TITLE: PRINCIPLED POLICING: A DISCUSSION OF PROCEDURAL JUSTICE AND IMPLICIT BIAS

DATE:

HOURS: 8.0

OUTLINE

I. Introduction

A. Introductions- class set up
   1. Options for opening the course
      a. AG Video
      b. Chief’s Office
      c. Police Chaplain
   2. Welcome and brief statement of purpose
      a. Instructor and student introductions
   3. Introduction to the course content
      a. Learning objectives
      b. Course content – briefly review each module
      c. Brief background on the development of the course
      d. What the course isn’t
   4. Introduction to course participation
   5. Participation in the course is essential, express opinions while respecting others
   6. Class participation – questions, discussions, small group work
   7. Housekeeping

B. Course Overview: The course is not about discipline.
   1. The course is about validating what you are already doing, its awareness for those that may not be doing it, and for some it may be corrective.
   2. Advise students that a test is administered at the conclusion of the course.

C. Administration of the Pretest: A pretest is administered to the students before any course material is revealed. The pretest is designed to measure each students’ knowledge of the subject matter that comprises the course. The results of the pretest will be compared to results of the final examination that will be administered at the conclusion of the course.

II: Module One: Interactive Nature of Procedural Justice, Legitimacy and Policing Goals.

A. Overview: Module 1 defines police legitimacy and procedural justice and provides video examples of procedural justice. It introduces the “Four Principles of Procedural Justice”. This
module offers an opportunity to discuss and discover how procedural justice benefits staff and supports their Department’s goals for policing.

B. Teaching Objectives: Upon completion of this module, clear connections will be made between:
   1. Individual officers’ goals,
   2. The code of ethics

C. Learning Objectives: Upon completion of this module, students will be able to:
   1. Define procedural justice,
   2. Define police legitimacy, and
   3. Explain how procedural justice leads to greater police legitimacy
   4. Explain how these concepts relate to addressing crime

D. The students will participate in a Learning Activity to assess their knowledge or initial perceptions of Police Legitimacy and Procedural Justice. While in groups using their own words and real life experiences they will define/describe the terms of “police Legitimacy” and “Procedural Justice”. As the groups report the instructors will facilitate a group discussion to ensure the students understand the concepts of Police Legitimacy and Procedural Justice.

E. Building on the concepts learned the instructors will show a video of a resisting subject (using the Taser Mike Video) and conduct a facilitated discussion regarding the officers’ use of Procedural Justice and Police Legitimacy.

F. DEFINE AND CLARIFY
   1. What is police legitimacy?
      a. The public view of the police as entitled to exercise authority in order to maintain social order, manage conflicts, and solve problems in the community.
   2. What is procedural justice?
      a. The procedures used by police officers and other justice system actors, where citizens are treated fairly and with proper respect as human beings

G. FOUR PRINCIPLES OF PROCEDURAL JUSTICE
   1. Voice
   2. Neutrality
   3. Respectful Treatment
   4. Trustworthiness

H. BENEFITS OF PROCEDURAL JUSTICE FOR LAW ENFORCEMENT.
   1. Safety
   2. Lower stress
   3. Fewer complaints
   4. Greater cooperation
   5. Voluntary compliance and support for police actions
   6. Lower crime, greater public safety
I. EVIDENCE OF THE ABOVE BENEFITS
   1. Sunshine and Tyler 2003 – if the public views the police as legitimate they will be more likely to assist the police with crime prevention (i.e., reporting crime or calling for help) and to give police a wider range of discretion to perform their duties.

J. The students will participate in a **Learning Activity** while using easel pads, they will list the goals of Peace Officers. The groups will compare and contrast the views they had as their careers began and the goals they have at this point in their careers.

K. GOALS OF POLICING
   1. Social order
   2. Crime prevention
   3. Be fair and impartial
   4. Ensure constitutional rights
   5. Safety, be effective, offer support
   6. Serve and protect the public
   7. Generate and hold public trust
   8. Racial reconciliation

L. CALIFORNIA LAW ENFORCEMENT CODE OF ETHICS
   1. Code of ethics emphasizes principles of procedural justice

III: Module Two: Expectations and Legitimacy

A. OVERVIEW: Module 2 presents a more in-depth look at cynicism, and its impact on police legitimacy and procedural justice. It offers an opportunity to discuss police and community expectations of each other and examine actions that build trust.

B. Teaching Objectives: Upon completion of this module, the following concepts will be clear:
   1. The role cynicism plays in the profession of policing
   2. The importance of public support for policing efforts
   3. How citizen and law enforcement expectations can conflict and cause harm to positive relations
   4. How procedural justice can address cynicism and support officer wellbeing

C. Learning Objectives: Upon completion of this module, students will be able to:
   1. Compare and contrast citizen and law enforcement expectations
   2. Understand the role cynicism plays in procedural justice and police legitimacy
   3. Discuss the need for public support
   4. Articulate the necessity for law enforcement to serve as role models for police legitimacy

D. CYNICISM
   1. Define cynicism as it relates to the profession of policing
a. A cynic expects nothing but the worst in human behavior. Cynicism is the antithesis of idealism, truth, and justice—which are the virtues that police officers swear to uphold.
b. How some police come to view things, how cynicism affects police at both the personal and professional levels
c. External Procedural Justice
d. Internal Procedural Justice
e. Categorizing stressors
   i. Officer safety and hypervigilance
   ii. Us vs. Them mentality

E. STRESSORS
   1. What affects police but we don’t talk about
   2. How it plays out at work
   3. How it plays out outside of work

F. The students will participate in a Learning Activity that identifies stressors for law enforcement from their perspective. Each group will list and report out on the stressors affecting peace officers.

G. IMPACT OF CYNICISM
   1. On officer health and well being
   2. On interactions and relationship with the public
   3. Community’s version of cynicism

H. The student will participate in a Learning Activity that identifies the expectations of law enforcement from the community and expectations that law enforcement has of the community. The instructor will facilitate a discussion of the differences and similarities between the two lists created by the group. Generally, the exercise results in two lists are very close or identical.

I. EXPECTATIONS
   1. The Golden Rule
   2. The Platinum Rule
   3. Expectations, commonalities, and conflicting narratives
   4. Community and police need each other to meet expectations
   5. Procedural Justice and Police Legitimacy contribute to voluntary compliance

J. POLICE LEGITIMACY
   1. Why people obey the law:
      a. Deterrence
      b. The right thing to do
      c. Fear the consequences of their failure not to
   2. Authorities are legitimate
a. Define legitimacy; legitimacy reflects trust and confidence in police, acceptance of authority, actions perceived as morally correct and appropriate

3. Lawfulness vs. legitimacy

IV: Module Three: Procedural Justice

A. OVERVIEW: Module 3 is an in-depth look at procedural justice. It examines each of the four tenets or principles, how they relate to decision-making, the policing process and how treatment affects the public’s assessment. This module also offers an opportunity for students to discuss personal experiences with procedural justice.

B. Teaching Objectives: Upon completion of this module, the following concepts will be clear:
   1. The principles of procedural justice,
   2. How applying procedural justice principles in interactions with citizens can positively impact officer safety and mitigate the stresses and challenges of police work, and
   3. How procedural justice affects outcomes and increases police legitimacy, in particular in communities of color
   4. The necessity for law enforcement to support Procedural Justice

C. Learning Objectives: Upon completion of this module, students will be able to:
   1. Explain how utilizing procedural justice can support the objectives of police work and mitigate the challenges/stresses of police work
   2. Demonstrate retention of knowledge pertaining to procedural justice principles
   3. Understand that process is equally if not more important than the outcome.
   4. Explain how procedural justice can have a positive impact on their department

D. PROCEDURAL JUSTICE
   1. Justice and procedural justice

E. PROCESS MATTERS
   1. Citizens’ assessment
   2. Assessment = Outcome + Process
   3. Role of procedural justice to perceptions of legitimacy
   4. Quality of treatment and quality of decision-making

F. VOICE
   1. Listening to the explanation, demonstrating understanding
   2. Perspective being valued
   3. Feeling of input and inclusion in the process
   4. Nonverbal communication factors into voice
   5. Perception is what counts
   6. Supports officer safety and wellbeing

G. NEUTRALITY
1. Conveying neutrality through unbiased decision-making  
   a. Implicit bias introduction (agency options to introduce the topic.)
2. Showing decision is applied equally allows people to see neutrality
3. Explaining decision-making process contributes to transparency

H. The student will participate in a Learning Activity that will assess the negative impact of labeling on the community and law enforcement. A facilitated discussion will follow on the power of negative labels and the effects on how the police provide service to the community. Thereafter, the discussion will focus on how law enforcement can impact their officers’ descriptive terms of their community.

I. RESPECT
1. Treating people with respect and dignity validates them as a human being
2. Respect for the person, respect for rights
3. Contributes to officer safety and voluntary compliance

J. TRUSTWORTHINESS
1. Intentions and character
2. Acting in a benevolent and caring way, showing that officer is trying to do what’s best
3. Listening to people’s accounts
4. Explaining police actions showing awareness and sensitivity to people’s concerns

K. EXAMPLES AND PERSONAL STORIES
1. Doctor example
2. Other examples

L. RESEARCH
1. Study of California street stops— Quality of treatment (.59) and decision making (.17) matter more to citizen voluntary acceptance than the favorability of the outcome for the citizen (.12)
2. Fair vs. unfair treatment, good vs. bad outcomes

V: MODULE 4: HISTORICAL AND GENERATIONAL EFFECTS OF POLICING

A. Overview: Module 4 examines the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. By the end of this module, students are expected to understand the concepts of deposits and withdrawals and relate them to procedural justice.

B. Teaching Objective: Upon completion of this module, the following concepts will be clear:
1. Historical and generational effects of policing
2. Experiences of policing in communities of color
3. How perceptions and expectations affect policing, and
4. What can be done at the individual and agency level, deposits and withdrawals?
C. Learning Objective: Upon completion of this module, students will understand:
   1. Why relationships are strained and that police/law enforcement has, and still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries
   2. How communities in which officers serve are products of that history and that reality
   3. Why officers need to understand this and how this impacts the common goal of a safer community and better relationships with the public
   4. Deposits and withdrawals and the role of procedural justice in making more deposits
   5. The impact that law enforcement can have on this process

D. INTRODUCTION OF CIVILIAN/COMMUNITY INSTRUCTOR (Agency options on instructor)
   1. Community partner speaking from personal experience
   2. Commitment to thorough analysis of law enforcement impacts and interactions for all communities with low levels of trust with law enforcement
   3. Commitment to a different future for black and brown communities affected by crime

E. HOW DID WE GET HERE?
   1. Police used to enforce racist laws
   2. Historic experiences of policing in communities of color
   3. Current instances of misconduct
   4. Examples of personal narratives, supporting data

F. WHAT CAN WE DO?
   1. Community bank account, deposits and withdrawals
   2. Growth vs fixed mindset, research and implications
   3. Every interaction as an opportunity for a deposit – making every interaction count
   4. Working together
   5. Proactive involvement by law enforcement

G. The student will participate in a Learning Activity regarding the historical relations between the black and brown communities. Through a facilitated discussion, the students will relate their professional experiences in law enforcement regarding the gradual elimination of discrimination against members of their communities. This is typically a very rich discussion with significant student participation.

VI: MODULE 5: IMPLICIT BIAS CONCEPTS FOR LAW ENFORCEMENT

A. Overview: Module 5 introduces the concept of implicit bias and describes the science and research behind it. This module offers an opportunity to learn about how implicit bias is the product of an interaction between normal psychological functioning and the world we live in, but can have a profound impact on decision making and outcomes for line staff and law enforcement.
B. TRANSITION INTO MODULE
   1. Perception in communities with low trust in law enforcement that they are not getting procedural justice from police; legitimacy is damaged
   2. What is getting in the way of “procedural justice for all”?
      a. Historical relations could be one barrier.
      b. Cynicism could be another barrier.
      c. Implicit bias may be yet another barrier.

C. MODULE OBJECTIVES:
   1. Definition of implicit bias
   2. Sources of implicit bias
   3. Scientific studies of implicit bias
   4. Combating implicit bias

D. WHAT IS IMPLICIT BIAS?
   1. Provide working definition of implicit bias and distinguish it from explicit bias
      a. Thoughts and feelings about social groups that can influence people’s perceptions, decisions, and actions without awareness.
   2. Discuss the building blocks for implicit bias (i.e., stereotyping and prejudice)
   3. Stereotyping is considered universal, yet the content of stereotypes about specific social groups is culturally specific.
   4. In the U.S., African Americans are highly associated with crime. The Black-crime association is well documented in the social scientific literature and is also frequently at the heart of police-community tension across the U.S. Therefore, we will use it as a primary example of how implicit bias operates (keeping in mind, of course, that people can hold implicit biases about a variety of social groups).

E. WHERE DOES IT COME FROM?
   1. The Black-crime association is supported by actual crime statistics.
   2. The Black-crime association is supported by media.

F. HOW DOES IT AFFECT US?
   1. What We See (e.g. the mere presence of Black faces facilitates the detection of weapons)
   2. How We Act (e.g. in shoot/don’t shoot computer simulations people are faster to shoot Blacks with guns than Whites with guns; people are also more likely to mistakenly shoot Blacks without guns)
   3. Where We Look (e.g., people who are prompted to think of violent crime look toward Black faces and away from White faces)
   4. How We Interpret Behavior (e.g., people interpret the actions by a Black person to be more threatening, aggressive, and criminal than those same actions by a White person)
   5. How We Interact (e.g., people leave inter-racial interactions feeling cognitively depleted and physically stressed)
6. The Bias of Others (e.g., police officers are often placed in situations where they are forced to act on the bias of others in the community)

G. HOW CAN WE ADDRESS IT?
   1. Addressing implicit bias is critical to procedural justice
   2. How can law enforcement agencies design systems and processes to protect officers from implicit bias and improve police-community relations?
   3. Discuss seven evidence-based strategies

VII: Module 6: Conclusion

A. Test Administered to Students

B. Course Evaluation: At the end of the class, students are requested to complete a brief evaluation of the course and the instructors.

C. Certificate: Students who participate for the entire class will receive a certificate of completion.
COURSE GOAL:

The course will provide the trainee with the minimum topics of Tactical Communications required in the POST Perishable Skills Training Program. The intent of the course is to improve the ability of the trainee to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal communication. The trainee will receive an overview of Tactical Communication concepts such as: tactical communication within the use of force scale, de-escalation, communication elements, inappropriate language, questioning techniques and other communication principles.

The course consists of hands-on, practical tactical communications training for in-service officer.

TACTICAL & INTERPERSONAL COMMUNICATIONS

Tactical Communications – Topics/Exercises: (2 hour minimum on topics with exercises)

A. Class Exercises/Student Evaluation/Testing
B. Tactical - officer to: officer/suspect/citizen
C. Tactical Communication role within the use of force scale
D. Communication Elements (e.g. - approach, body language, posturing, observing, listening, asking, paraphrasing, redirecting, defusing, responding, interest, empathy, influence, resolution)
E. Officer safety (e.g. - positioning, environment, reading suspect(s), control/voluntary compliance)
F. Professional/Non-professional/Inappropriate language
G. Intentional/unintentional contact escalation versus de-escalation
H. Questioning techniques (e.g. - fact-finding, leading, opinion/feedback, general)

Interpersonal Communications - Topics/Exercises: (2 hour minimum on topics with exercises)

A. Class Exercises/Student Evaluation/Testing
B. Interpersonal-officer to: officer/citizen/staff
C. Listening Skills (versus "waiting to interrupt")
D. Communication Elements (e.g.-body language, posturing, observing, listening, asking, paraphrasing, redirecting, deflecting, defusing, responding, empathy, influence, resolution)
E. Dealing with difficult/dominating people
F. Persuasion (e.g.-appeal via ethics, rational. practical, personal)
G. Inappropriate communication (e.g.-touch, distance, words. etc.)
COURSE OBJECTIVES:

The trainee will:
1. Demonstrate knowledge of the basic components of communication skills and techniques.
2. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective tactical communication.
3. Demonstrate knowledge of the skills needed to effectively deal with difficult people.
4. Demonstrate a minimum standard of tactical communication skills with every technique and exercise, to include:
   A. Listening/Persuasion
   B. Judgment and Decision Making
   C. Officer Safety
   D. De-escalation, Verbal Commands
   E. Effectiveness under Stress Conditions

Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

Hourly Distribution

Hour 1: Topics I, II, III
Hour 2: Topics IV, V, VI
Hour 3: Topics VII, VIII, IX
Hour 4: Topics IX, X

EXPANDED COURSE OUTLINE

I. INTRODUCTION
   A. Registration
   B. Course Overview
   C. Course Goals
      1. Safety - yours and theirs
      2. Enhanced professionalism
      3. Decrease in complaints
      4. Decrease in liability
      5. Lessen personal stress
   D. Course Objectives

II. INSTRUCTIONAL RESOURCES
   A. George Thompson’s Verbal Judo, history and background (tactical communication)
   B. Maine State Trooper Traffic Stop video and discussion
III. TACTICAL COMMUNICATION ROLE WITHIN THE USE OF FORCE SCALE

*Tactical (c), Interpersonal (f)*

A. Professional presence
B. Verbalization
C. Hands/control holds
D. Chemical agents
E. Impact Weapons
F. Electronic Weapons
G. Less Lethal Weapons
H. Lethal Force

IV. COMMUNICATION ELEMENTS

*Tactical (d), Interpersonal (d)*

A. **Content** = 7-10% - has little power to persuade or convince
B. **Voice** = 33-40%
   1. **Tone** = Attitude - 90% of complaints in P.D. are tone related
   2. **Pace** = slow/fast vs. pitch
   3. **Other Non-Verbals** (AKA body language) = 50 - 60% (Approach, presence and posture)
   4. Tactical Empathy-seeing the problem through their eyes, showing interest
   5. Deflecting and redirecting verbal abuse, defusing, resolving conflict

V. PROFESSIONAL/NON-PROFESSIONAL/INAPPROPRIATE LANGUAGE

*Tactical (f), Interpersonal (g)*

A. Separate attitude from behavior. Focus only on behavior
B. You are a PEACE OFFICER - Where you go, there should be PEACE!
C. Be respectful to everyone
D. Use touch, distance and words to gain voluntary compliance

VI. DE-ESCALATION TECHNIQUES

*Tactical (b,h), Interpersonal (b,c,e)*

L.E.A.P.S. (for Officer to Officer/Citizen and Staff)
A. Listen (listening vs. waiting to interrupt)
B. Empathize
C. Ask
D. Paraphrase
E. Summarize

FIVE TYPES OF QUESTIONS
B. General - Open-ended. What is the matter?
C. Opinion Seeking - Is there some way we can handle this?
D. Direct-Yes or No
E. Leading-putting words into others mouth

VII. EIGHT STEP TRAFFIC STOP, ESCALATION PREVENTION
Tactical (b)
A. Greeting
B. ID self/dept.
C. Reason for stop
D. Any justified reason?
E. Driver’s license
F. Registration and Insurance
G. Decision
H. Close

VIII. INTENTIONAL/UNINTENTIONAL CONTACT
Tactical (g), Interpersonal (e)
ESCALATION VS. DE-ESCALATION (Citizens, Staff and Officer)
A. The Five Step “Hard Style”
   1. Ask
   2. Set Context
   3. Present Options
   4. Confirmation
   5. Act
B. SOLER
   6. Square off
   7. Open Posture
   8. Looking Interested
   9. Eye Contact
   10. Relaxed

IX. OFFICER SAFETY - S.A.F.E.R. CONCEPT
Tactical (e), Interpersonal (e)
A. Officer Safety (e.g. - approach, body language-reading suspects, positioning, environment, reading suspects, maintaining control and gaining voluntary compliance)
B. Security = ACT!
C. Attack = ACT!
D. Flight = ACT!
E. Excessive Repetition = ACT!
F. Revised priorities = ACT!

X. CLASS EXERCISE/STUDENT EVALUATION/TESTING
Tactical (a), Interpersonal (a,e)

A. Class will do practical scenarios with a partner using the five and eight step techniques.
B. Review and discussion of key concepts.

*Tasting: Any student scoring below standard on any exercise, as established by the presenter, will be remediated and tested until standard is achieved.*
COURSE GOAL:

The course will provide the trainee with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of a hands-on/practical skills arrest and control training for in-service officers.

ARREST AND CONTROL

Minimum Topics/Exercises:

a. Safety orientation and warm-up(s)
b. Class Exercises/Student Evaluation/Testing
c. Search - in exercise(s)
d. Control/Takedown/ - in exercise(s)
e. Equipment/Restraint device(s) use - in exercise(s)
f. Verbal commands - in exercise(s)
g. Use of Force considerations
h. Body Physics & Dynamics (suspect=s response to force)
i. Body balance/stance/movement patterns - in exercise(s)
j. Policies and legal issues
k. Recovery/First Aid (as applicable)

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of the UC Davis Police Department Arrest and Control Policy.
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
Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

EXPANDED COURSE OUTLINE

I. REGISTRATION AND ORIENTATION
   A. Introduction, Registration and Orientation
   B. Course Objectives/Overview, Exercises, Evaluation/Testing

II. SAFETY ORIENTATION AND WARM-UP
   A. Review of Safety Policies and injury precautions
   B. Students will participate in warm-up/stretching exercises

III. USE OF FORCE POLICIES AND LEGAL ISSUES
   A. Case Law Update, report documentation and policy
      1. Tennessee v Garner
      2. Graham v Connor
      3. Forrester v San Diego
      4. Long Beach v Long Beach POA
      5. Status of Pepper Spray Cases (Humboldt Co., etc.)
   B. Local Policies

IV. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE
   A. Suspect attacks officer
   B. Locking resistance
   C. Going limp. (Should not use term passive resistance)
   D. Resisting with apparatus (Chaining to objects, using large pipes with arms locked inside).
   E. Use of pain compliance/pressure point/distraction techniques
   F. Mental conditioning for arrest control-Color-coding:
      1. White = relaxed frame of mind
      2. Yellow = general awareness, minimum level of awareness, uniform
      3. Orange - specific awareness, 75%-25% theory, checklist of six
         (75% on the individual or situation, 25% still on general surroundings)
a. Check-list of six used on initial approach with subject
   (1) Hands
   (2) Cover
   (3) Weapons/bulges
   (4) Associates, subjects and officers (resources available)
   (5) Escape routes, subjects - tactical retreat, officers
   (6) Footing/balance, officer=s ability to stay on his/her feet

4. Red = fight or flight

V. PHYSICAL CONDITIONING

A. Three Biggest Disablers
   1. Heart Attacks
   2. Lower Back and Knee Injuries
   3. Peptic Ulcers

B. How to Reduce Individual Risk to Above Disablers
   1. Nutrition
   2. Life threatening physical altercations, 90 seconds of explosive endurance

VI. BODY BALANCE/STANCE & MOVEMENT FROM POSITION OF INTERVIEW
    AND FIGHTING STANCE

Footwork Review:
A. Forward shuffle
B. Rear shuffle
C. Normal pivot
D. Shuffle right and left
E. Pivot right and left
F. Progressive pivot
G. Shuffle pivot
H. How to fall to the ground safely and assume a fighting position
I. Access to equipment on duty belt while in a fighting stance and on the ground

VII. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/HANDCUFFING
    DE-ESCALATION, VERBAL COMMANDS

A. Overview on restraint devices and need to double lock and check for tightness
   1. Suspect cannot be handcuffed due to injuries
      a. First Aid - Suspect injured, wounds, fractures
      b. Special circumstances (i.e. Pregnant females)
      c. Complaint of pain should be documented
      d. Failing to double lock handcuffs can result in injury to suspect and
         liability to an agency
B. Unknown Risk Handcuffing techniques
   1. Low Profile twist-lock
      a. Verbal commands
      b. Twist lock control
      c. Handcuffing
   2. Standing Modified Search, to a rear wrist lock and handcuffing
   3. Takedown from standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact wpn., chem. agent, etc.) on duty belt.

C. High risk prone or kneeling, to a prone control and handcuffing.
   1. High risk kneeling
      a. Verbal commands
      b. Low profile twist lock
      c. Search
      d. Handcuffing
   2. High risk prone
      a. Verbal commands
      b. Prone control
      c. Search
      d. Handcuffing

VIII. TESTING/REMEDIATION

      Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated and tested until standard is achieved.

EXTENDING EXPANDED COURSE OUTLINE TO 6 HOURS:

Weapon Retention and Take-Aways

VIII. WEAPON RETENTION AND TAKE-AWAYS: FRONT HANDGUN RETENTION, RIGHT/LEFT-HANDED

A. Safety orientation
B. Mental preparation/verbal distractions
C. Rear handgun retention, right and left handed
   1. Footwork
   2. Takedowns
   3. Control
D. Front handgun takeaway, right and left handed
   1. Footwork
   2. Takedowns
   3. Control
E. Rear handgun takeaway, right and left handed
   1. Footwork
   2. Takedowns
   3. Control
C. Front long gun takeaway, right and left handed
   1. Footwork
   2. Takedowns
   3. Control
D. Rear long gun takeaway, right and left handed
   1. Footwork
   2. Takedowns
   3. Control
I. Course Introduction 20 minutes 0700 - 0720 All Instructors

A. History of Less Lethal Weapons
   1. Chemical Agents
   2. Kinetic Energy Weapons
B. History of Taser Weapons
   1. Previous Models
      A) Design
      B) Differences
   2. Newer Models
      A) Design
      B) Differences

II. Mechanical Application of Technology 20 minutes 0720 - 0740 All Instructors

A. Conducted Energy Weapons
   1. Definition
   2. Application
      A) Effects
      B) Results

III. Nomenclature 50 minutes 0740 - 0830 All Instructors

A. Basic components
   1. Weapon M-26 & X-26
      A) Safety
      B) Power source
2. Cartridges
   A) 15 Foot cartridge
   B) 1 Foot cartridge
3. Weapon safety
   A) Loading
   B) Unloading
   C) Firing
4. Operator functions
   A) Activation
      1) Battery indicators
         (A) Data Battery Pack X-26
   B) Laser sight
      1) Activation
      2) Probe placement
   C) Shot recorder
      1) Data Pack X-26
      2) Down load capability X-26
      3) Down load capability M-26

IV. Medical Concerns 30 minutes 0830 - 0900 All Instructors

A. Human Physiology
   1. Sensory Nervous System
      (A) Role in the body
      (B) Effects of X-26
   2. Motor Nervous System
      (A) Electrical Output
         (1) Amps
         (2) Volts
         (3) Watts
      (B) Volunteer test results
         (1) Combative capability
         (2) Incapacitation
         (3) Compliance
   3. Post firing
      (A) On scene medical evaluations
      (B) Pre-custody medical evaluations

V. Application 45 minutes 0900 - 0945 All Instructors

1. Deployment
   A. Tactical considerations
      (1) Less lethal with lethal cover
         (A) Movement
         (B) Loading / Reloading
      (2) Firing
         (A) Pre-Firing verbal commands
         (B) Post-Firing verbal commands
      (3) Weapon considerations
         (A) Distance
            (1) Cartridge capability
            (2) Maximum distance spread
         (B) Target acquisition
VI. Legal considerations 30 minutes 0945 - 1015 All Instructors

A. Case law
   1. Mateyko v. Felix
   2. Alford v. Osei-Kwasi
B. Documentation
   1. Reporting requirements
      (A) Department policy
      (B) Articulation
   2. Evidence collection
   3. Probe collection
C. 9th Circuit decision discussion

VII. Practical Application 45 minutes 1015 - 1100 All Instructors

A. Student exposure
   1. Loading / Unloading
   2. Firing
B. Student exposure
   1. Weapon activation
   2. Student test exposure
COURSE GOAL:

The course will provide the trainee with the minimum topics of tactical firearms and lethal force required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary firearms tactical knowledge and skills to survive and win a realistic lethal force encounter.

The course consists of a hands-on/practical skills firearms training for in-service officers.

TACTICAL FIREARMS

Minimum Topics/Exercises:

1. Basic Tactical Firearms Situations, Judgment and Decision Making Exercise(s) -
2. Class Exercises/Student Evaluation/Testing
3. Safety guidelines/orientation
4. Sight Alignment, Trigger Control, Accuracy
5. Target recognition and analysis
6. Weapons Clearing
7. Live Fire Tactical/or Simunitions Tactical
8. Policy and/or legal issues
9. Use of Force considerations (options)
10. Moral obligations

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of the University of California, Davis Police Department Use Of Force/Firearms Policy. (G.O. 111 Handout)
2. Identify the tactical analysis key points related to tactical firearms as reported in the POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (1994 to Present).
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of-fire, to include:
   A. Judgment and Decision Making
   B. Weapons Safety
   C. Basic Presentation Technique
   D. Fundamentals of Shooting
   E. Target/Non-Target Identification
   F. Speed, Accuracy and Effectiveness under stress and movement conditions
   G. Shot Placement: Stopping Power and Multiple rounds
EXPANDED COURSE OUTLINE

I. INTRODUCTION/ORIENTATION

A. Introduction, Registration and Orientation
B. Course Objectives/Overview, Exercises, Evaluation/Testing
C. Weapons Safety Orientation, Review of Range and Shooting Safety Rules
   (Pre-range weapons unloading procedures and lunch/extended break reload/unload rules) (handout)
   1. Treat all firearms as though they are loaded.
   2. Point the muzzle in a safe direction at all times.
   3. Keep your finger outside the trigger guard until you are on target and have decided to fire.
   4. Be sure of your target and what is beyond it.
   5. Specific Rules:
      a. Ear and Eye protection required at all times
   6. Review of Range Safety Rules
      a. Cover primary elements as a checklist with students
      b. Local emergency/first aid procedures to include radio/telephone procedures, closest medical facility

II. LETHAL FORCE OVERVIEW

A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
B. Civil Implications of using Force/Lethal Force
C. Report Writing and Preliminary Investigation Overview

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY

A. Use of Force Options
   1. Lethal Force within the spectrum of force options
   2. Verbal, Hands, Less than Lethal, Lethal Force
   3. Escalation and De-escalation Process

B. Department Policy
   1. Reasonable Cause to believe
   2. Imminent Threat
   3. Death or Great Bodily Injury
   4. Fleeing Violent Felon Specifications
   5. Other policy areas and issues

C. Supporting Case Law
   1. Tennessee vs. Garner
      a. Deadly Force
      b. Fleeing Felon
   2. Graham vs. Conner
      a. Reasonable Force
IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

A. 1994/2001 Reports
B. Vital Statistics from LEOKA Reports
C. Conclusive Tactical Analysis
   1. Low Light Conditions
   2. 5 – 10 feet
   3. 2 rounds
   4. 2 seconds
   5. Officer Accuracy: averages 10-20 %
   6. Use of Cover
   7. Summary / Overview

V. FUNDAMENTALS OF SHOOTING

A. Stance
   1. Strong, Balanced Ready Position
   2. Isosceles or Weaver
B. Grip: The officer should acquire the proper grip on the handgun while it is in the holster.
   1. Strong, Effective two-handed grip
   2. Isometric Pressure
C. Sight Picture: The officer should have a clear understanding of what proper site alignment is in reference to target acquisition.
   1. Front site should be crystal clear
   2. Front site should be level with top of rear site and evenly spaced between the rear posts.
   3. The target and the rear sites should be slightly “fuzzy” and out of focus.
   4. The site picture should not change while the shooter is pulling the trigger.
D. Trigger Control
   1. Press......
   2. Straight back, steady pressure
E. Breathing
   1. Controlled
   2. Fire on exhale
F. Recovery and Follow through
   1. All elements work together
   2. Handle recoil
   3. Controlled movement back on target
VI. FIVE COUNT PISTOL PRESENTATION

A. Count One
   1. Good Grip
   2. Holster Unsnapped
   3. Support hand/arm into chest position

B. Count Two
   1. Draw
   2. De-cocker Off
   3. Pistol is rocked up and forward
   4. Wrist is positioned above holster
   5. Forearm parallel to ground
   6. Trigger finger is indexed

C. Count Three
   1. Punch Pistol outward
   2. Into support hand
   3. Isometric Tension
   4. Low Ready Positioning

D. Count Four
   1. Pistol raised to eye level
   2. Eye focus to front sight
   3. Sight alignment/sight picture is verified

E. Count Five
   1. Finger on Trigger
   2. Press
   3. Maintain sight alignment

F. Target Recognition and Analysis
   1. Did I hit?
   2. Did it Work?
   3. Low Ready – Count Three
   4. Assess the Threat
   5. Scan
   6. Reassess
   7. De-cock to Double Action
   8. Tactical Reloading

G. Reholstering
   1. ONLY when the tactical situation warrants
   2. Reverse of the draw count
   3. Count Two
   4. Support hand/arm into chest position
   5. Additional Scan and Assessment
   6. Quick and Effective Holstering
   7. Eyes remaining forward on threat
VII. DRILLS AND COURSES-OF-FIRE

A. Range Orientation and Safety Briefing (Second range safety, and command sequence)

B. All Courses emphasize:
   1. Weapons Safety
   2. Muzzle and Fire Discipline
   3. Fundamentals of Shooting
   4. Five Count Presentation

C. Warm up Course
   1. 8 rounds into the 10 ring at 15 yards (Precision Shooting)
   2. 2 times

D. Combat Reload Exercise/Weapons Clearing
   1. Tactically reloading (Bringing handgun back up to full capacity)
   2. When shooting has stopped
   3. Move to Cover
   4. De-cock/Double Action
   5. Proper grip of fresh magazine
   6. Strip and replace in-gun magazine
   7. Used magazine in pocket, not pouch
   8. Practice and Proficiency demonstration

E. Flashlight Shooting Exercise
   1. Carries (define)/Tactical
   2. Alternate flashlight shooting techniques
   3. Safety precautions
   4. Dry fire practice
   5. Reloading
      a. Move to one knee/cover
      b. Placing flashlight behind the knee

F. Weapon Malfunction Exercise (split class into two groups)
   1. Group 1, Failure to Fire
      a. Clearance Drill, Tap, Roll, and Rack
         (1) Practice with Dummy rounds
         (2) With Live Mags
      b. Live Fire, 5 times
   2. Group 2, Double Feed
      a. Clearance Drill, Lock, Drop, Rack, Load
         (1) Practice with Dummy rounds
         (2) With Live Mags
      b. Live Fire, 5 times

G. Ball and Dummy Drills
   1. 3 Mags with mix of 5 live rounds, 3 dummy rounds
   2. Proper Clearance
   3. 7 yard line, 6 magazines
H. Failure to incapacitate suspect (Drugs/Body Armor) Drills

1. Theory
   a. Target the brain, turn off the neurological switch

2. Shot Placement
   a. Ocular,

3. 7 yard line, 2 and 2
   a. 2 magazines
   b. With tactical loading/reloading

I. Double Tap Drill

1. Shot Placement
   a. Optimum spread
   b. Upper Thoracic Cavity

2. Stopping Power
   a. Maximum Shock/Stopping Power
   b. Vs. Bleeding Out
      (1) Major artery - up to 12 seconds

3. Controlled Pair
   a. Sight Picture, Smooth Trigger Pull
   b. 7 Yard line and out
   c. 2 magazines

4. Accelerated Pair
   a. Flash sight picture/Front sight
   b. 5 – 7 yards and closer
   c. Double Taps emphasizing speed and accuracy
   d. 2 magazines

J. Spread Fire Course

1. Threat Assessment/Threat Prioritization
   a. Threat ID
   b. Threat type, lethality, and range
   c. Highest threat prioritization

2. 3 Targets at the 7 yard line, 2 rounds each, 3 times
   a. 2 magazines
   b. With tactical reloads

Testing: Any student scoring below standard on any exercise, as established by the Range Master, will be remediated, tested until standard is achieved.
UNIVERSITY OF CALIFORNIA, DAVIS
POST PERISHABLE SKILLS PROGRAM (PSP)
TACTICAL FIREARMS (6 Hrs)

COURSE GOAL:

The course will provide the trainee with the minimum topics of tactical firearms and lethal force required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary firearms tactical knowledge and skills to survive and win a realistic lethal force encounter.

The course consists of a hands-on/practical skills firearms training for in-service officers.

TACTICAL FIREARMS

Minimum Topics/Exercises:

1. Basic Tactical Firearms Situations, Judgment and Decision Making Exercise(s) -
2. Class Exercises/Student Evaluation/Testing
3. Safety guidelines/orientation
4. Sight Alignment, Trigger Control, Accuracy
5. Target recognition and analysis
6. Weapons Clearing
7. Live Fire Tactical/or Simunitions Tactical
8. Policy and/or legal issues
9. Use of Force considerations (options)
10. Moral obligations

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of the University of California, Davis Police Department Use Of Force/Firearms Policy. (G.O. 111 Handout)
2. Identify the tactical analysis key points related to tactical firearms as reported in the POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (1994 to Present).
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of-fire, to include:
   A. Judgment and Decision Making
   B. Weapons Safety
   C. Basic Presentation Technique
   D. Fundamentals of Shooting
   E. Target/Non-Target Identification
   F. Speed, Accuracy and Effectiveness under stress and movement conditions
   G. Shot Placement: Stopping Power and Multiple rounds
EXPANDED COURSE OUTLINE

I. INTRODUCTION/ORIENTATION

A. Introduction, Registration and Orientation
B. Course Objectives/Overview, Exercises, Evaluation/Testing
C. Weapons Safety Orientation, Review of Range and Shooting Safety Rules

(Pre-range weapons unloading procedures and lunch/extended break
reload/unload rules) (handout)

1. Treat all firearms as though they are loaded.
2. Point the muzzle in a safe direction at all times.
3. Keep your finger outside the trigger guard until you are on target and have decided to fire.
4. Be sure of your target and what is beyond it.
5. Specific Rules:
   a. Ear and Eye protection required at all times
6. Review of Range Safety Rules
   a. Cover primary elements as a checklist with students
   b. Local emergency/first aid procedures to include radio/telephone procedures, closest medical facility

II. LETHAL FORCE OVERVIEW

A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
B. Civil Implications of using Force/Lethal Force
C. Report Writing and Preliminary Investigation Overview

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY

A. Use of Force Options
   1. Lethal Force within the spectrum of force options
   2. Verbal, Hands, Less than Lethal, Lethal Force
   3. Escalation and De-escalation Process
B. Department Policy
   1. Reasonable Cause to believe
   2. Imminent Threat
   3. Death or Great Bodily Injury
   4. Fleeing Violent Felon Specifications
   5. Other policy areas and issues
C. Supporting Case Law
   1. Tennessee vs. Garner
      a. Deadly Force
      b. Fleeing Felon
   2. Graham vs. Conner
      a. Reasonable Force
IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

A. 1994/2001 Reports
B. Vital Statistics from LEOKA Reports
C. Conclusive Tactical Analysis
   1. Low Light Conditions
   2. 5 – 10 feet
   3. 2 rounds
   4. 2 seconds
   5. Officer Accuracy: averages 10-20 %
   6. Use of Cover
   7. Summary / Overview

V. FUNDAMENTALS OF SHOOTING

A. Stance
   1. Strong, Balanced Ready Position
   2. Isosceles or Weaver
B. Grip: The officer should acquire the proper grip on the handgun while it is in the holster.
   1. Strong, Effective two-handed grip
   2. Isometric Pressure
C. Sight Picture: The officer should have a clear understanding of what proper site alignment is in reference to target acquisition.
   1. Front site should be crystal clear
   2. Front site should be level with top of rear site and evenly spaced between the rear posts.
   3. The target and the rear sites should be slightly “fuzzy” and out of focus.
   4. The site picture should **not** change while the shooter is pulling the trigger.
D. Trigger Control
   1. Press......
   2. Straight back, steady pressure
E. Breathing
   1. Controlled
   2. Fire on exhale
F. Recovery and Follow through
   1. All elements work together
   2. Handle recoil
   3. Controlled movement back on target
VI. FIVE COUNT PISTOL PRESENTATION

A. Count One
   1. Good Grip
   2. Holster Unsnapped
   3. Support hand/arm into chest position

B. Count Two
   1. Draw
   2. De-cocker Off
   3. Pistol is rocked up and forward
   4. Wrist is positioned above holster
   5. Forearm parallel to ground
   6. Trigger finger is indexed

C. Count Three
   1. Punch Pistol outward
   2. Into support hand
   3. Isometric Tension
   4. Low Ready Positioning

D. Count Four
   1. Pistol raised to eye level
   2. Eye focus to front sight
   3. Sight alignment/sight picture is verified

E. Count Five
   1. Finger on Trigger
   2. Press
   3. Maintain sight alignment

F. Target Recognition and Analysis
   1. Did I hit?
   2. Did it Work?
   3. Low Ready – Count Three
   4. Assess the Threat
   5. Scan
   6. Reassess
   7. De-cock to Double Action
   8. Tactical Reloading

G. Reholstering
   1. ONLY when the tactical situation warrants
   2. Reverse of the draw count
   3. Count Two
   4. Support hand/arm into chest position
   5. Additional Scan and Assessment
   6. Quick and Effective Holstering
   7. Eyes remaining forward on threat
VII. DRILLS AND COURSES-OF-FIRE

A. Range Orientation and Safety Briefing (Second range safety, and command sequence)

B. All Courses emphasize:
   1. Weapons Safety
   2. Muzzle and Fire Discipline
   3. Fundamentals of Shooting
   4. Five Count Presentation

C. Warm up Course
   1. 8 rounds into the 10 ring at 15 yards (Precision Shooting)
   2. 2 times

D. Combat Reload Exercise/Weapons Clearing
   1. Tactically reloading (Bringing handgun back up to full capacity)
   2. When shooting has stopped
   3. Move to Cover
   4. De-cock/Double Action
   5. Proper grip of fresh magazine
   6. Strip and replace in-gun magazine
   7. Used magazine in pocket, not pouch
   8. Practice and Proficiency demonstration

E. Flashlight Shooting Exercise
   1. Carries (define)/Tactical
   2. Alternate flashlight shooting techniques
   3. Safety precautions
   4. Dry fire practice
   5. Reloading
      a. Move to one knee/cover
      b. Placing flashlight behind the knee

F. Weapon Malfunction Exercise (split class into two groups)
   1. Group 1, Failure to Fire
      a. Clearance Drill, Tap, Roll, and Rack
         (1) Practice with Dummy rounds
         (2) With Live Mags
      b. Live Fire, 5 times
   2. Group 2, Double Feed
      a. Clearance Drill, Lock, Drop, Rack, Load
         (1) Practice with Dummy rounds
         (2) With Live Mags
      b. Live Fire, 5 times
G. **Ball and Dummy Drills**
1. 3 Mags with mix of 5 live rounds, 3 dummy rounds
2. Proper Clearance
3. 7 yard line, 6 magazines

H. **Failure to incapacitate suspect (Drugs/Body Armor) Drills**
1. Theory
   a. Target the brain, turn off the neurological switch
2. Shot Placement
   a. Ocular,
3. 7 yard line, 2 and 2
   a. 2 magazines
   b. With tactical loading/reloading

I. **Double Tap Drill**
1. Shot Placement
   a. Optimum spread
   b. Upper Thoracic Cavity
2. Stopping Power
   a. Maximum Shock/Stopping Power
   b. Vs. Bleeding Out
      (1) Major artery - up to 12 seconds
3. Controlled Pair
   a. Sight Picture, Smooth Trigger Pull
   b. 7 Yard line and out
   c. 2 magazines
4. Accelerated Pair
   a. Flash sight picture/Front sight
   b. 5–7 yards and closer
   c. Double Taps emphasizing speed and accuracy
   d. 2 magazines

J. **Spread Fire Course**
1. Threat Assessment/Threat Prioritization
   a. Threat ID
   b. Threat type, lethality, and range
   c. Highest threat prioritization
2. 3 Targets at the 7 yard line, 2 rounds each, 3 times
   a. 2 magazines
   b. With tactical reloads
EXTENDING EXPANDED COURSE OUTLINE TO 6 HOURS:

K. Glide Step Drills
1. Getting out of the immediate line of fire
2. While simultaneously moving and shooting accurately
3. Singular controlled smooth stepping
4. Both from in and out of the holster
5. Demonstration
6. Dryfire practice
7. Live Fire
   a. 5 Yard line, Left and Right, 1 magazine
   b. 7 Yard line, Left and Right, 1 magazine

L. Close Quarters Battle (CQB)/Defensive Shooting Exercise
1. Instructor/Student Application of Techniques
   a. Close In
   b. Personal Contact
   c. Distractions
   d. Strikes, Holds, Takedowns
2. Retention Techniques with Handgun Out
   a. Level of force when suspect tries to get your gun
3. Demonstration of technique by instructor
4. Emphasize SAFETY, support hand out of the line of fire****
5. Dry fire Practice
6. CQB - Defensive, 3 yard line course
   a. Dryfire practice
   b. Step 1, draw and fire from A2@
   c. Step 2, Drag Step (Rear Shuffle), extend and fire CBM
   d. Step 3, Failure Drill
   e. Live Fire, 3 magazines
   f. Variations of defensive movement
   g. Variations of equipment in hands
7. CQB - student demonstration, 3 yard line course
   a. Dryfire practice
   b. Push, Move and Fire
   c. Personal body weapons and fire
   d. Impact weapon and fire
   e. Alternate with non-lethal options
      (1) Dropping or securing non-lethal tools

M. Pneumatic Target Drills (or Building Entry)
1. Target Identification, Threat Assessment
2. 7 yard line, 3 Ablind@ targets of varying threat
3. At least one no-shoot
4. 2 magazines

N. Laterally Moving Target (with Track Runner)
1. Target Identification
2. Tracking Techniques and Accuracy
   a. 1 magazine
Testing: Any student scoring below standard on any exercise, as established by the Range Master, will be remediated, tested until standard is achieved.
POST PERISHABLE SKILLS PROGRAM (PSP)
UC DAVIS POLICE DEPARTMENT
I - TACTICAL FIREARMS (SHOTGUN)

COURSE GOAL:

The course will provide the trainee with the minimum topics of tactical firearms (shotgun) and lethal force required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary firearms tactical knowledge and skills to survive and win a realistic lethal force encounter.

The course consists of a hands-on/practical skills firearms training for in-service officers. The training may be presented in a 4, 6, or 8 hour format allowing for flexibility based upon specific agency or trainee group needs, and as long as the minimum topics are contained within each format independently.

TACTICAL FIREARMS

Minimum Topics/Exercises:

a. Basic Tactical Firearms Shotgun Situations, Judgment and Decision Making Exercise(s)
b. Class Exercises/Student Evaluation/Testing
c. Safety policy/orientation
d. Sight Alignment, Trigger Control, Accuracy
e. Target recognition and analysis
f. Weapons Clearing
g. Live Fire Tactical
h. Policy and/or legal issues
i. Use of Force considerations (options)
j. Moral obligations

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of their individual Department Use Of Force/Firearms Policy.
2. Identify the tactical analysis key points related to tactical firearms as reported in the POST Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (current).
3. Demonstrate a minimum standard of tactical shotgun proficiency with every technique, exercise, and course-of-fire, to include:
   A. Judgment and Decision Making
   B. Weapons Safety
   C. Basic Presentation Technique
   D. Fundamentals of Shooting
   E. Target/Non-Target Identification
   F. Speed, Accuracy and Effectiveness under stress and movement conditions
   G. Shot Placement: Stopping Power
   B. Multiple rounds
Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique, exercise and course-of-fire. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

EXPANDED COURSE OUTLINE

I. INTRODUCTION/ORIENTATION
   A. Introduction, Registration and Orientation
   B. Course Objectives/Overview, Exercises, Evaluation/Testing
   C. Weapons Safety Orientation, Review of Range and Shooting Safety Rules
      (Pre-range weapons unloading procedures and lunch/extended break
       reload/unload rules)
         1. All Weapons are to be considered loaded
         2. Never point the muzzle at anything you are not willing to shoot at
         3. Keep finger off trigger until you are ready to fire
         4. Be sure of your target and background
         5. Range and Tactical Safety
            a. Follow Range Rules
            b. Follow Instructor commands
            c. Strict Weapon Discipline and Muzzle Control
            d. No “lasering” of personal body parts (carry up/down conversation)
            e. Safety during reloading during training/patrol preparation.
      6. Review of Range Safety Rules
         1. Cover primary elements as a checklist with students
         2. Local emergency/first aid procedures to include radio/telephone
            procedures, closest medical facility

II. LETHAL FORCE OVERVIEW
   A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
   B. Civil Implications of using Force/Lethal Force
   C. Report Writing and Preliminary Investigation Overview
      1. PC 835(a) Effect Arrest/Prevent Escape/Overcome Resistance

III. USE OF FORCE/LETHAL FORCE AND FIREARMS POLICY
    A. Use of Force Options
       1. Lethal Force within the spectrum of force options
       2. Verbal, Hands, Less Lethal, Lethal Force
       3. Escalation and De-escalation Process
    B. Department Policy
       1. Reasonable Cause to believe
       2. Imminent Threat
       3. Death or Great Bodily Injury
4. Fleeing Violent Felon Specifications
5. Other policy areas and issues

C. Supporting Case Law
   1. Tennessee vs. Garner
      a. Deadly Force
      b. Fleeing Felon
   2. Graham vs. Conner
      a. Reasonable Force

IV. POST LAW ENFORCEMENT OFFICERS KILLED/ASSAULTED (LEOKA) STUDIES

A. Current Reports
B. Vital Statistics from LEOKA Reports
C. Conclusive Tactical Analysis
   1. Complacency
   2. 13 Years of Experience
   3. 39 Years of Age
   4. 27 Officers
   5. 25 Male/2 Female
   6. 25 White/2 Black
   7. Firearms used 26 of 27 times (vehicle)

V. FUNDAMENTALS OF SHOOTING OF SHOTGUN

A. Stance
   1. Strong, Balanced Ready Position
   2. Isosceles or Weaver
B. Grip
   1. Strong, Effective two-handed grip
   2. Toe in the “Hole” of shoulder
   3. Pull firmly into shoulder
C. Sight Picture
   1. Sight Alignment (bead, post, etc.)
   2. Eye Focus - Front Sight Tip
D. Trigger Control
   1. Press......
   2. Straight back, steady pressure
   3. “Surprise” break
E. Breathing
   1. Controlled
   2. Fire on exhale

F. Recovery and Follow through
   1. All elements work together
   2. Handle recoil
3. Controlled movement back on target

VII. DRILLS AND COURSES-OF-FIRE

A. Range Orientation and Safety Briefing (Second range safety, and command sequence) I(a,c)
B. All Courses emphasize:
   1. Weapons Safety
   2. Muzzle and Fire Discipline
   3. Fundamentals of Shooting
C. Warm up Course
   1. 5 rounds into the target (threat) at 15 yards (Precision Shooting)
   2. 1 times
D. Combat Reload Exercise/Weapons Clearing I(f)
   1. Tactically reloading (Bringing shotgun back up to full capacity)
   2. When shooting has stopped
   3. Move to Cover
   4. Proper grip of round being loaded
   5. Practice and Proficiency demonstration
E. Flashlight Shooting Exercise
   1. Carries (define)/Tactical
   2. Alternate flashlight shooting techniques
   3. Safety precautions
   4. Dry fire practice
   5. Reloading
      a. Move to one knee/cover
      b. Placing flashlight behind the knee
F. Weapon Malfunction Exercise (split class into two groups)
   1. Group 1, Failure to Fire
      a. Clearance Drill (Cycle a new round)
         (1) Practice with Dummy rounds
      b. Consider transition
   2. Group 2, Double Feed
      a. Clearance Drill B Lock back/roll clear I(f)
         (1) Practice with Dummy rounds
      b. Consider transition
G. Failure to incapacitate suspect (Drugs/Body Armor) Drills I(e)
   1. Theory
      a. Target the brain, turn off the neurological switch
   2. Shot Placement
a. Sighting system (natural eye, Optics, Scope, etc.)

3. Close range shooting drill (slug)
a. 1 round
b. With tactical loading/reloading (1 rounds)

J. Spread Fire Course
1. Threat Assessment/Threat Prioritization
   a. Threat ID
   b. Threat type, lethality, and range
   c. Highest threat prioritization
2. _ Targets at the _ yard line, _ rounds each, _ times
   a. 10 Rounds
   b. With tactical reloads

**Testing:** Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.

5. Movement Course
   a. 25 yards walking in
   b. 15, 10, and 7 yard line, 2 rounds per
   c. 6 rounds total
   d. With tactical reloading

**Testing:** Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.