

EXPANDED COURSE OUTLINE
PC 832 ARREST COURSE
LEARNING DOMAIN 1
LEADERSHIP, PROFESSIONALISM & ETHICS
February 1, 2019

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

- A. Discuss why leadership is important
 - 1. Community
 - 2. Profession
 - 3. Organization
- B. Define leadership
 - 1. Influencing others
 - 2. Role model
 - 3. Levels of authority
- C. Discuss universal components of leadership
 - 1. Authority- Peace officers have authority by law. They are granted the ability to compel behavior, enforce laws, and direct resources, based solely on their legal status.
 - 2. Power- Individuals with power have the capacity to influence and inspire others. People will often commit to certain individuals who have little authority. Individuals with power possess drive, expertise, and genuine caring for others.
 - 3. Informal leadership power.
 - 4. The leadership relationship
- D. Discuss the officer as a leader
 - 1. Peer leadership- Every officer must recognize that he or she has the opportunity to influence peers by modeling positive behaviors, taking charge and sharing information if and when appropriate
 - 2. Leadership in the community
 - 3. Leadership within the profession
- E. Discuss the leader as a follower
 - 1. Separation of ego from power and authority
 - 2. Responsibility to the agency
 - 3. Understand boundaries and are willing to accept sound advice from followers.
- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
 - 1. Improved communication , problem solving and decision making
 - 2. Positive leadership vs. absence leadership.

3. Improved decision making

II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
1. Officers obligated to perform their duties ethically and competently
 2. Expectation that authority and power will not be abused
 3. Discuss factors affecting public trust. Examples (News, Social Media, Anti-Police Groups)
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
1. Serve the public interest and conduct themselves ethically
 2. Behavior consistent with the Code of Ethics.
 3. Technical competence and ability to do the job
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
1. Self-Esteem and personal worth
 2. Reinforcing the standard of performance
 3. A sense of security and trust
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
1. Disciplinary action up to and including termination
 2. Eroding the image of the profession
 3. Compromising officer safety
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
1. Code is just a words until translated into action
 2. Demonstrate to the community that you are trustworthy and honorable
 3. Adhere to the Code , as it is a matter of personal integrity
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
1. Legal basis/authority : discuss the following
 - State – PC 147, 149, 661, 673, 692, & 693
 - Federal – US Code, Title 18, sections 241 & 242
 2. Federal, state law and court decision require intervention
 3. Acts of Omission carry the same/or greater penalties as the act of commission.

- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
 - 1. Observing any unethical, illegal, or unprofessional conduct
 - 2. Officer is a friend of the officer involved
 - 3. Officer feels pressured
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
 - 1. Advanced intervention – taking action before the violation advising and discussing with your partner your ethical standards and preventive measures.
 - 2. Immediate- verbal admonishment and or take charge if situation.
 - 3. Delayed Intervention- after the incident, usually with a minor incident
- I. Give examples of ethical decision making strategies
 - 1. Identify the issues
 - 2. Determine the stakeholders
 - 3. Consider which option is most appropriate
- J. Explain the value of ethical decision making in leadership
 - 1. Gains trust and respect from the community
 - 2. Enhances professionalism of the agency
 - 3. Prevents discipline, criminal charges, disrespect from the community

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 2
CRIMINAL JUSTICE SYSTEM
February 1, 2019

I. LEARNING NEED

To be effective leaders, peace officers must be aware of the constitutional rights of all individuals within the United States, regardless of citizenship status, and the role of the criminal justice system has in protecting those rights.

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
 - 1. Freedom of speech
 - 2. Freedom from excessive bail
 - 3. Freedom from unreasonable searches and seizures
- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
 - 1. First Amendment
 - 2. Fourth Amendment
 - 3. Fifth Amendment
 - 4. Sixth Amendment
 - 5. Eighth Amendment
 - 6. Fourteenth Amendment
- C. Discuss the components and primary goals of the criminal justice system
 - 1. Law enforcement , judicial and correction
 - 2. Dispense equal justice
 - 3. Assure victim's rights

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
 - 1. Federal Bureau of Investigations
 - 2. Department of Justice
 - 3. Municipal Police

III. LEARNING NEED

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

LEARNING OBJECTIVES

- A. Discuss the objectives of the Judicial component of the criminal justice system
 - 1. Provide due process of law
 - 2. Rendering fair judgments
 - 3. Dispensing just punishment
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
 - 1. Trial Courts
 - 2. Appellate Courts
 - 3. Supreme Courts
- C. Discuss the judicial process in criminal cases
 - 1. Arrest
 - 2. Arraignment
 - 3. Preliminary Hearing

IV. LEARNING NEED

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
 - 1. Confining prisoners
 - 2. Rehabilitating prisoners
 - 3. Supervising parolees and probationers

Description	Hours
POST Minimum Required Hours	<u>2</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 3
POLICING IN THE COMMUNITY
February 1, 2019

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

- F. Identify peace officer responsibilities in the community, including:
 - 1. Maintaining order
 - 2. Enforcing the law
 - 3. Preventing crime
 - 4. Delivering service
 - 5. Educating and learning from the community
 - 6. Working with the community to solve problems

- G. Differentiate between proactive and reactive policing
 - 1. Eliminate or minimize crime related problems
 - 2. Develop crime prevention strategies
 - 3. Respond to criminal activities after they happen

- I. Recognize peace officers' responsibilities to enforce the law, including:
 - 1. Adhering to all levels of the law
 - 2. Fair and impartial enforcement
 - 3. Knowing the patrol beat or area of responsibility

- J. Identify the elements of area/beat knowledge, including:
 - 1. Critical Sites
 - 2. Locations requiring special attention, i.e. hot spots
 - 3. Potentially dangerous areas

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
 - 1. Changing community demographics
 - 2. Shift in the economy
 - 3. Social Media and loaded news reporting

- M. Discuss opportunities where peace officers educate and learn from community members
 - 1. Interaction with local merchants and community
 - 2. Maintain contact with local schools
 - 3. Meet frequently with community groups and host events where contact with community builds trust.

II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

LEARNING OBJECTIVES

- A. Define community partnerships
 - 1. Two or more people, group, etc. working together to address concerns and issues in the community they live.
 - 2. Neighborhood residents ex. Neighborhood Watch programs
 - 3. Healthcare providers and outreach groups
- B. Discuss the key elements for developing trust between community partners, including:
 - 1. Truth
 - 2. Respect
 - 3. Understanding
 - 4. Support
 - 5. Teamwork
- C. Discuss the relationship of ethics to the badge of office
 - 1. The badge is a symbol of public trust
 - 2. The character of the person behind the badge is more important than the actual authority of the badge
 - 3. Building effective partnerships is difficult if not impossible without trust and integrity
- E. Discuss leadership skills in community policing
 - 1. Embrace change
 - 2. Promote trust
 - 3. Articulate a vision of how these goals will be achieved
- F. Define communication
 - 1. Sending and receiving messages
 - 2. Both verbal and non-verbal
 - 3.
- G. Recognize the components of a message in communications with others, including:
 - 1. Content (words)
 - 2. Voice characteristics
 - 3. Nonverbal signals
- H. Recognize the potential effects of negative nonverbal signals
 - 1. Making a poor impression
 - 2. Contradicting what an officer is saying verbally
 - 3. Potentially escalating situations
- I. Give examples of effective communication techniques for:
 - 1. Active listening
 - 2. Establishing effective lines of communication

3. Overcoming barriers to communication

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> 2 </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 5
INTRODUCTION TO CRIMINAL LAW
February 1, 2019

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

- A. Identify the relationship among:
 - 1. Constitutional law
 - 2. Statutory law
 - 3. Case law

II. LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

- A. Differentiate between the *letter of the law* and the *spirit of the law*
 - 1. Letter of the law-law is applied with the literal meaning of the statute
 - 2. Spirit of the law- law applied in accordance with the intent of the legislation
 - 3. In California all laws must be applied with the spirit of the law
- B. Differentiate between criminal and civil law
 - 1. Criminal law (crime) deals with violations of criminal statutes.
 - 2. Civil Law (tort or breach of contract) deals with noncriminal violations or private wrongs.
 - 3. Use personal injury law as an example of a tort

III. LEARNING NEED

To enforce the law, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.

LEARNING OBJECTIVES

- A. Recall the statutory definition of a crime
 - 1. Violation of a criminal statute
 - 2. An act committed or omitted in violation of a law
 - 3. Conviction provides penalty or punishment
- B. Identify the basic elements common to all crimes
 - 1. In every crime or public offense

2. There must be a union , or joint operation of act and intent
 3. Or criminal intent
- C. Identify the basic elements required of an attempt to commit a crime
1. An intent to commit that crime
 2. A direct, but ineffectual, act done toward its commission
 - 3.
- D. Discuss general, specific and transferred intent crimes
1. In general intent crimes, intent is presumed by law
 2. In specific intent crimes, specific intent must be proved
 3. In transferred intent crimes, an unlawful act affects a person other than the person intended to be affected.
- E. Differentiate between criminal intent and criminal negligence
1. Negligence is the failure to exercise ordinary care
 2. Criminal negligence is a negligent act that is aggravated or reckless
 3. Criminal negligence also constitutes indifference to the consequences

IV. LEARNING NEED

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.

LEARNING OBJECTIVES

- A. Identify three classes of crime:
1. Felony
 - a) Punishment by fine or imprisonment in a state prison
 - b) Punishable by death
 - c) Punishable by removal from office
 2. Misdemeanor
 - a) Crime of lesser gravity than a felony
 - b) Punishable by fine
 - c) Defendant not entitled to a jury trial
 3. Infraction
 - a) Punishable by fine only
 - b) Normally issues a citation at the place of arrest
- B. Differentiate among the three parties to a crime, to include:
1. Principals
 - a) All persons involved in commission of felony or misdemeanor
 - b) Must prove that principal had required criminal intent
 - c) Principal need not be present at the actual crime
 2. Accessories
 - a) Have knowledge that principal committed, been charged with or convicted of a felony
 - b) Harbors, conceals, or aids a principal in the felony
 3. Accomplices
 - a) A principal becomes an accomplice

- b) When he or she testifies for the prosecution
- c) Against another principal

- C. Identify people legally incapable of committing a crime
 - 1. Children under the age of 14
 - 2. Idiots
 - 3. Person who committed the act under ignorance or mistake of fact

V. REQUIRED TESTS

- F. The POST- Constructed Comprehensive PC832 Test.

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Description	Hours
POST Minimum Required Hours	<u> 3 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> 3 </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 15
LAWS OF ARREST
February 1, 2019

I. LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

- A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:
1. Fourth Amendment
 - a) Provides people to be secure from unreasonable searches and seizures
 - b) Must have warrant based on probable cause to search or seize
 - c) Warrant must describe place to be searched and persons or things to be seized
 2. Fifth Amendment
 - a) Person cannot be compelled to testify against themselves
 - b) Person may not be tried twice for the same offense.
 - c) Person can't be deprived of life, liberty, or property w/o due process
 3. Sixth Amendment
 - a) Right to a speedy trial
 - b) Right to confront witnesses
 - c) Right to counsel during court proceedings
 4. Fourteenth Amendment
 - a) Officers must apply the law equally to all people
 - b) State must use due process to deprive a person of liberty, life or property
 - c) Officers may not discriminate due to race, nationality or religion
- B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
1. Peace officers may be sued for deprivation of a person's right
 2. Two or more persons who conspire with others to deprive rights may be imprisoned
 3. Peace Officers acting under color of law may be imprisoned for violating civil rights.

II. LEARNING NEED

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

LEARNING OBJECTIVES

- A. Recognize appropriate conduct during a consensual encounter
 - 1. Gathering information.
 - 2. Interviewing witnesses at a crime or incident
 - 3. Disseminating information
 - 4. Conversing casually
- B. Recognize conduct that may elevate a consensual encounter
 - 1. Using emergency lights
 - 2. Issuing orders or commands
 - 3. Demanding or keeping identification
- C. Recognize the consequences of elevating a consensual encounter
 - 1. May violate 4th amendment protections
 - 2. Criminally prosecuted for violation of civil rights
 - 3. May face department discipline

III. LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
 - 1. Detention must be based on reasonable suspicion of illegal activity
 - 2. Detention is limited in scope, intensity and duration
 - 3. In detention, a person is not free to leave
- B. Recognize reasonable suspicion
 - 1. When an officer has enough facts and circumstances present to make it reasonable to believe that criminal activity is occurring and the detained person is connected to that activity
 - 2. Reasonable suspicion may be based on observation, training, experience
 - 3. Reasonable suspicion can't be based on hunch or instinct
- C. Recognize appropriate peace officer actions during a detention
 - 1. Questioning about identity and conduct
 - 2. Contacting persons to confirm identity and conduct
 - 3. Bringing victim to suspect for identification purposes
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
 - 1. Cursory/frisk searches not allowed unless officer has factual basis to believe suspect is armed
 - 2. Cursory/frisk searches limited to outer clothing for weapons only

3. Officers finding an object that is not a weapon must leave it alone
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
1. If person attempts to flee
 2. Uncooperative person may be handcuffed
 3. Uncooperative person may be placed in patrol car

IV. LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, while avoiding potential liability when making arrests.

LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
1. Direct investigative reports
 2. Circumstantial evidence
 3. Secondhand statements from reliable witness
- B. Identify elements of a lawful arrest
1. The arrested person must be taken into custody in a case and in the manners authorized by law
 2. An arrest may be made by the actual restraint of the person or by the person's submission
 3. Reasonable force may be used to make an arrest, prevent escape or overcome resistance
- C. Differentiate between arrest and detention
1. Custody is key. It implies the person making the arrest has full control
 2. Detention is assertion of authority that would cause a reasonable person to believe that they are not free to leave
 3. Detention is limited in scope, duration and intensity
- D. Recognize information that must be given to an arrested person
1. Officer must explain his intent to arrest
 2. Officer must explain the cause for arrest
 3. Officer must explain his authority to arrest
- E. Recognize elements of a warrantless arrest for a misdemeanor
1. Misdemeanor committed in officer's presence
 2. Misdemeanor not committed in officer's presence but committed by a juvenile
 3. Misdemeanor was one of the seven specified misdemeanors
- F. Recognize elements of a warrantless arrest for a felony
1. Committed a felony in the officer's presence(third level of detail)
 2. Committed a felony but not in the officer's presence
 3. Committed a felony, regardless of whether a felony was in fact committed.

- G. Recognize elements of a warrant arrest
 - 1. Arrest warrant is a written order signed by magistrate
 - 2. Warrant commands a peace officer to arrest the named suspect
 - 3. Officer must establish probable cause through a sworn affidavit

- H. Recognize the requirements for entry into a dwelling to make an arrest
 - 1. Officer's entry is based on consent
 - 2. Officer's entry is based on exigent circumstances
 - 3. Officer had lawfully entered the area for some other purpose

- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
 - 1. Private person may arrest for any public offense committed in their presence.
 - 2. Private person may arrest if a felony has been committed and they have probable cause to believe that the suspect committed the felony
 - 3. Private person must immediately take the person before a magistrate or turn the arrested person over to a peace officer.

- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 - 1. If person attempts to flee
 - 2. Uncooperative person may be handcuffed
 - 3. Uncooperative person may be placed in patrol vehicle

- K. Recognize the statutory requirements for the disposition of an arrested person
 - 1. If the arrest is made pursuant to a warrant (felony or misdemeanor), the arresting officer must proceed with the arrestee as commanded in the warrant. (Penal Code Section 848).
 - 2. For misdemeanors only, this may include cite and release or transport to jail. (penal Code Section 827.1)
 - 3. A person arrested for an infraction is normally cited and released, although the arrestee must sign a written promise to appear. (Penal Code Section 853.5)

- L. Recognize the exceptions to the powers to arrest
 - 1. Penal Code Section 853.6 ((i))
 - 2. Domestic Violence
 - 3. Statute of limitations

V. LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.

LEARNING OBJECTIVES

- A. Identify the purpose of the Miranda warnings
 - 1. In *Miranda vs. Arizona* (1966), the United States Supreme Court ruled that unless certain warning are given the suspect first, any statement made during custodial interrogation will be viewed as “compelled” because of the inherently coercive atmosphere that exists and the statement (s) would be inadmissible in court proceedings.
 - 2. The Fifth Amendment: No person shall be compelled in any criminal case be a witness against himself.
 - 3.
- B. Recognize when Miranda warnings must be given
 - 1. Placed under arrest
 - 2. Interrogation
- C. Identify the proper administration of Miranda warnings
 - 1. You have the right to remain silent
 - 2. Any statement may be used against you in a court
 - 3. You have the right to have an attorney present before and during questioning
 - 4. An attorney will be provided if you cannot afford one.
- D. Recognize the impact of invoking:
 - 1. The right to remain silent
 - 2. The right to counsel
- E. Recognize the types of Miranda waivers
 - 1. Expressed
 - 2. Implied
 - 3. Conditional
- F. Recognize the exceptions to the Miranda rule
 - 1. Public Safety
 - 2. Emergency

VI. LEARNING NEED

To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.

LEARNING OBJECTIVES

- A. Differentiate between an interview and interrogation
 - 1. Interview: Process of questioning non-suspects willing to cooperate
 - 2. Interrogation: Questioning suspects who often may be unwilling to cooperate

- C. Differentiate between an admission and confession
 - 1. Admission: incriminates individual but fall short of a confession
 - 2. Confession: acknowledging the commission of all elements of a crime

VII. REQUIRED TESTS

- G. The POST- Constructed Comprehensive PC832 Test.

Description	Hours
POST Minimum Required Hours	<u>5</u>
Agency Specific Hours	_____
Total Instructional Hours	_____

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 16
SEARCH AND SEIZURE
February 1, 2019

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
 - 1. The protection of unreasonable searches and seizures
 - 2. No warrants to be issued without probable cause
 - 3. Possession of property

- B. Identify the concept of reasonable expectation of privacy
 - 1. A person has indicated that they personally expect privacy in the object or area.
 - 2. Their expectation is one that society is prepared to recognize as legitimate
 - 3. The reasonable expectation of privacy is an element of privacy law that determines in which places and in which activities a person has a legal right to privacy.

- C. Recognize standing and how it applies to an expectation of privacy
 - 1. Standing is when a person has legitimate possessory interest or relationship over an object or own person.
 - 2. To challenge a search or seizure a person must have a reasonable expectation of privacy on what was searched or seized.

- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
 - 1. Probable cause is to search an area or object means having enough facts
 - 2. To provide a fair probability and to provide a substantial chance that the item sought is located in the place searched
 - 3. Probable cause is required before an arrest is made and is based on the totality of the circumstances

III. LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

LEARNING OBJECTIVES

- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 - 1. Plain view
 - 2. Search incident to custodial arrest
 - 3. Consent searches

- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 - 1. Cursory/frisk/pat searches
 - a) Lawful detention
 - b) Officer must articulate specific facts which caused ho to reasonably believe the person is dangerous or carrying a weapon
 - c) Search is limited to outer clothing for weapons or potential weapons only
 - 2. Consent searches
 - a) Voluntary
 - b) Obtained from person with authority to give that consent
 - c) Officers must honor any restrictions expressed or implied
 - 3. Searches pursuant to exigent circumstances
 - a) Imminent danger to a person’s life or safety
 - b) Serious damage to property
 - c) Evidence is about to be destroyed or moved
 - 4. Searches incident to arrest
 - a) A full search of the arrestee’s person
 - b) Containers on the arrestee’s person
 - 5. Probation/parole searches
 - a) Both searches allow warrantless, suspicion less searches
 - b) Searches may include their person, residence, any property under their control
 - c) Officers should confirm search conditions prior or searching as search conditions may vary

IV. LEARNING NEED

The Fourth Amendment’s protection against unreasonable searches and seizures extends to a person’s vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment’s warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 - 1. Probable cause searches
 - a) The vehicle must have been lawfully stopped or otherwise been lawfully accessible
 - b) Officers must have enough facts, knowledge, training or experience to provide probable cause that the item they are seeking will be found inside the vehicle

- c) Any part of the vehicle may be searched as long as what they are searching for could reasonably be located there.
- 2. Seizures of items in plain view
 - a) Have probable cause to believe the item is crime related
 - b) Lawfully be in the location to observe the item
 - c) Have lawful access to the item
- 3. Protective searches
 - a) Search permitted if the driver is being lawfully detained
 - b) Officer reasonably believes based on specific facts, that there may be a weapon or item that could be used as a weapon inside the vehicle
 - c) Officer may only search passenger compartment for weapons or potential weapons
- 4. Consent searches
 - a) Same requirements for any other consent search
 - b) Consent must be voluntary
 - c) Obtained from a person with the authority to give that consent
- 5. Searches incident to custodial arrest
 - a) Officers must have made a valid arrest of any occupant in the vehicle
 - b) May search passenger compartment only
 - c) May search all containers within the area
- 6. Instrumentality searches
 - a) The crime was committed inside the vehicle
 - b) Vehicle was the means by which the crime was committed
 - c) If a warrantless search, scope will be determined by the nature of the evidence being sought
- B. Recognize the scope and necessary conditions for conducting a vehicle inventory
 - a) Vehicle must be in lawful custody
 - b) Officer must conduct the inventory pursuant to standardized agency policy or regulations
 - c) Vehicle inventory is not a search for evidence or contraband

V. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.

LEARNING OBJECTIVES

- A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:
 - 1. With a warrant
 - a) Officers must show probable cause within the affidavit
 - b) Must show credible information to provide a fair probability that the search will result in the discovery of a crime.
 - c) Courts require that the more, intense, unusual, prolonged, uncomfortable, unsafe or undignified the procedure contemplated, the greater the showing for the procedure's necessity must be.
 - 2. Without a warrant
 - a) Officers must have probable cause to arrest
 - b) Officers must have probable cause to search
 - c) Officers must have exigent circumstance
 - d) Officers must have a need that outweighs the intrusiveness.

- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
 - 1. Level of force
 - 2. Preventing a suspect from swallowing evidence
 - 3. Swallowed evidence

- C. Recognize the conditions necessary for legally obtaining blood samples
 - 1. Consent
 - 2. Implied consent
 - 3. Incident to arrest

 - 4. Exigent circumstances

- D. Recognize the conditions for legally obtaining the following evidence:
 - 1. Fingerprints
 - a) Consent
 - b) Probable cause to believe the person is involved in criminal activity
 - c) Person has been arrested

- 2. Handwriting samples
 - a) Consent
 - b) Probable cause to believe the person is involved in criminal activity
 - c) Person has been arrested

VII. REQUIRED TESTS

- G. The POST-Constructed Comprehensive PC 832 Test.

Description	Hours
POST Minimum Required Hours	<u> 3 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 17
PRESENTATION OF EVIDENCE
February 1, 2019

I. LEARNING NEED

Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
 - 1. Is the tendency of a given item of evidence to prove or disprove one or more of the legal elements of the case
 - 2. To have probative value to make one of the elements of the case more likely or not
 - 3. Including evidence relevant to the credibility of a witness or hearsay.

- D. Understand what constitutes the legal chain of custody for evidence
 - 1. All evidence legally obtained
 - 2. Chain of custody has been maintained
 - 3. All available supporting evidence and witness statements are gathered and documents completely.

II. LEARNING NEED

Peace officers must know the requirements and exceptions for the admissibility of evidence.

LEARNING OBJECTIVES

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
 - 1. California Evidence Code 352
 - 2. Exclusionary Rule

- B. Recognize the requirements and exceptions for admitting hearsay evidence for:
 - 1. Spontaneous statements
 - a) Statements made about an exciting or unnerving event while the person making the statements is still under the excitement or stress of the event
 - b) Statement is trustworthy because the speaker had no opportunity to fabricate a story.
 - c) Statement must be at or proximate to the event.

 - 2. Admissions and confessions
 - a) Person is not likely to make such a statement unless it is true
 - b) Implied admissions do not involved statements so are not subject to hearsay.

 - 3. Dying declarations

- a) Victim must die
 - b) Any person may witness a dying declaration
 - c) Victim must believe that they are going to die
 - d) Rationale is that a person about to die will not lie
4. Records and officer testimony
- a) Present memory
 - b) Past memory recorded
 - c) Reports must be authenticated
5. Hearsay testimony at preliminary hearings
- a. By active and honorably retired peace officers
 - b. Retired officer restricted to statements made when he was an active law enforcement officer
 - c. Officer testifying must have 5 years of experience or completed POST approved training course

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 18
INVESTIGATIVE REPORT WRITING
February 1, 2019

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

- A. Explain the legal basis for requiring investigative reports
 - 1. PC 11107 requires reports on specific misdemeanors and felonies
 - 2. Reports must include nature and character of the crime, and particular circumstances
 - 3. Must include all additional and supplemental information related to that crime.

II. LEARNING NEED

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

- A. Discuss the importance of taking notes in preparation for writing reports
 - 1. Notes are the primary source document for the report
 - 2. Notes that are incomplete, difficult to read will be of little use.
 - 3. Field notes are taken when details are still fresh in your mind
- B. Apply appropriate actions for taking notes during a field interview
 - 1. Separate involved parties and establish rapport
 - 2. Take complete notes and/or record the interview
 - 3. Use the 3 step process

III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

LEARNING OBJECTIVES

- A. Summarize the primary questions that must be answered by an investigative report
 - 1. What , when
 - 2. Where, who
 - 3. How , why

- B. Identify the fundamental content elements in investigative reports, including:
1. Initial information
 - a. Establish how the officer became involved with the specific incident and additional background
 2. Identification of the crime
 - a) Including the facts that are necessary to show that the specific crime has taken place.
 3. Identification of involved parties
 - a) Such as the reporting person, victim, witness, or suspect
 4. Victim/witness statements
 - a) Noting the details of the event the involved parties observed or experienced
 5. Crime scene specifics
 - a) Necessary to accurately reestablish the scene and events of the crime
 6. Property information
 - a) Including descriptions and details pertaining to stolen items as well as physical evidence
 7. Officer actions
 - a) Including descriptions of all actions taken by peace officers that are related to the incident

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST COURSE
LEARNING DOMAIN 20
USE OF FORCE
February 1, 2019

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to effect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
 - 1. Reasonable force is a legal term
 - 2. For how much force can be used
 - 3. What kind of force can be used
 - 4. In a given circumstance
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
 - 1. Judged from the perspective of a reasonable officer
 - 2. Examined through the eyes of an officer on the scene at the time the force was applied, not the vision of 20/20 hindsight
 - 3. Based on the facts and circumstances confronting the Officer
 - 4. Based on the knowledge that the officer acted properly under the established law at the time.
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
 - 1. A subject's requirement to submit to arrest without resistance
 - a) If a person has knowledge or by the exercise of reasonable care, should have knowledge
 - b) That he is being arrested by a peace officer
 - c) It is the duty of such person to refrain from using force or any weapon to resist such arrest
 - 2. Peace officer's authority to use reasonable force during a detention or arrest
- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority use force
 - 1. Officer may use reasonable force to effect an arrest
 - 2. Officer may use reasonable force to prevent escape
 - 3. Officer may use reasonable force to overcome resistance

- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
 - 1. Detailed considerations and regulations are established by each agency's policies
 - 2. Limitations on the use of force are set by agency policy to provide policies
 - 3. Officer are responsible for becoming familiar with and complying with their agency's policies and guidelines regarding use of force

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Define the term "force option"
 - 1. Is identified to a peace officer based on each agency's policy documentation
 - 2. Being able to identify in good faith the best available option to end any threat
 - 3. Actions an officer may take to resolve a situation

- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
 - 1. Use type of force which is reasonable under circumstances
 - 2. Use only reasonable force to overcome resistance and gain/maintain control
 - 3. Use only the amount of and type of force permitted by agency policy

- C. Recognize force options and the amount of force peace officers may use based on the subject's resistance
 - 1. Amount of force should not exceed what is reasonable to overcome resistance
 - 2. Each agency must rely on officers judgment to employ objectively reasonable
 - 3. Force for that specific situation

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
 - 1. To protect oneself or others when the officer has the objective and reasonable belief
 - 2. That his life or the life of another is in imminent danger of death or serious physical injury
 - 3. Based on the totality of the facts known to the officer at the time

- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
 - 1. The circumstance must be sufficient to excite the fears of a reasonable person in like circumstances
 - 2. The person must not act under the influence of fear alone. There has to be some circumstance or overt act apart from the officer's fear
 - 3. The decision to use deadly force must be made to save one's self or another from great bodily injury or death

- C. Recognize facts an officer should consider when determining whether or not to use deadly force
 - 1. Preparation and training
 - 2. Emotional maturity
 - 3. Existing circumstances

- D. Discuss the role of agency policies regarding the use of deadly force
 - 1. Warning shots – The department does not support or allow
 - 2. Shooting at nonviolent felons, juveniles or moving vehicles - The department does not support or allow
 - 3. Shooting from a moving vehicles -The department does not support or allow

- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
 - 1. In obedience to any judgment of a competent court
 - 2. When necessarily committed in overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty
 - 3. When necessarily committed in retaking felons who have been rescued or escaped, or have escaped, or when necessarily committed in arresting persons charged with a felony, and who are fleeing from justice or resisting such arrest.

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
 - 1. Justification for using force
 - 2. Relevant factors and detail

V. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
 - 1. Fear
 - a. Reasonable
 - b. Unreasonable
 - 2. Anger
 - a. Denying or suppressing anger for long periods may lead to emotional problems
 - b. Denying or suppressing anger for long periods of time may lead to physical problems
 - c. Acceptable anger may allow officers to be assertive and display command presence
 - 3. Indecision and hesitation
 - a. Hyper vigilance (freezing)
 - b. Attention too narrowed to consider alternate actions
 - c. Inability to select a response may have deadly results
- B. Give examples of acceptable techniques for managing anger
 - 1. Depersonalizing what people say or do
 - 2. Identifying worst case scenarios
 - 3. Developing problem-solving solutions
- C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force
 - 1. Training and practice in both physical and emotional skills provide the
 - 2. Understanding and manipulative ability needed by peace officers in the use of force in dangerous situations
 - 3. Ability to alleviate the stress of being a peace officer during this time of negativeness towards our position

VI. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
 - 1. Criminal action
 - 2. Competency and punitive damages
 - 3. Administrative actions or agency action

4. Moral impact
5. Increased stress
6. Embarrassment
7. Loss of career

D. Discuss immediate and delayed intervention techniques

1. Verbally telling them to stop
2. Physically stopping them
3. Touch and or restraint

VII. REQUIRED TESTS

- G. The POST-Constructed Comprehensive PC832 Test.

Description	Hours
POST Minimum Required Hours	<u> 3 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 30
CRIME SCENES, EVIDENCE, AND FORENSICS
February 1, 2019

I. LEARNING NEED

Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.

LEARNING OBJECTIVES

- A. Identify the goal of a criminal investigation
 - 1. Successful prosecution of the guilty
 - 2. Exoneration of the innocent
 - 3. Protection of the victim
- D. Identify the primary purpose of the:
 - 1. Initial survey of a crime scene
 - a. Secure the scene
 - b. Noting immediately visible evidence
 - c. Deny entry to the scene
 - 2. Crime scene search
 - a. Systematic, coordinated effort
 - b. To locate physical evidence that indicates that a crime has taken place
 - c. To identify individuals who may have committed the crime

II. LEARNING NEED

Peace officers must be aware of and comply with the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

LEARNING OBJECTIVES

- C. Identify the primary reason for establishing a chain of custody record
 - 1. A complete and accurate chain of custody record is absolutely essential in establishing the validity and integrity of evidence in court.
 - 2. It is the written, witnessed, unbroken record of all individuals who maintained control or had access to any physical evidence.
 - 3. Different categories of property may require a recorded chain of custody.
- D. Prepare the information that should be noted on a chain of custody record

1. the report number,
2. who initially found the item,
3. where and when the item was found,
4. a description of the item,
5. who recovered, packaged, and labeled the item,
6. who transported the item,
7. where it was submitted,
8. And - where, how, and when the item was secured.

Description	Hours
POST Minimum Required Hours	<u> 2 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 33
ARREST AND CONTROL
February 1, 2019

I. LEARNING NEED

For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

- A. Demonstrate principles of arrest and control, to include:
 - 1. Awareness
 - a. Subject's hands
 - b. Friends or associates of the subject
 - c. Cover and concealment
 - 2. Balance
 - a. Keep weapon side back, away from subject
 - b. Bend the knees slightly, do not lock them
 - c. Proper distance
 - 3. Control
 - a. General control
 - b. Physical control
 - c. Both general and physical control are gained through confidence
- B. Describe the areas of the body which require maximum protection during an attack
 - 1. Head
 - 2. Neck
 - 3. Throat
- C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
 - 1. Knee
 - 2. Forearm
 - 3. Feet

JJ. LEARNING NEED

Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

LEARNING OBJECTIVES

- A. Explain factors to consider when approaching a subject and conducting a plain view search

1. Subject's clothing
 2. Subject's hands
 3. Additional subject's
- B. Demonstrate a systematic approach to safely and effectively conduct a person search
1. Front of waist band
 2. Upper body
 3. Lower body
- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
1. Waistband
 2. Mouth
 3. Underarms
- D. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
1. Maintaining officer safety
 2. Availability and use of officers of the same sex
 3. How to avoid false claims of misconduct or sexual assault
- E. Explain cover officer responsibilities
1. Maintain constant observation of the overall situation
 2. Exhibit command presence or professional demeanor toward subject being searched
 3. Protect the searching officer from possible interference by onlookers or associates of the subject
- F. Discuss cover officer responsibilities during a search of a subject
1. Maintain constant observation of the overall situation
 2. Assist in restraining the subject if necessary
 3. Assist in the searching officer by taking possession of any found weapons

III. LEARNING NEED

Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

LEARNING OBJECTIVES

- A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
1. Objective is to gain compliance of a subject
 2. Basic use of force philosophy defines the degree or amount of force which may be reasonable to overcome resistance
 3. It is illegal and immoral for peace officers to use their authority and position to punish anyone
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
1. May help the officer to guide the subject in a desired direction
 2. May help an officer prevent escape
 3. Once compliance is achieved, controlling force should be reevaluated

- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
 - 1. Close proximity of the officer and the subject
 - 2. A single technique may not be adequate to gain complete control of the subject
 - 3. The physical motion of a takedown technique may distract the officer and allow the subject to gain access to the officer's weapon

V. LEARNING NEED

The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.

LEARNING OBJECTIVES

- A. Explain the purpose of using restraint devices on a subject
 - 1. Minimize attacks on officers
 - 2. Minimize escape of the prisoner
 - 3. Minimize combat between prisoners
- B. Explain potential hazards when using restraint devices on a subject
 - 1. A subject who is left unattended in the officer's vehicle may escape
 - 2. Handcuffs not applied properly may be a threat to officer safety
 - 3. Visual contact and control of the subject are not maintained may lead to evidence destruction
- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
 - 1. Shape of handcuff should correspond to shape of the subject's wrists
 - 2. Handcuffs should not be applied over the top of clothing or jewelry
 - 3. Handcuffs should be checked for tightness and double locked when tactically safe
- D. Explain various double-locking mechanisms on handcuffs
 - 1. On certain handcuffs double lock pin hole is on the side of the base
 - 2. On certain handcuffs double lock pin hole is located on face of base and is slide across
 - 3. On certain handcuffs double lock slide is located next to key hole.
- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
 - 1. Contact officer handcuffs the subjects
 - 2. Contact officer alerts the cover officer of weapons
 - 3. Cover officer speaks only when a situation arises that is not controlled by the cover officer.

IX. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
 - 1. Search of the prisoner
 - 2. Search of the vehicle area
 - 3. Proper procedures for positioning the prisoner in the vehicle
 - 4. Use of safety belts
 - 5. Observation of the prisoner while transporting

- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
 - 1. Place in and remove prisoner in a way that maintains control and advantage
 - 2. Use a cover officer, if available
 - 3. Use lap and shoulder belts to secure the prisoner

X. REQUIRED TESTS

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

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

- An opportunity to review their results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

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

ARREST AND CONTROL SAFETY

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

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

Exercise tests developed by POST that specifically prescribes the PC 832/Module III Arrest and Control techniques which requires the student to demonstrate basic search and control methods.

I. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches.

- Visual Search
- Cursory/Pat/Frisk Search
- Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

J. An exercise test that requires the student to demonstrate competency in effective handcuffing technique(s).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

K. An exercise test that requires the student to demonstrate competency in a minimum of one control hold technique.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- L. An exercise test that requires the student to demonstrate competency in a minimum of one Takedown technique.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed PC 832/Module III Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

XI. REQUIRED LEARNING ACTIVITIES

- A. Student will participate in learning activity that will reinforce the student’s ability to demonstrate the role of a cover-officer during a field contact to include:

1. Assuming a position of advantage and control
2. Maintaining proper balance and control
3. Maintaining awareness
4. Protecting the searching officer from possible interference
5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

Description	Hours
POST Minimum Required Hours	<u>10</u>
Agency Specific Hours	_____
Total Instructional Hours	_____

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 39
CRIMES AGAINST THE JUSTICE SYSTEM
February 1, 2019

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
 - 2. Obstructing or resisting an executive officer by use of threats or force
 - 3. Threatening a public officer

- B. Recognize the crime classification as a misdemeanor or felony
 - 1. False identity is a misdemeanor
 - 2. Falsely personating another is a felony
 - 3. Falsely reporting a criminal offense is a misdemeanor, except when someone is injured while en route.

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Providing a false identity to a peace officer
 - 2. Falsely reporting a criminal offense
 - 3. Falsely reporting an emergency
 - 4. Falsely reporting a destructive device

- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Intimidating a witness is a felony
 - 2. Threats of retaliation is a felony
 - 3. Violating a court order can be either a misdemeanor or felony

IV. REQUIRED TESTS

- G. The POST – Constructed Comprehensive PC 832 Test.

Description	Hours
POST Minimum Required Hours	<u> 1 </u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u> </u>

EXPANDED COURSE OUTLINE
PC 832 ARREST AND FIREARMS COURSE
LEARNING DOMAIN 42
CULTURAL DIVERSITY/DISCRIMINATION
February 1, 2019

I. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
 - 1. Enhanced officer safety
 - 2. Improved quality of service provided
 - 3. Positive impact on law enforcement's image within the community

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

- A. Define the term stereotype
 - 1. Fixed or conventional notion or conception, as one regarding a social or ethnic group
 - 2. A stereotype is used to categorize a group of people.
 - 3. People don't understand that type of person, so they put them into classifications, thinking that everyone who is that needs to be like that, or anyone who acts like their classifications is one.
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
 - 1. Characteristics if the group are accurate
 - 2. All members of the group share the same characteristics
 - 3. Make a judgment based on these perceived differences
- C. Define the term prejudice
 - 1. Is a process, not a static attitude
 - 2. Is a learned attitude
 - 3. Is a way of thinking about others that may be based on misconceptions, misunderstanding, and inflexible generalizations
- D. Define the term discrimination
 - 1. The practice of unfairly treating a person or group of people differently from other people or groups of people
 - 2. The ability to understand that one thing is different from another thing
 - 3. Generalizing your thoughts about certain people and treating them unjust

Description	Hours
POST Minimum Required Hours	<u>1</u>
Agency Specific Hours	_____
Total Instructional Hours	_____