

**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: 2020-0102-02

OAL Matter Type: Regular (S)

In this rulemaking action, the Commission amends its regulations to update its document incorporated by reference, entitled *Training and Testing Specifications for Peace Officer Basic Courses*. The updates modify the training and testing specifications for Learning Domains 3, 20, 34, and 35.

OAL approves this regulatory action pursuant to section 11349.3 of the Government Code. This regulatory action becomes effective on 4/1/2020.

Date: February 14, 2020



Thanh Huynh
Senior Attorney

For: Kenneth J. Pogue
Director

Original: Manuel Alvarez, Jr., Executive
Director

Copy: Jennifer Imlay-Hardesty

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

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

[(a) – The document, Training Specifications for the Investigation and ...except for]

....
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, August 1, 2016, February 1, 2017, February 15, 2017, August 1, 2017, ~~and~~ July 1, 2018, and April 1, 2020, is herein incorporated by reference.

[The document, Instructor's Guide to Learning – the end....remains unchanged]

Note: Authority cited: Sections 832.1, 832.3, 832.6, 13503, 13506, 13510, 13510.3, 13510.5, 13515.26 and 13519.8, Penal Code. Reference: Sections 830.33, 832, 832.1, 832.3, 832.6, 835a, 13506, 13510, 13510.3, 13510.5, 13511, 13513, 13514, 13515.29, 13515.295, 13516, 13517, 13519.8, 13519.10, 13520 and 13523, Penal Code

§ 1007. Reserve Officer Minimum Training Standards.

[(a) – PAM Section H-4 adopted...except for]

....
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, August 1, 2016, February 1, 2017, February 15, 2017, August 1, 2017, ~~and~~ July 1, 2018, and April 1, 2020, is herein incorporated by reference.

[The document Instructor's Guide – to the end....remains unchanged]

Note: Authority cited: Sections 832.3, 832.6, 13503, 13506, 13510 and 13515.26, Penal Code. Reference: Sections 832.2, 832.3, 832.6, 835a, 13503, 13506, 13510, 13510.5, ~~and~~ 13512, and 13519.10, Penal Code; Section 48412, Education Code; and Section 1031(d), Government Code.

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

§ 1008. Basic Course Waiver and Requalification Requirement.

[(a) – (i) Requalification Requirement remains unchanged...except for]

....

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, August 1, 2016, February 1, 2017, February 15, 2017, August 1, 2017, ~~and~~ July 1, 2018, and April 1, 2020, is herein incorporated by reference.

[The document, Instructor's – the end...remains unchanged]

Note: Authority cited: Sections 832.3, 13503, 13506, 13510 and 13515.26, Penal Code. Reference: Sections 832.3, 835a, 13505, 13506, 13510, 13510.5, ~~and~~ 13511, and 13519.10, Penal Code.

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

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Principled Policing in the Community	18 -26 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/ Deescalation	12 -16 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, 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 -589 hour:
	The minimum number of hours allocated to testing in the Course are shown below. ¹	
	Additional instructional and testing hours for POST-required content	18 -6 hours
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
	POST-Constructed Comprehensive Tests	
	LD 34	1 hour
	RBC Test 1 (LDs 5,15,16,20,39)	3 hours
	RBC Test 2 (LDs 5,6,7,8,9,10,15,16, ,20, and 39)	3 hours
	RBC Test 3 (LDs 5,6,7,8,9,10,11,12,15,16,20,25,26, 28,37,39,40, and 43)	4 hours
	Total Minimum Required Hours	664 hours

¹Time 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 I

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
04	Victimology/Crisis Intervention	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedures	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
18	Investigative Report Writing	20 hours
19	Vehicle Operations	40 hours
20	Use of Force/ Deescalation	4 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	18 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	6 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control	32 hours
35	Firearms/Chemical Agents	12 hours
37	People with Disabilities	15 hours
38	Gang Awareness	2 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	324 hours
	The minimum number of hours allocated to testing in the Level I Module are shown below. ¹	
	Additional instructional and testing hours for POST-required content	8 hours
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
	POST-Constructed Comprehensive Module I Test (LDs 5,6,7,8,9,10,11,12,15,16, 20,25,26,28,37,39, 40, and 43)	4 hours
	Total Minimum Required Hours	394 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 II

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
03	Principled Policing in the Community	12 20 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
15	Laws of Arrest	7 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	4 hours
18	Investigative Report Writing	20 hours
20	Use of Force/ Deescalation	5 6 hours
21	Patrol Techniques	6 hours
22	Vehicle Pullovers	6 hours
23	Crimes in Progress	10 hours
30	Crime Scenes, Evidence, and Forensics	4 hours
33	Arrest and Control	16 hours
35	Firearms/Chemical Agents	44 hours
39	Crimes Against the Justice System	4 hours
42	Cultural Diversity/Discrimination	15 hours
	Minimum Instructional Hours	175 184 hours
	The minimum number of hours allocated to testing in the Module II are shown below. ¹	
	Additional instructional and testing hours for POST-required content	11 2 hours
TESTS		HOURS
	POST-Constructed Comprehensive Module II Test (LDs 5,6,7,8,15,16,20, and 39)	3 hours
	Total Minimum Required Hours	189 hours

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

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

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Principled 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/ Deescalation	5 <u>9</u> 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, 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 <u>139</u> hours

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

Additional instructional and testing hours for POST-required content	<u>5</u> hours
TESTS	HOURS
POST-Constructed Comprehensive Test	
LD 34	1 hour
Module III Test (LDs 5,15,16,20, and 39)	3 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**

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Principled Policing in the Community	18 26 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/ Deescalation	12 16 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~~ [530](#) hours

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

Additional instructional and testing hours for POST-required content ~~44~~ [32](#) hours

TESTS	HOURS
Scenario Tests (12 hours test administration; 6 hours Scenario Demonstration) (LDs 1,4,20, and 30)	18 hours
;) POST-Constructed Comprehensive Tests	
LD 34	
SIBC Test 1 (LDs 5, 15,16,20, and 39)	1 hour
SIBC Test 2 (LDs 5,6,7,8,9,10, ,15,16, 20, and 39)	3 hours
SIBC Test 3 (LDs 5,6,7,8,9,10,11,12,15,16,20,25,26,37,39,40, and 43)	3 hours
	4 hours
Total Minimum Required Hours	591 hours

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

**MINIMUM CONTENT AND HOURLY REQUIREMENTS
REQUALIFICATION COURSE**

~~July 1, 2018~~ [April 1, 2020](#)

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	4 hours
03	Principled Policing in the Community	4 8 hours
04	Victimology/Crisis Intervention	2 hours
07	Crimes Against Persons/Death Investigation	2 hours
09	Crimes Against Children	2 hours
10	Sex Crimes	2 hours
11	Juvenile Law and Procedures	2 hours
12	Controlled Substances	6 hours
15	Laws of Arrest	6 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	2 hours
19	Vehicle Operations	2 hours
20	Use of Force/ Deescalation	4 8 hours
21	Patrol Techniques	2 hours
22	Vehicle Pullovers	2 hours
23	Crimes in Progress	4 hours
25	Domestic Violence	4 hours
27	Missing Persons	2 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence and Forensics	4 hours
33	Arrest and Control	30 hours
35	Firearms/Chemical Agents	20 hours
37	People with Disabilities	2 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	2 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	2 hours
42	Cultural Diversity/Discrimination	4 hours
Minimum Instructional Hours		132 140 hours

The minimum number of hours allocated to testing in the Requalification Course are shown below¹

Orientation	2 hours
TEST	HOURS
POST-Constructed Comprehensive Requalification Test (LDs 7,9,10,11,12,15,16,20,25,28,37,39, and 40)	2 hours
Total Minimum Required Hours	136 144 hours

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

**TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #03
PRINCIPLED POLICING IN THE COMMUNITY**

~~July 1, 2018~~ [April 1, 2020](#)

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

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Define community policing

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
 - a. Awareness
 - b. Involvement
 - c. Ownership
5. Increasing local government involvement in problem solving

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	

- D. Discuss community policing philosophy
- E. Discuss the history of policing models, including:
 - 1. Traditional
 - 2. Professional
 - 3. Community
- F. Identify peace officer responsibilities in the community, including:
 - 1. Maintaining order
 - 2. Enforcing the law
 - 3. Preventing crime
 - 4. Delivering service
 - 5. Educating and learning from the community
 - 6. Working with the community to solve problems
- G. Differentiate between proactive and reactive policing
- H. Discuss community expectations of peace officers
- I. Recognize peace officers' responsibilities to enforce the law, including:
 - 1. Adhering to all levels of the law
 - 2. Fair and impartial enforcement
 - 3. Knowing the patrol beat or area of responsibility
- J. Identify the elements of area/beat knowledge, including:
 - 1. Critical Sites
 - 2. Locations requiring special attention, i.e. hot spots
 - 3. Potentially dangerous areas

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

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
- L. Identify the components that comprise communities
- M. Discuss opportunities where peace officers educate and learn from community members
- N. Identify resources which provide opportunities to educate and learn from the community, including:
 - 1. Community forums
 - 2. Community advisory groups
- O. Recognize a peace officer's role in influencing community attitudes
- P. Discuss government expectations of law enforcement and peace officers

II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

LEARNING OBJECTIVES

- A. Define community partnerships
- B. Discuss the key elements for developing trust between community partners, including:
 - 1. Truth
 - 2. Respect
 - 3. Understanding
 - 4. Support
 - 5. Teamwork

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	

- C. Discuss the relationship of ethics to the badge of office
- D. Identify the essential partnering skills, including:
 - 1. Leadership
 - 2. Communication
 - 3. Facilitation
 - 4. Community mobilization
- E. Discuss leadership skills in community policing
- F. Define communication
- G. Recognize the components of a message in communications with others, including:
 - 1. Content (words)
 - 2. Voice characteristics
 - 3. Nonverbal signals
- H. Recognize the potential effects of negative nonverbal signals
- I. Give examples of effective communication techniques for:
 - 1. Active listening
 - 2. Establishing effective lines of communication
 - 3. Overcoming barriers to communication
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
- K. Define facilitation

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

R. Discuss the benefits of maintaining a positive relationship with the news media

S. Discuss the components of a community inventory, including:

1. Partners
2. Stakeholders
3. Community collaboration

T. Define homeland security

U. Identify the benefits of integrating community mobilization and homeland security

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

LEARNING OBJECTIVES

A. Define the term “problem”

B. Identify the elements of the crime triangle, including:

1. Victim
2. Offender
3. Location

C. Discuss the Broken Windows Theory

D. Define problem solving

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
<u>X</u>			<u>X</u>		<u>X</u>	
<u>X</u>			<u>X</u>		<u>X</u>	
<u>X</u>			<u>X</u>		<u>X</u>	
<u>X</u> <u>X</u> <u>X</u>			<u>X</u> <u>X</u> <u>X</u>		<u>X</u> <u>X</u> <u>X</u>	
<u>X</u> <u>X</u> <u>X</u>			<u>X</u> <u>X</u> <u>X</u>		<u>X</u> <u>X</u> <u>X</u>	
<u>X</u>			<u>X</u>		<u>X</u>	
<u>X</u>			<u>X</u>		<u>X</u>	

LEARNING OBJECTIVES

A. Discuss the impact of historical and current events and how they affect community perspectives

B. Discuss the concept of a community “bank account” (perspective) and its:

- 1. Deposits
- 2. Withdrawals

C. Discuss cynicism and its impact on law enforcement and the community, to include:

- 1. Community cynicism
- 2. Peace officer cynicism

VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

LEARNING OBJECTIVES

A. Discuss implicit bias, to include:

- 1. Definition
- 2. Sources

B. Distinguish between implicit and explicit bias.

C. Discuss how implicit bias may influence decision making and procedural justice

~~IV~~ VII. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
<u>X</u> <u>X</u>			<u>X</u> <u>X</u>		<u>X</u> <u>X</u>	<u>X</u> <u>X</u>
<u>X</u> <u>X</u> <u>X</u> <u>X</u>			<u>X</u> <u>X</u> <u>X</u> <u>X</u>		<u>X</u> <u>X</u> <u>X</u> <u>X</u>	<u>X</u> <u>X</u> <u>X</u> <u>X</u>
1826	2	6	12 <u>20</u>		1826	48

1. [How each tenet impacts the relationship between law enforcement and the community](#)
2. [How each tenet influences perceptions of legitimacy](#)

F. [Students will participate in a group discussion of a past or current event, to include:](#)

1. [Impact on the perspectives of law enforcement and the community](#)
2. [Implicit bias](#)
3. [Cynicism](#)

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on policing in the community.

~~VIX.~~ ORIGINATION DATE

January 1, 2001

~~VIX.~~ REVISION DATE

January 1, 2004
 August 15, 2004
 September 15, 2004
 January 1, 2006

January 19, 2007
 July 1, 2008
 July 1, 2010
 July 1, 2011

July 1, 2012
 February 15, 2017
 July 1, 2018
[April 1, 2020](#)

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

~~February 15, 2017~~ April 1, 2020

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

I. LEARNING NEED

Peace officers must recognize that they have the authority to use objectively reasonable force to effect 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 objectively 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 objectively 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 understand how the principles of deescalation can enhance contacts with the public and may result in improved decision-making, reduction in situational intensity, and opportunities for outcomes with greater voluntary compliance.

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
<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>
<u>X</u>		—	<u>X</u>		—	<u>X</u>
<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
<u>X</u>		—	<u>X</u>		—	<u>X</u>
	<u>X</u>			<u>X</u>		
						V
X	X	X	X			X
X	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~~peace 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
3. Deescalation strategies and techniques utilized

B. Supervisor responsibilities

1. Use of force review and analysis

C. State required reporting

I. 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

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						

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

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

VIII. REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 1.

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 RBC Test 2.
 - C. The POST-Constructed Comprehensive RBC Test 3.
 - D. The POST-Constructed Comprehensive SIBC Test 1.
 - E. The POST-Constructed Comprehensive SIBC 2.
 - F. The POST-Constructed Comprehensive SIBC Test 3.
 - G. The POST-Constructed Comprehensive PC832 Test.
 - H. The POST-Constructed Comprehensive Module III Test.
 - I. The POST-Constructed Comprehensive Module II Test.
 - J. The POST-Constructed Comprehensive Module I Test.
 - K. The POST-Constructed Comprehensive Requalification Test.
 - L. 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 objectively reasonable force options in given circumstances.

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	

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.

- M. 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 – The ability to distinguish and apply objectively 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.

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	

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.

- N. 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 objectively 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.

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

~~February 1, 2017~~ [April 1, 2020](#)

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	

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

B. Identify the primary responsibilities of peace officers as EMS first responders and at an 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

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	

D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:

1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
 - a. Removal of contaminated gloves
2. Decontamination considerations

E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.

LEARNING OBJECTIVES

A. Demonstrate appropriate actions to take during a primary assessment for assessing both conscious and unconscious victims:

1. Responsiveness
2. Airway
3. Breathing
4. Circulation

B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:

1. Vital signs
2. Head-to-toe assessment
3. Patient history

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

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	

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

E. Recognize proper procedures for moving a victim including:

1. Shoulder drag
2. Lifts and carries which may include using:
 - 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

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)

C. Discuss basic Automated External Defibrillator (AED) operation including:

1. Special considerations
2. Troubleshooting

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	

- D. Recognize circumstances under which a victim's airway should be opened by using a:
1. Head-tilt/chin-lift maneuver
 2. Jaw-thrust maneuver
- E. Identify the difference between a mild and severe airway obstruction
- F. Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious:
1. Adult
 2. Child
 3. Infant
 4. Pregnant or obese individual
- G. Discuss rescue breathing techniques including:
1. Mouth-to-mouth
 2. Pocket mask or other barrier devices
 3. Bag valve mask
- H. Discuss the recovery position
- I. Discuss bleeding control techniques including:
1. Direct pressure/pressure dressings
 2. Tourniquet
 3. Types of hemostatic dressings and packing the wound
- 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

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	

2. Amputations

L. Recognize the signs and symptoms of shock

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

N. 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:

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

C. Recognize appropriate first aid measures for treating open and closed injuries to the:

1. Chest
 - a. Chest seals and dressings
2. Abdomen

D. Recognize appropriate first aid measures for internal bleeding

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	

E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints

F. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:

1. Spinal immobilization

G. Recognize appropriate first aid measures for treating:

1. Thermal burns
2. Chemical burns
3. Electrical burns
4. Radiation burns

H. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)

1. Movement to threat versus casualty care
2. Integration with EMS
3. Tactical casualty care

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 emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
3. Drowning
4. Seizure
5. Stroke
6. Altered mental status

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	

7. Severe abdominal pain
 8. Allergic reactions and anaphylaxis
 - a. Assisted epinephrine administration
 - b. Accessing EMS
- B. Identify signs and symptoms of psychological emergencies
- C. Differentiate between indicators and first aid measures for treating diabetic emergencies:
1. Low blood sugar (hypoglycemia) including assisted oral glucose administration
 2. High blood sugar (hyperglycemia)
- D. Recognize appropriate first aid measures for a victim experiencing signs of:
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
 - b. Accessing EMS
- E. Differentiate between the indicators and first aid measures for treating:
1. Hypothermia and frostbite
 2. Heat cramps, heat exhaustion, and heat stroke
- F. Recognize appropriate first aid measures for:
1. Insect bites and stings
 2. Animal and human bites
- VI. LEARNING NEED
- Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency 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	
X		X			X	

LEARNING OBJECTIVES

- A. Recognize the signs of imminent birth
- B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:
 - 1. Excessive vaginal bleeding
 - 2. Newborn fails to breathe

VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.
- 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 a Skills Exercise Test Form which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

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

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	
21		21			21	

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

F. The student will participate in a learning activity that will simulate a comprehensive response to a traumatic injury which will include rescue, evacuation, treatment and transportation.

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(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	<u>April 1, 2020</u>
January 1, 2006	July 1, 2010	
January 1, 2008	August 1, 2013	

**TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #35
FIREARMS/CHEMICAL AGENTS**

~~August 1, 2013~~ [April 1, 2020](#)

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

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
- B. Explain basic safety guidelines to be followed at a firing range
- C. Describe the safety precautions for proper storage of firearms

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 - 1. Primary components and their functions
 - 2. Steps for loading/unloading
 - 3. Steps for rendering the semiautomatic pistol safe

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

B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger

C. Describe the basic information about a revolver, including:

1. Primary components and their functions
2. Steps for loading/unloading
3. Steps for rendering the revolver safe

D. Describe the basic information about shotguns, including:

1. Advantages and limitations
2. Primary components and their functions
3. Steps for loading/unloading
4. Steps for rendering the shotgun safe

III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition

B. Describe the primary components of firearm cartridges

C. Explain the chain of events that takes place when a projectile is discharged from a cartridge

D. Describe the primary components of a shotgun shell

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

- E. Define shot pattern as it relates to shotgun shells
- F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
- G. Describe the three ways shot placement can stop a threat, to include:
 1. Central nervous system
 2. Critical blood loss
 3. Psychological

IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
- B. Describe the materials, equipment, and environment needed to properly clean firearms
- C. Apply routine procedures for cleaning firearms

V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

LEARNING OBJECTIVES

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

- A. Apply the proper steps for drawing and holstering
- B. Demonstrate the following elements to accurately shoot a firearm:
 - 1. Grip
 - 2. Stance
 - 3. Breath control
 - 4. Sight alignment/sight picture
 - 5. Trigger control
 - 6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
 - 1. Semiautomatic pistols
 - 2. Revolvers
 - 3. Shotguns
- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
- E. Describe conditions an officer may face when in a combat situation
- F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
- G. Explain steps officers can take to prepare themselves for the extreme stress of combat

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

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

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
- B. Describe four methods used to deploy chemical agents
- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
- E. Apply decontamination procedures that should be followed after a chemical agent has been used
- F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
 - 1. OC (oleoresin capsicum)
 - 2. CN (chloroacetophenone)
 - 3. CS (ortho-chlorobenzylidene-molononitrile)
- G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
 - 1. Inspection and proper fit
 - 2. Cleaning and storage

VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

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

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms 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 firearms training and testing.

~~A. An exercise test that requires the student to demonstrate competency in basic handgun shooting principles using a handgun, while wearing body armor and duty equipment, under daylight conditions on a basic course of fire.~~

~~The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.~~

~~The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.~~

~~The student will demonstrate competency in the following performance dimensions:~~

- ~~1. Firearms Safety~~
- ~~2. Mechanical Functions~~
- ~~3. Manipulations~~
- ~~4. Basic Shooting Principles~~

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

~~5. Accuracy~~

~~Presenters must use the POST developed Firearms 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 demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **low light/night** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **basic** course of fire.~~

~~The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.~~

~~The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.~~

~~The student will demonstrate competency in the following performance dimensions:~~

~~1. Firearms Safety~~

~~2. Mechanical Functions~~

~~3. Manipulations~~

~~4. Basic Shooting Principles~~

~~5. Flashlight/Lighting System/Existing Light~~

~~6. Accuracy~~

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

~~CA. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a~~

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

- ~~3. Manipulations~~
- ~~4. Basic Shooting Principles~~
- ~~5. Flashlight/Lighting System/Existing Light~~
- ~~6. Accuracy~~

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

GC. An **exercise test** that requires the student to demonstrate competency in shotgun **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right ~~handed~~ shooting positions using cover and concealment, and multiple shooting positions ~~and the use of cover and concealment~~.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	<u>X</u>
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

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

HD. An **exercise test** that requires the student to demonstrate competency in **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right ~~handed~~ shooting positions using cover and concealment, and multiple shooting ~~positions and the use of cover and concealment~~.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a 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			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

VIII. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, riot control chemical agent
 2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
 3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, aerosol chemical agent
 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
 3. Decontamination techniques
- C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.
- If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:
1. Render the weapon safe
 2. Release slide
 3. Lock slide open
 4. Rack slide
 5. Holster weapon
 6. Unholster weapon
 7. Load weapon
 8. Unload weapon from the holster
 9. Clear any malfunctions
 10. In battery reload
 11. Out of battery speed reload

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
72	24	28	44	12	72	20

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon
5. Unholster weapon
6. Load/reload revolver with authorized loading device
7. Clear any malfunctions

D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

1. Visually inspect the weapon
2. Properly clean the weapon
3. Ensure the weapon is maintained according to the manufacturer's specifications

E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:

1. Open the shotgun action and check for rounds
2. Inspect the functioning of the firing mechanism
3. Load and unload the shotgun properly when a round has been chambered
4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on firearms/chemical agents.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

January 1, 2004

July 1, 2005

January 1, 2006

January 19, 2007

July 1, 2008

January 1, 2009

July 1, 2009

January 1, 2010

July 1, 2010

July 1, 2011

August 1, 2013

April 1, 2020