

Sacramento Police Department - 2320
Firearms/Tactical Rifle Instructor Course -32112
POST Certification II / Reimbursement Plan NA / 36 hours
EXPANDED COURSE OUTLINE

Statement of Purpose: At the completion of this course, students will demonstrate the ability to provide courses of instruction related to the safe operation of patrol rifles, recognize and diagnose the misapplication of the fundamentals of marksmanship, design safe and applicable courses of fire, and provide coaching to law enforcement professionals.

I. Minimum Topics / Exercises

- A. Coaching
- B. Firearms Maintenance
- C. Fundamentals of Shooting
- D. Range Preparation
- E. Tactical Considerations
- F. Target Analysis
- G. Use of Fore Guidelines
- H. Adult Learning Concepts
- I. Legal Issues
- J. Performance Evaluation Techniques
- K. Safety Protocols
- L. Written, Demonstration Assessment

II. Course Objectives

- A. Officers will:
 - 1. Demonstrate knowledge of their individual departments Use of Force and Firearms Policy.
 - 2. Identify the tactical analysis key points related to tactical firearms as reported in POST Law Enforcement Officers Killed and Assaulted (LEOKA) studies (1994-Present)
 - 3. Demonstrate a minimum standard of tactical firearms proficiency with every technique, exercise, and course of fire to include
 - a. Judgement and Decision Making
 - b. Firearms Safety
 - c. Fundamentals of Marksmanship
 - d. Safe Drawing and Presenting Firearms
 - e. Shoot / No Shoot
 - f. Speed, Accuracy and effectiveness Under Stress and Movement Conditions

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g. Shot Placement: Combat Effectiveness

h. Malfunction Clearing

i. Loading/Reloading

III. Course Overview and Schedule

- A. Registration and orientation
 - 1. Class schedule
 - 2. Safety protocols
- B. Equipment needs
 - 1. Firearms
 - 2. Flashlights
 - 3. Body Armor

IV. Legal Issues (Lecture/Discussion)

(I)

- A. Review of liability case law related to training
 - 1. Negligent training
 - 2. Lack of training
- B. Civil liability
 - 1. Personal
 - 2. Vicarious
 - 3. Respondeat superior
- C. Civil rights violations
 - 1. 4th Amendment
 - 2. 8th Amendment
 - 3. 14th Amendment
 - 4. Title 42 USC, section 1983
- D. Case law review
 - 1. Young v. Providence
 - a. Documentation of training
 - 2. Canton, Ohio v. Harris
 - a. Deliberate indifference
 - 3. Sager v. City of Woodland Park
 - a. Negligent training
 - 4. Popow v. City of Margate
 - a. Relevant training

V. Use of Force Guidelines (Lecture)

(G)

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- A. Three levels of force
 1. Lethal
 2. Intermediate
 3. Less than lethal
- B. PC 835(a)
- C. Peace officer may use objectively reasonable force
 1. To effect arrest
 2. prevent escape
 3. overcome resistance
 4. self defense
 5. defense of others
- D. Review of PC835(a), as updated by AB392 and SB230
- E. Officer not deemed the aggressor
- F. Officer does not lose right to self defense
- G. Officer need not retreat or desist
- H. Tennessee v. Garner
 1. Fleeting Felon doctrine
 2. Use of deadly force is limited to situations that threaten serious bodily injury or death
 3. Use of reasonable force must be reasonably necessary
- I. Graham v. Connor
 1. Objective reasonableness standard
 2. Totality of the circumstances
 3. Viewed from perspective of reasonable officer
- J. 5 factors considered to establish reasonableness
 1. Immediate threat to officer or others
 2. Active resistance
 3. Circumstances tense, uncertain, rapidly evolving
 4. Severity of crime
 5. Attempting to evade arrest by flight
- K. 8 officer/ subject factors regarding totality of circumstances
 1. Prior contacts
 2. Number of officers vs. subjects
 3. Age, size, gender, relative strength
 4. Special knowledge or skill
 5. Injury or exhaustion
 6. Mental illness or drug use
 7. Environmental factors
 8. Proximity to potential weapons
- L. Moral Obligations
 1. Sanctity of human life

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2. Duty to enforce laws
3. Duty to serve the public
4. Discretion

- VI. **Safety Protocols (Lecture / Discussion / Learning Activity)** **(K)**
- A. 4 general rules of firearms safety
 1. Treat every firearm as if it were loaded
 2. Always keep the muzzle of the firearm pointed in the safest direction
 3. Keep your finger off the trigger until you are on target and prepared to fire
 4. Be certain of your target, its surroundings and beyond
 - B. Safety Briefing
 1. Cover “4 general safety rules” at a minimum
 2. Ensure everyone who will be training is present
 3. Go over local range rules
 4. Cover environmental issues
 5. Cover the responsibilities for all range staff
 6. Police emergencies (if you are outside your jurisdiction)
 7. Actions for dropped items
 8. Reaction to hot brass
 9. Handling malfunctions/ misfires
 10. Pre-existing injuries
 - C. Go over emergency action plan
 1. Cease fire commands and actions
 2. First aid emergencies
 3. Evacuation plan and rally point
 4. Code 3 transportation
 5. Location of nearest hospital
 6. Location of trauma kit
 7. Location of AED
 8. Emergency communications (2 different forms of communication)
 - D. Safety is of the utmost importance
 1. Create a safe environment in which your students can make mistakes and learn from them
 2. See the problem before it occurs and mitigate
 3. Be open minded and make changes to course if necessary for safety
 4. “COP PROOF” your course
 5. Expect shooters to try to “game” your course

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- E. Do not allow horse play
- F. Give all your instructors something to do
 - 1. Overall safety
 - 2. Line safeties/coaches
 - 3. Supervise students not actively participating
- G. Line command should be clear and concise
 - 1. Cease fire
 - 2. Make ready
 - 3. Fire
 - 4. Avoid possible trigger words like "GUN!"
- H. Learning activity- Students will take turns presenting a safety briefing prior to live fire training.

VII. Performance Evaluation (Lecture) (J)

- A. Why is it important?
 - 1. Ensure understanding of lesson
 - 2. Identify weaknesses in performance
 - 3. Identify weaknesses in program
 - 4. Identify skill level of student
 - 5. Screen out candidates
 - 6. Requirement of course
- B. How is performance evaluated?
 - 1. Pre-test
 - 2. Post-test
 - 3. Written examination
 - 4. Oral examination
 - 5. Skill demonstration
 - 6. Teach back
- C. When Should you evaluate performance?
 - 1. As directed (Policy)
 - 2. Beginning of program
 - 3. Continually
 - 4. End of program
- D. What is important to you?
 - 1. Your organization
 - 2. Your program
 - 3. Your lesson
 - 4. Your course

VIII. Adult Learning Concepts (Lecture / Learning Activity) (H)

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- A. Learning activity- Group exercise: write down qualities of a good instructor and undesirable instructor qualities
- B. 5 essentials of communication
 - 1. The Sender
 - 2. The Message
 - 3. The method
 - 4. The receiver
 - 5. Feedback
- C. Learning activity- Individual exercise: Introduce yourself to the class, include:
 - 1. Name, years of service, prior law enforcement experience
 - 2. Most impactful learning experience
 - 3. What do you expect to take away from this course?
- D. 3 Learning styles:
 - 1. Auditory
 - 2. Visual
 - 3. Kinesthetic
- E. Power of 3
 - 1. Keep instructions to about 3 steps
 - 2. Try to appeal to all 3 learning styles
 - 3. Students should repeat psycho-motor skills 3 times perfectly in order to begin to internalize the lesson
- F. Four step instruction method
 - 1. Preparation
 - a. Prepare the student and create motivation
 - 2. Presentation
 - a. Present new information to the student
 - 3. Application
 - a. Gives students the opportunity to perform under supervision
 - b. Involves students in the learning process
 - c. Opportunity to correct errors before they become habits
 - 4. Evaluation
 - a. Evaluate the learning
 - b. Evaluate the teaching
- G. D. Four phases of learning
 - 1. Unconscious incompetence
 - 2. Conscious incompetence
 - 3. Conscious competence
 - 4. Unconscious competence
- H. E. Three step critique
 - 1. What went well?
 - 2. What didn't work?

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3. How can we improve?

IX. Lesson Plan Development (Lecture / Learning Activity) (A,C,D,E,F)

- A. What is a Lesson plan?
 1. Flexible framework that outlines a specific task
 2. A complete lesson plan has enough information so that another instructor can present the lesson the way the author intended
- B. Parts of a lesson plan
 1. Cover page
 - a. Behavioral objective
 - b. Materials
 - c. References
 2. Middle pages
 - a. Preparation
 - b. Motivation
 - c. Presentation
 3. Last Pages
 - a. Application
 - b. Evaluation
 4. Diagram
 - a. Helps to fill in the blanks and answer questions
 - b. "A picture is worth a thousand words"
- C. Preparation
 1. Prepares the student to learn the activity
 2. Motivates the student
- D. Presentation (Skill)
 1. Teach the skills
 2. Say and show
- E. Application (Drill)
 1. Students perform skill with supervision
 2. Students apply the lesson learned (They do it)
- F. Evaluation (Competition)
 1. Students show that they comprehend the lesson:
 - a. Written test
 - b. Teach back
 - c. Manipulative skills demonstration
 - d. Active participation
 - e. Verbal quiz
 - f. Competition
 - g. Qualification

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- G. Learning Activity- As a group, students will design and teach back a rifle qualification course of fire.
- X. **Range Preparation (Discussion / Learning Activity) (D)**
- A. Pre-operational checks
 - 1. Ensure the facility will support the training you have planned
 - 2. Make sure props used for training are safe
 - a. Will not cause rounds to ricochet
 - b. Will not injure students
 - c. Not too heavy to move
 - 3. Figure out logistics
 - a. Location of nearest hospital
 - a. Shelter for inclement weather
 - b. Break areas away from the firing line
 - c. Restrooms / wash facilities
 - d. Drinking water
 - B. Pre-shoot checks
 - 1. Safety briefing attended by all shooters
 - 2. Go over the emergency plan with all shooters
 - 3. Check Angles / lines of fire
 - 4. Plan for the worst
 - a. Shooters under stress can make dangerous mistakes.
 - C. Post-shoot checks
 - 1. Properly clear firearms
 - 2. Check for unreported injuries
 - 3. Check for any reportable damage to range / props
 - 4. Account for all gear
 - 5. Remind shooters to wash off lead contamination
 - 6. Load for the road
 - D. Learning activity- Students will prepare the range each day prior to shooting and will prepare the range prior to student lead courses of fire.
- XI. **Fundamentals of Marksmanship (Instructor Demo / Learning Activity) (C)**
- A. Stance
 - 1. Feet shoulder width apart
 - 2. Athletic stance
 - B. Mount
 - 1. Connection with rifle
 - 2. Bring rifle stock to eye line
 - C. Grip
 - 1. 360 Degree coverage

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- 2. Thumb on safety selector
- D. Trigger Control
 - 1. Disengage trigger safety
 - 2. Smooth trigger press to the rear
 - 3. Reset quickly
- E. Breathing Control
 - 1. Breath with mouth open
 - 2. Shoot at natural pause if possible
- F. Sight Alignment / Site Picture
 - 1. Iron Sights
 - a. Focus on front sight
 - b. Align front sight in center of rear sight
 - c. Align sights on target
 - 2. Red Dot Sight
 - a. Target focus with red dot optic
- G. Follow Through
 - 1. Continue looking through sights / red dot
 - 2. Assess target
 - 3. Engage safety as necessary
- H. Learning Activity- Each Student will be given a topic related to the fundamentals of shooting which they will teach back in a 5-minute presentation.

XII. Coaching (Lecture / Learning Activity) (A,C,E,F,H,J)

- A. Coaching the struggling shooter
 - 1. Focus on the shooter
 - 2. Have realistic expectations
 - 3. Take baby steps
 - 4. Beware of shooter fatigue
 - 5. Position yourself to see the shooter
- B. Diagnosing the struggling shooter
 - 1. Start with a brief description of the fundamentals
 - 2. Consider beginning with a diagnostic drill
 - 3. Start and end with marksmanship
 - 4. Watch the shooter – not the target
 - 5. Consider video for feedback
 - 6. Work on one issue at a time
- C. Dry drill training
 - 1. Pros
 - 2. Cons
 - 3. Best practices
- D. Diagnostic Drills

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- 1. Tightest shot group
 - E. Fundamental isolation drills
 - F. Corrective drills
 - 1. Ball and dummy drills
 - 2. Cadence drill
 - G. Dry fire drills
 - H. Learning activity- Students will be split up into Shooter-Coach teams and will take turns participating in shooting the diagnostic, fundamental isolation and corrective drills (D. E. and F. above) and coaching each other based upon their observations.
- XIII. Target Analysis (Lecture / Learning Activity)
- A. Target analysis is best performed using a diagnostic drill
 - B. Watch the shooter while they are shooting
 - 1. This is the only opportunity to see what they are doing
 - 2. Work on one issue at a time
 - C. Collect down range feed back
 - 1. Confirm your observations of the shooter
 - D. Confirm with your shooter what their understanding of proper sight picture is
 - E. Give shooter feedback and then re-shoot drill focusing on feedback items
 - F. Use shooter improvement chart with large groups of shooters
 - 1. Helps you quickly give feedback to a group of shooters
 - 2. Understand that there are different charts for left-handed vs. right-handed shooters
 - G. Learning activity- Students will observe other shooters while they are shooting a diagnostic drill course of fire and then give feed back to the shooter after analyzing their target.
- XIV. **Firearms Maintenance (Lecture / Instructor Demo) (B)**
- A. Field strip
 - B. Detailed strip
 - C. Equipment
 - 1. Toothbrush
 - 2. Rag
 - 3. Solvent or CLP
 - 4. Patches
 - 5. Patch eyelet or jag
 - 6. Rod
 - 7. Chamber brush

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- 8. Bore brush
- 9. Lubrication
- D. Maintenance interval
 - 1. After shooting
 - 2. As policy states
 - 3. Manufactures' recommendation
- E. Cycle of operation
 - 1. Firing
 - 2. Unlocking
 - 3. Extracting
 - 4. Ejecting
 - 5. Cocking
 - 6. Feeding
 - 7. Chambering
 - 8. Locking
- F. Nomenclature
 - 1. Knowledge of the weapon system you are instructing.
 - 2. Leads to instructor credibility

XV. Tactical Considerations (Lecture)

(E)

- A. Skills vs. Tactics
 - 1. Skill- dexterity or coordination especially in the execution of physical tasks
 - 2. Tactics- A device for accomplishing an end, A method of employing forces in combat
- B. Tactical firearms training
 - 1. Skills performed under stress
 - 2. Combining skills
 - 3. Scenario based
 - 4. Problem solving
 - 5. Movement before, during and after shooting
- C. Skills are the foundation
 - 1. Should be as fool-proof as possible
 - 2. Should work across multiple platforms
 - 3. Uniform across the agency
 - 4. Solid
- D. What drives tactics?
 - 1. Situation encountered
 - 2. Mission
 - 3. Weapons available
 - 4. Physical capabilities

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- 5. Environmental factors
 - 6. Suspects actions
 - E. Plaxco's Shooting Principles
 - 1. Accuracy takes precedence over speed
 - 2. Learn to apply skills on demand
 - 3. Speed is economy of motion
 - 4. Speed will come with practice
 - 5. Let the sights dictate cadence of fire
 - 6. Acceptable sight picture and trigger control for the shot desired
 - 7. Shoot one shot at a time
 - 8. When all else fails; align the sights and press the trigger
 - F. Mindset
 - 1. The #1 responsibility of a firearms instructor is to prepare your students to prevail in an armed encounter
 - 2. Set the tone from the beginning
 - 3. Operant conditioning
 - a. Human form targets
 - b. Threat discrimination
 - c. Decision making
 - d. Post engagement follow through
 - a. Get off the "X"
 - 4. 3 things determine whether you win or lose a fight:
 - a. Shooting
 - b. Movement
 - c. Communication
- XVI. **Assessment- (Learning Activity / Demonstration Assessment) (L)**
- A. Throughout the course, students will demonstrate proficiency in coaching shooters, developing lesson plans, safely setting up ranges, running safe courses of fire and fundamentals. Students should obtain an understanding of firearms maintenance and target analysis. At the end of the course students will complete a written test covering the topics of tactical considerations, use of force guidelines, legal issues, performance evaluations and adult learning concepts.
 - B. Live fire qualifications
 - C. Student lead teach backs
 - D. Student lead presentations
 - 1. Students will be provided with a rifle skills topic. Each student will create an expanded course outline, lesson plan, and courses of fire for the topic. The student will perform a 45-minute presentation to their fellow students on the topic including having the class perform the courses of fire.

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2. Instructors will evaluate the presentation and provide feedback.