

2024 Sacramento Police Department: Continued Professional Training

First Aid/CPR/AED Refresher

- I. Role of the public safety first aid provider
 - A. Personal safety
 - 1. Scene size-up
 - 2. Responding
 - 3. Reporting
 - B. Body substance isolation, including removing gloves
 - 1. Blood borne pathogens
 - i. Awareness
 - ii. Precautions
 - A) Cover open wounds
 - iii. Reporting
 - 2. Airborne pathogens
 - i. Awareness
 - ii. Precautions
 - A) Respiratory protection
 - iii. reporting
 - 3. Universal precautions
 - i. Gloves
 - ii. Eye protection
 - iii. Masks / gowns
 - 4. Personal Protection Equipment (PPE)
 - i. Decontamination considerations
 - A) Removal of PPE
 - B) Equipment, uniforms and shoes
 - C. Integration with EMS personnel to include active shooter incidents
 - 1. Understanding the needs of EMS responders
 - 2. Unified command
 - 3. Staging
 - D. Mass Casualty Responsibilities
 - 1. Hot, Warm, Cold zones
 - i. Escorting EMS / Rescue Task Force
 - 2. Examples of major incidents with LE and EMS
 - 3. Hartford Consensus
 - i. Surviving mass casualty incidents
 - E. Minimum personal equipment and first aid kits
 - 1. Penal Code Section 13518.1 (pocket mask)
 - 2. Recommended equipment

- i. Bleeding and shock control
- ii. Cardiac and other medical emergencies
- iii. Personal Protective Equipment (PPE)
- 3. Trunk of vehicle vs officer carry
- 4. EMSA Recommendations

II. Heart Attack and sudden cardiac arrest to include:

- A. Sudden cardiac arrest and early defibrillation
 - 1. Heart attack
 - i. Minor to severe
 - ii. Blockage of blood/lack of oxygen
 - iii. Coronary artery disease
 - iv. Signs/Symptoms
 - A) Chest pain
 - B) Radiating pain
 - C) Vital signs
 - D) Mental status
 - v. Treatment
 - A) Position of comfort
 - B) Access EMS
 - 2. Sudden cardiac arrest
 - i. American Heart Association science updates 2015
 - A) Focus on immediate compressions
 - B) Delivery of shock from AED within 3 minutes
- B. Chain of survival
 - 1. Recognition and early activation of EMS
 - 2. Immediate high-quality CPR
 - 3. Rapid defibrillation
 - 4. Basic and advanced EMS
 - 5. Advanced life support and post-arrest care
 - 6.

III. CPR and AED for adults, children, and infants, following current AHA Guidelines

- A. Basic airway management
 - 1. Advanced vs. BLS airway
- B. Rescue breathing
 - 1. Mouth-to-Mouth
 - 2. Mouth-to-Mask
 - 3. Bag-valve-mask (BVM)
- C. Chest compressions and CPR/AED
 - 1. Basic AED operation
 - 2. Using the AED
 - 3. Troubleshooting and other considerations
- D. Single rescuer CPR/AED on adult, child and infant
- E. Two rescuer CPR/AED on adult, child and infant
- F. Recovery position

1. Spinal injury considerations
2. Place victim in side-recumbent position with injured side down
3. Keep airway open – prevent asphyxiation

IV. Management of foreign body airway obstruction on adults, children, and infants

- A. Conscious patients
 1. Adults & Children
 - i. Abdominal thrusts vs chest thrusts
 - ii. Prepare for CPR
 2. Infants
 - i. Back blows / chest thrusts
 - ii. Prepare for CPR
- B. Unconscious patients
 1. CPR
 - i. Modifications (remove visible items)

Recognition and identification of adult and pediatric patients for both medical and traumatic emergencies

- C. Performing a primary assessment
 1. Responsiveness
 2. (CAB) Circulation, Airway, Breathing
 3. Shock and major bleeding
 4. C-Spine considerations
- D. Performing a secondary assessment
 1. Vital signs
 2. Head-to-toe check for injuries
- E. Obtaining a patient history
 1. Information about the patient and the incident

V. Medical emergencies

- A. Pain, severe pressure or discomfort in chest
 1. Position of comfort
 2. EMD Instructions
- B. Breathing difficulties, including asthma and COPD
 1. Position of comfort
 2. EMD Instructions
- C. Allergic reaction and anaphylaxis
 1. Assisted administration of epinephrine auto-injector
 - i. Assist victim with own medication
 - ii. Administering Epi is EMSA “optional” skill
 - iii. Accessing EMS
- D. Altered mental status
 1. Physiological or psychological
 2. Officer and patient safety considerations
 3. Activation of EMS
- E. Stroke
 1. Types (Bleed vs. clot)
 2. Activate EMS
 3. Transport for treatment

- F. Diabetic emergencies
 1. Administration of oral glucose
 2. Low blood sugar (hypoglycemia)
 3. Officer safety / use of force
 4. High blood sugar (hyperglycemia)
- G. Seizures
 1. Keep patient safe
 2. Remove objects in area
 3. Do not insert anything into mouth
- H. Alcohol and drug emergencies
 1. Assisted naloxone administration and accessing EMS
 - i. Naloxone
 - A) Counteracts symptoms of opioid overdose
 - B) Breathing problems
 - C) responsiveness
 - D) Administered IM or nasal spray
 - ii. Protocols
 - A) Assist victim with own medication
 - B) Administering naloxone is EMSA “optional” skill
 - C) Looks for signs of overdose
 - iii. Officer safety
 - A) Transdermal exposure (mixed drugs)
 - B) Combative patient
 - C) Sharps and scene hazards
 - iv. Overdose and withdrawal considerations
 - A) Activation of EMS
 - B) Aspiration concerns-recovery position
 - 1) Place victim in side-recumbent position
 - 2) Keep airway open – prevent asphyxiation
 - C) Continue to monitor detainees
- I. Severe abdominal pain
 1. Position of comfort
 2. EMD Instructions
- J. Obstetrical emergencies
 1. Recognize appropriate first aid measures for emergency situations that may occur in childbirth:
 - i. Excessive vaginal bleeding
 - A) Sterile pads / pressure
 - ii. Newborn fails to breathe
 - A) Stimulate
 - B) Prepare for CPR

VI. Burns

- A. Identification and treatment
 1. Thermal
 2. Chemical
 3. Electrical

4. Radiation

VII. Facial injuries

A. Identification and treatment

1. Protect airway
2. Dental procedures

VIII. Environmental emergencies

A. Heat emergencies

1. Heat cramps

i. Indicators

- A) Painful muscle spasms
- B) Lightheadedness
- C) Weakness

ii. Treatment

- A) Remove victim from heat
- B) Massage cramped muscles
- C) Provide water in small amounts
- D) Do not give alcohol or caffeine

2. Heat exhaustion

i. Indicators

- A) Profuse sweating
- B) Dizziness
- C) Headache
- D) Pale, clammy skin
- E) Rapid pulse
- F) Weakness
- G) Nausea, vomiting

ii. Treatment

- A) Remove victim from heat
- B) Massage cramped muscles
- C) Provide water in small amounts
- D) Do not give alcohol or caffeine

3. Heat stroke

i. Indicators

- A) Red, hot, dry skin
- B) Rapid irregular pulse
- C) Shallow breathing
- D) Confusion
- E) Weakness
- F) Possible seizures or unconsciousness

ii. Treatment

- A) Activate EMS
- B) Remove from heat
- C) Loosen clothing
- D) Cool victim's body rapidly
- E) Douse with cool water
- F) Wrap in wet sheet or blanket
- G) Place ice pack in groin, neck, arm pits

B. Cold emergencies

1. Mild hypothermia

- i. Indicators
 - A) Shivering
 - B) Fatigue
 - C) Confusion
 - D) Rapid breathing and pulse
 - ii. Treatment
 - A) Move to warm environment
 - B) Remove wet clothing
 - C) Do not give alcohol or caffeine
 - D) Keep victim moving
2. Severe hypothermia
- i. Indicators
 - A) Lack of shivering
 - B) Rigid muscles and joints
 - C) Slow, shallow breathing
 - D) Irregular, weak or slow pulse
 - E) Decreased level of consciousness
 - F) Unwilling or unable to do simple activities
 - G) Slurred speech
 - ii. Treatment
 - A) Move to warm environment
 - B) Remove wet clothing
 - C) Do not give alcohol or caffeine
 - D) Monitor vital signs and perform CPR if necessary
 - E) Immobilize and protect frostnip/frostbite
 - F) Wrap each digit individually and loosely
 - G) Re-warm slowly

IX. Bites and Stings

A. Insect Bites and stings

- 1. Officer safety
- 2. Usual reactions
 - i. Local swelling
 - ii. Minor pain
 - iii. Itching
 - iv. Allergic reaction
 - v. Itching
 - vi. Burning
 - vii. Hives
 - viii. Swollen lips and tongue
 - ix. Difficulty breathing
 - x. Respiratory failure
- 3. Treatment
 - i. Remove stinger by scraping
 - ii. Wash with soap
 - iii. Apply ice to reduce swelling and rate of spread
 - iv. Apply heat to marine life stings
 - v. Assist victim in taking epinephrine
 - vi. Monitor for shock
 - vii. Consider activation of EMS

B. Animal and human bites

1. Officer safety
 2. Criminal considerations
 3. Treatment protocols
 - C. Assisted administration of epinephrine auto-injector and accessing EMS
 1. Accessing EMS
 2. Epinephrine prescriptions
 - i. First and second dosing timeline
 3. Legal issues
 - i. Local protocols
- X. Poisoning
- A. Ingested poisoning
 1. Poison control system
 2. Coordination with EMS
 - B. Inhaled poisoning
 1. Poison control system
 2. Coordination with EMS
 - C. Exposure to chemical, biological, radiological or nuclear (CBRN) substances
 1. Recognition of exposure
 2. Scene safety
 - D. Poison control system
 1. 24/7 toll free number (800 222-1222)
- XI. Patient movement
- A. Emergency movement of patients
 1. When to move
 - i. Unable to treat
 - ii. Scene unsafe
 - B. Lifts and carries which may include: using soft litters and manual extraction including fore/aft, side-by-side, shoulder/belt
 1. Shoulder drag
 - i. Use hands and grasp the victim under the armpits
 - ii. Stabilize the victim's head and neck to reduce the risk of injury
 - iii. Carefully lift the victim, keeping the head and shoulders as close to the ground as possible
 - iv. Drag the victim so that the head, torso, and legs remain in a straight line
 - v. Do not pull sideways
 - vi. Gently place the victim in the new location
 - vii. Assess the victim's condition
 2. Movement
 - i. Commercial / improvised soft litters
 - ii. Goals
 - iii. Life-saving
- XII. Tactical and rescue first aid principles applied to violent circumstances
- A. Principles of tactical casualty care
 1. Mindset- Officer stays engaged
 2. Voice commands
 - i. Directions to officers / victims
 3. Take cover. Get off the "X"

- i. Prevent further victims
 - ii. Reducing delay of life-saving measures
- 4. Tourniquet / chest seal victim and move
- 5. Rescue teams simultaneous with LE response

B. Determining treatment priorities

- 1. Triage and victim staging
 - i. Hemorrhage control
 - ii. Open chest wound protocol
 - iii. Self-care / buddy care
 - iv. Consider disarming injured officer (altered LOC)

XIII. Orientation to EMS system, including

- A. 9-1-1 Access
 - 1. Enhanced 9-1-1
 - 2. Local alternatives
- B. Interaction with EMS personnel
 - 1. Jurisdictional disagreements
 - 2. Public expectation
 - 3. Pre-event planning and familiarization
- C. Identification of local EMS and trauma systems
 - 1. Local EMS resources and expectations
 - 2. Local trauma protocols

XIV. Trauma emergencies

- A. Soft tissue injuries and wounds
 - 1. Review of basic treatment
 - 2. Dressings and Bandages
 - 3. Bleeding control and treat for shock
- B. Amputations and impaled objects
 - 1. Review of basic treatment
 - 2. Dressings and Bandages
 - 3. Bleeding control and treat for shock
- C. Chest and abdominal injuries
 - 1. Review of basic treatment for chest wall injuries
 - i. Breathing / movement
 - 2. Application of chest seals
 - i. Chest seal types
 - 3. Immobilize penetrating objects
 - 4. Continue to monitor vitals
 - 5. Position injured side down (consider C-spine injuries)
- D. Head, neck or back injury
 - 1. Indicators
 - i. Mechanism of injury
 - A) Striking vehicle windshield
 - B) Blow to the head

- C) falls
 - ii. Altered Mental status
 - A) Agitated, confused, combative
 - B) Appears intoxicated
 - C) Decreased level of consciousness
 - D) Loss of short term memory
 - E) Loss of consciousness
 - iii. Vital signs
 - A) Abnormal breathing patterns
 - B) Decreased pulse
 - C) General deterioration of vital signs
 - iv. Visible injury
 - A) Deformity of the head or skull
 - B) Visible bone fragments
 - v. Appearance
 - A) Clear or bloody fluid from the ears or nose
 - B) Unequal pupils
 - C) Bruising behind ears
 - D) Discoloration around eyes
 - E) Paralysis
 - F) Priapism
 - vi. Treatment
 - A) Do not move victim's head
 - B) Activate EMS
 - C) Control bleeding
 - D) Check for cerebrospinal fluid in ears/nose and bandage loosely
 - E) Be prepared for projectile vomiting
 - F) Treat for shock
- E. Spinal immobilization
 - 1. Manual Stabilization
 - 2. Awareness of EMS techniques and equipment
- F. Musculoskeletal trauma and splinting
 - 1. Expose injury site
 - 2. Assess for fractures
 - 3. Control excessive bleeding
 - 4. Treat for shock
 - 5. Apply dressing and bandages to immobilize injury
 - i. Immobilize bones above and below the joint
 - ii. Do not attempt to manipulate or straighten limbs
 - iii. Leave fingers and toes exposed unless affected
 - iv. Check for circulation below injury site
 - 6. Bleeding / shock control
 - 7. Improvisational splinting
- G. Recognition of signs and symptoms of shock
 - 1. Basic treatment of shock
 - 2. Importance of maintaining normal body temperature
- H. Internal bleeding
 - 1. Indicators
 - i. Rapid pulse / respirations
 - ii. General decline in vitals

- 2. Treatment
 - i. Bleeding control / treat for shock
- I. Control of external bleeding, including direct pressure, tourniquet, hemostatic dressings, chest seals and dressings
 - 1. Training in the use of hemostatic dressing shall result in competency in the application of hemostatic dressing. Included in the training shall be the following topics and skills:
 - i. Review of basic methods of bleeding control to include but not be limited to direct pressure, pressure bandages, tourniquets, and hemostatic dressing and wound packing
 - ii. EMSA-approved hemostatic dressings

XV. Legal issues

- A. Authorized skills and liability limitations
 - 1. Identify conditions under which a peace officer is protected from liability when providing emergency medical services
 - i. 1799.102 H&S
 - A) Act within scope of their employment
 - B) Act in good faith
 - C) Provide a standard of care that is within the scope of their training and agency policy
 - 2. Consent
 - i. Expressed Consent
 - ii. Implied Consent
 - iii. Refusal of care
 - A) DNR (Do Not Resuscitate)
- B. Identify conditions under which a peace officer may NOT be protected from liability when providing emergency medical services
 - 1. Negligence
 - i. Act beyond scope
 - ii. Grossly negligent manner

XVI. Safety protocols

XVII. Written, oral and/or demonstration assessment (in each topic area)

- A. A learning activity that requires the student to conduct a primary assessment and triage on victims of trauma or medical emergency during/following violent circumstances (i.e. active shooter). The primary assessment shall minimally include:
 - 1. Check for responsiveness
 - 2. Check circulation
 - 3. Check airway
 - 4. Check breathing
 - 5. Look for serious bleeding
- B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding of a limb:
 - 1. Direct pressure
 - 2. Tourniquet
 - 3. Hemostatic dressing

- C. A learning activity that requires the student to demonstrate the following first aid technique for controlling bleeding of the chest or abdomen:
 - 1. Chest seals
- D. A learning activity that requires the student to demonstrate the following basic life support techniques:
 - 1. Clearing an obstructed airway on conscious and unconscious victims
 - i. Adult or child
 - ii. Infant
 - iii. Obese or pregnant
 - 2. Rescue breathing
 - i. Adult
 - ii. Child
 - iii. Infant
 - 3. CPR (alone and as part of a rescue team)
 - i. Adult
 - ii. Child
 - iii. Infant
- E. Written exam

Ballistic Shield Training

- I. History
 - Case Study (Video)
- II. Why and When
 - Case Study (Patrol Emergency Rescue)
- III. Types of Shields
- IV. Handgun vs. Rifle
- V. Shield Positions
 - Pictures (Positioning)

- VI. Movements at Doorway & Entries
 - Movement Videos / Demonstrations

- VII. Movements with Partner
 - Two Officer Movement Video / Demonstrations
- VIII. Emergency Rescue & Suspect Approach
 - Case Study

- IX. Vehicle Approaches
 - Videos / Demonstrations

Arrest and Control Techniques (PSP)

Minimum Topics/Exercises:

- a. Policies, legal standards, and report writing
- b. Use of Force considerations
- c. Safety orientation and warm-up(s)
- d. De-escalation/Verbal commands– in exercise(s)
- e. Body balance/stance/movement patterns – in exercise(s)
- f. Search – in exercise(s)
- g. Equipment/Restraint device(s) use – in exercise(s)
- h. Subject's Actions and Officer's response to force
- i. Control/Takedown - in exercise(s) Verbal command
- j. Class exercises/Student Evaluation/Testing
- k. Recovery/First Aid (as applicable)

COURSE OBJECTIVES

The trainee will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy and

current case law.

2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
 - a. Judgment and Decision Making
 - b. Officer Safety
 - c. Body Balance, Stance, and Movement
 - d. Searching/Handcuffing Techniques

- e. Control Holds/Takedowns
- f. De-escalation/Verbal Commands
- g. Effectiveness Under Stress Conditions

I. REGISTRATION AND ORIENTATION

- A. Introduction, Registration and Orientation
 - 1. Instructor and Student Introductions
 - 2. Course Roster
 - 3. Facility Overview
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
 - 1. Course Objectives
 - a. Judgment and Decision Making
 - b. Officer Safety
 - c. Body Balance, Stance, and Movement
 - d. Searching/Handcuffing Techniques
 - e. Control Holds/Takedowns
 - f. De-escalation/Verbal Commands
 - g. Effectiveness Under Stress Conditions
 - 2. Safety Policy/Orientation

II. USE OF FORCE POLICIES AND LEGAL ISSUES

(a, b)

- A. Case Law Update, report documentation and policy
 - 1. Tennessee v Garner
 - 2. Graham v Connor
- B. Overview of Penal and Government Code Updates
 - 1. AB 392
 - a. PC 835a
 - b. PC 196
 - 2. AB 490
 - a. GC 7286.5(a)
 - b. GC 7286.5(b)
- C. Local Policies
 - 1. SB 230 guidelines

2. Use of Force policy updates
- D. Report Writing
 1. Proper documentation of use of force incidents
 2. Articulation of events
 3. Documentation of injuries/aid rendered to subjects, officers, bystanders

III. SAFETY ORIENTATION AND WARM-UP (c)

- A. Review of Safety Policies and Injury Precautions
 1. Review safety policy
 2. Emergency exits
 3. AED
 4. Avoiding injury
- B. Warm-up
 1. Stretching exercises
 2. Mental preparation
- C. Physical conditioning
 1. Three Biggest Disablers
 - a. Heart Attacks
 - b. Lower Back and Knee Injuries
 - c. Peptic Ulcers
 2. How to Reduce Individual Risk to Above Disablers
 - a. Nutrition
 - b. Lifetime Fitness

IV. SUBJECT'S ACTIONS AND OFFICER'S RESPONSE (h, j)

- A. Subject's actions
 1. Compliant
 2. Passive non-compliant
 3. Actively Resistant
 4. Assaultive
 5. Life Threatening
- B. Officer's Response to Resistance
 1. Non deadly
 2. Intermediate force
 3. Deadly force
- C. Students will participate in a scenario-based exercise to demonstrate
 1. Safety
 2. Awareness
 3. Balance

4. Control
5. Controlling Force
6. Proper Techniques

7. Verbal Commands/Instructions

V. OFFICER AWARENESS/TACTICAL CONSIDERATIONS **(e)**

- A. Initial Approach with Subject
 1. Hands
 2. Cover
 3. Weapons/bulges
 4. Footing/balance, officer's ability to stay on his/her feet
- B. Tactical Considerations
 1. Associates, subjects, and officers (resources available)
 2. Escape routes, subjects – tactical retreat, officers

VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND POSITION OF ADVANTAGE **(e)**

- A. Footwork Review
 1. Forward shuffle
 2. Rear shuffle
 3. Normal pivot
 4. Shuffle right and left
 5. Pivot right and left
 6. Progressive pivot
 7. Shuffle pivot
- B. Body Balance and Movement
 1. How to fall to the ground safely and assume a position of advantage
 2. Access to equipment on duty belt while in a position of advantage and on the ground

VII. SEARCH/HANDCUFFING **(f,g,k)**

- A. Search
 1. Visual Search (plain view)
 2. Pat Down
 3. Incident to Arrest/complete search
- B. Handcuffing Techniques from

1. Standing
2. Prone
 - a. Minimize actions that could lead to positional asphyxia
 - b. Alternative placement
 - c. Positions of recovery
- C. Assess for Potential Officer and Suspect Injuries
 1. Render First Aid or request additional medical as needed
 2. Document

VIII. CONTROL HOLD/ TAKE DOWNS

(i, k)

- A. Control Hold
 1. Joint Manipulation
 2. Pain Compliance
- B. Take Downs
 1. Various Positions
 - a. Handcuffed
 - b. Non-cuffed
 2. Single Officer
 3. Multiple Officer
- C. Assess for Potential Officer and Suspect Injuries
 1. Render First Aid or request additional medical as needed
 2. Document

IX. DE-ESCALATION OF FORCE

(d)

- A. Verbal Commands
 1. Tone of voice
 2. Gain voluntary compliance
 3. Single communicator
- B. Assessment
 1. Ability
 2. Opportunity
 3. Intent
 4. Recognize when to escalate vs. de-escalate
 - a. When verbal commands fail – time to act
 - b. Use of force warning when feasible
- C. Tactics
 1. Distance plus cover equal's time
 2. Resources
 3. Contiguously Plan

X. STUDENT RECOVERY (k)

- A. Cool Down
 - 1. Stretching
 - 2. Hydration
- B. Injuries
 - 1. Treat
 - 2. Document

XI. TESTING/REMEDIATION (j)

Firearms (PSP)

- I. **Orientation/Safety Guidelines (A, B)**
- a. Instruction, registration and orientation
 - b. Course objectives / overview, exercise, evaluation/testing
 - c. Weapons, range and shooting safety rules
 - d. General safety rules
 - i. Treat all firearms as if they were loaded
 - ii. Never point a gun at anything you aren't willing to destroy
 - iii. Keep your finger off the trigger until your sights are on the target
 - iv. Be sure of your target and what's beyond it
 - e. Range safety rules
 - i. Once training starts, the range will be considered a hot range, which means pistols and magazines will be loaded with ammo
 - ii. Because it is a hot range, all pistols will remain in their holsters, with weapons retention devices in use, except when on the fire line under the supervision of the range masters and/or in a designated safe area
 - iii. Officers will be allowed to administratively load their pistol magazines when off the firing line, but they must keep their pistols holstered
 - f. On the firing line safety rules
 - i. Refer to general safety rules; keep all firearms pointed down range
 - ii. All malfunctions shall be handled by the officer. If they cannot fix the malfunction, the shooter shall raise their non-dominant hand for range master assistance
 - iii. Never draw a handgun from the holster unless instructed to do so
 - iv. Never leave your firing position unless cleared by the range master

- v. Never go forward of the firing line unless instructed to do so
 - vi. Never bend forward to retrieve dropped articles on the firing line unless instructed to do so or cleared by the range master first
 - vii. If hot brass comes in contact with your skin, keep your weapon pointed down range, de-cock if applicable and holster. Once holstered you can take care of the brass. Notify range master of what you are doing
 - viii. All officers will wear eye protection, ear protection and bulletproof vests while on the firing line and/or in the vicinity of the firing line
 - ix. There will be no smoking, chewing tobacco, eating or drinking on the firing line
 - x. Wash hands and face before leaving the range
- g. Range commands
- i. Load and make ready
 - 1. Shooter will point their weapon in a safe direction and load or press check, as necessary
 - ii. Fire commands
 - 1. During the course of fire, the instructor will tell the class what the fire command will be
 - iii. Challenge Command
 - 1. Shooter gives at least one command to disarm the threat (i.e., "Police, don't move!"), before a no threat of threat command is given
 - iv. No shoot
 - 1. Shooter conducts follow through and scanning on their own
 - 2. Holster reluctantly
 - 3. Wait for direction
 - v. Cease Fire
 - 1. All shooter immediately:
 - a. Stop shooting
 - b. Safely holster their weapon
 - c. Listen for further direction

II. Lethal Force Overview

(B,C,D)

- a. Legal Issues Involving Use of Force/Lethal Force
 - i. Review of PC835a, as updated by AB392 & SB230
 - ii. Ensuring the use of force is justifiable under department policy, Federal and State law
 - iii. Determining if the use of force is necessary
 - iv. Administer after force care
- b. Civil and department implications of force/lethal force
 - i. Civil lawsuit by suspect and/or family
 - ii. Internal Affairs
 - iii. Office of Public Safety Accountability (OPSA)
- c. Report writing and preliminary investigation
 - i. Document your mindset at the time, suspects actions, how you felt, fear for your life or others of imminent death or serious bodily injury, what you

- knew prior to the incident, de-escalation, how many officers on scene and environmental facts
- ii. Be articulate so that others will understand the degree of threat you felt
- d. Moral / Ethical issues
 - i. Sanctity of life
 - ii. Duty to enforce laws
 - iii. Duty to serve the public
 - iv. Discretion

III. Use of Force/Lethal Force/Firearms Policy (B,C,D)

- a. Use of force options
 - i. Lethal force within the spectrum of force options
 - ii. Verbal, hands, less lethal and lethal force spectrum
 - iii. Command presence
 - iv. Control holds
 - v. O.C., Baton, CED, Pepperball, bean bag, 40mm
 - vi. Firearms
 - vii. De-escalation
 - 1. Taking action or communicating verbally or nonverbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the UOF or with a reduction of the force necessary. De-escalation tactics include, but are not limited to, warnings, verbal persuasion, and tactical repositioning.
- b. Department Policy
 - i. Deadly Force
 - 1. a peace officer is justified in using deadly force upon another person only as a last resort when reasonable alternatives have been exhausted or are not feasible and the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
 - b. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
 - 2. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively

reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

3. A subject gaining control of one or more pieces of a peace officer's equipment, without the subject presenting an imminent threat of serious bodily injury or death, is not enough by itself to justify the use of deadly force.

ii. Discharging Firearm

1. Pursuant to b.; 1-3 (Above)
2. At a firing range, pursuant to all safety rules and regulations; or
3. In order to stop a potentially aggressive animal, such as a dog, if the animal reasonably appears to pose an imminent threat of serious bodily injury or death to a peace officer or to another person and alternative methods are not feasible or would likely be ineffective.
 - a. In circumstances where there is sufficient advance notice that a potentially dangerous animal may be encountered, department members should develop reasonable contingency plans for dealing with the animal (e.g., fire extinguisher, Conducted Energy Device, oleoresin capsicum (OC) spray, animal control peace officer). Nothing in this policy shall prohibit any member from shooting a dangerous animal if circumstances reasonably dictate that a contingency plan has failed or becomes impractical.
4. Firearms shall not be discharged as a warning.
5. Peace officers shall consider their surroundings and potential risks to bystanders and other peace officers to the extent reasonable under the circumstances, before discharging a firearm
6. When a peace officers discharges or attempts to discharge a firearm while on or off duty, intentionally or accidentally, the employee shall immediately notify the on-duty watch commander. This does not include intentional discharges at a range or for recreational purposes (e.g., hunting, private target practice, or other similar activities).

iii. Pointing a Firearm

1. Nothing in this policy shall preclude a peace officer from drawing of a firearm when the officer reasonably believes it necessary for the safety of the officer or another.
2. Detentions involving the pointing of a firearm at a person shall be entered into the Racial Identify Profiling Act database (RIPA).
3. The pointing of a firearm at a person shall be documented in the appropriate report, RIPA and on the Computer Aided Dispatch (CAD) call using the abbreviation "FPAP" (Firearm Pointed At Person).

iv. Moving Vehicles

1. A peace officer shall make every reasonable effort to move out of the path of an approaching vehicle.
 2. A peace officer shall make every reasonable effort to not intentionally place themselves in a position where a vehicle could be perceived as a threat to the officer.
 3. Peace officers shall not discharge a firearm at or from a moving vehicle unless one of the following circumstances exists:
 - a. The peace officer reasonably believes that there is an imminent threat of death or serious bodily injury to a peace officer or another person, by means other than the moving vehicle.
 - b. The peace officer reasonably believes that the driver is using or is attempting to use the vehicle as a means to cause imminent threat of death or serious bodily injury to the peace officer or another person.
- v. PC 835a and AB392
1. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person
 - b. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
 2. AB392
 - a. Amended PC 196
 - b. Amended PC 835a
 3. Supporting case law
 - a. Tennessee v. Garner
 - i. Fleeing felon
 - b. Graham v. Conner
 - i. Objective reasonableness

IV. Post Law Enforcement Officers Killed / Assaulted (LEOKA) Studies

- a. 2022 Vital Statistics for officers killed in the line of duty
 - i. There were 59 officers feloniously killed
 1. 6- Unprovoked attack
 2. 49- Firearm

- 3. 3- Suspect used vehicle as a weapon
- 4. 8- Personal weapons
- ii. The first 9 months of 2022 had a 9.3% decrease in officers feloniously killed compared to the first 9 months of 2021.
- iii. Firearms were the cause of 83% of officers killed
- iv. The leading circumstances surrounding officers killed were related to ambushes, investigative/enforcement activity and unprovoked attacks
- v. Ambush attacks doubled from 5 to 10
- vi. Unprovoked attacks decreased 66%
- vii. Accidental deaths were due primarily to motor vehicle accidents, pedestrians being struck by vehicles and airplane crashes
- viii. Of the 49 officers killed, 24 were from southern region

V. Fundamentals of Shooting (E)

a. Shooting Platform

- i. Stance
 - 1. Isosceles
 - 2. Weaver
 - 3. Modified
- ii. Grip
 - 1. 360 Degree coverage
 - 2. Off-hand thumb forward down the slide with opposite pressure
- iii. Trigger Control
 - 1. Smooth trigger press to the rear
 - 2. Disengage trigger safety (if applicable)
 - 3. Double action/single action systems
- iv. Breathing Control
 - 1. Breathe with mouth open
 - 2. Shoot at a natural pause (if possible)
- v. Sight Alignment/Sight Picture
 - 1. Focus on front sight
 - 2. Align front sight in center of rear sight
 - 3. Align sight on target
- vi. Follow-through
 - 1. Continue looking through sight
 - 2. Assess target
 - 3. De-cock (if needed)

VI. Range Drills (E,F,G,H,I,J)

a. **Learning Activity:** Bill Drill (3,5,7,yards / 18 rounds)

- i. Bill Drill Target
- ii. 3 mags 6 rounds each
- iii. 6 rounds per yard line as fast and accurate as possible
- iv. Course of fire
 - 1. Stage 1- 3 yd line; 6 rounds
 - 2. Stage 2- 5 yd line; 6 rounds

- 3. Stage 3- 7 yd line; 6 rounds
- v. Shooters will repeat course at end of the day

- b. **Learning Activity:** Modified Dot Torture (3 yd line / 24 rounds)
 - i. Dot Torture Target
 - ii. 1 mag-7 rds, 1 mag- 8 rds, 1 mag- 9 rds
 - iii. 3 yd line
 - iv. Course of fire
 - 1. Refer to target

- c. **Learning Activity:** Walk-Back-Drill (3,5,7 yards / 18 rounds)
 - i. Walk-Back-Drill Target
 - ii. 3 Mags 6 rounds each
 - iii. Accuracy Drill- Slow Fire
 - iv. Course of Fire
 - 1. Stage 1- 3 yd line; 6 rds at the small box on target
 - 2. Stage 2- 5 yd line; 6 rds at the medium target
 - 3. Stage 3- 7 yd line; 6 rds at the large target

- d. **Learning Activity:** Darts Competition (3 yds / 36 rds)
 - i. Darts Target
 - ii. 3 Mags 12 rounds each
 - iii. Focus on fundamentals
 - iv. Review draw stroke with shooters
 - v. Course of fire
 - 1. Each shooter starts with the score of 501
 - 2. Taking turns each player takes 3 shots, totals their score, and subtracts their score from their remaining total
 - 3. The cream and black wedges are worth the value of the corresponding number
 - 4. The outer red and green ring is worth double the value of their corresponding number
 - 5. The inner red and green ring is worth triple the value of their corresponding number
 - 6. The bullseye (green or red) is worth 50 points

- e. **Learning Activity:** Slow fire Malfunction Drill (3 yds / 18 live & 6 dummy rds)
 - i. Concealed Carry 6 dot Target
 - ii. 3 mags with 6 live rounds and 2 dummy rounds each
 - iii. Fundamental focus
 - iv. Slow shooting and fast and efficient malfunction clear and reloads
 - v. Course of fire
 - 1. No time limit
 - 2. Shooters will fire 3 rounds per circle

3. Shooters will clear malfunctions accordingly

- f. **Learning Activity:** Modified FBI Qual (3-20 yds / 30 rounds)
- i. B27 Target
 - ii. 3 Mags 10 rounds each
 - iii. Course of fire
 1. Stage 1- 3 yds
 - a. Dominant-hand only
 - b. Draw and fire 3 rounds
 2. Stage 2- 3 yds
 - a. One hand shooting
 - b. Draw and fire 3 rounds dominant hand, transition to non-dominant hand and fire 3 rounds
 3. Stage 3- 5 yds
 - a. Draw and fire 1 round, reload 2 rounds
 4. Stage 4- 7 yds
 - a. Draw and fire 4 rounds
 5. Stage 5- 10 yds
 - a. Draw and fire 4 rounds
 6. Stage 6- 15 yds
 - a. Draw and fire 5 rounds
 7. Stage 7- 20 yds
 - a. Draw and fire 5 rounds
 - iv. Score target
 - v. A liner counts as the higher number
- g. **Learning Activity:** Shield Movement (15-5 yds / 24 rds)
- i. Dave Target
 - ii. 2 mags 12 rounds each
 - iii. 4 Groups
 - iv. Demonstrate moving and shooting with a shield.
 - v. Course of fire
 1. Starting at 15 yard line
 2. Move backward and forward from the the 15-5 yard line.
 3. Shooters fire 2 rounds each threat command on the move (3 threat commands forward and back)
 4. Reload
 5. Repeat
- h. **Learning Activity:** DHO Reload Drill with Tourniquet (15 yds / 20 rds)
- i. 4 Steel Targets
 - ii. 4 A-Frame barricades
 - iii. 3 mags with 6 rounds and some rounds in a pocket
 - iv. 3 tourniquets per station
 - v. Demo between the knees DHO Reload drill
 1. Drop empty mag

2. Place gun upside down with muzzle down range
 3. Remove new magazine and insert into mag well
 4. Grab the grip of the gun
 5. Remove from between the knees rotating towards your target
 6. Utilize the slide release to send the slide forward
- vi. Demo holstering the firearm
 1. Drop empty magazine
 2. Holster with not retention
 3. Remove and insert new mag into the mag well
 4. Remove from holster
 5. Utilize the slide release to send the slide forward
 - vii. Demo slide not locking back
 1. Drop empty magazine
 2. Rack the slide back utilizing holster or duty belt
 - viii. Course of fire
 1. Threat command
 2. Shooters fire 6 rounds until slide lock
 3. DHO reload
 4. Shooter will place a tourniquet to their non-dominant arm
 5. Shooter will fire 6 rounds DHO until slide lock
 6. Another DHO reload
 7. 6 more rounds DHO
- i. **Learning Activity:** PSP 232 (15-20 yds / 14 rds)
 - i. Steel Target
 - ii. Set up on left side of the range
 - iii. 2 mags with 7 rounds each
 - iv. Demonstrate keeping muzzle down range
 1. Shooters do not need to holster while moving forward/laterally
 2. Barrel magnetized to steel down range
 3. Shooters will holster moving backwards
 4. Show shooters how to holster and move with no retention
 - v. Course of fire
 1. See Diagram
 2. Shooters fire 2 rounds at each corner cone
 3. Shooters fire 3 rounds at the center cone
 4. Shooters will reload prior to moving
 - vi. Repeat opposite direction
 - j. **Learning Activity:** Snake Movement Drill (15-20yds / 12 rds)
 - i. Steel Target
 - ii. Set up on the right side of the range
 - iii. 1 mags with 12 rounds each
 - iv. Discuss the importance of keeping the muzzle down range
 1. Shooters do not need to holster while moving forward/laterally
 2. Shooters will holster moving backwards

3. Show shooters how to holster and move with no retention
- v. Course of fire
 1. See diagram
 2. Shooters fire 2 rounds from each cone

- k. **Learning Activity:** Shield Movement (15-5 yds / 24 rds)
- i. Dave Target
 - ii. 2 mags 12 rounds each
 - iii. 4 Groups
 - iv. Demonstrate moving and shooting with a shield.
 - v. Course of fire
 1. Starting at 15 yard line
 2. Move backward and forward from the the 15-5 yard line.
 3. Shooters fire 2 rounds each threat command on the move (3 threat commands forward and back)
 4. Reload
 5. Repeat

VII. Assessment

(A,C,D,E,F,H,I,J)

- a. This course is the same course that we started the with at the range and we will compare shooters improvement
- b. **Learning Activity:** Bill Drill (3,5,7,yards / 18 rounds)
 - i. Bill Drill Target
 - ii. 3 mags 6 rounds each
 - iii. 6 rounds per yard line as fast and accurate as possible
 - iv. Course of fire
 1. Stage 1- 3 yd line; 6 rounds
 2. Stage 2- 5 yd line; 6 rounds
 3. Stage 3- 7 yd line; 6 rounds

Sovereign Citizen Course

LEARNING OBJECTIVES

- A. Understand the Origins of Sovereign Citizen Ideology
 1. History
 2. Who are Sovereign Citizens
- B. Understand Sovereign Citizen Terminology/ Language
 1. Key Words/ Language
 2. Sovereign Factions/ Differing Ideologies
 3. Adjacent Ideologies

- C. Recognize the signs of the Sovereign Citizens
 - 1. Vehicle Markings/ Stickers/ Plates
 - 2. Handouts/Signs
- D. Understand the Dangers posed by some Sovereign Citizens for Officer Safety
 - 1. Spectrum of Dedication
 - 2. Danger to police
- E. Tools to deal with Sovereign Citizens
 - 1. Tactical 5 Step- Strategic Communication
 - 2. Critical Decision Making Model
 - 3. Policy/ Law- Have solid ground when taking action

Domestic Violence Update

- I. **Purpose:** The purpose of this course is to provide officers with the tools to respond and investigate safely and effectively incidents involving domestic violence.
- II. Type of Abuse – Legal Updates
 - 1) 13700 PC - Domestic Violence Defined
 - 2) 13701(b) PC
 - a. Dual arrest are discouraged but not prohibited
 - b. Officers shall make reasonable effort to identify the dominant aggressor
 - i. Person determined to be the most significant rather than first aggressor
 - ii. Considers by officers to determine dominant aggressor
 - A. 273.5 PC – Felony domestic violence
 - 1. Willful infliction of corporal injury
 - 2. Suspect willfully inflicted physical injury on:
 - i. Spouse or former spouse
 - ii. Cohabitant or former cohabitant
 - iii. Mother/father of child
 - iv. Finance. Current or previous dating relationship. Prior engagement
 - 3. Injury inflicted resulted in traumatic condition
 - i. Traumatic condition is a wound or other bodily injury, whether minor or serious
 - B. 243(e)(1) PC – Misdemeanor domestic violence, battery
 - 1. Unlawful force or violence on:

- i. Spouse or former spouse
 - ii. Cohabitant or former cohabitant
 - iii. Mother or father of child
 - iv. Fiancé or former fiancé
 - v. Boyfriend/girlfriend or former boyfriend/girlfriend
2. No Injury necessary
 3. Straight misdemeanor

III. Other Crime Codes

- A. 136.1(c)(1) PC- Dissuading victim from reporting
- B. 236 PC- False imprisonment
- C. 207 PC- Kidnapping
- D. 422 PC- Criminal threats
- E. 591.5 PC- Vandalism
- F. 273.6 PC & 166(a)(4) PC
 - a. 273.6- Violation of Restraining Order, Protective Order, Stay Away Order
 - b. 166(a)(4)- Broader, violation of any court order or contempt of court
- G. 646.9 PC- Stalking
 - a. Pattern of conduct
 - b. Reasonable fear with credible threat
- H. 273a(a)/(b)- Child Abuse/Neglect
 - a. (a) “likely to produce great bodily harm or death”, “inflicts unjustifiable physical pain or mental suffering”, “having care and custody of child willfully causes, permits child to be placed in a situation where their person or health is endangered”
 - b. (b) “circumstances or conditions other than those likely to produce great bodily harm or death”, “willfully causes or permits any child to suffer, inflicts unjustifiable physical pain or mental suffering”, “having care or custody of any child, willfully causes, permits the person or health of the child to be injured or willfully causes or permits child to be placed in a situation where their person or health is or may be endangered”
- I. 262 PC- Spousal rape
 - a. Difficult to prove
 - b. Underreported
 - c. BEAR Exam
 - d. Pre-text phone call

IV. Mandates

- a. Mandates related to 13701 PC, 13730 PC and department general orders
- b. Victim confidentiality

- V. Strangulation
 - A. Investigation Considerations:
 - 1. Encourage medical treatment
 - 2. What did the suspect say during the assault?
 - 3. How long did it last?
 - 4. Loss of consciousness?
 - 5. Shaken, thrown. One hand or two
 - 6. Amount of pressure – was it continuous
 - 7. Defensive injuries on suspect
 - 8. DAFE Exam (Domestic Assault Forensic Exam)
 - a. Procedures to schedule examination
 - B. Signs and symptoms
 - i. Hoarseness, loss of voice
 - ii. Swallowing or breathing difficulties
 - iii. Involuntary urination or defecation
 - iv. Bruises, redness or swelling
 - v. Petechiae
 - vi. Blood red eyes
- VI. SB 1331 Domestic Violence- Lethality Assessments
 - a. Statics regarding domestic violence incidents in the United States
 - b. The Lethality Assessment should be administered to all victims of domestic violence to assess the level of danger and/or the severity of the situation
 - c. Review verbiage of what is read to the victim of domestic violence
 - d. Review the assessment check boxes
- VII. Gun Violence Restraining Order (AB 1014)
 - 1) Temporary Emergency Gun Violence Restraining Order
 - 2) Ex Parte Gun Violence Restraining Order
 - 3) Gun Violence Restraining Order Issued After Notice and Hearing
- VIII. Report Writing
 - 1) A notation of whether the officers who responded to the domestic violence call observed any signs that the alleged abuser was under the influence of alcohol or a controlled substance
 - 2) A notation of whether the officers who responded to the domestic violence call determined if any law enforcement agency had previously responded to a domestic violence call at the same address involving the same alleged abuser or victim
 - 3) A notation of whether the officers who responded to the domestic violence call found it necessary for their protection, or the protection of other persons present, to inquire whether a firearm or other deadly weapon is present at the location, and if the inquiry disclosed the presence of a firearm or other deadly weapon; any firearm or other deadly weapon

discovered by an officer at the scene of a domestic violence incident shall be subject to confiscation pursuant to PC Section 18250

- 4) A notation of whether there were indications that the incident involved strangulation or suffocation. This includes whether any witness or victim reported any incident of strangulation or suffocation, whether any victim reported symptoms of strangulation or suffocation, or whether the officer observed any signs of strangulation or suffocation [PC Section 13730(c)(4)]
- IX. Evidence / CSI
 - i. CSI vs. BWC
 - ii. Voicemails / text / social media
 - iii. Clothing, items
 - iv. Physical marks
 - v. Medical records
 - X. Furthering the Investigation for Filing with the DA and Successful Prosecution
 - XI. Resources
 - a. Presentations by additional representatives in their field related to domestic violence incidents (DA office, CPS, WEAVE advocate)

Sideshows (Response / Trends / Laws / Codes

A. What is a Sideshow?

- Two or more vehicles gathering at a location to perform vehicle exhibitions

B. Intelligence Gathering / Social Media

1. Types of law enforcement accounts
 - i. Active accounts
 - ii. Passive accounts
 - iii. Past trends
 - iv. Current trends

C. Planned Operation / Resources

1. Dedicated dispatch
2. Staffing
3. Tows
4. Types of units utilized for staffing
5. Arrest Processing

- D. Paperwork and Reporting: Primary Codes
 - 1. Reckless Driving
 - 2. Exhibition of Speed
 - 3. Spectating : Sideshow Activity

- E. Report Writing
 - 1. Evidentiary Observations
 - 2. Drivers
 - 3. Passengers

Communication Center Update

- A. Sequence of assignment
 - 1. Dispatching in service units
 - 2. Proximity dispatch

- B. CU Command
 - 1. GO 510.15
 - 2. GO 510.04

- C. Sending 2-way messages

- D. Dispatch requirements for requests

- E. When dispatch will make a call back

- F. Wireless call handling
 - 1. GO 532.18
 - 2. Phase 1 or Phase 2 phones

Internal Affairs Update

A. Responsibilities of Internal Affairs

1. RM 220.01

B. Who can initiate a complaint?

1. Members of public
2. Third party complaints
3. Department employees
4. Anonymous complaints

C. Who receives the complaint?

1. Any employee can receive a complaint
2. Internal
3. External
4. Complaints received in person, by phone, mail, email

D. Formal or Informal discipline

E. Complaint dispositions

F. Complaint classifications

1. CUBO
2. Discourtesy
3. Discrimination
4. Dishonesty
5. Excessive force
6. False arrest
7. Harassment
8. Improper search
9. Improper tactics
10. Neglect of duty
11. Intoxication

G. The process for a complaint

1. IAD receives the initial complaint

2. OPSA receives documentation and determines if they will review
3. IAD investigation
4. OPSA 30 day review
5. Decision process

H. Criminal complaint vs. criminal misconduct

I. CA Govt Code 3304 (D)(1) "Time Bar"

J. What to expect if called into IAD

K. Non-Doc

1. What is it?
2. Who completes it?

L. Senate Bill 2

1. Dishonesty
2. Abuse of power
3. Physical abuse
4. Sexual assault
5. Demonstrating bias
6. Acts that violate the law
7. Participation in a LE gang
8. Failure to cooperate with IAD
9. Failure to intercede

M. Administrative leave

1. The process
2. What to expect

N. Pitchess Motions

Racial Profiling Update

I. Why Are We Here?

A. Introduction

1. Instructor(s)
2. Student

B. Explain background and legislation and course

1. Law enforcement shall not engage in racial profiling
2. Law enforcement will participate in racial profiling training

C. Guidelines for discussion

1. Use "I" statements
2. Active listening
3. Be honest and open
4. Take risks
5. Be respectful of others and their views
6. Confidentiality

D. History of Civil Rights Movement

1. Civil Rights Act of 1964
2. Voting Rights Act of 1965

II. Current Racial Profiling Topics

- A. Introduction to examples of local recent incidents related to racial profiling and/or bias-based policing
 - 1. BART PD Oscar Grant/ Johannes Mehserle
 - 2. Palo Alto Police Department/ Chief resigned due to racial profiling claims
 - 3. San Jose Police Department/ Racial profiling claims stemming from high number of Hispanic intoxicated in public arrests
- B. Group discussion
 - 1. How has the concept of racial profiling (bias-based policing) changed since you (student) graduated from the police academy?
- C. Goal is to show that racial profiling still exists and is relevant

III. Racial Profiling Defined

- A. Expanded review of definition of racial profiling by having students write their definition of racial profiling on a 3x5 card with a 30 second time limit
 - 1. Read the responses out loud in random order
 - 2. Confirm that the majority of the students have a general grasp of what racial profiling is and isn't

3. We will be reviewing further the differences between racial profiling (bias-based policing), criminal profiling and racism

B. Clarifying the controversies about the issues

1. You can still do your job effectively
 - a. Profiling behavior is more effective than profiling race
2. Racial profiling and racism are not the same
 - a. Racism is hate motivated
 - b. Racial profiling occurs when race is used as a predictor of criminality
3. Members of all racial groups commit crimes
 - a. Actions of some should not cast aspersions on all
4. You cannot assume all members of a particular group commit a specific crime even if members of that group are associated with that crime
 - a. Terrorism is not just committed by Middle Easterners
 - b. Two white male American citizens committed the Oklahoma City bombing
5. The majority of all groups are law abiding
 - a. The crime rate is a measure of police activity versus criminal activity

- b. Statistics indicate no higher contraband discovery rate in minority vehicle stops or searches

6. Racial profiling does occur

- a. National polls still show that many adults across the country believe that racial profiling occurs and is even widespread
- b. Percentage that believe racial profiling occurs is statistically higher in minority and low income communities
- c. Perception is reality as far as the affect it has on the public

7. Data Collection

- a. Many law enforcement agencies in California and nationwide have elected to collect data on traffic stops and contacts
- b. Data has mixed interpretations
 - 1. Some data has indicated that there may be a higher contact with minorities by law enforcement
 - 2. There appears to be a difference in the type of action taken with minorities after a stop takes place
 - a) More searches
 - b) Longer detentions

IV. Legal Considerations-

Review of pertinent laws pertaining to racial profiling and bias-based policing

A. California specific laws

1. Senate Bill 1102

- a. Modified California Penal Code Section 13519.4
- b. Law enforcement shall not engage in racial profiling
- c. Racial profiling is the practice of detaining individuals based on a broad view of a particular group of people
- d. A minimum of two hours of racial profiling and/or bias-based policing instruction is required every five years

B. Federal Laws

1. 4th Amendment of the United States Constitution
 - a. Reasonable suspicion or probable cause
 1. Must be individualized
 2. Focused on the person to be stopped or detained
2. 14th Amendment of the United States Constitution
 - a. Equal application of the law
 - b. Law enforcement must be colorblind in conduct of its responsibilities
 - c. Individualized suspicion cannot be based on race unless race was provided as a specific descriptor
3. Case law
 - a. Whren v United States
 1. Creates powerful discretion on the part of the officers to make pretext stops
 - a) An officer stops a driver for a minor traffic violation to investigate a hunch that the driver is engaged in a more serious activity

- b) It's what motivates the pretext stop that must be considered

C. Legal/ethical exercise of this discretion is the key

- 1. A stop can be legal under the 4th Amendment and still illegal under the 14th Amendment

D. Differences between criminal profiling and racial profiling

- 1. Criminal profiling is a legitimate practice based on psychological characteristics that can be analyzed and evaluated
- 2. Criminal profiling is based on articulable behaviors or characteristics
- 3. Racial profiling is the use of race alone as a predictor

E. Lawfully applying your discretion

- 1. Law enforcement officers may only consider factors such as race, ethnicity, religion, national origin, sexual orientation, gender or lifestyle when they are a reported descriptor which links a specific person or persons to a particular unlawful incident.

F. Review of Racial Profiling Scenario 1- An officer is parked at a stop sign in proximity to an upper class neighborhood high school. Two white teens, in a Ford Mustang, roll through the stop sign. The officer does not stop the vehicle. Two Latino teens, in a late model sedan, also rolls through the stop sign. The officer makes a stop on that vehicle.

- 1. Was the stop legal?

- a. Yes- 22450 CVC, failure to stop at posted stop sign
- 2. Did the stop constitute racial profiling?
 - a. We don't know until we know what was in the mind of the officer
- 3. What would make this stop racial profiling?
 - a. If the decision to stop was based on race
 - b. Unequal application of the law
- 4. Anytime race tips the scale for the decision to take enforcement action, it is racial profiling

G. Review of Racial Profiling Scenario 2- Two Vietnamese teens are walking in front of a liquor store in a high crime, low economic area. There are community members in the background walking and/or talking. Officers watch the two boys walk back and forth, looking in, pointing, etc. The officers then pull up to the curb and get out of the unit. The passenger officer contacts the boys, saying, "Hey, guys, how ya doing?"

- 1. Could the kids have just been "hanging around?"
 - a. Yes
- 2. Did this appear to be a contact or a detention?

- a. May have merited a detention
 - b. Appeared to be a contact
3. Consensual contacts
- a. Do not need to be based on specific observable behavior
 - b. Subjects believe they can leave at any time
 - c. It may be argued in court whether the contact is consensual or was actually a detention
 - 1. Giving identification back to the individual quickly can help alleviate the argument that contact was truly a detention
4. You can still use your intuition within the law
5. Always examine your motives and biases
- a. If all consensual contacts are people of a particular race, the contacts could be a pattern and practice of racial profiling
6. Consider explaining the reason for the contact

H. Review of Racial Profiling Scenario 3- A black middle aged male in sweats is riding a bicycle and carrying a package under his arm. This is in an upper to middle class predominately white neighborhood. An officer driving by makes a U-turn, pulls up

alongside the bicyclist and says, "Hey, pull over to the curb." The officer gets out and contacts the man, asking where he is coming from and going to.

1. Could this happen?
 - a. Yes
2. What appeared to be the reasonable suspicion for the stop?
3. All persons of any race have a right to go anywhere
4. Race out of place is racial profiling
 - a. Violates the 4th and 14th Amendments of the United States Constitution

V. Applying the Law

- A. 2014 Racial profiling claim by Oakland Firefighter against Oakland Police Officers
 1. View brief newsclip and body camera video from officer(s)
 - a. Did you see evidence of racial profiling and/or bias-based policing in the video clips?
 - b. Based upon the law and prior scenario reviews, did you see anything that the officer(s) could have done differently?
- B. Racial profiling claim by Hollywood actress and her actor fiancé

1. View brief newsclip and interviews regarding this incident
 - a. Did this situation constitute racial profiling and/or bias-based policing?
 1. It is unknown as there are no facts from the law enforcement side and we do not know the mindset of the officer(s)
 - b. Based upon the law and prior scenario reviews, is there anything that the officer(s) could have done to combat this claim of racial profiling?
 1. Possibly explain reason for contact, if not previously done
 2. Audio and/or video record the contact and event, if not done

VI. What is Implicit Bias

A. What is implicit bias?

1. Most of you have heard the term “implicit bias, before, but people use the term different ways.
2. Let’s go over the basic definition so that we have a common understanding of what “implicit bias” means

B. Define implicit bias

1. Implicit bias can be defined as “the thoughts or feelings about people that we are unaware of and can influence our own and other’s actions”
2. This bias can influence us unintentionally – even when we don’t know we have been influenced, even when we don’t want to be influenced

VII. How the Brain Forms Associations

A. Explain that it all starts with the human brain

1. To really understand implicit bias, we first need to understand how the human brain is wired

B. Explain the stimuli that our brains are receiving all the time

1. Just think about all of the stimuli coming at us at any one moment in time
2. When we step outside, we are seeing things, smelling things, hearing things, feeling the breeze
3. We are aware of feeling our feet hit the pavement
4. We are watching people and things in motion

C. Explain how our brain processes all of the stimuli

1. We need to have strategies to categorize and make sense of all of this
2. We start with really large categories
3. For example, we can categorize the stimuli that we see as people, animals, plants, or objects

D. Explain how our brain goes one step further in categorizing people

1. Even when we are just considering people, there are lots of different ways of perceiving people
2. Our brain has to find a way to categorize all of that information

E. Explain how our brain packages stimuli about people

1. People-specific stimuli generate feelings and beliefs about people
2. Our brain packages those feelings and beliefs

F. Explain how we attach labels to the packages

1. Once those feelings and beliefs are packaged together, we label them
2. We call the feelings that we have about a social group “prejudice”
3. We call the beliefs that we have about a social group “stereotypes”
4. The stereotypes that you see listed here are handed to us by our society
5. In many ways and across many occasions, we are taught that White = innocent; Black = criminal; Asian = smart; Latino = illegal

G. Explain that feelings and beliefs (prejudice and stereotypes) are the building blocks for implicit bias.

1. These feeling and beliefs are the building blocks for implicit bias
2. Bias is the result of the everyday strategies we use to try to make sense of all people, objects, and events in our world

VIII. Inattentional Blindness Explanation

A. Explain inattentional blindness

1. In cognitive psychology, this phenomenon is known as inattentional blindness
2. Everyone is subject to inattentional blindness

B. Explain how inattentional blindness related to stereotypes

1. Attentional blindness is functional, but it can also lead to blind spots
2. Stereotypes work in the same way
3. Stereotypes are functional – they guide our thoughts and behaviors
4. Stereotypes direct our vision – they give us a sense of coherence and control

C. Explain stereotypes can hurt and harm us

1. Stereotypes can also limit us – they can narrow our field of vision and what we take in from the world
2. Stereotypes can both help us and hurt us
3. Stereotypes cause us to see certain things, but at the expense of not seeing other things

D. Explain stereotyping is universal

1. The act of stereotyping – sorting people into categories and attaching ideas to them – is universal
2. However, the particular stereotypic associations that we have about social groups is culturally driven

E. Explain race is a primary way that we sort people in the U.S.

1. We sort people by religion, by language
2. Race is none of the primary ways that we sort people in the U.S.

IX. Black Crime Association as Example of Implicit Bias

A. Explain that implicit racial bias is different than explicit racism

1. Implicit racial bias is different than old-fashioned racism
2. For implicit Bias, no bad actors are required

B. Reiterate that implicit bias is universal

1. Implicit racial bias can influence all of us – despite our motivations and intentions, despite our desire to be fair

C. Introduce the Black-crime association

1. It has been the subject of scholarship and scientific studies since the 1940s

D. Explain that the Black-crime association will be the primary example

1. And it is the association that (in many respects) is at the heart of police-community tension in this country right now
2. Given all of this, we are going to use the Black-crime association as our primary example to how implicit racial bias operates
3. Keep in mind that people can hold implicit biases about a whole range of social groups

X. Crime Statistics

A. Explain actual crime statistics contribute to the association

1. One source of the association has to be racial disparities in crime statistics
2. In the 1950s, Blacks were already over-represented in prisons and jails relative to their numbers in the population
3. These disparities have grown dramatically since then
4. This, in part, is how the stereotype has emerged over the years

B. Crime statistics today

XI. Influence of Media

A. Explain media also contributes to Black-crime association every day

B. Go briefly through the images

1. In a culture saturated with ideas, images, and statistics like these, the air is thick with the notion that Black people are prone to criminality

C. Connect Black-crime association to policing

- D. Share a story about how the Black-crime association can become engrained in police officers

XII. Impact of Racial Profiling and Implicit Bias

- A. Racial profiling has a negative impact on everyone

1. There is a direct impact on the individual citizen profiled
2. There is a collective impact on the entire community
3. There is a residual impact on the individual officer
 - a. Affects credibility
 - b. Can compromise officer safety
 - c. Can impede criminal investigations due to lack of community support and assistance
4. On the entire criminal justice system
 - a. Jurors who have been profiled may have a negative perception of law enforcement
 - b. Officer credibility issues can result in refusals to file by the prosecution

- B. Racial profiling does impact everyone

1. Eliminating this practice, by understanding the laws and working more closely with your communities in a community oriented policing atmosphere, will benefit you as well as the people your agency serves.

C. Bias of Others' Effect on Police-Community Interactions

1. Explain how acting on the biases of others affects community.
 - a. The person being stopped react to this
 - b. The person stopped is feeling angry, threatened, anxious, and fearful
 - c. Their heart rate goes up
 - d. Their tone changes and body stiffen
2. Connect this reaction to the real-world context
 - a. The people those officers stop are not simply responding to what is happening in the moment
 - b. They are responding to what else they see going on around the country
 - c. The people stopped are also responding to the relationship police officers have had with their community historically
 - d. They are not interacting with that officer alone – they are interacting with that officer through a narrative about how the police are likely to behave that has been passed down over decades
 - e. They are using what they have heard and seen to make sense of the interaction

XIII. Ethical Considerations

A. Law enforcement responsibilities

1. Racial profiling runs counter to the type of policing California law enforcement agencies want to do

2. California Penal Code Section 13519.4- Duty to report
 - a. The obligations of officers to prevent, report and respond to discriminatory or biased practices by fellow officers
3. The change in the perception of the community about racial profiling and implicit bias will not happen with policy but as a result of the actions of individual officers

B. Table Exercise

1. Now, I'd like each table to think about what you as individuals can do to improve police-community relations and protect from acting on bias
2. Take 5 minutes to make a list
3. Then we'll reconvene and you will present your ideas to the group

XIV. Wrap Up

1. Learning Exercise: Students will demonstrate knowledge of course material through verbal quizzing and table-top exercise

Use of Force (PSP)

I. INTRODUCTION/ORIENTATION

A. Introduction, Registration and Orientation

1. Instructor/student introductions
2. Registration/rosters

B. Course Goals and Objectives

1. Increase knowledge of use of force laws
2. Increase knowledge of individual agency's use of force policies
3. Increase understanding of force options decision-making

II. POLICIES AND LEGAL ISSUES

A. Statutory Law

(a)

1. Key Elements of Assembly Bill (AB) 392
 - a. Two measures for reasonableness
 - 1) Reasonable force
 - 2) Perspective of a reasonable officer
 - b. To effect arrest, prevent escape, overcome resistance
 - c. Significant change in use of force threshold per AB 392
 - 1) Subsections (b) and (c)(1) of PC 835a provide for a clear distinction between objectively reasonable and deadly force standards
 - 2) While objectively reasonable force may be utilized “to prevent escape, or to overcome resistance” to effect a lawful arrest, as soon as the circumstances reach a threshold for deadly force the standard increases to “necessary.”
2. Key Elements of Penal Code (PC) Section 196 – Justifiable Homicide
 - a. Definition revised to rely more heavily on PC 835a – deadly force can only be used when necessary
 - b. “Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:” [PC 196]
 - 1) “In obedience to any judgment of a competent court order.” [PC 196(a)]
 - 2) “When the homicide results from a peace officer’s use of force that complies with Penal Code Section 835a.” [PC 196(b)]
 - c. What changed?
 - 3) Removed “When necessarily committed in overcoming actual resistance to the execution of some legal process or in the discharge of any other legal duty”
 - 4) Removed “When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with felony and who are fleeing from justice or resisting such arrest.”
3. Key Elements of Penal Code Section 835a
 - a. “The Legislature finds and declares”: [PC 835a(a)]
 - 1) “The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and the dignity and the sanctity of every human life.”
 - 2) “The Legislature finds and declares that every person has a right to be free from excessive use of force by peace officers acting under the color of law.” [PC 835a(a)(1)]
 - b. “As set forth below, it is the intent of the Legislature that peace officers use

deadly force only when necessary in defense of human life. In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstance of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer." [PC 835a(a)(2)]

- c. "That the decision by a peace officer to use force shall be evaluated carefully and thoroughly, in a manner that reflects the gravity of that authority and the serious consequences of the use of force by peace officers, in order to ensure that officers use force consistent with law and agency policies." [PC 835a(a)(3)]
- d. That the decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of circumstances shall account for occasions when officers may be forced to make quick judgments about using force." [PC 835a(a)(4)]
- e. "That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement." [PC 835a(a)(5)]
- f. "Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to effect the arrest, to prevent escape, or to overcome resistance." [PC 835a(5)(b)]
- g. "Notwithstanding subdivision (b), a peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is **necessary** (emphasis added) for either of the following reasons:" [PC 835a(c)(1)]
 - 1) "To defend against an imminent threat of death or serious bodily injury to the officer or another person." [PC 835a(c)(1)(A)]
 - 2) "To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended."
 - a) Where feasible, a peace officer shall, before the use of force, make reasonable efforts to identify themselves as a peace officer and
 - b) Warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts." [PC 835a(c)(1)(B)]
- i. "A peace officer shall not use deadly force against a person based on the

danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.” [PC 835a(C)(2)]

- j. “A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, ‘retreat’ does not mean tactical repositioning or other de-escalation tactics.” [PC 835a(d)]
 - k. “For purposes of this section, the following definitions apply:” [PC 835a(e)]
 - 1) “‘Deadly force’ means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.” [PC 835a(e)(1)]
 - 2) “A threat of death or serious bodily injury is ‘imminent’ when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.” [PC 835a(e)(2)]
 - l. “‘Totality of the circumstances’ means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.” [PC 835a(e)(3)]
 - 1) Officers should be prepared to articulate what actions were taken and why
 - 2) Officers should be prepared to articulate what actions were *not* taken and why they were not taken
4. Senate Bill 230
- a. Discuss your agencies’ current use of force policy
 - b. Does it accurately reflect the requirements of SB 230
 - 1) De-escalation, crisis intervention, other alternatives to force
 - 2) Objective reasonableness
 - 3) Required reporting of potential excessive force to superior officer
 - 4) Guidelines regarding situations in which officer may or may not draw or point a firearm
 - c. Consideration of surroundings and potential risks to bystanders before discharging firearm
 - d. Procedures for disclosing public records
 - e. Procedures for filing, investigation, and reporting of citizen complaints regarding UoF incidents

- f. Duty to intercede
 - g. Guidelines regarding methods and devices available for application of force
 - h. Requirement that officers carry out duties in fair and unbiased manner
 - i. Guidelines for application of deadly force
 - j. Requirements for internal reporting and notification of UoF incidents, including to DOJ
 - k. Role of supervisors in review of UoF incidents
 - l. Prompt provision or procurement of medical assistance for injured parties, when necessary
 - m. Training to demonstrate knowledge and understanding of UoF policy
 - n. Training and guidelines regarding vulnerable populations such as children, elderly, people with disabilities, etc.
 - o. Guidelines for discharge of a firearm at or from a moving vehicle
 - p. Factors for evaluating and reviewing all UoF incidents
 - q. Minimum training regarding UoF policy
 - r. Regular review and updating of UoF policy
 - s. UoF policy available to the public
5. Pending legislation

B. Case Law (b)

- 1. Foundational case law
 - a. Graham v. Connor
 - b. Tennessee v. Garner
 - c. Hayes v. County of San Diego
- 2. Pending cases
- 3. Peace officers must understand that the landmark cases of Graham v. Connor, Tennessee v. Garner, and Hayes v. County of San Diego are foundational and have historical and legal significance on the application of law. However, PC 835a creates a higher standard for the application of deadly force in California.

C. Agency's Use of Force Policy (c)

- 1. Agency's existing policy
- 2. How has the policy changed in recent years?
- 3. How does this affect how officers do the job?
- 4. Officer's responsibility to notify supervisor following use of force
- 5. Supervisor's responsibility following a notification

III. REVERENCE FOR HUMAN LIFE AND DUTY TO INTERCEDE (d, f)

A. Reverence for Human Life

- 1. What does "reverence for human life" mean?
- 2. How is this applied to the use of force?

B. Duty to Intercede [*Penal Code 13519.10(b)(2), Government Code 7286(b)(8)(9)*]

1. What is a “duty to intercede?”
 - a. Bystander officer liability
 - b. What is the stigma around this?
 - c. How do we break the stigma?
 - d. How does this reflect your personal and organizational core values?
2. What is your responsibility as a peace officer to intervene?
 - a. To the public?
 - b. To fellow officer(s)?
 - c. To self?
 - d. To organization?
3. What are the consequences and liabilities?
 - a. Criminal
 - b. Civil
 - c. Administrative
 - d. Moral/ethical
4. How do you recognize when to intercede?
5. Agency’s policy on duty to intercede
 - a. What is your responsibility to report to a supervisor?
 - b. Has the policy changed in recent years?
 - c. What is the policy on retaliation?

C. Rendering First-Aid

(g)

1. What is your responsibility to render first-aid?
2. How does one deem when it is safe to render first-aid?
3. Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
4. Agency’s policy on rendering first-aid

IV. DE-ESCALATION AND VERBAL COMMANDS

(e)

A. De-Escalation

1. What is it?
2. How is it used?
3. What are the key components and considerations?

B. Interpersonal Communications - Verbal Communications versus Verbal Commands

1. How does verbal communication fit in as a force option?
2. How is it used as a tool for de-escalation?
3. How might either verbal communication or commands affect the outcome of a situation?

C. Control the Environment

1. Tactical pause
2. Tactical repositioning
3. Slow down
4. Gather information
5. Develop a plan
6. Time + Distance = Options

D. Making Sound Decisions

1. What is important right now?
2. Set priorities
3. Think through your choices
4. Make sound decisions

V. CLASS EXERCISES AND STUDENT EVALUATIONS/TESTING

(h)

A. Practice engaging in potential use of force situations via active process

1. Individual or small group case study review
2. Discussion of case studies
3. Participation in role play scenarios
4. Observation of role play scenarios
5. Debrief of role play scenarios using the following lenses:
 - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
 - b. Procedural Justice – How did the response demonstrate procedural justice?
 - c. Tactics

B. Evaluation of potential use of force situations via demonstration

1. Evaluate role play scenarios
2. Feedback from peers
3. Feedback and debrief from instructors using the following lenses:
 - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
 - b. Procedural Justice – How did the response demonstrate procedural justice?
 - c. Tactics
 - d. Evaluation/Critique of scenario from role players/participants
 - e. Feedback from peers/role players/observers

VI. Assessment

Recommended Topics for Learning Activities, Facilitated Discussions, and Scenarios

- Traffic Stop
- Pedestrian Stop
- Consensual Encounter
- Disruptive/Defiant Student
- Fight in progress/Public Disturbance
- Fleeing suspect (foot & vehicle)
- Creating your own exigency
- Excessive/Potentially Excessive Force (Duty to Intercede)
- Unnecessary Force (Duty to Intercede)
- Mental Health Crisis
- After-force care/ First Aid
- Person(s) with disability
 - o Autism
 - o Hearing Impaired
 - o Non-verbal
 - o Amputee
 - o Wheelchair
 - o Other disability not listed
- Alleged suspicious person(s)
- Domestic Violence
- Language/Culture barriers
- Implicit/Explicit bias
 - o Officer bias
 - o Community bias
 - o Organizational bias
- Articulation and Report Writing
 - o Review of Body Worn Camera or In Car Camera video
- Courtroom testimony

Scenarios:

1. Ringing Alarm
 - a. Students are to respond in groups of three to a ringing alarm
 - b. While on scene, students will hear shots fired in the area (gunshot sounds generated by a remote controlled device "shot box.")
 - c. Students will encounter a vehicle leaving the scene and take cover and not shoot at vehicle.

2. Traffic stop of sovereign citizen
 - a. Students will approach make contact with a subject in the vehicle and recognize

- that the subject is a sovereign citizen
- b. Students must utilize strategic communication techniques in effort to obtain compliance
 - c. Once it is determined that no compliance will be given, students must make a plan to utilize arrest and control techniques to remove driver from vehicle.

****Arrest and Control Techniques will be demonstrated by ACT instructors proctoring this scenario. Students will have to perform that technique as demonstrated. The role player in this scenario is also an ACT instructor.****

3. Skills stations
 - a. Students will be provided with various force/no force skill stations and utilize reasonable force based on situation to resolve the encounter.

****Marking cartridges will be used in scenarios****

Scenario Safety Briefing:

The 4 Rules of Firearms Safety Apply

1. Treat all weapons as if they are loaded
2. Keep your finger off the trigger until you are on target and ready to shoot
3. Never point your weapon at anything you don't intend to shoot
4. Know your target, what is beyond it and what flanks it

- **No live weapons or ammunition are allowed in the classroom area, staging area, safety area or training area. This is to include batons, OC spray, knives, etc.**
- **Entire group weapons check will be done after this briefing**
- **Participants will be pat searched for weapons prior to entering Tac Village. They will again be checked by the individual scene safety officer.**

- **Standoff distance is 3 feet for shooting at anyone with marking rounds per the company. Academy policy is 5 feet**
- **Full face, throat and groin protection is MANDATORY for force on force training**
- **Simunition guns and converted weapons will be issued and recollected at each station/scenario**
- If a piece of protective equipment becomes dislodged immediately go to the ground and cover the exposed area with your arms while yelling “all stop.” Anyone who hears “all stop” will repeat it until the safety officer in charge hears it and blows the whistle or yells “all stop” indicating a cease fire on all participants.
- Long sleeve shirts, body armor and gloves are highly recommended but not mandatory.
- **This is not a game of paintball. 835a PC and all applicable case law applies to the training scenarios.**
- **Once the training has been completed a whistle will be blown or an “all stop” will be called.**
- All weapons will then be rendered safe both visually and physically by the person who’s weapon it is and one other person. This will be done either on scene of the training scenario or as a group near the indoor range of Tac Village.

- Only after all weapons have been rendered safe and the scene safety officer and Instructor advises it is clear to do so, may a participant remove their protective head gear.
- Should someone become injured during the training the safety officer on scene shall be notified immediately. IC and TSO/LSO shall be notified immediately.
- First Aid Bag and AED locations - A first aid bag with AED shall be accessible at all times while training is in progress.
- If a participant needs to be transported to a hospital due to an injury sustained during training, Kaiser North is recommended. Should the participant need greater care UC Davis Medical Center is recommended.
- All safety equipment has been decontaminated and cleaned prior to being put away (See sanitation protocols).