State of California
Office of Administrative Law

In re:
Commission on Peace Officer Standards and Training

Regulatory Action:

Title 11, California Code of Regulations

Adopt sections:
Amend sections: 1005, 1007, 1008
Repeal sections:

NOTICE OF APPROVAL OF REGULATORY ACTION

Government Code Section 11349.3

OAL Matter Number: 2017-0106-05

OAL Matter Type: Regular Resubmittal (SR)

In this resubmitted rulemaking action, the Commission amends various sections in Title 11 of the California Code of Regulations to update the Training and Testing Specifications for Peace Officer Basic Courses, which is a document incorporated by reference. The update makes changes to several learning domains, such as the investigative report writing, vehicle operation, use of force, crimes in progress, crimes against the justice system, and first aid/CPR/AED.

OAL approves this regulatory action pursuant to section 11349.3 of the Government Code. This regulatory action becomes effective on 2/1/2017.

Date: February 1, 2017

Thanh Huynh
Senior Attorney

For: Debra M. Cornez
Director

Original: Manuel Alvarez, Jr.
Copy: Cheryl Smith

TEXT OF PROPOSED REGULATION ACTION
Training and Testing Specifications for Peace Officer Basic Courses
Regulations 1005, 1007, and 1008

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§ 1005. Minimum Standards for Training. (Reference Regulation 1007 and Commission Procedure H for *reserve peace officer* training standards.)

[(a) – (i) remains unchanged…except for]

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The document, *Training and Testing Specifications for Peace Officer Basic Courses*, adopted effective January 1, 2001, and amended effective October 1, 2001, January 1, 2002, July 1, 2002, January 1, 2003, January 1, 2004, August 15, 2004, September 15, 2004, July 1, 2005, January 1, 2006, January 19, 2007, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 1, 2017 is herein incorporated by reference.

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NOTE: Authority cited: Sections 832.1, 832.3, 832.6, 13503, 13506, 13510, 13510.3, 13510.5, 13519.8 and 13515.26 Penal Code. Reference: Sections 830.33, 832, 832.1, 832.3, 832.3(f) and (h), 832.6, 13506, 13510, 13510.3, 13510.5, 13511, 13513, 13514, 13516, 13517, 13519.8, 13520 and 13523, Penal Code.

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§ 1007. Reserve Officer Minimum Training Standards.

[(a) – (c) remains unchanged…except for]

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The document, *Training and Testing Specifications for Peace Officer Basic Courses,* adopted effective January 1, 2001, and amended effective October 1, 2001, January 1, 2002, July 1, 2002, January 1, 2003, January 1, 2004, August 15, 2004, September 15, 2004, July 1, 2005, January 1, 2006, January 19, 2007, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 1, 2017 is herein incorporated by reference.

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NOTE: Authority cited: Sections 832.3, 832.6, 13503, 13506 and 13510 and 13515.26 Penal Code. Reference: Sections 832.2, 832.3, 832.6, 13503, 13506, 13510, 13510.5 and 13512, Penal Code; Section 48412, Education Code; and Section 1031(d), Government Code.

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§ 1008. Basic Course Waiver and Requalification Requirement.

[(a) – (e) remains unchanged…except for]

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The document, *Training and Testing Specifications for Peace Officer Basic Courses,* adopted effective January 1, 2001 and amended effective October 1, 2001, January 1, 2002, April 26, 2002, September 15, 2004, July 1, 2005, January 1, 2006, July 1, 2007, August 8, 2007, January 1, 2008, July 1, 2008, January 1, 2009, July 1, 2009, January 1, 2010, July 1, 2010, July 1, 2011, January 1, 2012, July 1, 2012, January 1, 2013, August 1, 2013, February 1, 2014, August 1, 2014, August 1, 2015, February 1, 2016, ~~and~~ August 1, 2016, and February 1, 2017 is herein incorporated by reference.

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NOTE: Authority cited: Sections 832.3, 13503, 13506 and 13510 and 13515.26 Penal Code. Reference: Sections 832.3, 13505, 13506, 13510, 13510.5 and 13511, Penal Code.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) - STANDARD FORMAT

~~August 1, 2016~~February 1, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	18 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	4 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	6 hours
18	Investigative Report Writing	48 hours
19	Vehicle Operations	40 hours
20	Use of Force	12 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	20 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	12 hours
31	Custody	2 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control	60 hours
34	First Aid, ~~and~~ CPR, and AED	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	2 hours
37	People with Disabilities	15 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	16 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	577 hours

The minimum number of hours allocated to testing in the Course are shown below.[1]

TESTS	HOURS
Scenario Tests (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,25,30 and 37)	58 hours
Written Tests (Test administration and Learning Objective Review)	29 hours
Written Tests (LDs 2,3,5,6,7,8,9,10,11,12,15,16,20,25,26,28,31,34,36,37,39,40, and 43)	
POST-Constructed Comprehensives Tests	
Mid-Course Proficiency Test (LDs 2,3,5,6,7,8,9,10,15,16, ,20, and 39)	
End-of-Course Proficiency Test (LDs 2,3,5,6,7,8,9,10,11,12,15,16,20,25,26,31,36,37,39,40, and 43)	
Total Minimum Required Hours	664 hours

[1]Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT- MODULE III

~~February 1, 2014~~February 1, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	6 hours
05	Introduction to Criminal Law	4 hours
15	Laws of Arrest	5 hours
16	Search and Seizure	4 hours
17	Presentation of Evidence	2 hours
18	Investigative Report Writing	8 hours
19	Vehicle Operations	8 hours
20	Use of Force	5 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence, and Forensics	2 hours
31	Custody	2 hours
33	Arrest and Control	24 hours
34	First Aid, ~~and~~ CPR, and AED	21 hours
35	Firearms/Chemical Agents	28 hours
36	Information Systems	2 hours
39	Crimes Against the Justice System	1 hour
42	Cultural Diversity/Discrimination	1 hour
	Minimum Instructional Hours	135 hours

The minimum number of hours allocated to testing in the Module III Course are shown below.[1]

TESTS	HOURS
(4 hours test administration; 3 hours Learning Objective Review) Written Tests (LDs 2,5,31,34, and 36)	7 hours
POST-Constructed Comprehensive Module III End-of-Course Proficiency Test (LDs 2,3,5,15,16,20,31,36, and 39)	2 hours
Total Minimum Required Hours	144 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
SPECIALIZED INVESTIGATORS' BASIC COURSE

~~August 1, 2016~~February 1, 2017

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	18 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	4 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	3 hours
12	Controlled Substances	12 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	6 hours
18	Investigative Report Writing	52 hours
19	Vehicle Operations	12 hours
20	Use of Force	12 hours
23	Crimes in Progress	20 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
30	Crime Scenes, Evidence, and Forensics	12 hours
32	Lifetime Fitness (Lecture only)	4 hours
33	Arrest and Control	60 hours
34	First Aid, ~~/~~CPR, and AED	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	2 hours
37	People with Disabilities	6 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	16 hours
43	Emergency Management	16 hours
60	Surveillance	16 hours
61	Administrative Procedures	16 hours
62	Case Management and Sources of Information	32 hours
63	Computers and Computer Crimes	16 hours
	Minimum Instructional Hours	518 hours

The minimum number of hours allocated to testing in the SIBC are shown below.[1]

TESTS	HOURS
Administrative Time	14 hours
Scenario Tests (12 hours test administration; 6 hours Scenario Demonstration) (LDs 1,4,20, and 30)	18 hours
Written Tests (26 hours test administration; 15 hours Learning Objective Review) Written Tests (LDs2,3,5,6,7,8,9,10,11,12,15,16, ~~19,~~20,25,26,34,36,37,39,40, and 43)	41 hours
POST-Constructed Comprehensive Tests Mid-Course Proficiency Test (LDs2,5,6,7,8,9,10,15,16,20, and 39) End-of-Course Proficiency Test (LDs 2,5,6,7,8,9,10,11,12,15,16, ~~19,~~20,25,26,36,37,39,40, and 43)	
Total Minimum Required Hours	591 hours

[1] Time required for exercise testing and instructional activities is included in instructional hours.

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #18
INVESTIGATIVE REPORT WRITING

~~February 1, 2014~~February 1, 2017

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	

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports

II. LEARNING NEED

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports

B. Apply appropriate actions for taking notes during a field interview

C. Distinguish between:

1. Opinion
2. Fact
3. Conclusion

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	

III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report

B. Identify the fundamental content elements in investigative reports, including:

1. Initial information
2. Identification of the crime
3. Identification of involved parties
4. Victim/witness statements
5. Crime scene specifics
6. Property information
7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

LEARNING OBJECTIVES

A. Apply guidelines for recommended grammar used in investigative reports, including use of:

1. Proper nouns
2. First person pronouns
3. Third person pronouns
4. Past tense
5. Active voice

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	

B. Organize information within a paragraph for clarity and proper emphasis

C. Select language that will clearly convey information to the reader of the investigative report

D. Distinguish between commonly used words that sound alike but have different meanings

E. Proofread for content and mechanical errors, including:

1. Spelling
2. Punctuation
3. Grammar
4. Word choice
5. Syntax

V. REQUIRED TESTS

A. A report writing test that requires the student to prepare an investigative report including the arrest of one or more suspects as described below:

Given a depiction of a criminal situation, which requires investigation and the arrest of one or more suspects based upon ~~a POST-developed video re-enactment or scenario, or an equivalent~~ presenter-developed video re-enactment, simulation, or scenario ~~approved by POST~~, the student will write an acceptable report in class.

To be of sufficient complexity, the investigation must reflect an investigative report including the arrest of one or more suspects which minimally incorporates:

1. Elements of a crime
2. Reasonable suspicion or probable cause to stop
3. Justification for a pat down search
4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest

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	

7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

To be considered acceptable, the report must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

The student will demonstrate competency in the following performance dimensions:

1. Knowledge of Report Forms
2. Elements of Crime(s)
3. Narrative Organization
4. Narrative Content
5. Writing Mechanics

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

The POST-developed Investigative Report Writing Competency Test Form ~~Accommodates~~ provides two available grading processes

1. Pass/Fail using the LD 18 Investigate Report Writing Competency Test Scoring Matrix
2. Point deduction using the LD 18 Investigative Report Writing quantitative/numerical deduction scoring system based on overall award of 100 points per written exercise with the minimum pass point set by the presenter

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	

The presenter will determine which grading method will be used, and what the pass point is for the test report.

VI. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the presenter.

The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

Each learning activity must incorporate:

1. Generation of appropriate field notes narrative

2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:

(1) The determination of the existence or nonexistence of a crime
(2) If a crime has been committed, the proper identification of that crime
(3) The taking of proper safety measures
(4) The preservation of evidence
(5) The capturing of all essential information

b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:

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	
48	2	8	20	20	52	

(1) The organization and development of the report
(2) The inclusion of relevant information
(3) The anticipation of possible defenses that might be asserted by the suspect
(4) The use of the active voice
(5) The use of the first person
(6) The proper use of grammar, punctuation, spelling, and word choice

B. 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* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:

1. Written communication as an expression of integrity, reliability, fairness and credibility
2. Effective reports as a demonstration of an officer's character, decision making, and courage
3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g. victims, suspects, courts, witnesses)
4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on investigative report writing.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2004	July 1, 2012
January 1, 2006	August 1, 2013
January 19, 2007	February 1, 2014
July 1, 2008	February 1, 2017

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #19
VEHICLE OPERATIONS
~~February 1, 2016~~February 1, 2017

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

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.

LEARNING OBJECTIVES

A. Determine a safe distance when following another vehicle

B. Identify the effect of speed on a driver's peripheral vision

C. Discuss how perception and reaction time affects a vehicle's total stopping distance

D. Demonstrate appropriate actions to prevent intersection collisions

E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions

F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse

G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle

H. Identify psychological and physiological factors that may have an effect on a peace officer's driving

I. Identify hazards of various road conditions

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		

J. Discuss the components of a vehicle inspection

K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a thorough understanding of the associated liability and safety issues.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving

B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty

1. Rules of the road
2. Liability

C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving

D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions

E. Demonstrate the use of emergency warning devices available on law enforcement vehicles

F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices

G. Demonstrate the use of communication equipment

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	

H. Identify the effects of siren syndrome

I. Recognize guidelines for entering an intersection when driving under emergency response conditions

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

A. Discuss the requirements of Penal Code Section 13519.8

B. Discuss the requirements of Vehicle Code Section 17004.7

IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

LEARNING OBJECTIVES

A. Distinguish between longitudinal and lateral weight transfer

B. Demonstrate the ability to mitigate the effects of spring loading

C. Demonstrate proper techniques for two-handed shuffle steering

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	

D. Demonstrate proper throttle control

E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver

F. Explain the primary effects speed has on a vehicle in a turning maneuver

G. Demonstrate proper braking methods

H. Distinguish between and describe the causes of the following types of vehicle skids:

1. Understeer skid
2. Oversteer skid
3. Locked-wheel skid
4. Acceleration skid
5. Centrifugal skid

I. Identify the causes and contributing factors of vehicle hydroplaning

V. REQUIRED TESTS

VEHICLE OPERATIONS SAFETY

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

A. An **exercise test** that requires the student ~~to~~ drive a law enforcement vehicle not equipped with Electronic Stability Control (ESC) and demonstrate the ability to control the vehicle during understeer and oversteer conditions or drive a law enforcement vehicle equipped with ESC and demonstrate the ability to control the vehicle during understeer conditions.

The student will demonstrate competency in the following performance dimensions:

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		

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Control of Weight Transfer
7. Skid Control
8. Rate of Performance
9. Fluency of Performance
10. Level of Response

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

B. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a

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

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	

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control

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

E. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers. The slow speed precision driving maneuvers must include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around
Off set lane
Steering Course (forward and reverse)
~~Chicane~~
"T" Driveway
Parallel parking
~~Cul-De-Sac u-turn~~
Bootleg Turn
Angled driveway
~~Steering course~~
~~Reverse driving~~
"Y" driveway
~~Forward/Reverse driving~~
Vehicle Control
~~Braking in a turn~~

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Techniques(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)

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		

10. Rate of Performance
11. Fluency of Performance

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

F. An **exercise test** that requires a student to drive a law enforcement vehicle during which the student must reach a speed of at least 65 mph prior to entering a turn of sufficient radius to require a minimum 30 mph deceleration. This exercise test may be tested concurrently with emergency response or pursuit tests.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Techniques(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Fluency of Performance
9. Level of Response

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

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that requires the student to participate in the use of a Law Enforcement Driving Simulator (LEDS) and after acclimation participate in at least two (2) different emergency responses and two (2) different pursuits.

B. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS)

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	
40		8		40	12	2

C. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.

D. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Control of Weight Transfer

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

1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
2. Effects of personal attitudes on emergency or pursuit driving and the interests of public safety
3. Community expectations that officers should be exemplary drivers
4. Accountability as it relates to officer actions during vehicle operation
5. Universal concepts of *Penal Code Section 13519.8* and *Vehicle Code Section 17004.7*

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle operations. This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 1, 2006	January 1, 2012
January 1, 2004	July 1, 2008	August 1, 2013
September 15, 2004	July 1, 2009	February 1, 2016
July 1, 2005	July 1, 2011	February 1, 2017

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

~~August 1, 2015~~February 1, 2017

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 ~~e~~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:

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 to 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

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

1. Justification for using force
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 a 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	

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 – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

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.

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	

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

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication– The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

J. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control during the detention of a verbally uncooperative individual.

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

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

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
12	3	5	5	4	12	4

5. Communication– The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

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, 2006 July 1, 2010

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

January 1, 2004	January 19, 2007	July 1, 2012
September 15, 2004	July 1, 2008	August 1, 2015
July 1, 2005	July 1, 2009	February 1, 2017

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

~~August 1, 2015~~February 1, 2017

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
							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
X			X	X	X	X	A.	Explain the importance of wearing soft personal body armor while on patrol
X			X	X	X	X	B.	Distinguish between officer safety and officer survival, including:
X			X	X	X	X	1.	Current patterns related to deaths and assaults on peace officers
X			X	X	X	X	2.	The concept of "will to survive"
X			X	X	X	X	3.	Officer actions after being wounded
X			X	X	X	X	4.	Officer as hostage
X			X	X	X	X	5.	Officer actions in counter-ambush incidents when on foot
X			X	X	X	X	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
X			X	X	X	X	A.	Discuss the elements of a tactical approach to a crime in progress including:
X			X	X	X	X	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

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		

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

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:

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

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		

rational decisions in stressful situations.

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

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.

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

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

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		

problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
6. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

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:

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

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which

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	

minimally include the performance dimensions used for this scenario test.

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 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

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

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 19, 2007 February 1, 2017
January 1, 2004	July 1, 2008
July 1, 2005	July 1, 2010
January 1, 2006	August 1, 2015

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #34
FIRST AID, ~~AND~~ CPR, AND AED

~~August 1, 2013~~February 1, 2017

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

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

LEARNING OBJECTIVES

A. Discuss the components of the EMS system including:

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

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

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

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

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	

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

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

E. Recognize proper procedures for moving a victim ~~using the~~ including:

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the components of the Chain of Survival

~~A~~B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA) Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:

1. Ventilation duration
2. Pulse location
3. Compression depth
4. Compression rate
5. Compression-to-ventilation ratio (one-person CPR)
6. Compression-to-ventilation ratio (two-person CPR)
7. Automated External Defibrillator (AED)

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	

~~G~~J. Demonstrate the general guidelines for controlling bleeding from an open wound

K. Recognize the first aid treatment for traumatic injuries including:

1. Impaled objects
2. Amputations

~~H~~L. ~~Identify~~ Recognize the signs and symptoms ~~indicators~~ of shock

M. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature

~~I~~N. ~~Perform~~Demonstrate first aid measures to treat shock

IV. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize indicators of a possible head injury

B. Recognize the appropriate first aid measures for treating facial injuries including: ~~to the head~~

1. Objects in the eye
2. Chemicals in the eye
3. Dental emergency
4. Nose bleed

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	

V. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize indicators of, and first aid measures for, a victim experiencing:

1. Cardiac emergency
2. Respiratory emergency~~y~~ies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
3. Drowning
~~3~~4. Seizure
4~~5~~. Stroke
6. ~~-~~Altered mental status
7. Severe abdominal pain
8. Allergic reactions and anaphylaxis
   a. Assisted epinephrine administration
   b. Accessing EMS

B. Identify signs and symptoms of psychological emergencies

~~B~~C. Differentiate between indicators and first aid measures for treating diabetic emergencies:

1. Low blood sugar~~Insulin shock~~ (hypoglycemia) including assisted oral glucose administration
2. ~~Diabetic coma~~High blood sugar (hyperglycemia)

~~C~~D. Recognize appropriate first aid measures for a victim experiencing signs of: ~~poisons that have been ingested, inhaled, absorbed or injected~~

1. Poisons that have been ingested, inhaled, absorbed, or injected
   a. Poison control system access
2. Alcohol and/or drug-related emergencies including:
   a. Assisted Naloxone administration

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	

~~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.~~

~~H~~B. An exercise test that requires the student to demonstrate competency in the following skills:

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

Presenters must use ~~the American Heart Association (AHA)~~a Skills Exercise Test Form ~~or a presenter-developed form approved by POST~~ which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).~~ the skills used for this exercise test~~.

VIII. REQUIRED LEARNING ACTIVITIES

A. A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:

1. Primary assessment
   a. Check for responsiveness

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	
21		21			21	

2. What are the possible consequences of failing to treat for shock?
3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:

1. Use the cleanest material that is available
2. Expose the injury site
3. Cover the entire injury site
4. Bandage snugly but without impairing circulation
5. Leave victim's fingers and toes exposed
6. Immobilize injury site as necessary

IX. HOURLY REQUIREMENTS

Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100017~~8~~(a) of the California Code of Regulations.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

October 1, 2001	July 1, 2008	February 1, 2017
January 1, 2004	July 1, 2009	
January 1, 2006	July 1, 2010	
January 1, 2008	August 1, 2013	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #39
CRIMES AGAINST THE JUSTICE SYSTEM

~~July 1, 2008~~February 1, 2017

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

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Intimidating witnesses or victims
2. Threats of retaliation
3. Violating a court order

B. Recognize the crime classification as a misdemeanor or felony

II. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician

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	

2. Obstructing or resisting an executive officer by use of threats or force
3. Threatening a public officer
4. Disarming an officer
5. Removing any weapon, other than a firearm, from an officer
6. Attempting to remove a firearm from a public officer
7. Attempting to escape or escaping from the custody of a peace officer
8. Attempting to escape or escaping from a prison or other place of confinement
9. Attempting to escape or escaping from a county or city jail
10. Attempting to rescue or rescuing
11. ~~Lynching~~

B. Recognize the crime classification as a misdemeanor or felony

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer
2. Falsely reporting a criminal offense
3. Falsely reporting an emergency
4. Falsely reporting a destructive device

B. Recognize the crime classification as a misdemeanor or felony

IV. LEARNING NEED

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

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

misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest:

1. Unlawful assembly
2. Refusal to disperse

B. Recognize the crime classification as a misdemeanor or felony

V. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #39. (1)

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test. (1)

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test. (1)

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8)

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test. (8)

F. The POST-Constructed PC 832 Arrest Written Test. (1)

G. The POST-Constructed Comprehensive Test for the Requalification Course. (1)

VI. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
4	1	1	4		4	2

None

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against the justice system.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002	January 19, 2007
January 1, 2004	January 1, 2008
September 15, 2004	July 1, 2008
January 1, 2006	February 1, 2017