**OCTOBER 1, 2020**

EXPANDED COURSE OUTLINE

# REGULAR BASIC COURSE

### 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 TESTS

1. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:
2. Leadership – the practice of influencing people, while using ethical values and goals to produce an intended change
3. Problem solving/Decision-Making – analyzing situations and implementing plans through one’s actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
4. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
5. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
6. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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:
	1. Awareness
	2. Involvement
	3. Ownership
13. Increasing local government involvement in problem solving
14. Discuss community policing philosophy
15. Discuss the history of policing models, including:
16. Traditional
17. Professional
18. Community
19. Identify peace officer responsibilities in the community, including:
20. Maintaining order
21. Enforcing the law
22. Preventing crime
23. Delivering service
24. Educating and learning from the community
25. Working with the community to solve problems
26. Differentiate between proactive and reactive policing
27. Discuss community expectations of peace officers
28. Recognize peace officers’ responsibilities to enforce the law, including:
29. Adhering to all levels of the law
30. Fair and impartial enforcement
31. Knowing the patrol beat or area of responsibility
32. Identify the elements of area/beat knowledge, including:
33. Critical sites
34. Locations requiring special attention, i.e. hot spots
35. Potentially dangerous areas
36. Discuss current and emerging issues that can impact the delivery of services by peace officers
37. Identify the components that comprise communities
38. Discuss opportunities where peace officers educate and learn from community members
39. Identify resources which provide opportunities to educate and learn from the community, including:
40. Community forums
41. Community advisory groups
42. Recognize a peace officer’s role in influencing community attitudes
43. 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. 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. Identify the essential partnering skills, including:
10. Leadership
11. Communication
12. Facilitation
13. Community mobilization
14. Discuss leadership skills in community policing
15. Define communication
16. Recognize the components of a message in communications with others, including:
	1. Content (words)
	2. Voice characteristics
	3. Nonverbal signals
17. Recognize the potential effects of negative nonverbal signals
18. Give examples of effective communication techniques for:
19. Active listening
20. Establishing effective lines of communication
21. Overcoming barriers to communication
22. Discuss the communication techniques that can be used for obtaining voluntary compliance
23. Define facilitation
24. Discuss the components of the facilitation process, including:
25. Being familiar with the issues
26. Establishing meeting guidelines
27. Stating meeting purpose, scope, and need
28. Stating and clarifying objectives
29. Prioritizing competing problems and issues
30. Identifying potential solutions
31. Apply facilitation techniques reflecting professional behavior, including:
32. Maintaining the focus on the issues and stimulating discussion
33. Displaying interest in the issues
34. Leading the group toward problem resolution
35. Helping participants learn from the problem solving experience
36. Dealing calmly and respectfully with unexpected incidents
37. Maintaining objectivity
38. Give examples of obstacles that officers may encounter when developing community partnerships
39. Define community mobilization
40. Discuss the elements of the community mobilization process, including:
41. Getting people involved
42. Identifying community resources (skills)
43. Calling for action
44. Educating the public
45. Taking responsibilities for public safety and quality of life
46. Sustaining effort
47. Discuss community mobilization methods
48. Discuss the benefits of maintaining a positive relationship with the news media
49. Discuss the components of a community inventory, including:
50. Partners
51. Stakeholders
52. Community collaboration
53. Define homeland security
54. 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 and discuss a problem solving strategy
10. Apply a problem solving strategy
11. Define crime prevention
12. Identify crime prevention strategies
13. Give examples of crime risk factors
14. Identify methods for recognizing crime problems
15. Define Crime Prevention Through Environmental Design (CPTED)
16. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
17. Natural surveillance
18. Access control
19. Territorial reinforcements
20. Image
21. Discuss crime prevention programs within the community

2.

3.

##  LEARNING NEED

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

 LEARNING OBJECTIVES

* 1. Define principled policing
	2. Discuss principled policing, to include:
		1. Implicit and explicit bias
		2. Procedural justice
		3. Legitimacy
		4. Historical events
	3. Identify the four tenets of procedural justice
		1. Voice
		2. Neutrality
		3. Respect
		4. Trustworthiness
	4. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
		1. Improved safety
		2. Reduced stress
		3. Fewer Complaints
		4. Increased cooperation
		5. Improved community relations
		6. Reduced crime
	5. 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
			2. 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.

* 1. Discuss implicit bias to include:
1. Definition
2. Sources
3. Distinguish between implicit bias
4.
5. Discuss how implicit bias may influence decision making and procedural justice
6.

## 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 learning activity that will reinforce an understanding of a problem solving strategy.
3. 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:
4. Community policing philosophy
5. Community mobilization
6. Partnerships
7. Leadership
8. Facilitation techniques
9. Communication skills
10. 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:
11. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
12. 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)
13. 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)
14. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
15. Students will participate in a facilitated discussion about the application of the four tents of procedural justice.
	* 1. How each tenet impacts the relationship between law enforcement and the community
		2. How each tenet influences perceptions of legitimacy
	1. Students will participate in a group discussion of a past or current event, to include:
		1. Impact on the perspective of law enforcement and the community
		2. Implicit bias
		3. Cynicism
16. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_26\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 4

VICTIMOLOGY/CRISIS INTERVENTION

## LEARNING NEED

Peace officers must deal effectively and considerately with victims, and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.

LEARNING OBJECTIVES

1. Describe the direct and indirect victims of a crime
2. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis
3. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
4. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime

## LEARNING NEED

Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.

LEARNING OBJECTIVES

1. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
2. Apply the guidelines for interviewing a victim
3. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
4. Government Code Section(s) 13950-13966
5. Victims’ Bill of Rights, California Constitution, Article I, Section 28(b), “Marsy’s Law”
6. Explain qualifications for compensation under the Victims of Crime Compensation Program
7. Explain the legal and procedural information available to the victim

## REQUIRED TESTS

1. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:
2. Leadership - The practice of influencing people while using ethical values and goals to produce an intended change.
3. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
4. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim’s rights.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in one or more learning activities from the current POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
2. Behaviors exhibited by persons in crisis/crime victims
3. Use of effective interview techniques (e.g. empathy, active listening, and non-verbal skills) during a peace officer’s contact with persons in crisis/crime victims
4. Impact of a peace officer’s conduct on victims, witnesses or others who may be at the scene of an incident
5. Listing and function of resources available to victims/persons in crisis
6. The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include:
7. Psychological reactions to victimization
8. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
9. Assistance and support services available to the victim
10. Legal and procedural information to provide the victim
11. Qualifications for compensation under the Victims of Crime Compensation Program

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

* + - * 1. The POST-Constructed Comprehensive RBC Test 1.
				2. The POST-Constructed Comprehensive RBC Test 2.
				3. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 RBC Test 2.
				2. The POST-Constructed Comprehensive RBC Test 3.

## 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 RBC Test 2.
				2. The POST-Constructed Comprehensive RBC Test 3.
1. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student’s ability to:
	1. Leadership – The practice of influencing people, while using ethical values and goals to produce an intended change
	2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation
	3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests
	4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response
	5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
	6. Stress Tolerance and Emotional Regulation – Maintaining self-control and making timely, rational decisions in stressful situations

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

## 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 office/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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 RBC Test 2.
				2. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 9

CRIMES AGAINST CHILDREN

## LEARNING NEED

To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Child harm, injury, or endangerment
3. Physical abuse of a child
4. Lewd or lascivious acts with a child
5. Annoying or molesting children
6. Possession of child pornography
7. Unlawful sexual intercourse
8. Recognize the crime classification as a misdemeanor or felony

## LEARNING NEED

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.

LEARNING OBJECTIVES

1. Identify by category the professional occupations required to report suspected child abuse
2. Recognize the specific law enforcement reporting requirements
3. Recognize the required documentation when investigating crimes against children
4. Recognize a peace officer’s responsibility for maintaining the confidentiality of the reporting party

## LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.

LEARNING OBJECTIVES

1. Recognize the legal basis for entry without a warrant to protect a minor
2. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor

## LEARNING NEED

Ensuring the safety of a child victim is a peace officer’s primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.

LEARNING OBJECTIVES

1. Recall the statutory definition of child abuse
2. Discuss physical and behavioral indicators of:
3. Physical child abuse
4. Physical neglect of a child
5. Mental Suffering
6. Sexual child abuse
7. Demonstrate effective officer actions for conducting an interview with a child victim of abuse

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 2.
				2. The POST Constructed Comprehensive RBC Test 3.

## REQUIRED LEARNING ACTIVITIES

1. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student’s ability to conduct an investigation to include:
2. Establishing elements of the crime
3. Protecting the child’s safety
4. Identifying the suspect
5. Locating witnesses
6. Recovering physical evidence, photographs and statements
7. Demonstrating a knowledge of child abuse reporting procedures
8. Demonstrating a knowledge of the contents in a child abuse report
9. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
	1. Gaining the child’s confidence
	2. Remaining neutral in the interview
	3. Speaking to the child in a level the child understands
10. Taking the child into protective custody if at risk of serious physical harm

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 10

SEX CRIMES

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Rape
3. Assault with intent to commit rape and other crimes specified in Penal Code Section 220
4. Indecent exposure
5. Oral copulation
6. Penetration with a foreign object
7. Sodomy
8. Sexual battery
9. Recognize the crime classification as a misdemeanor or felony

## LEARNING NEED

The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.

LEARNING OBJECTIVES

1. Give examples of assessing a victim’s physical state in order to make them as comfortable as possible, and secure the necessary medical attention
2. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
3. Describe a peace officer’s own emotional and attitudinal reactions to sex crimes

## LEARNING NEED

To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.

LEARNING OBJECTIVES

1. Discuss factors that set a positive tone for the victim interview
2. Select questions to be asked during the victim interview
3. Identify the purpose of a medical/legal exam
4. Explain victim’s rights
5. Discuss the types of evidence to be collected from the crime scene, victim and suspect
6. Describe the services available to sexual assault victims

## LEARNING NEED

Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.

LEARNING OBJECTIVES

1. Identify the requirements for sex offender registration under Penal Code Section 290
2. Recognize violations of Penal Code Section 290
3. REQUIRED TESTS
	1. The POST-Constructed Comprehensive RBC Test 2.
	2. The POST-Constructed Comprehensive RBC Test 3.

## REQUIRED LEARNING ACTIVITIES

1. A learning activity, which requires the student to perform the tasks while conducting a preliminary investigation of a sexual assault. At a minimum, the learning activity must address the student’s ability to:
2. Apply laws related to sex crimes
3. Maintain an objective attitude toward the investigation of sex crimes
4. Understand the behavioral, emotional or physical reaction of the sex crime victim
5. Prioritize and perform investigative tasks
6. Conduct a comprehensive interview with the victim
7. Interrogate the suspect and obtain a confession
8. Collect evidence from the suspect

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 11

JUVENILE LAW AND PROCEDURES

## LEARNING NEED

Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.

LEARNING OBJECTIVES

1. Recognize a peace officer’s responsibility for the safety of a juvenile and the general public
2. Recognize the conditions when admonishment of a juvenile’s rights is or is not required
3. Recognize the conditions when a peace officer must obtain a waiver of a juvenile’s rights

## LEARNING NEED

Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.

LEARNING OBJECTIVES

1. Recognize the sources of peace officer authority to take a juvenile into temporary custody
2. Recognize the options available to a peace officer for the disposition of a juvenile case
3. Recognize the conditions under which a juvenile may become a dependent of the court
4.
5. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
6. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance

## LEARNING NEED

Peace officers must recognize that *Welfare and Institutions Code Sections 206, 207, 207.1* and *208* provide the basis for regulations established for the confinement of juveniles in adult detention facilities.

LEARNING OBJECTIVES

1. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
2. Recognize the appropriate level of confinement for the purposes of temporary custody
3. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility

## LEARNING NEED

Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.

LEARNING OBJECTIVES

1. Recognize the crime elements of contributing to the delinquency of a minor
2. Recognize the crime classification as a misdemeanor or felony

## REQUIRED TESTS

* 1. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

POST Minimum Required Hours \_\_3\_\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 12

CONTROLLED SUBSTANCES

## LEARNING NEED

Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person’s conduct.

LEARNING OBJECTIVES

1. Discuss the impact of drugs on the body

## LEARNING NEED

To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.

LEARNING OBJECTIVES

1. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:
2. Stimulants
3. Hallucinogens
4. Narcotic Analgesics
5. Cannabis
6. Depressants
7. Inhalants
8. Dissociative Anesthetics (Phencyclidine)
9. Recognize how the following substances are introduced into the body and general indicators of use:
10. Stimulants
11. Hallucinogens
12. Narcotic Analgesics
13. Cannabis
14. Depressants
15. Inhalants
16. Dissociative Anesthetics (Phencyclidine)

## LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as infractions, misdemeanors, or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Possession of drug paraphernalia
3. Being under the influence of a controlled substance
4. Possession of a controlled substance
5. Possession of a controlled substance for sale
6. Transporting/selling/furnishing, etc. of a controlled substance
7. Manufacturing a controlled substance
8. Possession of precursor chemicals for manufacturing
9. Recognize the crime elements required to arrest for:
10. Possession of marijuana/concentrated cannabis
11. Smoking/ingesting marijuana/concentrated cannabis in public
12. Cultivating or harvesting marijuana
13. Possession of marijuana/concentrated cannabis for sale
14. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis
15. Recognize the crime classification as an infraction, misdemeanor, or felony

## LEARNING NEED

Peace officers need to recognize the existence of an illegal manufacturing and or cultivating site for controlled substances based on observations upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal marijuana cultivation.

LEARNING OBJECTIVES

1. Identify the characteristics of a clandestine laboratory/illegal marijuana cultivation
2. Identify types of clandestine laboratories/illegal marijuana cultivation
3. Identify the required safety precautions when securing a clandestine laboratory/illegal marijuana cultivation

## REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 13

ABC LAW

## LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest, for the following crimes:
2. Sales without a license
3. Unauthorized alcohol on premises
4. Furnishing alcohol to an obviously intoxicated person
5. Sale/consumption during restricted hours
6. Sale to, consumption by, purchase by, or attempting to purchase by a minor
7. Minor in possession of an alcoholic beverage
8. Minors consuming /in possession of alcoholic beverages at a social gathering
9. Minor’s possession/presentation of a false ID
10. Minor inside public premises
11. Possession of alcoholic beverages on public school grounds
12. Furnishing false identification to a minor
13. Recognize the crime classifications as an infraction, misdemeanor or felony

## LEARNING NEED

The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.

LEARNING OBJECTIVES

1. Identify possible threats to officer safety encountered when investigating ABC violations
2. Recognize the methods for determining if a suspected liquid is an alcoholic beverage
3. Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation
4. Recognize procedures for establishing the age and identity of a person using legally accepted identification
5. Identify general information to include in a written report involving a violation of ABC law

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 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 RBC Test 1.
				2. The POST-Constructed Comprehensive RBC Test 2.
				3. The POST-Constructed Comprehensive RBC Test 3.

## 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

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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
5. 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
3. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
4. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
5. Cursory/frisk/pat searches
6. Consent searches
7. Searches pursuant to exigent circumstances
8. Searches incident to arrest
9. 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

## 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

## 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 RBC Test 1.
2. The POST-Constructed Comprehensive RBC Test 2.
3. The POST-Constructed Comprehensive RBC Test 3.

## 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

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

## 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

## REQUIRED TESTS

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

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

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

* 1. Elements of a crime
	2. Reasonable suspicion or probable cause to stop
	3. Justification for a pat down search
	4. Probable cause to search/seize
	5. Discovery, recovery, and disposition of evidence
	6. Probable cause to arrest
	7. Miranda admonishment and response of the suspect, if appropriate
	8. Statements of victim(s) and/or witness(es)
	9. Pertinent crime scene details

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

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

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

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

## REQUIRED LEARNING ACTIVITIES

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

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

Each learning activity must incorporate:

* 1. Generation of appropriate field notes narrative
	2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

* + 1. The adequacy of the decisions made by the student regarding the incident/crime. This includes:
			1. The determination of the existence or nonexistence of a crime
			2. If a crime has been committed, the proper identification of that crime
			3. The taking of proper safety measures
			4. The preservation of evidence
			5. The capturing of all essential information
		2. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
1. The organization and development of the report
2. The inclusion of relevant information
3. The anticipation of possible defenses that might be asserted by the suspect
4. The use of the active voice
5. The use of the first person
6. The proper use of grammar, punctuation, spelling, and word choice
7. 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

Description Hours

POST Minimum Required Hours \_\_48\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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.
3. 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 the ability to mitigate the effects of spring loading
3. Demonstrate proper techniques for two-handed shuffle steering
4. Demonstrate proper throttle control
5. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
6. Explain the primary effects speed has on a vehicle in a turning maneuver
7. Demonstrate proper braking methods
8. Distinguish between and describe the causes of the following types of vehicle skids:
9. Understeer skid
10. Oversteer skid
11. Locked-wheel skid
12. Acceleration skid
13. Centrifugal skid
14. 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.

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

The student will demonstrate competency in the following performance dimensions:

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

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

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

The student will demonstrate competency in the following performance dimensions:

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

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a 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 drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under vehicle pursuit situations to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

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

* 1. An **exercise test** that requires the student to drive a law enforcement vehicle and successfully demonstrate in four out of five attempts the collision avoidance exercise as described in the Emergency Vehicle Operations Course Instructor Manual. The test will include a light indicator for lane selection and a minimum of 35 mph entry speed in dry surface conditions and a minimum of 30 mph entry speed in wet surface conditions. If the light indicator malfunctions, an alternate visual indicator shall be utilized.

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

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.

* 1. 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 Course (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.

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

The student will demonstrate competency in the following performance dimensions:

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

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

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS).
2. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.
3. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:
4. Safety
5. Situational Awareness
6. Braking Technique(s)
7. Steering Technique(s)
8. Throttle Control
9. Speed Judgment
10. Roadway Positioning
11. Control of Weight Transfer
12. The student will participate in one or more learning activities from the POST-developed Instructor’s Guide to *Learning Activities for Leadership*, *Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle operations. At a minimum, each activity, or combination of activities must address the following topics:
	1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
	2. Effects of personal attitudes on emergency or pursuit driving and the interests of public safety
	3. Community expectations that officers should be exemplary drivers
	4. Accountability as it relates to officer actions during vehicle operation
	5. Universal concepts of *Penal Code Section 13519.8* and *Vehicle Code Section 17004.7*

Description Hours

POST Minimum Required Hours \_\_40\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 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.

LEARNING OBJECTIVES

* 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
4. Recognize the four core concepts of deescalation
5. Self-control
6. Effective communication
7. Scene assessment and management
8. Force options
9. Understand the components of a Critical Decision-making Model including:
10. Collect information
11. Assess situation, threats, and risks
12. Law and policy
13. Plan
14. Act, review, and reassess
15. Recognize how tactical methods that use time, cover, and concealment assist in deescalation
16.
17. Recognize how strategic communication may enhance deescalation
18.

## 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:
2. Justification for using force
3. Relevant factors and detail
4. Deescalation strategies and techniques utilized

B. Supervisor responsibilities

1. Use of force review and analysis

C. State required reporting

1.

## 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 RBC Test 1.
				2. The POST-Constructed Comprehensive RBC Test 2.
				3. The POST-Constructed Comprehensive RBC Test 3.
1. A scenario test that requires the student to demonstrate proficiency in the use of force. The test must result in the student making a deadly force option decision.

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

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

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

1. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control when using a presenter approved non-deadly force option or options (e.g. de-escalation, baton, control hold, chemical agent(s), taser, etc.)

The test must simulate the physical and mental stress that would be imposed by an actual encounter where the student would be required to use a non-deadly force option or options to control a suspect and, if necessary, effect an arrest.

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

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

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

##  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 \_\_16\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

## REQUIRED TESTS

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

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

## REQUIRED LEARNING ACTIVITY

1. The student will participate in a learning activity that reinforces the student’s ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
	1. The nature of the event (what appears to have occurred)
	2. Physical descriptions of persons involved, if applicable
	3. Statements made by the involved parties, if any
	4. Any differences in perception among the students who observed the incident
2. The student will participate in a learning activity that reinforces the student’s ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
	1. Unit identification
	2. Type of incident and location
	3. Number of suspects with complete known description
	4. Description of loss, if any
	5. Weapon(s) used, if any
	6. Time, direction of flight, and vehicle description

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

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

## LEARNING NEED

Peace officers must recognize situations involving high levels of risk 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
4. Discuss officer safety considerations when searching the target vehicle, including:
5. Use of available cover officer(s)
6. Types of objects sought and likely locations
7. Potential hazards (e.g., needles, edged weapons, etc.)
8. A systematic search process
	* + - 1. Interior
				2. Exterior

## 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 TESTS

1. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during the hours of darkness (as defined in Vehicle Code Section 280). At a minimum, the test shall evaluate the following competencies:
	1. Police Vehicle Operation – The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
	2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
	3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
	4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
	5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

## 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 a learning activity, with one or more students acting as a team that simulates a high-risk vehicle stop. The high-risk stop will minimally include:
10. Identify violation/suspect
11. Request and coordinate responding units
12. Select appropriate location for the stop
13. Advise dispatch of stop information
14. Activate emergency equipment
15. Patrol vehicle position
16. Communication (dispatch/suspects/other officers)
17. Safe and effective tactics to secure suspect(s) and vehicle
18. 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:
19. Exercise of effective problem solving, communication and officer safety during vehicle stops
20. Use of an appropriate ethical decision-making process to demonstrate “equal protection of the law”
21. How the community may view vehicle pullover tactics as a function of the policing mission
22. How peace officers may educate community members on the purpose of vehicle pullovers

Description Hours

POST Minimum Required Hours \_\_14\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 TESTS

1. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:
	1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
	2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
	3. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
	4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
	5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

1. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:
	1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
	2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
	3. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
	4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
	5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

1. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress. At a minimum, the test shall evaluate the following competencies:
	1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
	2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
	3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
	4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
	5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
	6. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
	7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

1. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s). At a minimum, the test shall evaluate the following competencies:
	1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
	2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
	3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
	4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
	5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
	6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

## 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 24

HANDLING DISPUTES/CROWD CONTROL

## LEARNING NEED

When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved.

LEARNING OBJECTIVES

1. Explain the responsibilities of peace officers at the scene of a dispute
2. Describe measures officers should take to protect their own safety and the safety of others when:
3. Approaching
4. Making initial contact
5. Once inside a residence or area where a dispute is taking place
6. Describe intervention techniques that can be used to protect the safety of officers, other persons, or property

## LEARNING NEED

Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating.

LEARNING OBJECTIVES

1. Explain appropriate techniques for defusing a potentially violent dispute
2. Describe appropriate techniques for conducting a brief interview of the parties involved in a dispute
3. Summarize the steps involved in the problem solving process for mediating a dispute

## LEARNING NEED

Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute.

LEARNING OBJECTIVES

1. Discuss safety considerations officers should be aware of when responding to a family dispute
2. Describe crimes associated with landlord/tenant disputes, including:
3. Tenant lockout/seizure of property
4. Vandalism
5. Unauthorized entry
6. Disruption of utility services
7. Re-entry following a lawful eviction
8. Explain peace officers’ role when called to a dispute involving a repossession
9. Vehicle
10. Property
11. Determine when possession is complete in the course of a repossession
12. Vehicle
13. Property

## LEARNING NEED

Peace officers must have a clear understanding of the individual’s rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights.

LEARNING OBJECTIVES

1. Explain peace officer responsibilities regarding the protection of an individual’s right to free speech and assembly
2. Discuss the role of law enforcement regarding crowd control
3. Describe psychological factors associated with crowd behavior
4. Discuss the phases of crowd development from a casual gathering through the development of a riot
5. Discuss the three primary roles individuals play within a crowd

## LEARNING NEED

Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.

LEARNING OBJECTIVES

1. Describe the phases of riot development
2. Explain the primary law enforcement objective of:
3. Crowd management
4. Crowd control
5. Riot control
6. Apply common riot control formations used by law enforcement
7. Skirmish line
8. Wedge/Vee
9. Diagonal
10. Column
11. Arrest/rescue formations (e.g., circle)

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a facilitated discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:
2. Lockout or other landlord/tenant conflict
3. Repossession
4. Neighborhood or business conflict
5. Family conflict (non-domestic violence incident)

The following issues should be discussed in connection with each of the dispute situations:

* 1. Maintaining officer safety
	2. Providing safety to individuals and property
	3. Applying appropriate defusing strategies
	4. If appropriate, separating parties
	5. Keeping the peace
	6. Determining if a crime has been committed
	7. Attempting to find solutions to the problem
	8. Applying effective communication skills
	9. Demonstrating responsibility and professionalism
1. The student will participate in a crowd control simulation incorporating the following concepts and tactics:
2. Containment
3. Isolation
4. Dispersal
5. Crowd control formations which include:
	* + - 1. Skirmish line
				2. Wedge/Vee
				3. Diagonal
				4. Column
				5. Arrest/rescue movements (e.g., circle)

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 25

DOMESTIC VIOLENCE

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recall the definition of domestic violence (Penal Code Section 13700)
2. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
3. Willful infliction of corporal injury
4. Battery
5. Stalking
6. Malicious destruction of telephone, telegraph, cable television, or electrical lines
7. Preventing or dissuading a witness or a victim from testifying
8. Criminal threats
9. Spousal rape
10. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Identify common characteristics of a victim and a batterer
2. Identify a peace officer’s role in reducing domestic violence

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the initial process for responding to a domestic violence call to include:
	1. Making contact with members of the LGBTQ community
2. Recognize under what circumstances an arrest should be made
3. Identify physical evidence to be collected
4. Recognize procedures for seizing firearms or other deadly weapons
5. Discuss resources available for victim protection

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Identify the differences between the types of court orders to include:
	1. Criminal protective/stay-away orders
	2. Emergency Protective Orders
	3. Restraining orders
2. Identify the validity of a restraining order
3. Identify the purpose for obtaining an Emergency Protective Order
4. Demonstrate how to enforce a court order

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Identify what information needs to be documented in a report
2. Identify how the peace officer can provide support for the victim

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 3.
1. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:
2. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
3. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
4. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
5. Problem Solving/Decision - Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
6. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
7. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
8. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
9. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:
	1. Felony arrests
	2. Misdemeanor arrests
	3. Use of citizen arrests
	4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
	5. Verification and enforcement of stay-away orders
	6. Cite-and-release policies
	7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
	8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
	9. Providing information card with local resources to victims at the scene
2. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).
	* 1. Who is eligible for an EPO
		2. Legal authority
		3. Procedures for obtaining an EPO
		4. Completion of the appropriate documentation
		5. Scope and duration of the EPO
		6. Service of the EPO
		7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
		8. Distribution of forms
3. The student will participate in one or more Learning Activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence.

At a minimum, each activity, or combination of activities must address the following topics:

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 26

CRITICAL INCIDENTS

## LEARNING NEED

As the first responders and state-designated Disaster Service Workers, peace officers must become familiar with the principles of emergency management.

LEARNING OBJECTIVES

A. Recall the mission of emergency management

1. Identify entities involved in emergency management
2. Explain the role of a Disaster Service Worker

## LEARNING NEED

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

## LEARNING OBJECTIVES

1. Recall the definition of critical incidents
2. Identify the mission of law enforcement when responding to a critical incidents
3. Identify the responsibilities of the first responding officer on the scene of an critical incident, to include:
	1. Locating the threat or hazard
	2. Isolating the threat or hazard (i.e., set perimeter)
	3. Evacuating or sheltering persons in imminent peril
	4. Assuming/declaring incident command
4. Identify the information that should be communicated to dispatch from the scene of an incident, including:
	1. Location of the incident
	2. Type of premises and/or vehicles involved
	3. Size and perimeter of the involved area
	4. Weather conditions
	5. Name of hazardous material involved, if known
	6. Information about placards, ID numbers, warning signs, etc.
	7. Safe entry and exit routes to and from the scene
	8. EMS, if appropriate
	9. Location of command post

## LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government

LEARNING OBJECTIVES

* 1. Identify law enforcement First Responder roles and responsibilities associated with responding to a critical incident
1. Identify the features of the Incident Command System (ICS)
2. Identify the five functional components of ICS
3. Identify the components of the State of California Standardized Emergency Management System (SEMS)
4. Identify the components of the National Incident Management System (NIMS)
5. LEARNING NEED

Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.

LEARNING OBJECTIVES

1. Identify a hazardous materials incident
2. Identify the specific challenges that are presented by incidents involving hazardous materials
3. Recognize the roles and responsibilities of a First Responder at the awareness level
4. Identify the primary pathways in which hazardous materials can enter the human body, including:
	1. Inhalation
	2. Absorption
	3. Ingestion
	4. Injection
5. Identify precautions peace officers can take to protect themselves from hazardous materials
6. LEARNING NEED

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

LEARNING OBJECTIVES

1. Recognize the indicators of a hazardous materials incident including, but not limited to:
	1. National Fire Protection Association 704 (NFPA)
	2. Placards/Labels
	3. Physical indicators
	4. Witnesses or involved parties
	5. Container(s)
	6. Victim/Injuries
2. List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
	1. Emergency Response Guide (ERG)
	2. Material Safety Data Sheets (MSDS)
	3. Shipping papers
	4. Other documents
3. LEARNING NEED

Peace officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

LEARNING OBJECTIVES

1. Recognize the guidelines for safely assessing and approaching a hazardous materials incident
2. Identify the components of the R.A.I.N. Concept
	1. Recognize
	2. Avoid
	3. Isolate
	4. Notify
3. Identify factors to consider when establishing a perimeter around a hazardous materials incident
4. Identify the types of control zones at a hazardous materials incident, including:
	1. Exclusion zone (hot)
	2. Contamination reduction zone (warm)
	3. Support zone (cold)
5. Identify the procedures to be followed before leaving the scene (e.g., decontamination, exposure reporting)
6. LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

LEARNING OBJECTIVES

1. Identify Weapons of Mass Destruction (WMD)
2. Identify routes of exposure to WMD
3. Recognize the response categories to B.N.I.C.E. indicators
	1. Biological
	2. Nuclear/radiological
	3. Incendiary
	4. Chemical
	5. Explosives
4. Identify the importance of WMD job aids for First Responders
	1. Louisiana State University (LSU) WMD Response Guide
	2. Emergency Response Guide (ERG)
5. Identify the basic on-scene actions at a WMD incident
6. Identify incident response priorities
	1. Life versus property
	2. Crime scene protection
	3. Preservation of evidence
7. Identify types and levels of Personal Protective Equipment (PPE) and contamination issues and consideration

VIII. LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the appropriate methods for extinguishing each class of fire
2. Identify risk versus benefits/gains of entering a burning structure or active fire area
3. Recognize appropriate actions for responding to incidents involving bombs/explosive threats
4. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located
5. Recognize appropriate actions for securing a scene where an explosive device has been located
6. Identify the inherent dangers in a post-blast explosion scene
7. Recognize appropriate officer actions for securing a post-blast explosion scene
8. Recognize appropriate officer actions specific to the types of critical incidents, including:
	1. Electrical power emergencies
	2. Hazardous road conditions
	3. Traffic device malfunctions
	4. Gas leaks
	5. Floods
	6. Animal control problems
	7. Earthquakes
	8. Aircraft or transportation anomalies

IX. REQUIRED TESTS

* 1. The POST-Constructed Comprehensive RBC Test 3.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a facilitated small group activity and evaluate how to minimize injuries, loss of life, and property damage in a critical incident from one or more of the following categories:
2. Transportation accidents (e.g., aircraft, trains, regional transit)
3. Natural disasters (e.g., floods, earthquakes, wildfires)
4. Criminal mass casualty incidents (e.g., acts of terrorism, bombings, active shooters)
5. The student will participate in a facilitated small group activity and apply the concepts of assuming/declaring incident command to minimally include a simulated on-scene radio transmission.
6. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
	1. Identification of the component parts of ICS
	2. Identification of the component parts of SEMS
	3. Identification of the component parts of NIMS
	4. Legal authority for ICS, SEMS, NIMS
7. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include.
	1. Identification of the event as a hazardous materials incident
	2. Application of recommended safety precautions
	3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
	4. The need to isolate the scene
	5. Notification considerations
8. The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
	1. Placard
	2. Sign
	3. Warning label
	4. Any other information

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 27

MISSING PERSONS

## LEARNING NEED

Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons investigation.

LEARNING OBJECTIVES

1. State the statutory definition of:
	1. Missing person
	2. Child
2. Discuss missing person statutes as specified in:
3. California Penal Code
4. California Welfare and Institutions Code

## LEARNING NEED

Peace officers need to know how to obtain sufficient and accurate preliminary information from the reporting party.

LEARNING OBJECTIVES

1. Explain the statutory requirements for accepting a missing person report
2. Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:
	1. Verification that the report is for a missing person
	2. Classification of missing person case
	3. Determining at risk status
	4. Obtaining missing person description, recent photograph and release waiver
	5. Efforts to locate missing person
	6. Notification of a supervisor or investigator
	7. Other agency notifications
	8. Completion of the report
	9. BOLO broadcasts
	10. Entries to missing person information databases (e.g., MUPS)
	11. Amber Alert
3. Describe the conditions that influence the level of law enforcement response to a report of a missing person.
4. Age
5. Family and social environment
6. Missing person’s knowledge of the area
7. Suspicious circumstances
8. Mental, emotional, medical or physical condition
9. Weather/time of day
10. Resources available to missing person
11. Length of time person has been missing
12. Parental custody status

## LEARNING NEED

Peace officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.

LEARNING OBJECTIVES

1. Discuss areas that should be included in an initial search for a missing person
2. Describe how search considerations for a child might vary from those of an adult
3. Explain a peace officer’s primary responsibilities when responding to an abduction of a child by a parent/family member
4. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody.
5. Discuss penal code notification requirements when peace officers locate a missing person.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

## LEARNING NEED

Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.

LEARNING OBJECTIVES

1. Explain the relevance of traffic enforcement to:
	1. Public safety and quality of life within a community
	2. Legally establish probable cause for accomplishing general law enforcement objectives.
2. Explain the organization of information within the Vehicle Code

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss the elements and Vehicle Code section(s) governing arrest
2. Differentiate between mandatory and optional appearances before a magistrate
3. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
4. Demonstrate effective use of hand signals, flashlights and other warning devices to control traffic

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the elements and common names for traffic control signal and device violations involving:
2. Red signal lights
3. Stop signs
4. Other traffic control signals and devices
5. Recognize the elements and common names for right-of-way violations involving:
6. Failure to yield the right-of-way
7. Failure to yield to an emergency vehicle
8. Recognize the elements and common names for rights and provisions involving bicyclists
9. Recognize the elements and common names for violations involving pedestrians
10. Recognize the elements and common names for violations involving turning and signaling
11. Recognize the elements and common names for speed violations involving:
12. Basic speed laws
13. Maximum speed
14. Recognize the elements and common names for driving and passing violations involving:
15. Following too closely
16. Unsafe lane change
17. Passing on the right/left
18. Passing a stopped school bus
19. Recognize the elements and common names for public offense violations involving:
20. Reckless driving
21. Speed contests
22. Hand-held wireless telephone
23. Electronic wireless communications device
24. Recognize the elements and common names for hit and run violations
25. Recognize the elements and common names for basic motor vehicle licensing requirements
26. Recognize the elements and common names for violations when driving with a suspended or revoked license
27. Recognize the elements and common names for basic motor vehicle registration requirements
28. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways

## LEARNING NEED

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

LEARNING OBJECTIVE

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

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
2. Explain the meaning of the phrase “under the influence”
3. Recognize the elements and common names for violations involving driving under the influence (DUI)
4. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
5. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver
6. Discuss medical conditions that may cause a person to appear under the influence
7. Recognize appropriate peace officer actions if a subject refuses to cooperate in performing a Field Sobriety Test (FST)
8. Demonstrate FSTs that may be used to determine impairment, to include:
9. Horizontal Gaze Nystagmus (HGN)
10. One-Leg Stand (OLS)
11. Walk & Turn (WAT)
12. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 3.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that will reinforce the student’s understanding of definitions, laws and procedures related to DUI arrests, including:
2. Legal definitions and terminology
3. Vehicle Code sections and related statutes
4. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
5. Evidence recognition, collection and preservation procedures
6. Report writing requirements
7. 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:
8. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
9. Other traffic control devices, vehicles or other available equipment to safely control traffic movement
10. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding traffic enforcement. At a minimum, each activity, or a combination of activities must address the following topics:
11. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic safety issues
12. Professional demeanor, fairness and effective communication during a traffic enforcement contact
13. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
14. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
15. The ability to recognize valid indicators of impairment that establish probable cause for arrest
16. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
17. The ability to present or critique testimony in court related to observation and documentation of impairment
18. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student’s ability to:
19. Articulate a proper location for the test and why that location is appropriate
20. Articulate the objective observations of signs or symptoms of intoxication or drug use
21. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
	1. Proper techniques of balance
	2. Divided attention
	3. Memory
	4. Coordination
	5. Horizontal Gaze Nystagmus test(s)
22. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs
23. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will at a minimum identify:
24. The specific violation by common name and Vehicle Code section(s)
25. The crime classification
26. Options for resolution

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 29

TRAFFIC COLLISION INVESTIGATIONS

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
2. Demonstrate appropriate peace officer actions when managing a vehicle collision scene, including:
3. Caring for injured and involved parties
4. Protecting the collision scene
5. Collecting and preserving evidence

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
2. Distinguish between a skid mark and a tire impression
3. Describe ways of linking a tire mark with a particular vehicle
4. Classify the three causes of skid marks
5. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
6. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
7. Distinguish between primary collision factor and associated collision factor

## LEARNING NEED

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

LEARNING OBJECTIVES

1. Describe the components of standardized reporting formats used to document a collision
2. Distinguish between the types of collision documentation, including:
3. Collision investigation format
4. Collision report format
5. Prepare components of a traffic collision report, including:
6. Description of injuries
7. Identification of involved parties and vehicles
8. Time and location of collision events
9. Chronology of the collision events
10. Elements unique to hit-and-run and driving-under-the-influence collisions
11. Primary and associated collision factors
12. Area(s) of impact
13. Scene sketch
14. Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:
15. Facts
16. Statements
17. Opinions and conclusions
18. Recommendations
19. Distinguish between a collision sketch and a factual diagram
20. Prepare content features and elements to be included on a:
21. Collision scene sketch
22. Factual diagram

## REQUIRED LEARNING ACTIVITIES

1. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student’s understanding of traffic collision investigative techniques, including:
	1. Determining compass direction
	2. Methods to determine the area(s) of impact
	3. Identification of physical evidence
	4. Scene measurement techniques
2. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:
	1. An understanding of an officer’s responsibilities at a traffic collision scene, including:
		1. Protection of injured parties and the collision site
		2. Performance of investigative tasks
		3. Completion of a traffic collision report
	2. The ability to manage a traffic collision scene, including:
		1. Establishing scene priorities and developing a plan of action
		2. Identifying and controlling scene hazards
		3. Providing first aid for the injured parties
		4. Protecting the collision site
		5. Evaluating and requesting additional assistance, if needed
	3. The ability to perform traffic collision investigative tasks, including:
		1. Identifying and preserving collision evidence
		2. Information gathering and interviewing of involved parties or witnesses
		3. Establishing the area(s) of impact
		4. Determining the primary collision factor
	4. The ability to complete a traffic collision report, including:
		1. Description of injuries
		2. Identification of involved parties and vehicles
		3. Time and location of collision events
		4. Chronology of the collision events
		5. Elements unique to hit and run and DUI collisions
		6. Primary and associated collision factors
		7. Area(s) of impact
		8. Scene sketch
	5. The ability to complete a legible traffic collision sketch that records the officer’s opinion as to how the collision occurred which includes:
		1. Compass direction
		2. Basic measurements of the roadway
		3. Appropriate symbols/illustrations
		4. Area(s) of impact
		5. Travel paths of vehicles and parties involved
		6. Reference points and direction
		7. Items labeled appropriately (parties, streets, signs, etc.)

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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. 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)
3. Demonstrate actions peace officers may employ to preserve possible physical evidence at a crime scene
4. Identify the primary purpose of the:
5. Initial survey of a crime scene
6. Crime scene search
7. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
8. Identify elements to be included on a crime scene diagram

## 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

## REQUIRED TESTS

1. A scenario test that requires the student to demonstrate proficiency in conducting a preliminary investigation of a felonious assault. At a minimum, the test shall evaluate the following competencies:

1. Problem Solving/Decision-Making - analyzing situations and implementing plans through one’s actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.

2. Legal Authority/Individual Rights. The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.

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

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

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

## REQUIRED LEARNING ACTIVITIES

1. A learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student’s ability to:
	1. Use a systematic method to search the scene and recover all items of physical evidence
	2. Generate crime scene notes that document observations, scene conditions and investigative actions
	3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
	4. Locate latent and plastic prints placed on objects of varying texture and color
	5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody
2. 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 crime scenes, evidence and forensics. At a minimum, each activity, or combination of activities must address the following topics:
3. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
4. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem
5. Modeling ethical leadership by a peace officer in the performance of an investigation
6. Impact of an effective investigation on a peace officer’s trustworthiness and credibility during courtroom testimony

Description Hours

POST Minimum Required Hours \_\_12\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 32

LIFETIME FITNESS

## LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

LEARNING OBJECTIVES

1. Discuss the components of a personal physical fitness program to include:
	1. Cardiovascular
		1. Aerobic
		2. Anaerobic
	2. Muscular
		1. Strength
		2. Power
		3. Endurance
	3. Flexibility/Stability/Mobility
	4. Core
	5. Acceleration and agility
	6. Body composition vs performance
	7. Recovery
2. Discuss techniques for evaluating personal fitness in the areas of:
	1. Cardiovascular
		1. Aerobic
		2. Anaerobic
	2. Muscular
		1. Strength
		2. Power
		3. Endurance
	3. Flexibility/Stability/Mobility
	4. Core
	5. Acceleration and agility
	6. Body composition vs performance
	7. Recovery
3. Describe appropriate measures for improving an officer’s performance within each of the seven components of a personal fitness program
4. Discuss principles of physical conditioning, including:
	* + 1. Specificity
			2. Frequency
			3. Intensity
			4. Volume
			5. Active recovery
			6. Periodization/program design
				1. Foundational phase
				2. Conditioning phase
				3. Peak performance phase
			7. Progression
5. Describe minimum physical conditioning program requirements and components of a training session to include:
6. Warmup
7. Training phase
8. Recovery
9. Explain the two types of training injuries and appropriate treatment for each
10. Acute injuries
11. Chronic injuries

## LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

1. Describe how to accomplish fitness goals using nutritional planning
2. Discuss the role of supplementation and accomplishing fitness goals

## LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

1. Discuss illnesses and injuries commonly associated with law enforcement officers
2. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers

## LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.

LEARNING OBJECTIVES

1. Explain the signs and symptoms of elevated stress levels
2. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
3. Describe the short and long term effects of abusing:
4. Alcohol
5. Tobacco
6. Caffeine
7. Supplements/performance enhancing drugs
8. Prescription, nonprescription, and illegal drugs
9. Explain the techniques for stress management

## REQUIRED TESTS

1. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST.
2. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
3. Lift or drag 165 pound lifelike dummy 32 feet
4. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
5. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
6. Run 500 yards

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a POST-approved physical conditioning program to include the following:
	1. The program must consist of a minimum of 36 sessions
	2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
	3. Each session must be a minimum of 60 minutes in length
	4. Each session must consist of a warm-up, a training period, and recovery
	5. Each student must participate in a minimum of 30 of the required 36 sessions
	6. Individual accommodations must meet the functional equivalency of all components of the training session
2. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:
3. Cardiovascular
	* + - 1. Aerobic
				2. Anaerobic
4. Muscular
5. Strength
6. Power
7. Endurance
8. Flexibility/stability/mobility
9. Core
10. Acceleration and agility
11. Body composition vs performance
12. Recovery
13. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:
14. Illnesses and injuries commonly associated with law enforcement officers
15. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
16. The essential elements of lifetime fitness
17. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
18. The relationship between the proportion of calories consumed from each food group and body composition
19. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
20. The relationship between exercise and body composition management
21. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
22. Cardiovascular
	* + - 1. Aerobic
				2. Anaerobic
			1. Muscular
				1. Strength
				2. Power
				3. Endurance
			2. Flexibility/stability/mobility
			3. Core
			4. Acceleration and agility
			5. Body composition vs performance
			6. Recovery
23. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
24. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
25. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)
26. Calculating the aerobic heart rate training zone
27. The components of a comprehensive fitness program for the tactical athlete
28. Evaluation and treatment of training injuries
29. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:
30. Performance of the WSTB
31. Push-ups
32. Bent knee sit-ups
33. 1.5 mile run
34. Body composition measurement
35. The student will participate in a learning activity, which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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.
6. 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

Peace officers must be familiar with the basic movements and Arrest and Control techniques associated with ground control

LEARNING OBJECTIVES

1. Discuss the various ground positions and their associated risks
2. Demonstrate basic ground control positions when controlling a subject
3. Demonstrate a defense against a takedown attempt
4. Demonstrate defenses from choke holds
5. Demonstrate escape and/or reversal skill(s) on the ground including the following positions:
	* + 1. Top mount
			2. Back mount
			3. Side mount
			4. Guard
6. Demonstrate weapon retention from various positions on the ground

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 the ability to conduct the following searches:

- Visual Search

- Cursory/Pat/Frisk/Search

- Full Body Search Incident to Arrest

- High Risk Search

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 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 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 minimum of two control hold techniques.

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 a minimum of two Takedown techniques.

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 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.

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.

## 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. Student will participate in a learning activity that will reinforce the student’s ability to demonstrate a long gun retention and a long gun takeaway technique
				2. Student will participate in a high intensity learning activity that will emphasize and reinforce the student’s endurance and ability to prevail in a sustained physical altercation including:

Foot pursuit

Tactical movement

One or more aggressor(s)

Personal weapons/hand strikes

Impact weapons

Tactical communication

Ground control

Weapon(s) retention

Handcuffing/searching

Description Hours

POST Minimum Required Hours \_\_60\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

a. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety.

1. Scene size-up
2. Law enforcement actions
3. Assessment and care of victims
4. Identify the links of the chain of transmission of infectious pathogens

1.

2.

3.

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

E. 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:
2. Vital signs
3. Head-to-toe assessment
4. Patient history
5. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
6. Recognize conditions under which an injured victim should be moved from one location to another
7. Recognize proper procedures for moving a victim including:
8. Shoulder drag
9. 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
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)

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

## 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

Recognize the appropriate first aid measures for treating facial injuries including:

1. Objects in the eye
2. Chemicals in the eye
3. Dental emergency
4. Nose bleed
5. Recognize appropriate first aid measures for treating open and closed injuries to the:
6. Chest
	1. Chest seals and dressings
7. Abdomen
8. Recognize appropriate first aid measures for internal bleeding
9.
10. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues or joints
11.
12. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:
13. Spinal immobilization
14. Recognize appropriate first aid measures for treating:
15. Thermal burns
16. Chemical burns
17. Electrical burns
18. Radiation burns
19. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)
20. Movement to threat versus casualty care
21. Integration with EMS
22. 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.

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

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

Presenters must use a Skills Exercise Test Form which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

## 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.

##  HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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
10. Describe the basic information about shotguns, including:
11. Advantages and limitations
12. Primary components and their functions
13. Steps for loading/unloading
14. 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 the 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 unload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire. 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 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 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/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.

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 assessments, 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 for approved by POST, which minimally includes 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 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. Judgement/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. 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
12. 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:
13. Open the shotgun action and check for rounds
14. Inspect the functioning of the firing mechanism
15. Load and unload the shotgun properly when a round has been chambered
16. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

Description Hours

POST Minimum Required Hours \_\_72\_\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 37

PEOPLE WITH DISABILITIES

## LEARNING NEED

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

LEARNING OBJECTIVES

1. State the intent of the Americans with Disabilities Act of 1990

1. Recognize the role of peace officers when interacting with a person with a disability
2. Applying culturally responsive community policing principles
3. Reducing stigma
4. Increasing and maintaining peace officer and public safety

## LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.

LEARNING OBJECTIVES

1. State the intent of the Lanterman Developmental Disabilities Service Act *(Welfare and Institutions Code Sections 4500 et. seq.)*
2. Define the term developmental disability
3. Recognize general behavioral indicators associated with all developmental disabilities
4. Recognize behavioral indicators specifically associated with the following developmental disabilities:
5. Intellectual Disability (including Down Syndrome)
6. Cerebral Palsy
7. Autism Spectrum Disorder
8. Epilepsy
9. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
10. Intellectual Disability (including Down Syndrome)
11. Cerebral Palsy
12. Autism Spectrum Disorder
13. Epilepsy
14. Recognize the causes and nature of intellectual/developmental disabilities
15. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities
16.

## LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with physical disabilities.

LEARNING OBJECTIVES

1. Recognize behavioral indicators specifically associated with the following neurological disorders, including:
2. Acquired
3. Traumatic
4. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
5. Affected by traumatic disorders
	1. neurological
	2. traumatic brain injuries
6. Affected by dementia and stroke
7. List the types of mobility assistance equipment and devices
8.
9. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
10. Blind or visually impaired
11. Deaf or hard of hearing
12. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
13. Blind or visually impaired
14. Deaf or hard of hearing
15. Discuss additional laws that protect the rights of people with physical disabilities, including:
16. Rehabilitation Act of 1973, Section 504
17. Right of way (Vehicle Code Section 21963)
18. White Cane Law (Civil Code Section 54.4)
19. Service Animals (Penal Code Section 365.5 et. seq.)
20. Discuss the referral process and state/local resources available to people with physical disabilities
21.

## LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

LEARNING OBJECTIVES

1. Define the term mental illness
2. List the categories of mental illness:
3. Thought disorders including schizophrenia
4. Mood disorders including depression and bipolar
5. Anxiety related disorders
6. Post-Traumatic Stress Disorder (PTSD)
7. Co-occurring/dual diagnosis disorders
8. Recognize the causes and nature of mental illness
9.
10. Recognize behavioral indicators that may be generally associated with people affected by mental illness
11.
12.
13. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
14. Discuss the referral process and state/local resources available to people with mental illness
15.
16.
17. Identify appropriate resolution options
18.

## LEARNING NEED

Peace officers must become familiar with the application of *Welfare and Institutions Code Section 5150* in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

LEARNING OBJECTIVES

1. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
2.
3. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
4.
5. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled
6.
7. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*
8.
9. Recognize the documentation requirements pursuant to *Welfare and Institutions Code Section 5150.2*
10.

## REQUIRED TESTS

1. The POST-Constructed Comprehensive RBC Test 3.
2. A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:
3. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
4. Problem Solving/ Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal Authority/ Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
6. Officer Safety - Tactical and situational awareness and response to surroundings.
7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
2. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities
3. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities
4. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.

The debrief shall minimally address the following topics as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted
2. Possible causes of the behaviors
3. Tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Use of effective verbal/non-verbal communications skills
6. Overall effectiveness of the contact
7. 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 people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:
8. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
9. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer’s efforts to appropriately resolve issues of equal treatment and access to services
10. Impact of an officer’s attitude and actions toward people with disabilities on the community, agency and the officer
11. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

 Among the topics which must be addressed are:

* 1. Any positive or negative behaviors demonstrated by contacting officer(s)
	2. Perception of the person with disabilities being contacted
	3. Presence or absence of stigma
	4. Use of effective verbal/non-verbal communications skills
	5. Use of problem solving skills to enhance an officer’s efforts to appropriately resolve issues
	6. Tactical safety measures employed by the responding officer(s), if applicable
	7. Legality of the contact and subsequent actions of the contacting officer(s)
	8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Description Hours

POST Minimum Required Hours \_\_\_15\_

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 38

GANG AWARENESS

## LEARNING NEED

Peace officers must know the indicators of gang involvement in order to assess and respond to gang-related criminal activity.

LEARNING OBJECTIVES

1. State statutory requirements for designating a group as a criminal street gang
2. Describe safety considerations for peace officers who come in contact with known or suspected members of criminal gangs
3. Describe indicators of gang territory and communications, including:
4. Graffiti
5. Violent crime
6. Active gang members
7. Tattoos
8. Neighborhoods

## LEARNING NEED

Peace officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.

LEARNING OBJECTIVES

1. Describe identifying characteristics and crime trends associated with criminal street gangs

## LEARNING NEED

Peace officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.

LEARNING OBJECTIVES

1. Describe identifying characteristics and crime trends associated with organized crime gangs including:
2. Motorcycle gangs
3. Prison gangs

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a learning activity that will reinforce knowledge of local/regional gang dynamics including recent crime trends. Topics must include:
2. Categories of gangs (e.g., street gangs, organized crime gangs, outlaw motorcycle gangs and prison gangs)
3. Types of street gangs (e.g., Hispanic, white, black, Asian, multi-racial)
4. Reasons for gang membership
5. Characteristics common to most gangs
6. Common criminal activities
7. Suppression, investigation, enforcement and prosecution tactics and techniques
8. Officer safety techniques and personal character in gang-related contacts, detentions and arrests

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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:
2. Unlawful assembly
3. Refusal to disperse
4. Recognize the crime classification as a misdemeanor or felony.

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 1.
				2. The POST-Constructed Comprehensive RBC Test 2.
				3. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 40

WEAPONS VIOLATIONS

## 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 the possession of prohibited weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Possession of a prohibited weapon
3. Possession of an illegal knife
4. Unlawful possession of tear gas weapon or chemical agent
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 the possession of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for:
2. Carrying a firearm in a public place or within a vehicle
3. Possession of a deadly weapon with intent to assault another person
4. Possession of a loaded firearm with intent to commit a felony
5. Alteration or removal of identifying marks from a firearm
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 unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the statutory definition of a concealed firearm
2. Recognize the exceptions to the license requirement for possession of a concealable firearm
3. Recognize the crime elements required to arrest for possession of a concealable firearm without a license
4. Recognize the crime classification for possession of a concealable firearm without a license

## LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for possession of:
2. A firearm by a convicted felon, narcotic addict, or other restricted persons
3. A firearm by a person convicted of a specified misdemeanor
4. An unauthorized weapon in a prohibited location
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 must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Recognize the crime elements required to arrest for, drawing, exhibiting, or unlawful use of a(n):
2. Deadly weapon (other than a firearm)
3. Firearm
4. Firearm in the presence of a motor vehicle occupant
5. Imitation firearm
6. Loaded firearm on the grounds of any daycare facility
7. Firearm in the presence of a peace officer
8. Recognize the crime elements required to arrest for, and classification of unlawful discharging of a firearm
9. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 3.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### 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 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
5. Define the term racial profiling, including the:
6. Conceptual definition
7. Legal definition
8. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
9. California Penal Code section 13519.4
10. Fourth Amendment
11. Fourteenth Amendment
12. Current case law
13. Criminal profiling vs. racial profiling
14. Discuss the impact of racial profiling on the:
15. Individual citizens
16. Community
17. Officer
18. Criminal justice system
19. Discuss landmark events in the evolution of civil and human rights
20. Define key indices peace officers should recognize and respect that make up evolving culture among a community
21. 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

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

V. 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.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

### LEARNING DOMAIN 43

TERRORISM AWARENESS

## LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups and potential targets.

LEARNING OBJECTIVES

1. Recall the definition of terrorism
2. Identify typical terrorist tactics, techniques and procedures (TTP)
3. Identify domestic terrorist ideologies
4. Identify special interest terrorist ideologies
5. Identify international terrorist ideologies

## LEARNING NEED

Peace officers must become familiar with their role in preventing/deterring terrorism.

LEARNING OBJECTIVES

1. Identify the National Terrorism Advisory System
2. Recognize terrorism indicators, tactics, techniques and procedures (TTP)
3. Identify law enforcement prevention/deterrence actions
4. Identify public safety information sharing resources

## LEARNING NEED

Peace officers must recognize the types and significance of critical infrastructure.

LEARNING OBJECTIVES

1. Identify local critical infrastructure sectors
2. Identify the basic concepts of critical infrastructure protection, including
3. Threats
4. Vulnerabilities

## LEARNING NEED

Peace officers must have a basic understanding of the intelligence cycle and the intelligence resources available to them.

LEARNING OBJECTIVES

1. Identify the intelligence cycle
2. Identify intelligence resources
3. Discuss Suspicious Reporting (SAR) including an introduction to the intelligence cycle

## REQUIRED TESTS

* + - * 1. The POST-Constructed Comprehensive RBC Test 3.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in a facilitated discussion, which defines terrorism by its individual elements and identifies by name specific ideologies.
2. Given a video/audio clip/handout, the student will participate in a facilitated activity or simulation that minimally requires:
3. Recognizing suspicious activity
4. Writing a Suspicious Activity Report (SAR)
5. Explaining how to introduce the SAR into the intelligence cycle

Description Hours

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

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

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