIMUM STANDARDS, AS ESTABLISHED BY THE PRESENTER, REMEDIATION WILL BE PROVIDED UNTIL THE STANDARD IS MET.**

**EXPANDED COURSE OUTLINE DRIVER TRAINING/AWARENESS**

I. INTRODUCTION/ORIENTATION

II (a)

A. Introduction, Registration and Orientation

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1. Course Roster
  2. Facility Overview
- B. Course Objectives/Overview/Exercises, Evaluation/Testing
1. Course Objectives
    - a. Judgment and Decision Making
    - b. Policy, Legal and Moral Issues
    - c. Basic Driving Principles and Vehicle Dynamics
    - d. Defensive Driving
  2. Safety Policy/Orientation

II. LEGAL AND MORAL ASPECTS

**II (b)**

- A. California codes
1. 17001 CVC
  2. 17004 CVC
  3. 17004.7 CVC
  4. 21052 CVC
  5. 21055 CVC
  6. 21056 CVC
  7. 21057 CVC
  8. 21806 CVC
  9. 21807 CVC
  10. 22350 CVC
  11. 13519 CVC
- B. Case law
1. Brower v. Inyo (1989)
  2. Lewis v. Sacramento Co (1998)
  3. Cruz v. Briseno (2000)
  4. Nguyen v City of Westminster (2002)
  5. Scott v. Harris (2007)
  6. Additional case law as determined by instructor
- C. Agency policy
1. Emergency Response Policy

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- a. Officer's shall continually sound the siren and utilize all emergency lights
  - (1) When disregarding traffic control devices
  - (2) Or other vehicle code regulations
  
- b. Response Types
  - (1) Code 11-99, Code 3 (Officers Needs Assistance)
    - (a) A call for 1199 shall be requested and broadcast ONLY when an officer is in immediate danger and backup assistance is urgently needed.
  - (2) 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.
  - (3) Code COVER, Code 3 (Cover now or emergency button activation)
    - (a) This type of response is authorized only under controlled circumstances.
    - (b) "Cover Now" is police officer terminology requesting Code 3 cover.
    - (c) Only two units will be permitted to respond Code 3 unless a supervisor specifically authorizes additional units.
    - (d) Radio dispatchers will broadcast the location of the responding unit(s)
  - (4) Code NONU (Request for cover-Non-Urgent)
    - (a) This is Non-Urgent response to an officer's request for back-up or cover. A Code 3 response is not authorized.

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- (b) 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)
  - (c) Defining the reason for Non-urgent cover request informs the responding officer's and field supervisors of the reason for the request thereby reducing ambiguity in the request.
- 2. Pursuit Policy
- 3. Additional agency policies
  - a. Lawsuits
    - (1) Discuss past lawsuits and outcomes
  - b. Discipline
    - (1) Discuss ARB-Accident Review Board
    - (2) Administrative Regulation 75.12
    - (3) Describe Categories of collisions
  - c. Injuries and deaths (Officer Down Memorial Page Statistics)
    - (1) Discuss trends and causes related to vehicle collisions
  - d. Vehicle and equipment damage
    - (1) Discuss numbers of vehicles damaged and costs to agency
    - (2) Discuss factors associated with collisions
  - e. Body Worn Cameras (BWC)
    - (1) Need to be activated when officers are driving Code 3 and/or involved in a pursuit
    - (2) Captures violations
    - (3) Captures narration by officer of offender's violations
      - (a) Can be utilized when preparing reports

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- (4) Refer to Policy and Procedures on BWC requirements
- (5) Recruits utilize BWC's in their training during the academy

- D. Moral aspects
  - 1. Risk v Reward
  - 2. Letter of the law v Spirit of the law

III. VEHICLE CARE AND MAINTENANCE

**II (c)**

- A. Pre-shift Vehicle Inspection Interior
  - 1. General appearance
  - 2. Lights
    - a. OEM
    - b. Emergency
  - 3. Trunk
    - a. Spare tire
    - b. Fire extinguisher
    - c. Jack / Lug wrench
    - d. Flares
    - e. First aid kit
    - f. Blanket
  - 4. Interior
    - a. Trash / Debris
    - b. Clean windows
    - c. Adjust seat and mirrors
    - d. Check gauges
    - e. Brakes
    - f. Secure gear
    - g. Seatbelts
  - 5. Listen for unusual sounds
- B. Pre-shift Vehicle Inspection Exterior
  - 1. General appearance

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2. Lights
3. Tires
  - a. Pressure
  - b. Wear
  - c. Damage
4. Wheels
5. Body damage

IV. BASIC DRIVING PRINCIPLES

**II (c)**

- A. Weight Transfer
  1. Weight distributed between front and rear wheels
  2. Types of weight transfer
    - a. Lateral: Side to side
    - b. Longitudinal: Front to rear/Rear to front
  3. Lateral transfer created when vehicle turned left/right
  4. Longitudinal transfer created when:
    - a. Braking - Rear to front
    - b. Accelerating - Front to rear
    - c. Decelerating (lifting off accelerator)- Rear to front
  5. Can't be completely eliminated in a moving vehicle.
  6. Minimized by good driving techniques and smooth operation
- B. Steering Control
  1. Seating position
    - a. Driver comfort
    - b. Efficient vehicle control
    - c. Wrist break over top of steering wheel
    - d. Seated approximately 12" from air bag
    - e. Adjust mirrors
  2. Steering method – Two hand shuffle steering
    - a. Balanced hand positions per agency
    - b. Hands do not leave steering wheel
    - c. Maximizes steering accuracy
    - d. Safer and more effective recovery
    - e. Minimizes weight transfer

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- f. Minimizes air bag deployment injury (9 and 3, 8 and 4)
  - 3. Steering method – Backing **II (f)**
    - a. Body rotated to right
    - b. Right hand placed on right headrest
    - c. Vision directed over right shoulder
    - d. Left hand on steering wheel at 12 o'clock position
    - e. Left foot braced on floorboard
    - f. Physically check area behind vehicle before entering vehicle
    - g. Proper use of mirrors, back-up camera and sensors
    - h. Maximize vision
    - i. Minimize backing-pull through spots when parking if possible
  - 4. Steering Method – Backing Utilizing Mirrors Only
    - a. Body in normal driving position
    - b. Check left and right mirrors (if possible, check rear view mirror)
    - c. Check to ensure backup camera video and/or sensors are engaged (if applicable)
- C. Roadway Position
  - 1. Definition: The position of the vehicle on the roadway that maximizes speed with minimum steering and risk of loss of vehicle control while negotiating a turn
    - a. AKA – Driving line
    - b. Driving points in a turn
      - (1) Entry (Point #1)
      - (2) Apex (Point #2)
        - (a) Early
        - (b) Traditional
        - (c) Late
      - (3) Exit (Point #3)
  - 2. Driving Advantages
    - a. Minimize and control weight transfer
    - b. Minimize steering input
    - c. Smoother vehicle operation
    - d. Maximum speed through turns in the safest manner

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V. DEFENSIVE DRIVING

**II (d)**

- A. Defensive Drivers
  - 1. Avoid collisions regardless of right-of-way
  - 2. React properly to hazards
  - 3. Maintain a professional attitude
- B. Dangerous Driver Attitudes
  - 1. Overconfidence
  - 2. Self-righteousness
  - 3. Impatience
  - 4. Preoccupation
  - 5. Distracted driving/Multi-tasking
- C. Collision Avoidance
  - 1. Space cushion
    - a. Three second rule
    - b. Perception / Reaction time
    - c. When stopped, see rear wheels of vehicle directly in front
  - 2. Intersections **II (e)**
    - a. Clear left, right, then left again
    - b. Cover brake on stale green
    - c. Don't turn wheels until ready for turn
    - d. Look through turns
  - 3. Maintain high visual horizon
  - 4. Consider steering to the rear of a conflict vehicle
  - 5. Backing
    - a. Large percentage of collisions involving LE vehicles
    - b. Use proper backing techniques
    - c. Use of or backup cameras
  - 6. Lane changes
    - a. Signal
    - b. Check mirrors
    - c. Optional back up camera
  - 7. Blind spots
    - a. Clear blind spots by looking over shoulders
    - b. Use of mirrors
    - c. Optional backup cameras
  - 8. Accident Mitigation Systems
    - a. Agency policy



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- b. Manufacture advisements
- D. Occupant Safety Devices
  - 1. Safety belts
  - 2. Supplemental Restraint System (air bags)
- E. Vehicle Dynamics **II (c)**
  - 1. Rear wheel cheat
  - 2. Front-end swing
  - 3. Oversteer
  - 4. Understeer
  - 5. Counter-steer

**VI. MANEUVERING COURSE EXERCISES II (g, h)**

- A. Offset Lane Exercise (Forward and Reverse)
  - 1. Roadway positioning (eye Placement and steering input)
  - 2. Appropriate throttle control and brake application
  - 3. Conscious of rear wheel cheat and front-end swing
  - 4. Usage of pivot point (Reverse direction)
  - 5. Appropriate usage of mirror (reverse direction)
- B. Turn-Around Maneuver Exercise
  - 1. Student will demonstrate three-point turnaround, bootleg, and modified bootleg
  - 2. Maintain constant visual awareness of objects to the rear and sides until vehicle comes to a stop
  - 3. Demonstrate reverse steering (pivot point and front-end swing)
- C. Steering course Exercise
  - 1. Demonstrate proper application of forward and reverse methods of steering
  - 2. Coordination of steering and throttle control to minimize weight transfer during turning movements
  - 3. Maneuver around obstacles without striking them
- D. "T" Driveway
  - 1. Appropriate lane placement
  - 2. Appropriate adjustments for rear wheel cheat
- E. Parallel Parking Exercise **II (f)**
  - 1. Appropriate setup
  - 2. Finish within 18" of the curb
- F. Serpentine
  - 1. Setup/Knowledge of pivot point location
  - 2. Appropriate usage of mirrors

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- 3. Steering input and throttle control needed to accomplish goal
- 4. Control of rear wheel cheat and front-end swing
- G. Additional Maneuvering Exercises as determined by Instructor
  - 1. Refer to Driver Awareness Instructor Manual
  - 2. Refer to Emergency Vehicle Operations Manual

VII. TESTING/REMEDIATION

**II (h)**

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.***