**OCTOBER 1, 2020**

EXPANDED COURSE OUTLINE

REQUALIFICATION 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

## IV. 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 unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
2. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
3. Identification of those whom the conduct impacts
4. The potential sanctions that could result from the behavior
5. Potential perceptions of the public regarding the behavior
6. Whether or not intervention is appropriate
7. 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:

1. Identify any ethical issues
2. Discuss the impact of the conduct
3. Determine if intervention is required
4. Defend the chosen intervention strategy
5. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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 current and emerging issues that can impact the delivery of services by 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 community mobilization
24. Define homeland security
25. 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. Define problem solving
7. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
8. Define and discuss a problem solving strategy
9. Identify crime prevention strategies

## REQUIRED LEARNING ACTIVITIES

1. 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:
2. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
3. 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)
4. 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)
5. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
6. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.
7. How each tenet impacts the relationship between law enforcement and the community
8. How each tenet influences perceptions of legitimacy

F. Students will participate in a group discussion of a past or current event, to include:

1. Impact on the perspective of law enforcement and the community

2. Implicit bias

3. Cynicism

## HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 4

VICTIMOLOGY/CRISIS INTERVENTION

## II. 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. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
2. Government Code Section(s) 13950-13966
3. Victims’ Bill of Rights, California Constitution, Article I, Section 28(b), “Marsy’s Law”
4. Explain qualifications for compensation under the Victims of Crime Compensation Program
5. Explain the legal and procedural information available to the victim

1.

2.

3.

## 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

## HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on victimology/crisis intervention.

Description Hours

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

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

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

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### 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

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 Requalification Test.

VIII. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### 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 Requalification Test.
2. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### 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

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

2.

3.

1. Identify the purpose of a medical/legal exam

2.

3.

1. Explain victim’s rights
2. Discuss the types of evidence to be collected from the crime scene, victim and suspect
3. 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

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Requalification Test.
2. HOURLY REQUIREMETS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 11

JUVENILE LAW AND PROCEDURE

## 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
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 Requalification Test.

## HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on juvenile law and procedure.

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### 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

D. The POST-Constructed Comprehensive Requalification Test.

## HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 15

LAWS OF ARREST

## 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. [ublicntiate 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

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Requalification Test.

## REQUIRED LEARNING ACTIVITIES

1. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:
2. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
3. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
4. Officer accountability and responsibility as it relates to laws of arrest
5. How a peace officer’s conduct and attitude affects the officer, officer’s agency and the community

## HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

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### LEARNING DOMAIN 16

SEARCH AND SEIZURE

## LEARNING NEED

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

LEARNING OBJECTIVES

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

## HOURLY REQUIREMENTS

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

Description Hours

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

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

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

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### LEARNING DOMAIN 17

PRESENTATION OF 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

1.

2.

3.

1. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

### LEARNING DOMAIN 19

VEHICLE OPERATIONS

## 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. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty
2. Rules of the road
3. Liability

## 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.

1. Discuss the requirements of Vehicle Code Section 17004.7

1.

2.

3.

VII. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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 objectively reasonable force during a detention or arrest
6. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
7. Discuss the level of authority agency policies have regarding the use of force by a peace officer

## LEARNING NEED

Peace officers must understand how the principles of deescalation can enhance contacts with the public, and may result in improved decision-making, reduction in situational intensity, and opportunities for outcomes with greater voluntary compliance.

LEARNING OBJECTIVES

* 1. Define deescalation

1. Deescalation is the process of using strategies and techniques intended to decrease the

intensity of the situation

1. Recognize common misconceptions and benefits of deescalation
2. Understand the history of deescalation
3. Recognize the four core concepts of deescalation, to include:
   * 1. Self-control
     2. Effective communication
     3. Scene assessment and management
     4. Force options

C. Understand the components of a Critical Decision-making Model including:

1. Collect information
2. Assess the situation, threats and risks
3. Law and policy
4. Plan
5. Act, review, and reassess

1. Recognize how tactical methods that use time, distance, cover, and concealment assist in deescalation

E. Recognize how strategic communication may enhance deescalation

## LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be objectively reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

LEARNING OBJECTIVES

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

## IV. LEARNING NEED

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

LEARNING OBJECTIVES

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

## LEARNING NEED

When a force option has been employed, peace officers’ reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES

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

1. Justification for using force

2. Relevant factors and detail

3. Deescalation strategies and techniques utilized

* 1. Supervisor responsibilities

1. Use of force review and analysis
   1. State required reporting
3. 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 Requalification Test.

IX. REQUIRED LEARNING ACTIVITIES

1. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:
2. Exercise of leadership in the application of objectively reasonable force
3. Impact of ethical decision-making on the selection of appropriate force options
4. Evaluation of the effectiveness of force option choices
5. Consequences for the use of unreasonable force on the officer, community perception and public trust
6. The student will participate in a learning activity that will include a use of force scenario that will include simulations of low-frequency, high-risk situations and calls for service, shoot-or-don’t shoot situations, and real time force option decision making.

IX. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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. Distinguish between the roles and responsibilities of contact and cover officers
2. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol

## II. LEARNING NEED

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

LEARNING OBJECTIVES

1. Discuss information an officer should include when generating a crime broadcast
2. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
3. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject

1. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

### LEARNING DOMAIN 22

VEHICLE PULLOVERS

## 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

2.

3.

## 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
9. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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
3. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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 Requalification Test.

VIII. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

### LEARNING DOMAIN 26

CRITICAL INCIDENTS

1. 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. 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 701 (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 factors to consider when establishing a perimeter around a hazardous materials incident
  3. Identify the types of control zones at a hazardous materials incident, including:
  4. Exclusion zone (hot)
  5. Contamination reduction zone (warm)
  6. Support zone (cold)

1. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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.
6. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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

## 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 chemical sobriety

## REQUIRED TESTS

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

## REQUIRED LEARNING ACTIVITIES

1. 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:
2. The ability to recognize valid indicators of impairment that establish probable cause for arrest
3. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs.
4. The ability to present or critique testimony in court related to observation and documentation of impairment
5. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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)

## 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. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects

## LEARNING NEED

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

LEARNING OBJECTIVES

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

## LEARNING NEED

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

LEARNING OBJECTIVES

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

## LEARNING NEED

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

LEARNING OBJECTIVES

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

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

## REQUIRED TESTS

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

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

- An opportunity to review their results

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

- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

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

ARREST AND CONTROL SAFETY

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

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

1. An exercise test that requires the student to demonstrate competency in 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
8. HOURLY REQUIREMENTS

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

Description Hours

POST Minimum Required Hours \_\_30\_\_

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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.

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

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

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

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

The student will demonstrate competency in the following performance dimensions:

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

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

1. An **exercise test** that requires the student to demonstrate competency in **s**hotgun **combat** shooting principles 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 student 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 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

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

The student will demonstrate competency in the following performance dimensions:

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

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

### 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
2. Recognize the role of peace officers when interacting with a person with a disability
3. Applying culturally responsive community policing principles
4. Reducing stigma
5. 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

G. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities



## IV. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cures 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. Recognize behavioral indicators that may be generally associated with people affected by mental illness
10. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
11. Discuss the referral process and state/local resources available to people with mental illness
12. Identify appropriate resolution options
13. 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. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
3. 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
4. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*
5. Recognize the documentation requirements pursuant to *Welfare and Institutions Code 5150.2*

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Requalification Test.
2. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

## REQUIRED LEARNING ACTIVITIES

1. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

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

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

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

* + 1. Render the weapon safe
    2. Open cylinder
    3. Close cylinder
    4. Holster weapon
    5. Unholster weapon
    6. Load/reload revolver with authorized loading device
    7. Clear any malfunctions
  1. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

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

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

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

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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
4. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION 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

## REQUIRED TESTS

1. The POST-Constructed Comprehensive Requalification Test.
2. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

### LEARNING DOMAIN 40

WEAPONS VIOLATIONS

## 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 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 depends 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 depend 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 depend 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 Requalification Test.
2. HOURLY REQUIREMENTS

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

Description Hours

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

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

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

EXPANDED COURSE OUTLINE

REQUALIFICATION COURSE

### LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

## 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

1. Discuss the difference between sexual orientation and gender identity.
   * 1. Sexual Orientation: a person’s physical, emotional and romantic attraction to people of the same and/or other gender
     2. Gender identity: a person sense of being male, female, or something other or in-between
2. Discuss how sexual orientation and gender identity intersect with:
   * 1. Each other
     2. Race
     3. Culture
     4. Religion
3. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:
4. Sexual orientation (straight, gay, lesbian, bisexual)
5. Gender identity (transgender, cisgender, non-binary)
6. Gender expression (the way a person expresses themselves)
7. Queer (an umbrella term for those who do not wish to categorize their sexuality)
8. Questioning (to be unsure of or re-examining one’s sexual orientation and/or gender identity
9. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:
   1. Demonstrating respect for diversity
   2. Recognizing personal bias and its potential negative effect on workplace conduct
   3. Honoring the right to privacy and confidentiality
   4. Not making assumptions
   5. Understanding reason why employees may not report incidents of harassment/discrimination
10. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:
    1. Protests (i.e. The Stonewall Riots (1969))
    2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges)
    3. Defining moments (i.e. Transgender Day of Remembrance founded (1999)
11. 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. 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:
2. The impact racial profiling may have had on them as individuals or their community
3. Concerns the students may have as to how racial profiling will affect them in the field
4. Clarification of the myths and realities of racial profiling
5. The concept of individualized suspicion as it pertains to probable cause
6. How the history of the community can affect the way they view law enforcement today
7. Law enforcement’s obligation to various cultures within the community
8. What law enforcement must do to increase trust with the community
9. Law enforcement’s obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
10. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing
11. 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:
12. Application of the 4th and 14th Amendments and current case law
13. Consensual contacts as it pertains to racial profiling
14. Importance of articulable characteristics or behaviors to develop probable cause.
15. HOURLY REQUIREMENTS

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

Description Hours

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

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

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