TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #20
USE OF FORCE

~~July 1, 2009~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X X	X X	X X			X X	X X
X	X	X			X	X
X	X	X			X	X

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss reasonable force as stated by law

B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court

C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:

(18)

1. A Subject's requirement to submit to arrest without resistance
2. Peace officer's authority to use reasonable force during a detention or arrest

D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority use force

E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

II. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X		X	X		X	X
X		X	X		X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

LEARNING OBJECTIVES

A. Define the term "force option"

B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation

C. Recognize force options and the amount of force peace officers may use based on the subject's resistance

D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force

E. Discuss the importance of effective communication when using force

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the legal standard for the use of deadly force

B. Identify the factors required to establish sufficiency of fear for the use of deadly force

C. Recognize facts an officer should consider when determining whether or not to use deadly force

D. Discuss the role of agency policies regarding the use of deadly force

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X	X	X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X

E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable

IV. LEARNING NEED

When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES

(19) A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:

(19) 1. Justification for using force

(19) 2. Relevant factors and detail

V. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
1. Fear
   a. Reasonable
   b. Unreasonable
2. Anger
3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X	X		X	X
X		X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X		X	X		X	X
X			X		X	
X					X	
X				X	X	
		X				
			X			

VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

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

B. Explain an agency's potential liability associated with the use of unreasonable force

C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer

D. Discuss immediate and delayed intervention techniques

E. Discuss factors that may inhibit peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

VII. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #20.

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module III End-of-Proficiency Test.

E. The POST-Constructed Comprehensive Module II End-of-Proficiency Test.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
	X					
						X
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

H. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

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

1. Use of Force
2. Problem Solving
3. Legal Authority
4. Officer Safety
5. Communication
6. Ethics
7. Stress Tolerance

I. A scenario test that requires the student to demonstrate presenter approved impact weapon techniques in a force on force simulation against an instructor who is dressed in a protective suit.

The test must simulate the physical and mental stress that would be imposed by an actual street encounter where the student would be required to use an impact weapon to control a suspect and effect an arrest.

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

1. Use of Force
2. Problem Solving
3. Legal Authority
4. Officer Safety
5. Communication
6. Ethics
7. Stress Tolerance

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
12	3	5	5	4	12	4

VIII. REQUIRED LEARNING ACTIVITIES

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

1. Exercise of leadership in the application of reasonable force
2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on the use of force.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
July 1, 2005
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2009
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #22
VEHICLE PULLOVERS

~~July 1, 2009~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		X
X			X	X		X
X			X	X		X

(20)

I. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. Traffic enforcement pullover
2. Investigative pullover
3. High-risk pullover

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

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

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Demonstrate safety techniques when initiating a vehicle pullover, including:

1. Selecting an appropriate location
   a. Safety factors (e.g., out of the flow of traffic)

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X
X			X	X		X

b. Visibility to passing traffic
c. Avoidance of potentially hostile environments
d. Lighting/illumination
e. Possible escape routes
f. Availability of cover and concealment

2. Communicating with dispatch
3. Getting the attention of the driver of the target vehicle
   a. Lights (e.g., emergency lights, headlights, spotlights)
   b. Hand gestures
   c. Horn/audible devices
   d. Siren
   e. Maintaining appropriate distance from target vehicle prior to initiating the pullover

B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit

C. Apply appropriate procedures for exiting the patrol unit

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

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

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

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

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

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X		X
X				X		X
X			X	X		X
X			X	X		X
X			X	X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X

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

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

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

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

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

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

IV. LEARNING NEED

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

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

LEARNING OBJECTIVES

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

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

V. REQUIRED TESTS

A. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during low light/night time conditions. At a minimum, the test shall evaluate the following competencies:

1. Police Vehicle Operation - The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

B. A scenario test that requires a student to act alone, or with one or more other students acting as a team, to conduct a simulated high-risk vehicle stop. At a minimum, the test shall evaluate the student(s):

1. Police Vehicle Operations - The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X			X	X		

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

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:

1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

(21)

B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:

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

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X		
X			X	X		
X			X	X		
X			X	X		
14			6	14		2

comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:

1. Exercise of effective problem solving, communication and officer safety during vehicle stops
2. Use of an appropriate ethical decision-making process to demonstrate "equal protection of the law"
3. How the community may view vehicle pullover tactics as a function of the policing mission
4. How peace officers may educate community members on the purpose of vehicle pullovers

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle pullovers.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATES

January 1, 2004
August 15, 2004
January 1, 2006
January 19, 2007
July 1, 2009
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #23
CRIMES IN PROGRESS

~~July 1, 2008~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Explain the importance of wearing soft personal body armor while on patrol

B. Distinguish between officer safety and officer survival, including:

1. Current patterns related to deaths and assaults on peace officers
2. The concept of "will to survive"
3. Officer actions after being wounded
4. Officer as hostage
5. Officer actions in counter-ambush incidents when on foot
6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss the elements of a tactical approach to a crime in progress including:

1. Nature of the crime

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X

2. Use and nonuse of warning lights and siren
3. Appropriate communication to agency
4. Uses cover and concealment upon arrival

B. Explain the primary purposes for establishing crime scene perimeters

C. Demonstrate appropriate actions when conducting a search for suspects, including:

1. Preparing to enter the area to be searched
2. Initiating owner contact, if applicable
3. Communicating (e.g., announcement to potential suspects, contact with other units)
4. Using lighting
5. Using canines/special units
6. Using cover officers
7. Making a tactically sound entry
8. Conducting a systematic search
9. Confronting a suspect during the search
10. Using proper arrest techniques

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Demonstrate effective officer actions for the safe and tactical response to crimes in progress involving:

1. Shots fired
2. Burglaries
3. Robberies

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Demonstrate effective officer actions for the safe and tactical response involving:

1. Barricaded suspects/hostages
2. Violent suspects
3. Rapid deployment to a deadly encounter (Active Shooter)
4. Officer ambush/sniper attacks
5. Officer-down calls
6. Suspicious Persons

B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty

V. REQUIRED TESTS

(22) A. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:

(22) 1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.

(22) 2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

(22) 3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.

(22) 4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

(22) 5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely,

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
X				X			
X				X			
X				X			
X				X			
X				X			
X				X			
X				X	~~X~~		(23)
X				X	~~X~~		(23)
X				X	~~X~~		(23)
X				X	~~X~~		(23)
X				X	~~X~~		(23)
X				X	~~X~~		(23)
X				X	~~X~~		(23)

rational decisions in stressful situations.

B. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:

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

C. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress/critical incident. At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
6. Communication - The use of effective verbal and non-verbal skills to convey intended

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X				X	~~X~~	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

meaning and establish understanding.

(23) 7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

(23) D. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s)/circumstances incident. At a minimum, the test shall evaluate the following competencies:

(23) 1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.

(23) 2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

(23) 3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.

(23) 4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.

(23) 5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

(23) 6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in an learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances
5. Suicidal person

B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
20			10	18	20	4

student will indicate, either verbally or in writing:

1. A suggested approach to the location
2. An effective placement of perimeter units
3. An acceptable scene search pattern

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

1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
2. Effective decision making to enhance tactical readiness
3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes in progress.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

July 1, 2002
January 1, 2004
July 1, 2005
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE

~~July 1, 2009~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the definition of domestic violence for legal mandates (Penal Code Section 13700)

B. Recall the definition of domestic violence for weapons seizure (Penal Code Section 12028.5)

C. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:

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

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

II. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

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

LEARNING OBJECTIVES

A. Identify common characteristics of a victim and a batterer

B. Identify a peace officer's role in reducing domestic violence

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the initial process for responding to a domestic violence call

B. Recognize under what circumstances an arrest should be made

C. Identify physical evidence to be collected

D. Recognize procedures for seizing firearms

E. Discuss resources available for victim protection

IV. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

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

LEARNING OBJECTIVES

A. Identify the differences between the types of court orders to include:

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

B. Identify the validity of a restraining order

C. Identify the purpose for obtaining an Emergency Protective Order

D. Demonstrate how to enforce a court order

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify what information needs to be documented in a report

B. Identify how the peace officer can provide support for the victim

VI. REQUIRED TESTS

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
~~X~~					~~X~~	
X				X	X	
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

(24)

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #25.

B. The POST-Constructed Comprehensive Mid-Course Proficiency.

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

E. The POST-Constructed Module III End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

H. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:

1. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
2. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
3. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
4. Problem Solving/Decision - Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
6. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

and establish understanding.

8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:

1. Felony arrests
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
5. Verification and enforcement of stay-away orders
6. Cite and release policies
7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
9. Providing ~~written notice~~ information card with local resources to victims at the scene (24)

B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).

1. Who is eligible for an EPO
2. Legal authority
3. Procedures for obtaining an EPO
4. Completion of the appropriate documentation
5. Scope and duration of the EPO
6. Service of the EPO
7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
8. Distribution of forms

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
10				10	10	4

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

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

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2009
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #26
UNUSUAL OCCURRENCES

~~July 1, 2008~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recall the definition of unusual occurrences

B. Identify the mission of law enforcement when responding to an unusual occurrence

C. Identify the responsibilities of the first responding officer on the scene of an unusual occurrence, to include:

1. Assuming initial command
2. Establishing a perimeter/protecting the incident location
3. Isolating the hazard
4. Maintaining ingress/egress control
5. Initiating appropriate notifications

(25) D. Identify the purpose of ~~an~~ the Incident Command System (ICS), including:

1. Responsibilities of the initial responding officer
2. Basic components of the Incident Command System (ICS)
3. Basic components of the National Incident Management System (NIMS)

II. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

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

LEARNING OBJECTIVES

A. Recognize the appropriate methods for extinguishing each class of fire

B. Identify risk versus benefits/gains of entering a burning structure

C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats

D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located

E Recognize appropriate actions for securing a scene where an explosive device has been located

F. Identify the inherent dangers in a post-blast explosion scene

G. Recognize appropriate officer actions for securing a post-blast explosion scene

III. LEARNING NEED

Peace officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.

LEARNING OBJECTIVES

A. Recognize appropriate officer actions when responding to an aircraft crash

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

B. Recognize appropriate officer actions specific to other types of unusual occurrences, including:

1. Electrical power emergencies
2. Hazardous road conditions
3. Traffic device malfunctions
4. Gas leaks
5. Floods
6. Animal control problems
7. Earthquakes

IV. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #26.

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.

C The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

V. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion on how the first officer on the scene should respond to minimize injuries, loss of life, and property damage. The depictions must minimally include the

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X X X X X				X X X X X X	X X X X X X	
4				4	4	

following types of actual or potential incidents:

1. Civilian aircraft crash
2. Military aircraft crash
3. Earthquake
4. Flood
5. Suspected explosive device or explosion
6. Fires

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on unusual occurrences.

VII. ORIGINATION DATE

January 1, 2001

VIII. REVISION DATE

January 1, 2004
September 15, 2004
January 1, 2006
July 1, 2008
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #28
TRAFFIC ENFORCEMENT

~~July 1, 2009~~ July 1, 2010

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
							I.	LEARNING NEED
								Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.
								LEARNING OBJECTIVES
X				X		X		A. Explain the relevance of traffic enforcement to:
X				X		X		1. Public safety and quality of life within a community
X				X		X		2. Legally establish probable cause for accomplishing general law enforcement objectives.
X				X		X		B. Explain the organization of information within the Vehicle Code
X				X		X	II.	LEARNING NEED
								Peace officers need to recognize their authority under the law and manage traffic effectively.
								LEARNING OBJECTIVES
X				X		X	**(26)**	A. Discuss Vehicle Code ~~laws~~ section(s) governing arrest
X				X		X		B. Differentiate between mandatory and optional appearances before a magistrate

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X		X		X
X		X		X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

C. Recognize by common name and Vehicle Code section(s) violations involving failure to obey the lawful orders of a peace officer or designated employee

D. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize by common name and Vehicle Code section(s), traffic control and device violations involving:

1. Red signal lights
2. Stop signs
3. Other traffic control signals and devices

B. Recognize by common name and Vehicle Code section(s), right-of-way violations involving:

1. Failure to yield the right-of-way
2. Failure to yield to an emergency vehicle

C. Recognize by common name and Vehicle Code section(s), violations involving pedestrians

D. Recognize by common name and Vehicle Code section(s), violations involving turning and signaling

E. Recognize by common name and Vehicle Code section(s), speed violations involving:

1. Basic speed laws
2. Maximum speed

(27) F. Recognize, by common name and Vehicle Code section(s), driving and passing violations involving:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X		X				X

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

G. Recognize by common name and Vehicle Code section(s), involving hit and run violations

H. Recognize by common name and Vehicle Code section(s), public offense violations involving:

1. Reckless driving
2. Speed contests

(28) I. Recognize by common name and Vehicle Code section(s), basic motor vehicle licensing requirements

(28) J. Recognize by common name and Vehicle Code section(s), violations when driving with a suspended or revoked license

(29) K. Recognize by common name and vehicle code section(s), basic motor vehicle registration requirements

(29) L. Recognize by common name and vehicle code section(s), basic vehicle equipment requirements for motor vehicles driven upon highways

IV. LEARNING NEED

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

A. Recognize a peace officer's legal authority to remove vehicles

V. LEARNING NEED

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

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X X X X				X X X X		X X X X
X				X		X
X				X		

LEARNING OBJECTIVES

A. Recognize by common name and Vehicle Code section(s), violations involving the possession of alcoholic beverages in a motor vehicle

B. Explain the meaning of the phrase "under the influence"

(30) C. Recognize by common name and Vehicle Code section(s), violations involving ~~d~~Driving ~~u~~Under the ~~i~~Influence (DUI)

D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs

E. Recognize the indications of intoxication a peace officer may observe upon making contact with a driver

F. Discuss medical conditions that may cause a person to appear intoxicated

(31) G. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a ~~f~~Field ~~s~~Sobriety ~~t~~Test (FST)

(32) H. Demonstrate ~~field sobriety tests~~ FSTs that may be used to determine impairment, to include:

1. Horizontal Gaze Nystagmus (HGN)
2. One-Leg Stand (OLS)
3. Walk & Turn (WAT)

I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to chemical sobriety

VI. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #28.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X		X		X		
X		X		X		

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

VII. REQUIRED LEARNING ACTIVITIES

(33) A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to ~~Driving Under the Influence (DUI)~~ DUI arrests, including:

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

B. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:

1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X		X		
X				X		
X				X		
X				X		
X				X		
X				X		X
X				X		X
X				X		X
X				X		X

2. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement

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

1. Application of SARA or other problem solving model to assess the underlying conditions and develop resolutions to community traffic safety issues
2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
3. Initiative, discretion and decision making when issuing citations and considering spirit versus letter of the law

D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role play exercises provided by the presenter, the student will participate in a learning activity that addresses:

1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
3. The ability to present or critique testimony in court related to observation and documentation of impairment

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
16		2		16		2

(34) E. The student will participate in a learning activity that requires the student to conduct a ~~field sobriety test~~ FST that shall minimally test the student's ability to:

1. Articulate a proper location for the test and why that location is appropriate
2. Articulate the objective observations of signs or symptoms of intoxication or drug use

(34) 3. Explain and demonstrate a series of ~~field sobriety tests~~ FSTs that may include a minimum of three of the following tests:
   a. Proper techniques of balance
   b. Divided attention
   c. Memory
   d. Coordination
   e. Horizontal Gaze Nystagmus test(s)
4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on traffic enforcement.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

October 1, 2001
January 1, 2004
January 1, 2006
January 19, 2007
July 1, 2007
January 1, 2008
July 1, 2008
July 1, 2009
July 1, 2010

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #29
TRAFFIC COLLISION INVESTIGATIONS

~~July 1, 2009~~ July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision

B. Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:

1. Caring for injured and involved parties
2. Protecting the collision scene
3. Collecting and preserving evidence

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide

B. Distinguish between a skid mark and a tire impression

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

C. Describe ways of linking a tire mark with a particular vehicle

D. Classify the three causes of skid marks

E. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene

F. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene

G. Distinguish between primary collision factor and associated collision factor

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the components of standardized reporting formats used to document a collision

B. Distinguish between the types of collision documentation, including:

1. Collision investigation format
2. Collision report format

C. Prepare components of a traffic collision report, including:

1. Description of injuries
2. Identification of involved parties and vehicles
3. Time and location of collision events
4. Chronology of the collision events

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

(35)

5. Elements unique to hit-and-run and Ddriving-Uunder-the-Iinfluence (DUI) collisions
6. Primary and associated collision factors
7. Area(s) of impact
8. Scene sketch

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

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

E. Distinguish between a collision sketch and a factual diagram

F. Prepare content features and elements to be included on a:

1. Collision scene sketch
2. Factual diagram

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

A. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:

1. Determining compass direction
2. Methods to determine the area(s) of impact
3. Identification of physical evidence
4. Scene measurement techniques

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X				X				B. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
X				X				1. An understanding of an officer's responsibilities at a traffic collision scene, including:
X				X				a. Protection of injured parties and the collision site
X				X				b. Performance of investigative tasks
X				X				c. Completion of a traffic collision report
X				X				2. The ability to manage a traffic collision scene, including:
X				X				a. Establishing scene priorities and developing a plan of action
X				X				b. Identifying and controlling scene hazards
X				X				c. Providing first aid for the injured parties
X				X				d. Protecting the collision site
X				X				e. Evaluating and requesting additional assistance, if needed
X				X				3. The ability to perform traffic collision investigative tasks, including:
X				X				a. Identifying and preserving collision evidence
X				X				b. Information gathering and interviewing of involved parties or witnesses
X				X				c. Establishing the area(s) of impact
X				X				d. Determining the primary collision factor
X				X				4. The ability to complete a traffic collision report, including:
X				X				a. Description of injuries
X				X				b. Identification of involved parties and vehicles
X				X				c. Time and location of collision events
X				X				d. Chronology of the collision events
X				X			(36)	e. Elements unique to hit and run and ~~driving under the influence~~ DUI collisions
X				X				f. Primary and associated collision factors
X				X				g. Area(s) of impact
X				X				h. Scene sketch
X				X				5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
X				X				a. Compass direction
X				X				b. Basic measurements of the roadway
X				X				c. Appropriate symbols/illustrations
X				X				d. Area(s) of impact
X				X				e. Travel paths of vehicles and parties involved

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X				X X		
12				12		

f. Reference points and direction
g. Items labeled appropriately (parties, streets, signs, etc.)

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on traffic accident investigation.

VII. ORIGINATION DATE

January 1, 2001

VIII. REVISION DATE

January 1, 2004
January 1, 2006
January 1, 2008
July 1, 2009
July 1, 2010