**OCTOBER 1, 2020**

EXPANDED COURSE OUTLINE

# REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

# **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. Identify the components that comprise communities
2. Identify resources which provide opportunities to educate and learn from the community, including:
3. Community forums
4. Community advisory groups
5. Recognize a peace officer’s role in influencing community attitudes
6. Discuss government expectations of law enforcement and peace officers

## 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. Identify the essential partnering skills, including:
2. Leadership
3. Communication
4. Facilitation
5. Community mobilization
6. Discuss the communication techniques that can be used for obtaining voluntary compliance
7. Define facilitation
8. Discuss the components of the facilitation process, including:
9. Being familiar with the issues
10. Establishing meeting guidelines
11. Stating meeting purpose, scope, and need
12. Stating and clarifying objectives
13. Prioritizing competing problems and issues
14. Identifying potential solutions
15. Apply facilitation techniques reflecting professional behavior, including:
16. Maintaining the focus on the issues and stimulating discussion
17. Displaying interest in the issues
18. Leading the group toward problem resolution
19. Helping participants learn from the problem solving experience
20. Dealing calmly and respectfully with unexpected incidents
21. Maintaining objectivity
22. Give examples of obstacles that officers may encounter when developing community partnerships
23. Define community mobilization
24. Discuss the elements of the community mobilization process, including:
25. Getting people involved
26. Identifying community resources (skills)
27. Calling for action
28. Educating the public
29. Taking responsibilities for public safety and quality of life
30. Sustaining effort
31. Discuss community mobilization methods
32. Discuss the benefits of maintaining a positive relationship with the news media
33. Discuss the components of a community inventory, including:
34. Partners
35. Stakeholders
36. Community collaboration
37. Define homeland security
38. Identify the benefits of integrating community mobilization and homeland security

## 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 the term “problem”
2. Identify the elements of the crime triangle, including:
3. Victim
4. Offender
5. Location
6. Discuss the Broken Windows Theory
7. Define problem solving
8. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
9. Define crime prevention
10. Identify crime prevention strategies
11. Give examples of crime risk factors
12. Identify methods for recognizing crime problems
13. Define Crime Prevention Through Environmental Design (CPTED)
14. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
15. Natural surveillance
16. Access control
17. Territorial reinforcements
18. Image
19. Discuss crime prevention programs within the community

## LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

LEARNING OBJECTIVES

* 1. Define principled policing

1. Discuss principled policing, to include:

1. Implicit and explicit bias
2. Procedural justice
3. Legitimacy
4. Historical events

1. Identify the four tenets of procedural justice
2. Voice
3. Neutrality
4. Respect
5. Trustworthiness
6. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
7. Improved safety
8. Reduced stress
9. Fewer complaints
10. Increased cooperation
11. Improved community relations
12. Reduced crime
13. Discuss the application of procedural justice to the law enforcement mission

## LEARNING NEED

Peace officers should recognize how historical and current events affect the perspectives of law enforcement and the community.

LEARNING OBJECTIVES

* 1. 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

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss implicit bias, to include:

1. Definition
2. Sources
3. Distinguish between implicit and explicit bias.
4. Discuss how implicit bias may influence decision making and procedural justice.

## 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. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.
2. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
3. Community policing philosophy
4. Community mobilization
5. Partnerships
6. Leadership
7. Facilitation techniques
8. Communication skills
9. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
10. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
11. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why”?, and providing another opportunity for the subject to voluntarily comply (setting context)
12. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
13. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
14. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.
    1. How each tenet impacts the relationship between law enforcement and the community
    2. How each tenet influences perceptions of legitimacy
15. 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

## HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_20\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

## REQUIRED TESTS

I. The POST-Constructed Comprehensive Module II Test.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 6

PROPERTY CRIMES

## LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Theft
3. Vehicle theft
4. Defrauding an innkeeper
5. Burglary
6. Shoplifting
7. Possession of burglary tools
8. Possession of or receiving personal property with altered serial numbers or identification marks
9. Receiving stolen property
10. Forgery
11. Recognize the crime classification as a misdemeanor or felony
12. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes
13. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Arson
3. Unlawfully causing a fire
4. Possession of a flammable or combustible material
5. Recognize the crime classification as a misdemeanor or felony

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to trespassing, and to correctly classify these crimes as misdemeanors.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Unauthorized entry of property
3. Trespass
4. Recognize the crime classification as a misdemeanor

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for vandalism
2. Recognize what constitutes unlawful conduct in a landlord/tenant dispute
3. Recognize what constitutes a lawful repossession
4. Recognize the crime classification as a misdemeanor or felony

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II Test.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. The discussion shall address:
2. Initial actions
3. Sources of information
4. Establishing whether or not a crime has occurred
5. Physical evidence considerations
6. Identification marks
7. Vehicle identification number (VIN) locations

VII. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 7

CRIMES AGAINST PERSONS/DEATH INVESTIGATION

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
   * 1. Battery
     2. Assault with a deadly weapon or by means of force
     3. Elder or dependent adult abuse
2. Recognize the crime classification as a misdemeanor or felony

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Kidnapping
3. False imprisonment
4. Child abduction without custodial right
5. Child abduction with custodial right
6. Recognize the crime classification as a misdemeanor or felony

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Robbery
3. Carjacking
4. Recognize the crime classification as a felony

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for murder
2. Recognize the crime elements, and classification for manslaughter crimes

## LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation, and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

1. Identify information that should be obtained and documented when conducting an investigation involving the death of a child
2. Identify indicators that a child’s death may be due to Sudden Infant Death Syndrome (SIDS)
3. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II Test.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
2. Initial actions
3. Sources of information
4. Establishing the elements of the crime
5. Physical evidence considerations
6. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
7. Initial actions
8. Sources of information
9. Indications that a SIDS death has occurred
10. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
11. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
12. Physical evidence considerations
13. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
    1. SIDS facts to involved parties, as appropriate
    2. Required investigative tasks and need for a complete investigation
    3. Availability of local and regional SIDS survivor support groups
    4. How to make a referral to the county public health nurse
    5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
    6. How to notify county coroner’s officer/medical examiner’s office
14. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:
    1. Initial actions
    2. Sources of information
    3. Establishing the elements of the crime
    4. Physical evidence considerations

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes against persons.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 8

GENERAL CRIMINAL STATUTES

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Lewd conduct
3. Invasion of privacy
4. Prostitution
5. Loitering about a public toilet
6. Public intoxication
7. Recognize the crime classifications as a misdemeanor or felony

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance, and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Disturbing the peace
3. Obstruction of a public way
4. Prowling and peeping
5. Recognize the crime classification as a misdemeanor

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II Test.
2. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on general criminal statutes.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 15

LAWS OF ARREST

## 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 appropriate peace officer actions during a detention
3. 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

## 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 OBJECTIVES

1. Differentiate between an interview and interrogation
2. Identify the purpose of an interrogation
3. Differentiate between an admission and confession
4. Identify the conditions in which a confession or admission may be inadmissible in court.

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II 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 laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:
2. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
3. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
4. Officer accountability and responsibility as it relates to laws of arrest
5. How a peace officer’s conduct and attitude affects the officer, officer’s agency and the community
6. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
7. Mechanics of the interview process
8. Location and physical environment
9. Interviewer’s actions and style
10. Types of questions

## HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_7\_\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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 how the exclusionary rule applies to a peace officer’s collection of evidence

## LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.

LEARNING OBJECTIVES

1. Recognize how probable cause serves as a basis for obtaining a search warrant
2. Recognize the necessary conditions for securing an area pending the issuance of a search warrant
3. Identify the time limitations for serving a search warrant
4. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
5. Recognize the application of the Nexus Rule while conducting an authorized search

## 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 why a plain view seizure does not constitute a search
2. Recognize the legal requirements for seizure of items in plain view

## LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject’s identification.

LEARNING OBJECTIVES

1. Identify the importance of a peace officer’s neutral role during an identification procedure
2. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
3. Field show-up
4. Photographic spread
5. Custodial lineup

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II 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* or other comparable sources regarding search & seizure. At a minimum, each activity, or combination of activities must address the following topics:
2. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
3. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
4. Ability to balance officer safety with the protection of individual rights and the preservation of property
5. Legal and agency policy issues
6. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

## LEARNING NEED

For a peace officer’s testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

1. Identify a peace officer’s responsibilities regarding pretrial preparation
2. Identify aspects of a case that peace officers should review prior to giving testimony
3. Identify factors related to a peace officer’s personal appearance that can influence how an officer’s testimony is received by the court
4. Identify appropriate peace officer responses while testifying as a witness
5. Identify appropriate responses when a peace officer is unsure of or does not know the answer to a question asked by an attorney
6. Identify appropriate responses when asked to give an opinion while testifying
7. Recognize the importance of being a truthful peace officer while testifying in court

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:
   * 1. Badgering/belligerent
     2. Offensive
     3. Friendly
     4. Condescending
     5. Hearsay questions and testimony at a preliminary hearing
2. By active and honorably retired peace officers
3. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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
3. Distinguish between:
4. Opinion
5. Fact
6. Conclusion

## 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

## VI. 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* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:
   1. Written communication as an expression of integrity, reliability, fairness and credibility
   2. Effective reports as a demonstration of an officer’s character, decision making, and courage
   3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g., victims, suspects, courts, witnesses)
   4. Consequences of an ineffective/inaccurate report to the officer, officer’s agency, policing profession and the community
2. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_20\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 20

USE OF FORCE/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

2.

3.

## 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
   1. Use of force review and analysis
3. 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

1. The POST-Constructed Comprehensive Module II 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

B. 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.

## HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 21

PATROL TECHNIQUES

## LEARNING NEED

To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.

LEARNING OBJECTIVES

1. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
2. Preventative
3. Directed enforcement
4. Discuss considerations for selecting a patrol strategy
5. Select appropriate actions for peace officers who are conducting security checks
6. Distinguish between the roles and responsibilities of contact and cover officers
7. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol

## LEARNING NEED

To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.

LEARNING OBJECTIVES

1. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
2. Checking all personal equipment
3. Acquiring any necessary information and materials/supplies
4. Inspecting each piece of equipment issued at beginning of shift
5. Mental preparation
6. Discuss tactical considerations and guidelines for patrolling effectively:
7. Determining appropriate speed
8. Patrol vehicle placement
9. Avoiding silhouetting and telltale noise
10. Demonstrate proper procedures for transmitting and receiving a radio communication
11. Discuss information an officer should include when generating a crime broadcast
12. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
13. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
14. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
15. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 22

VEHICLE PULLOVERS

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Describe the three basic categories of vehicle pullovers, to include:
2. Traffic enforcement pullover
3. Investigative pullover
4. High-risk pullover
5. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
6. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Demonstrate safety techniques when initiating a vehicle pullover, including:
2. Selecting an appropriate location
3. Safety factors (e.g., out of the flow of traffic)
4. Visibility to passing traffic
5. Avoidance of potentially hostile environments
6. Lighting/illumination
7. Possible escape routes
8. Availability of cover and concealment
9. Communicating with dispatch
10. Getting the attention of the driver of the target vehicle
11. Lights (e.g., emergency lights, headlights, spotlights)
12. Hand gestures
13. Horn/audible devices
14. Siren
15. Maintaining appropriate distance from target vehicle prior to initiating the pullover
16. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit
17. Apply appropriate procedures for exiting the patrol unit
18. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot
19. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non-approach to a target vehicle
20. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
21. Demonstrate the process for conducting a vehicle stop driver contact, to include:
22. Greeting
23. Identifying self and department
24. Requesting driver’s license, registration, proof of insurance
25. Explaining the reason for the stop
26. Making a decision to warn, cite or arrest
27. Closing, appropriate to decision
28. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover
2. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
3. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:
2. Vans, campers, and motor homes
3. Motorcycles
4. Buses and semi-trucks

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:
   1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
   2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?”, and providing another opportunity for the subject to voluntarily comply (setting context)
   3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
   4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
2. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
3. Greeting
4. Identifying self and department
5. Requesting driver’s license, registration, and proof of insurance
6. Explaining the reason for the stop
7. Making decision to warn, cite, or arrest
8. Closing appropriate to decision
9. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:
10. Exercise of effective problem solving, communication and officer safety during vehicle stops
11. Use of an appropriate ethical decision-making process to demonstrate “equal protection of the law”
12. How the community may view vehicle pullover tactics as a function of the policing mission
13. How peace officers may educate community members on the purpose of vehicle pullovers
14. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 23

CRIMES IN PROGRESS

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Explain the importance of wearing soft personal body armor while on patrol
2. Distinguish between officer safety and officer survival, including:
3. Current patterns related to deaths and assaults on peace officers
4. The concept of “will to survive”
5. Officer actions after being wounded
6. Officer as hostage
7. Officer actions in counter-ambush incidents when on foot
8. Officer actions in counter-ambush incidents when in a patrol vehicle

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss the elements of a tactical approach to a crime in progress including:
   1. Nature of the crime
   2. Use and nonuse of warning lights and siren
   3. Appropriate communication to agency
   4. Uses cover and concealment upon arrival
2. Explain the primary purposes for establishing crime scene perimeters
3. Demonstrate appropriate actions when conducting a search for suspects, including:
4. Preparing to enter the area to be searched
5. Initiating owner contact, if applicable
6. Communicating (e.g., announcement to potential suspects, contact with other units)
7. Using lighting
8. Using canines/special units
9. Using cover officers
10. Making a tactically sound entry
11. Conducting a systematic search
12. Confronting a suspect during the search
13. Using proper arrest techniques

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Demonstrate effective officer actions for the safe and tactical response to crimes in progress involving:
   1. Shots fired
   2. Burglaries
   3. Robberies

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Demonstrate effective officer actions for the safe and tactical response involving:
   1. Barricaded suspects/hostages
   2. Violent suspects
   3. Rapid deployment to a deadly encounter (Active Shooter)
   4. Officer ambush/sniper attacks
   5. Officer-down calls
   6. Suspicious Persons
2. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
2. Person with a gun
3. Shots-fired call
4. Officer down
5. Suspicious circumstances
6. Suicidal person
7. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
8. A suggested approach to the location
9. An effective placement of perimeter units
10. An acceptable scene search pattern
11. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:
12. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
13. Effective decision making to enhance tactical readiness
14. How modeling positive behavior reflects on the officer and the officer’s agency when the behavior is witnessed by members of the community
15. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_10\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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. Perform the steps of a preliminary criminal investigation, including:
   1. Proceed safely to the scene
   2. Determine need for emergency medical services and aid any injured persons
   3. Verify that a crime, if any, has occurred
   4. Identify and arrest the suspect(s), if appropriate
   5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
   6. Contain and protect the crime scene and cause the proper collection of physical evidence
   7. Locate and interview victim(s) and/or witness(es) and identify other sources of information
   8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)
2. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
3. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court

## 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. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
2. Identify the purpose of collecting control/known samples
3. Identify the primary reason for establishing a chain of custody record
4. Prepare the information that should be noted on a chain of custody record
5. Identify the three forms of fingerprint impressions that may be found at a crime scene
6. Apply the basic steps for developing latent fingerprints
7. Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene
8. 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 \_\_4\_\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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. Describe the areas of the body which require maximum protection during an attack
2. 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

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

## 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

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 a handgun takeaway technique(s) including a minimum of one handgun takeaway technique from both the front and rear position.

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 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.

## 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:

1. Assuming a position of advantage and control

2. Maintaining proper balance and control

3. Maintaining awareness

4. Protecting the searching officer from possible interference

5. Physically assisting the searching officer if it becomes necessary

6. Observing subject(s)

7. Awareness of cover and concealment

1. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_\_16\_\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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 shotguns, including:
2. Advantages and limitations
3. Primary components and their functions
4. Steps for loading/unloading
5. Steps for rendering the shotgun 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
4. Describe the primary components of a shotgun shell
5. Define shot pattern as it relates to shotgun shells
6. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
7. Describe the three ways shot placement can stop a threat, to include:
8. Central nervous system
9. Critical blood loss
10. Psychological

## 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
12. Shotguns
13. Describe limitations officers may encounter when shooting under low light/nighttime conditions
14. Describe conditions an officer may face when in a combat situation
15. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation
16. Explain steps officers can take to prepare themselves for the extreme stress of combat

## 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
6. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
7. OC (oleoresin capsicum)
8. CN (chloroacetophenone)
9. CS (ortho-chlorobenzylidene-molononitrile)
10. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
11. Inspection and proper fit
12. Cleaning and storage

## 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** 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 **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 shooting positions, using cover and concealment, and multiple shooting positions.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, 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. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. 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.

1. 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 **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 shooting positions using cover and concealment, and multiple shooting positions.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, 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. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. 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.

1. 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 shooting positions using cover and concealment, and multiple shooting positions.

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

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.

1. 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 shooting positions using cover and concealment, and multiple shooting positions.

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-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 simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
2. Exposure to a non-lethal, riot control chemical agent
3. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
4. Decontamination techniques
5. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
6. Exposure to a non-lethal, aerosol chemical agent
7. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
8. Decontamination techniques
9. 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:
10. Open the shotgun action and check for rounds
11. Inspect the functioning of the firing mechanism
12. Load and unload the shotgun properly when a round has been chambered
13. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked
14. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_44\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Intimidating witnesses or victims
3. Threats of retaliation
4. Violating a court order
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 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. Disarming an officer
6. Removing any weapon, other than a firearm, from an officer
7. Attempting to remove a firearm from a public officer
8. Attempting to escape or escaping from the custody of a peace officer
9. Attempting to escape or escaping from a prison or other place of confinement
10. Attempting to escape or escaping from a county or city jail
11. Attempting to rescue or rescuing
12. 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

## LEARNING NEED

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

1. Recognize the crime elements required to arrest:
   * + 1. Unlawful assembly
       2. Refusal to disperse
2. Recognize the crime classification as a misdemeanor or felony

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Module II Test.
2. 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 \_\_4\_\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE- MODULAR FORMAT- MODULE II

### 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. Define the terms:
2. Culture
3. Cultural diversity
4. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
5. Explain the historical and current cultural composition of California

## 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 racial profiling, including the:
2. Conceptual definition
3. Legal definition
4. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
5. California Penal Code section 13519.4
6. Fourth Amendment
7. Fourteenth Amendment
8. Current case law
9. Criminal profiling vs. racial profiling
10. Discuss the impact of racial profiling on the:
11. Individual citizens
12. Community
13. Officer
14. Criminal justice system
15. Discuss landmark events in the evolution of civil and human rights
16. Define key indices peace officers should recognize and respect that make up evolving culture among a community
17. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

## LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

LEARNING OBJECTIVES

1. Explain strategies for effective communication within a diverse community, including:
2. Verbal communication
3. Active listening
4. Nonverbal communication
5. Describe positive officer behaviors during contacts with members of a cross-cultural community
6. Discuss articles of faith that can be interpreted as a weapon, including:
7. Identification of the article
8. Proper handling of and respect for the article

## LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

1. Discuss the difference between sexual orientation and gender identity
   * + 1. Sexual orientation: a person’s physical, emotional and romantic attraction to people of the same and/or other gender
       2. Gender identity: a person sense of being male, female, or something other or in-between
2. Discuss how sexual orientation and gender identity intersect with:
   * + 1. Each other
       2. Race
       3. Culture
       4. Religion
3. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:
   * + 1. Sexual orientation (straight, gay, lesbian, bisexual)
       2. Gender identity (transgender, cisgender, non-binary)
       3. Gender expression (the way a person expresses themselves)
       4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
       5. Questioning (to be unsure of or re-examining one’s sexual orientation and/or gender identity)
4. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:
   * + 1. Demonstrating respect for diversity
       2. Recognizing personal bias and its potential negative effect on workplace conduct
       3. Honoring the right to privacy and confidentiality
       4. Not making assumptions
       5. Understanding reason why employees may not report incidents of harassment/discrimination
5. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:
   * + 1. Protests (i.e. The Stonewall Riots (1969))
       2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges)
       3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))
6. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

LEARNING OBJECTIVES

1. State the legal definition of a hate crime based on the Penal Code
2. Classify the crime and the elements required to arrest for:
3. Desecrating religious symbols
4. Interfering with religious freedom
5. Terrorizing another
6. Interfering with an individual’s civil rights
7. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
8. Describe the impact of hate crimes on victims, the victims’ families, and the community
9. Discuss the indicators of hate crimes
10. Explain considerations when investigating and documenting incidents involving possible hate crimes

## LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

1. State the legal definition of sexual harassment
2. Discuss the federal and state laws dealing with sexual harassment to include:
3. Title VII
4. Government Code Section 12940 et. seq.
5. Concept of Quid Pro Quo
6. Concept of hostile work environment
7. Current case law
8. Explain the legal remedies available to a victim of sexual harassment
9. Describe behaviors that constitute sexual harassment, including:
10. Verbal
11. Physical
12. Visual
13. Written material
14. Sexual favors
15. Threats
16. Hostile work environment
17. Force
18. Explain the mandated sexual harassment complaint process guidelines
19. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
20. Describe the methods for responding to sexually offensive or unwanted behavior

## REQUIRED LEARNING ACTIVITIES

1. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.
2. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
3. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation and gender identity bias, and media impact on cultural perceptions

1. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

1. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
2. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
3. Professional, personal, and organizational impacts of the incident
4. Legal and administrative consequences of the behaviors observed
5. Whether or not state sexual harassment reporting guidelines apply to the situation
6. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion, which addresses the following:
7. Whether or not the incident constituted a hate crime under the law
8. Impact of the incident on victims, their families and the community
9. Effectiveness of the law enforcement response
10. Legal rights of, and remedies available to the victim(s)
11. The student will participate in a series of learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
12. The impact racial profiling may have had on them as individuals or their community
13. Concerns the students may have as to how racial profiling will affect them in the field
14. Clarification of the myths and realities of racial profiling
15. The concept of individualized suspicion as it pertains to probable cause
16. How the history of the community can affect the way they view law enforcement today
17. Law enforcement’s obligation to various cultures within the community
18. What law enforcement must do to increase trust with the community
19. Law enforcement’s obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
20. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing
21. Given three POST-develop video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:
22. Application of the 4th and 14th Amendments and current case law
23. Consensual contacts as it pertains to racial profiling
24. Importance of articulable characteristics or behaviors to develop probable cause.
25. 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 \_\_15\_\_

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

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