

SAN DIEGO IN-SERVICE MENU TRAINING PROGRAM

CLASS DESCRIPTION AND STRATEGY

10440 BLACK MOUNTAIN ROAD
SAN DIEGO, CA 92126

Instructor: Adam T. Sharki

Revised: April 5, 2017

Course Goal: This course is intended to teach students techniques for managing critical incidents and conducting briefings. By the end of the course, students will be able to employ these skills to manage incidents and conduct briefings in the field.

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Module total time: 4 hours

Resources required for this module:

- Computer with PowerPoint Presentation
- Projection Screen
- Laptop Clicker
- Flip Chart
- Markers

Course content	Instructor Notes
I. <u>Introductions</u> A. Class overview and introductions	Instructor introduces to class, listing experience and qualifications to present this topic. Instructor covers basic expectations of students.
II. <u>Discussing our mission as Leadership</u> A. Saving lives B. Protecting officers and the Department C. Ensure safety of the public D. Working with prospective hindsight	Instructor talks about the philosophy of incident management and the role of leadership.
III. <u>Two kinds of incidents</u> A. Static B. Mobile	A discussion of these two types of incidents and the complications associated with each.

<p>IV. <u>Police, Time, Terrain, Adversary,</u></p>	<p>Sun Tzu: These components are what comprise every encounter. A discussion of each of these and how they factor into our tactics.</p>
<p>V. <u>CLIR Principles/Elements</u></p>	<p>Containment, Long-Gun, Intelligence, and React the basics for slowing down a critical incident and the building blocks for success.</p>
<p>VI. <u>Delegation and Assignments</u></p>	<p>Knowing and using the resources of the group to maximize effectiveness. Using the round peg-round hole principle.</p>
<p>VII. <u>Resources</u></p>	<p>All of the resources at an IC's disposal and how they can be used to their maximum effectiveness.</p>
<p>VIII. <u>Devising a Plan</u></p>	<p>How to put together a plan, different planning models, and how to prepare contingencies. How to communicate the plan.</p>
<p>IX. <u>Contain and Callouts</u></p>	<p>The step-by-step methodology of how to do a call-out and options for escalation/de-escalation.</p>
<p>X. <u>Role of the Incident Commander</u></p>	<p>Best practices for incident commanders and some trap-doors/pitfalls.</p>
<p>XI. <u>OIS Scenes</u></p>	<p>The step-by-step of how to manage an OIS scene.</p>
<p>XII. <u>Pursuits</u></p>	<p>A discussion of the applications of strategies, tactics, and unusual circumstances (tank, rolling shootout, kidnapping). How to reconcile our policies/procedure with these types of events.</p>

Learning Activity # 1: Balboa Avenue Standoff

Time Required: 45 minutes

Purpose of Activity: Give students an opportunity to work together, identify terrain, timing, adversary, and police capabilities to employ strategies and tactics. Students will develop a plan and carry it out, adapting to different injects. This can be done as a role-play in the “field” or as a table top, weather depending.

Description: Students will work together on one scenario step-by-step.

Resources Needed: Large post-it notepads or white board and markers.

Key learning Points:

- How to identify key components upon arrival of a static incident
- How to identify the layout of an incident and how to work it methodically
- Develop and implement a plan with contingencies
- Communicate the plan effectively
- Resolve an incident

Learning Activity #2: Kidnapping Pursuit/Standoff

Time Required: 45 minutes

Purpose of Activity: This activity is designed to reinforce the information students learned throughout the course module. Officers will work the problem as they did in the prior activity, but with a pursuit component.

Description: Students will work together through a pursuit scenario involving a kidnapping suspect with potential hostage. The pursuit comes to a stop and the students have to work the problem as a barricade situation.

Resources Needed: Large post-it notepads or white board and markers.

Key learning Points:

- How to identify key components upon responding to a mobile incident
- How to identify the layout of an incident and how to work it methodically
- Develop and implement a plan with contingencies
- Communicate the plan effectively
- Resolve an incident.

Learning Activity #3: Homicide Briefing

Time Required: 30 minutes

Purpose of Activity: This activity is designed to reinforce the information students learned throughout the course module, specifically how a major incident works, how to work the script, and how to give the briefing.

Description: Students will have to fill out a homicide briefing form, get into a briefing circle, and deliver a briefing.

Resources Needed: Briefing sheets/pens.

Key learning Points:

- Students will have to deliver critical information, answer questions, and speak at the pace required for a briefing.

Scenario #1

Officers have responded to a report of a 245 shooting at 9876 Balboa Avenue. This is a warehouse building (photos attached). The “victim” tells you the suspect inside has an arsenal of weapons. The victim is uninjured. What do you do?

Scenario #2

An officer on your squad runs a license plate and it comes back with a kidnap/Amber Alert hit. What do you do?