**APRIL 1, 2020**

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

# LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

## LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

1. Discuss why leadership is important
2. Define leadership
3. Discuss universal components of leadership
4. Discuss the officer as a leader
5. Discuss the leader as a follower
6. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results

## LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

1. Discuss the relationship between public trust and a peace officer’s ability to perform their job
2. Discuss the community, agency, and other peace officers’ expectations of a peace officer’s conduct
3. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
4. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
5. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
6. Explain why an officer should respond to a coworker’s unprofessional or unethical conduct, including the legal basis for such interventions
7. Discuss situations when it is necessary to intervene on another peace officer’s behalf and factors that can inhibit intervention
8. Describe the types and levels of intervention used to prevent another peace officer’s inappropriate behavior
9. Give examples of ethical decision making strategies
10. Explain the value of ethical decision making in leadership

## REQUIRED LEARNING ACTIVITIES

1. 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 Leadership. At a minimum, each activity or combination of activities must address the following topics:
2. Power and authority
3. Compliance and commitment
4. Sphere of influence
5. Officer as a leader
6. Leadership in the community
7. Positive and adverse impacts and challenges for consistently demonstrating leadership
8. 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 unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
9. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
10. Identification of those whom the conduct impacts
11. The potential sanctions that could result from the behavior
12. Potential perceptions of the public regarding the behavior
13. Whether or not intervention is appropriate
14. The student will participate in a learning activity consisting of a small group that uses a video, the POST-developed publication *Becoming An Exemplary Peace Officer*, or other media presentation as a resource. During the exercise, the group will complete the following tasks:
15. Identify any ethical issues
16. Discuss the impact of the conduct
17. Determine if intervention is required
18. Defend the chosen intervention strategy

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on leadership, professionalism and ethics.

Description Hours

POST Minimum Required Hours \_\_8\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

## LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

1. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
2. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
3. First Amendment
4. Fourth Amendment
5. Fifth Amendment
6. Sixth Amendment
7. Eighth Amendment
8. Fourteenth Amendment
9. Discuss the components and primary goals of the criminal justice system

## LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

LEARNING OBJECTIVES

1. List the primary federal, state, and local law enforcement agencies within the criminal justice system

## LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

LEARNING OBJECTIVES

1. Discuss the objectives of the Judicial component of the criminal justice system
2. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
3. Discuss the judicial process in criminal cases

## LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

1. Discuss the objectives and responsibilities of the correction’s component of the criminal justice system
2. Recall the definitions of parole and probation
3. Discuss the differences between:
4. Parole
5. Probation

VI. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_2\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 3

PRINCIPLED POLICING IN THE COMMUNITY

## 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

1. Define community policing
2. Identify the essential components of community policing, including:
3. Problem solving
4. Addressing quality of life issues
5. Partnerships with the community
6. Partnerships with other agencies
7. Internal and external resources
8. Identify community policing goals, including:
9. Reducing/preventing crime
10. Reducing the fear of crime
11. Improving the quality of life
12. Increasing community:

a. Awareness

b. Involvement

c. Ownership

1. Increasing local government involvement in problem solving
2. Discuss community policing philosophy
3. Discuss the history of policing models, including:
4. Traditional
5. Professional
6. Community
7. Identify peace officer responsibilities in the community, including:
8. Maintaining order
9. Enforcing the law
10. Preventing crime
11. Delivering service
12. Educating and learning from the community
13. Working with the community to solve problems
14. Differentiate between proactive and reactive policing
15. Discuss community expectations of peace officers
16. Recognize peace officers’ responsibilities to enforce the law, including:
17. Adhering to all levels of the law
18. Fair and impartial enforcement
19. Knowing the patrol beat or area of responsibility
20. Identify the elements of area/beat knowledge, including:
21. Critical sites
22. Locations requiring special attention, i.e. hot spots
23. Potentially dangerous areas
24. Discuss current and emerging issues that can impact the delivery of services by peace officers
25. Discuss opportunities where peace officers educate and learn from community members

## 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

1. Define community partnerships
2. Discuss the key elements for developing trust between community partners, including:
3. Truth
4. Respect
5. Understanding
6. Support
7. Teamwork
8. Discuss the relationship of ethics to the badge of office
9. Discuss leadership skills in community policing
10. Define communication
11. Recognize the components of a message in communications with others, including:
    1. Content (words)
    2. Voice characteristics
    3. Nonverbal signals
12. Recognize the potential effects of negative nonverbal signals
13. Give examples of effective communication techniques for:
14. Active listening
15. Establishing effective lines of communication
16. Overcoming barriers to communication

## 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

1. Define and discuss a problem solving strategy
2. Apply a problem solving strategy

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.

VIII. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_\_6\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

## LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

1. Identify the relationship among:
2. Constitutional law
3. Statutory law
4. Case law

## LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

1. Differentiate between the *letter of the law* and the *spirit of the law*
2. Differentiate between criminal and civil law

## LEARNING NEED

To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.

LEARNING OBJECTIVES

1. Recall the statutory definition of a crime
2. Identify the basic elements common to all crimes
3. Identify the basic elements required of an attempt to commit a crime
4. Discuss general, specific and transferred intent crimes
5. Differentiate between criminal intent and criminal negligence

## LEARNING NEED

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.

LEARNING OBJECTIVES

1. Identify three classes of crime:
2. Felony
3. Misdemeanor
4. Infraction
5. Differentiate among the three parties to a crime, to include:
6. Principals
7. Accessories
8. Accomplices
9. Identify people legally incapable of committing a crime

## REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on introduction to criminal law.

Description Hours

POST Minimum Required Hours \_\_\_4\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 15

LAWS OF ARREST

## LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

1. Recognize a peace officer’s responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
2. Fourth Amendment
3. Fifth Amendment
4. Sixth Amendment
5. Fourteenth Amendment
6. Recognize a peace officer’s responsibility in relation to the protections included under federal civil rights statutes

## LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

LEARNING OBJECTIVES

1. Recognize appropriate conduct during a consensual encounter
2. Recognize conduct that may elevate a consensual encounter
3. Recognize the consequences of elevating a consensual encounter

## LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

LEARNING OBJECTIVES

1. Differentiate between a detention and a consensual encounter
2. Recognize reasonable suspicion
3. Recognize appropriate peace officer actions during a detention
4. Recognize the scope and conditions for warrantless searches and seizures during a detention
5. Recognize conditions where the use of force or physical restraint is appropriate during a detention

## LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, while avoiding potential liability when making arrests.

LEARNING OBJECTIVES

1. Recognize when there is probable cause to arrest
2. Identify elements of a lawful arrest
3. Differentiate between arrest and detention
4. Recognize information that must be given to an arrested person
5. Recognize elements of a warrantless arrest for a misdemeanor
6. Recognize elements of a warrantless arrest for a felony
7. Recognize elements of a warrant arrest
8. Recognize the requirements for entry into a dwelling to make an arrest
9. Recognize the authority for a private person arrest and the peace officer’s duty in response to a private person arrest
10. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
11. Recognize the statutory requirements for the disposition of an arrested person
12. Recognize the exceptions to the powers to arrest

## LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.

LEARNING OBJECTIVES

1. Identify the purpose of the Miranda warnings
2. Recognize when Miranda warnings must be given
3. Identify the proper administration of Miranda warnings
4. Recognize the impact of invoking:
5. The right to remain silent
6. The right to counsel
7. Recognize the types of Miranda waivers
8. Recognize the exceptions to the Miranda rule

## LEARNING NEED

To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.

LEARNING OBJECTIVE

1. Differentiate between an interview and interrogation
2. Differentiate between an admission and confession

## REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on laws of arrest.

Description Hours

POST Minimum Required Hours \_\_\_5\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 16

SEARCH AND SEIZURE

## LEARNING NEED

Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.

LEARNING OBJECTIVES

1. Recognize constitutional protections guaranteed by the Fourth Amendment
2. Identify the concept of reasonable expectation of privacy
3. Recognize standing and how it applies to an expectation of privacy
4. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law

## LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

LEARNING OBJECTIVES

1. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
2. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
3. Cursory/frisk/pat searches
4. Consent searches
5. Searches pursuant to exigent circumstances
6. Searches incident to arrest
7. Probation/parole searches

## LEARNING NEED

The Fourth Amendment’s protection against unreasonable searches and seizures extends to a person’s vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment’s warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

1. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
2. Probable cause searches
3. Seizures of items in plain view
4. Protective searches
5. Consent searches
6. Searches incident to custodial arrest
7. Instrumentality searches
8. Recognize the scope and necessary conditions for conducting a vehicle inventory

## V. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject’s body. Special care must be taken to balance the subject’s reasonable expectation of privacy under the Fourth Amendment against the government’s need to collect evidence.

LEARNING OBJECTIVES

1. Recognize the legal framework establishing a peace officer’s authority to seize physical evidence from a subject’s body:
2. With a warrant
3. Without a warrant
4. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
5. Recognize the conditions necessary for legally obtaining blood samples
6. Recognize the conditions for legally obtaining the following evidence:
7. Fingerprints
8. Handwriting samples

## VII. REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on search and seizure.

Description Hours

POST Minimum Required Hours \_\_4\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

## LEARNING NEED

Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.

LEARNING OBJECTIVES

1. Recognize relevance as it pertains to the admissibility of evidence
2. Identify four types of evidence
3. Testimonial
4. Real
5. Demonstrative
6. Circumstantial
7. Recognize the process of authentication of evidence
8. Understand what constitutes the legal chain of custody for evidence

## LEARNING NEED

Peace officers must know the requirements and exceptions for the admissibility of evidence.

LEARNING OBJECTIVES

1. Recognize a peace officer’s role and responsibilities in ensuring the admissibility of evidence:
2. California Evidence Code 352
3. Exclusionary Rule
4. Opinion and expert testimony
5. Privilege
6. Credibility of witnesses
7. Recognize the requirements and exceptions for admitting hearsay evidence for:
8. Spontaneous statements
9. Admissions and confessions
10. Dying declarations
11. Records and officer testimony
12. Hearsay testimony at preliminary hearings
    * 1. By active and honorably retired peace officers

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on presentation of evidence.

Description Hours

POST Minimum Required Hours \_\_2\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

## 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

1. Explain the legal basis for requiring investigative reports

## 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

1. Discuss the importance of taking notes in preparation for writing reports
2. Apply appropriate actions for taking notes during a field interview

## 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

1. Summarize the primary questions that must be answered by an investigative report
2. Identify the fundamental content elements in investigative reports, including:
3. Initial information
4. Identification of the crime
5. Identification of involved parties
6. Victim/witness statements
7. Crime scene specifics
8. Property information
9. Officer actions

## 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

1. Apply guidelines for recommended grammar used in investigative reports, including use of:
2. Proper nouns
3. First person pronouns
4. Third person pronouns
5. Past tense
6. Active voice
7. Organize information within a paragraph for clarity and proper emphasis
8. Select language that will clearly convey information to the reader of the investigative report
9. Distinguish between commonly used words that sound alike but have different meanings
10. Proofread for content and mechanical errors, including:
11. Spelling
12. Punctuation
13. Grammar
14. Word choice
15. Syntax

VII. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_8\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 19

VEHICLE OPERATIONS

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Determine a safe distance when following another vehicle
2. Identify the effect of speed on a driver’s peripheral vision
3. Discuss how perception and reaction time affects a vehicle’s total stopping distance
4. Demonstrate appropriate actions to prevent intersection collisions
5. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
6. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse
7. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
8. Identify psychological and physiological factors that may have an effect on a peace officer’s driving
9. Identify hazards of various road conditions
10. Discuss the components of a vehicle inspection
11. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle

## 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

1. Identify the objectives of emergency response driving
2. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
3. Rules of the road
4. Liability
5. Explain the importance of agency-specific policies and guidelines regarding emergency response driving
6. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
7. Demonstrate the use of emergency warning devices available on law enforcement vehicles
8. Identify factors that can limit the effectiveness of a vehicle’s emergency warning devices
9. Demonstrate the use of communication equipment
10. Identify the effects of siren syndrome
11. Recognize guidelines for entering an intersection when driving under emergency response conditions

## 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

1. Discuss the requirements of Penal Code Section 13519.8
2. Discuss the requirements of Vehicle Code Section 17004.7

## 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

1. Distinguish between longitudinal and lateral weight transfer
2. Demonstrate proper techniques for two-handed shuffle steering
3. Demonstrate proper throttle control
4. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
5. Explain the primary effects speed has on a vehicle in a turning maneuver
6. Demonstrate proper braking methods
7. Distinguish between and describe the causes of the following types of vehicle skids:
8. Understeer skid
9. Oversteer skid
10. Locked-wheel skid
11. Acceleration skid
12. Centrifugal skid
13. Identify the causes and contributing factors of vehicle hydroplaning

## 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.

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 Angled driveway

Off set lane “Y” Driveway

Steering (forward and reverse) Vehicle Control

“T” Driveway Parallel parking

Bootleg Turn

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. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
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.

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.

Description Hours

POST Minimum Required Hours \_\_8\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 20

USE OF FORCE/DEESCALATION

## 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

1. Discuss objectively reasonable force as stated by law
2. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
3. Explain the legal framework establishing a peace officer’s authority during a legal arrest, including:
4. A subject’s requirement to submit to arrest without resistance
5. Peace officer’s authority to use objectively reasonable force during a detention or arrest
6. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
7. Discuss the level of authority agency policies have regarding the use of force by a peace officer

## 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.

* + - * 1. Define deescalation
  1. Deescalation is the process of using strategies and techniques intended to decrease the intensity of the situation
  2. Recognize common misconceptions and benefits of deescalation
  3. Understand the history of deescalation

1. Recognize the four core concepts of deescalation, to include:
   1. Self-control
   2. Effective communication
   3. Scene assessment and management
   4. Force options
2. Understand the components of a Critical Decision-making Model including:
   1. Collect information
   2. Assess situation, threats, and risks
   3. Law and policy
   4. Plan
   5. Act, review, and reassess

1. Recognize how tactical methods that use time, distance, cover, and concealment assist in deescalation.
2. Recognize how strategic communication may enhance deescalation

## 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 objectively reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

LEARNING OBJECTIVES

1. Define the term “force option”
2. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
3. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
4. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
5. Discuss the importance of effective communication when using force

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Identify the legal standard for the use of deadly force
2. Identify the factors required to establish sufficiency of fear for the use of deadly force
3. Recognize facts an officer should consider when determining whether or not to use deadly force
4. Discuss the role of agency policies regarding the use of deadly force
5. Recognize the law regarding justifiable homicide by a peace officer and the circumstances under which the homicide is considered justifiable

## 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

1. 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
2. Supervisor responsibilities
3. Use of force review and analysis
4. State required reporting

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss factors that can affect a peace officer’s response when threatened with danger, to include:
2. Fear
   1. Reasonable
   2. Unreasonable
3. Anger
4. Indecision and hesitation
5. Give examples of acceptable techniques for managing anger
6. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

## 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

1. Explain the legal and administrative consequences associated with the use of unreasonable force
2. Explain an agency’s potential liability associated with the use of unreasonable force
3. Explain the consequences of an officer’s failure to intervene when unreasonable force is used by another peace officer
4. Discuss immediate and delayed intervention techniques
5. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

## REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

## REQUIRED LEARNING ACTIVITIES

1. 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:
2. Exercise of leadership in the application of objectively reasonable force
3. Impact of ethical decision-making on the selection of appropriate force options
4. Evaluation of the effectiveness of force option choices
5. Consequences for the use of unreasonable force on the officer, community perception and public trust
6. The student will participate in a learning activity that will include a use of force scenario that will include simulations of low-frequency, high-risk situations and calls for service, shoot-or-don’t shoot situations, and real time force option decision making.

IX. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_9\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

## LEARNING NEED

Peace officers need to recognize their authority under the law to manage traffic effectively.

LEARNING OBJECTIVES

1. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
2. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic

## IV. LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize a peace officer’s legal authority to remove vehicles

## VII. REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that will reinforce the student’s understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
2. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
3. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement

VIII. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_\_2\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE, AND FORENSICS

## LEARNING NEED

Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.

LEARNING OBJECTIVES

1. Identify the goal of a criminal investigation
2. Identify the primary purpose of the:
3. Initial survey of a crime scene
4. Crime scene search

## LEARNING NEED

Peace officers must be aware of and comply with the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

LEARNING OBJECTIVES

1. Identify the primary reason for establishing a chain of custody record
2. Prepare the information that should be noted on a chain of custody record

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crime scenes, evidence and forensics.

Description Hours

POST Minimum Required Hours \_\_2\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 31

CUSTODY

## LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

1. Recall the definition of custody
2. Recognize general responsibilities an officer has for the care and custody of an arrested person
3. Recognize the liabilities for an officer who shows callous disregard for an arrested person’s safety
4. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
5. Court documents (e.g., warrants, court orders, etc.)
6. Parole and probation commitments
7. Probable cause arrests
8. Prisoners in transit
9. Recognize constitutional rights and protections afforded to an arrested person while in an officer’s charge
10. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties

## LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements, required to complete the crime of:
   1. Assault of a prisoner under the color of authority
   2. Cruel or unusual treatment of prisoners
   3. Inhumane or oppressive treatment of a prisoner
2. Identify the crime classification as a misdemeanor or felony
3. Recognize the crime of violation of a prisoner’s civil rights

## LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility.

LEARNING OBJECTIVES

1. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
2. Identify the crime classification as a misdemeanor or felony
3. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility
4. Identify classes of prisoners who may require special care or protection

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a facilitated discussion, which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
   1. Legal basis for the custody
   2. Pertinent laws relating to the care and custody of the arrested person
   3. Officer’s responsibilities during intake
   4. Actions of custodial personnel upon receipt of the arrested person

VI. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_2\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 33

ARREST AND CONTROL

## LEARNING NEED

For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

1. Demonstrate principles of arrest and control, to include:
   * + 1. Awareness
       2. Balance
       3. Control
2. Describe the areas of the body which require maximum protection during an attack
3. Describe parts of an officer’s body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject

## LEARNING NEED

Conducting a person search can be dangerous for peace officers. A peace officer’s actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

LEARNING OBJECTIVES

1. Explain factors to consider when approaching a subject and conducting a plain view search
2. Demonstrate a systematic approach to safely and effectively conduct a person search
3. Discuss locations where weapons and/or contraband can be concealed on a subject’s body
4. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
5. Explain cover officer responsibilities
6. Discuss cover officer responsibilities during a search of a subject

## LEARNING NEED

Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

LEARNING OBJECTIVES

1. Discuss a peace officer’s justification to use control holds and takedown techniques on a subject
2. Explain advantages and limitations a peace officer should consider when applying a control hold
3. Explain advantages and limitations a peace officer should consider when performing a takedown technique

## LEARNING NEED

The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.

LEARNING OBJECTIVES

1. Explain the purpose of using restraint devices on a subject
2. Explain potential hazards when using restraint devices on a subject
3. Demonstrate the proper application and correct positioning of handcuffs on a subject
4. Explain various double-locking mechanisms on handcuffs
5. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects

## LEARNING NEED

Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject.

LEARNING OBJECTIVES

1. Describe factors involved in retaining a peace officer’s firearm
2. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
3. Discuss a peace officer’s tactical considerations when confronted by an armed subject
4. Discuss tactical considerations when disarming a subject
5. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

## LEARNING NEED

Peace officers must know that an impact weapon is a force option.

LEARNING OBJECTIVES

1. Describe a peace officer’s legal authority for using an impact weapon
2. Discuss circumstances when a peace officer is justified in using an impact weapon
3. Demonstrate the appropriate areas on a subject’s body that if struck with an impact weapon can be effective in gaining control
4. Describe areas on a subject’s body that if struck with an impact weapon could cause serious injury to the subject
5. Discuss the use of verbal commands during a confrontation

## LEARNING NEED

When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.

LEARNING OBJECTIVES

Describe common transporting procedures that maximize officer safety and prevent prisoner escape

1. Describe the safe and secure positioning of a prisoner in an officer’s vehicle

## 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:

- An opportunity to review their results

- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest

- An opportunity to be tested 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.

ARREST AND CONTROL SAFETY

All Arrest and Control 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 Arrest and Control training and testing.

All one on one force on force exercise testing must be conducted with a safety officer/referee overseeing the test. The safety officer/referee has absolute control over the test and can call a halt to or stop the exercise test anytime the risk for student/staff injury exists.

1. An exercise test that requires the student to demonstrate competency in handgun retention techniques. The exercise will include a minimum of one technique to be demonstrated from the following positions:

- A holstered handgun front retention technique

- A holstered handgun rear retention technique

- An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

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

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

1. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s)

The student will demonstrate competency in the following performance dimensions:

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

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

**Exercise tests** developed by POST that specifically prescribes the PC 832/Module III Arrest and Control techniques which requires the student to demonstrate basic search and control methods.

1. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches.
   * + Visual Search
     + Cursory/Pat/Frisk Search
     + Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

1. An exercise test that requires the student to demonstrate competency in effective handcuffing technique(s).

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

1. An exercise test that requires the student to demonstrate competency in a minimum of one control hold technique.

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

1. An exercise test that requires the student to demonstrate competency in a minimum of one Takedown technique.

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## REQUIRED LEARNING ACTIVITIES

* + - * 1. Student will participate in learning activity that will reinforce the student’s ability to demonstrate the role of a cover-officer during a field contact to include:
        2. Assuming a position of advantage and control
        3. Maintaining proper balance and control
        4. Maintaining awareness
        5. Protecting the searching officer from possible interference
        6. Physically assisting the searching officer if it becomes necessary
        7. Observing subject(s)
        8. Awareness of cover and concealment

XII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on arrest and control.

Description Hours

POST Minimum Required Hours \_\_24\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 34

FIRST AID, CPR AND AED

## 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

1. Discuss the components of the EMS system including:
2. EMS access
3. Interaction with other EMS personnel
4. Local EMS and trauma systems
5. Identify the primary responsibilities of peace officers as EMS first responders and at an emergency including:
6. Safety
   1. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety
7. Scene size-up
8. Law enforcement actions
9. Assessment and care of victims
10. Identify the links of the chain of transmission of infectious pathogens
11. 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:
12. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
    1. Removal of contaminated gloves
13. Decontamination considerations
14. Identify conditions under which a peace officer is protected from liability when providing emergency medical services

## 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

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

1. Responsiveness

2. Airway

3. Breathing

4. Circulation

1. 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

1. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
2. Recognize conditions under which an injured victim should be moved from one location to another
3. Recognize proper procedures for moving a victim including:
4. Shoulder drag
5. Lifts and carries which may include using:
   1. Soft litters
   2. Manual extractions including fore/aft, side-by-side, shoulder/belt

## 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

1. Identify the components of the Chain of Survival
2. 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:
3. Ventilation duration
4. Pulse location.
5. Compression depth
6. Compression rate
7. Compression-to-ventilation ratio (one-person CPR)
8. Compression-to-ventilation ratio (two-person CPR)
9. Automated External Defibrillator (AED)
10. Discuss basic Automated External Defibrillator (AED) operation including:
11. Special considerations
12. Troubleshooting
13. Recognize circumstances under which a victim’s airway should be opened by using a:
14. Head-tilt/chin-lift maneuver
15. Jaw-thrust maneuver
16. Identify the difference between a mild and severe airway obstruction
17. Demonstrate procedures for clearing an obstruction from the airway of both a conscious and unconscious:
18. Adult
19. Child
20. Infant
21. Pregnant or obese individual
22. Discuss rescue breathing techniques including:
23. Mouth-to-mouth
24. Pocket mask or other barrier devices
25. Valve mask
26. Discuss the recovery position
27. Discuss bleeding control techniques including:
28. Direct pressure/pressure dressings
29. Tourniquet
30. Types of hemostatic dressings and packing the wound
31. Demonstrate the general guidelines for controlling bleeding from an open wound
32. Recognize the first aid treatment for traumatic injuries including:
33. Impaled objects
34. Amputations
35. Recognize the signs and symptoms of shock
36. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
37. Demonstrate first aid measures to treat shock

## 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

1. Recognize indicators of a possible head injury
2. Recognize the appropriate first aid measures for treating facial injuries including:
3. Objects in the eye
4. Chemicals in the eye
5. Dental Emergency
6. Nose bleed
7. Recognize appropriate first aid measures for treating open and closed injuries to the:
8. Chest
   1. Chest seals and dressings
9. Abdomen
10. Recognize appropriate first aid measures for internal bleeding
11. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
12. Recognize appropriate first aid measures for treating injuries to the head, neck and back including:
    1. Spinal immobilization
13. Recognize appropriate first aid measures for treating:
14. Thermal burns
15. Chemical burns
16. Electrical burns
17. Radiation burns
18. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
19. Movement to threat versus casualty care
20. Integration with EMS
21. Tactical casualty care

## 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

1. Recognize indicators of, and first aid measures for, a victim experiencing:
2. Cardiac emergency
3. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
4. Drowning
5. Seizure
6. Stroke
7. Altered mental status
8. Severe abdominal pain
9. Allergic reactions and anaphylaxis
   1. Assisted epinephrine administration
   2. Accessing EMS
10. Identify signs and symptoms of psychological emergencies
11. Differentiate between indicators and first aid measures for treating diabetic emergencies:
12. Low blood sugar (hypoglycemia) including assisted oral glucose administration
13. High blood sugar (hyperglycemia)
14. Recognize appropriate first aid measures for a victim experiencing signs of:
15. Poisons that have been ingested, inhaled, absorbed, or injected
    1. Poison control system access
16. Alcohol and/or drug-related emergencies including:
    1. Assisted Naloxone administration
    2. Accessing EMS
17. Differentiate between the indicators and first aid measures for treating:
18. Hypothermia and frostbite
19. Heat cramps, heat exhaustion and heat stroke
20. Recognize appropriate first aid measures for:
21. Insect bites and stings
22. Animal and human bites

## LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.

LEARNING OBJECTIVES

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

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.
        2. 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).

## REQUIRED LEARNING ACTIVITIES

1. A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:
2. Primary assessment
3. Check for responsiveness
4. Check pulse
5. Check airway
6. Check for breathing
7. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):
8. Direct pressure
9. Pressure bandages
10. Tourniquet device
11. Hemostatic dressings/wound packing
12. Chest seals and dressings
13. A learning activity that requires the student to demonstrate the following basic life support techniques:
14. Clearing an obstructed airway on conscious and unconscious victims
15. Adult or child
16. Infant
17. Obese or pregnant
18. Rescue breathing
19. Adult
20. Child
21. Infant
22. Cardiopulmonary resuscitation
23. Adult
24. Child
25. Infant
26. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
27. When should a victim be treated for shock?
28. What are the possible consequences of failing to treat for shock?
29. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?
30. 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:
31. Use the cleanest material that is available
32. Expose the injury site
33. Cover the entire injury site
34. Bandage snugly but without impairing circulation
35. Leave victim’s fingers and toes exposed
36. Immobilize injury site as necessary
37. 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

Students 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.

Description Hours

POST Minimum Required Hours \_\_21\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

## LEARNING NEED

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

LEARNING OBJECTIVES

1. State the four fundamental rules of firearms safety
2. Explain basic safety guidelines to be followed at a firing range
3. Describe the safety precautions for proper storage of firearms

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Describe the basic information about a semiautomatic pistol and magazine, including:
2. Primary components and their functions
3. Steps for loading/unloading
4. Steps for rendering the semiautomatic pistol safe
5. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
6. Describe the basic information about a revolver, including:
7. Primary components and their functions
8. Steps for loading/unloading
9. Steps for rendering the revolver safe

## 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

1. State the guidelines for the safe handling of ammunition
2. Describe the primary components of firearm cartridges
3. Explain the chain of events that takes place when a projectile is discharged from a cartridge

## 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

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

## 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

1. Apply the proper steps for drawing and holstering
2. Demonstrate the following elements to accurately shoot a firearm:
3. Grip
4. Stance
5. Breath control
6. Sight alignment/sight picture
7. Trigger control
8. Follow-through
9. Describe the types of malfunctions and demonstrate clearing methods for:
10. Semiautomatic pistols
11. Revolvers

## 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.

LEARNING OBJECTIVES

1. State the statutory requirements for the possession and use of chemical agents
2. Describe four methods used to deploy chemical agents
3. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
4. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
5. Apply decontamination procedures that should be followed after a chemical agent has been used

## 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:

- 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.

1. An **exercise test** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.

Using a presenter approved handgun, the student must:

* + - fire 36 rounds of service ammunition and
    - achieve a minimum score of 29 hits in the 7-ring on a
    - B-27 single target

The PC 832 Handgun Course of Fire:

* + - 12 rounds must be fired from a distance of 3 yards in 30 seconds
    - 12 rounds must be fired from a distance of 7 yards in 30 seconds
    - 12 rounds must be fired from a distance of 15 yards in 45 seconds

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully 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. Accuracy

Presenters must use the POST-developed PC832/Module III firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## REQUIRED LEARNING ACTIVITIES

1. 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

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
8. 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:
9. Visually inspect the weapon
10. Properly clean the weapon
11. Ensure the weapon is maintained according to the manufacturer's specifications

IX. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_28\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 36

INFORMATION SYSTEMS

## LEARNING NEED

Peace officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

LEARNING OBJECTIVES

1. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the California Law Enforcement Telecommunications System (CLETS) network
2. Recognize crimes involving unlawful access or use of a law enforcement computer system
3. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
4. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
5. Furnishing the information to an unauthorized person
6. Lawfully receiving the information and then furnishing it to an unauthorized person
7. Purchase, receipt, or possession of the information by an unauthorized person

## LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties for their safety and the safety of others.

LEARNING OBJECTIVES

1. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
2. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases

## LEARNING NEED

Peace officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

LEARNING OBJECTIVES

1. Identify systems and databases available from the DMV Information System and the types of information provided
2. Recognize the minimum information required for generating an inquiry into each of the DMV databases

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student’s knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
2. Wanted persons
3. Property, vehicles and firearms
4. Criminal histories
5. DMV information
6. Miscellaneous information

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on information systems.

Description Hours

POST Minimum Required Hours \_\_2\_\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

## 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

1. Recognize the crime elements required to arrest for:
2. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
3. Obstructing or resisting an executive officer by use of threats or force
4. Threatening a public officer
5. Recognize the crime classification as a misdemeanor or felony

## 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

1. Recognize the crime elements required to arrest for:
2. Providing a false identity to a peace officer
3. Falsely reporting a criminal offense
4. Falsely reporting an emergency
5. Falsely reporting a destructive device
6. Recognize the crime classification as a misdemeanor or felony

## REQUIRED TESTS

H. The POST-Constructed Comprehensive Module III Test.

VII. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_\_1\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT – MODULE III

### LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

## LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California’s changing communities.

LEARNING OBJECTIVES

1. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations

## LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

1. Define the term stereotype
2. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
3. Define the term prejudice
4. Define the term discrimination

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on cultural diversity/sexual harassment/hate crimes.

Description Hours

POST Minimum Required Hours \_\_\_1\_\_

Agency Specific Hours \_\_\_\_\_\_

Total Instructional Hours \_\_\_\_\_\_