

DAY ONE

I Introduction

A. Goals and Objectives

1. Course Overview and Objectives
 - a. Set up and troubleshoot system. General overview applicable to all force option systems.
 - b. Present an overview of use of force.
 - c. Improve decision-making skills related to Use of Force
 - d. Increase *knowledge* in current use of force law
 - e. Improve *skills* in tactics and the selection of appropriate force options by utilization of simulator
 - f. Improve *ability* to document a use of force incident
 - g. Provide information and knowledge on how to instruct and present the 4-hour Force Option Simulator course
 - h. Complete a final examination with a score of 100%
 - i. Create a Force Option Simulator scenario

B. Student Introductions

1. Names, Agency and Time in Service
2. Background related to F.O.S. training including Instructional Experience
3. Type of system agency has and how long
4. What about Force Option training interests you
5. Pretest
 - a. Give final written exam as a pretest
 - b. Collect and score, but don't go over
 - c. Do not return to student
 - d. Do not tell student that it is the same as the final exam
 - e. (Optional variation) – keep until final exam and have students score after their final

C. Importance of Force Option Training

1. High Agency Liability
 - a. Can reduce potential liability
 - b. Good for agency credibility
 - i. Officers will do the right thing
 - c. Force Defined: To compel by physical means, often against resistance.
 - d. Davis v. Mason County
 - e. Zuchel v. City and County of Denver
2. High Visibility Incidents
 - a. Rodney King (LAPD), Tyesha Miller (RPD)
 - b. www.copwatch.com
 - c. www.policeabuse.com

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

3. Officer Safety
 - a. MOST IMPORTANT REASON
 - b. Physical safety and financial safety
 - c. Lets them learn in training format controlled environment
 - d. Familiarization of Stress Inoculation
4. Force options verses escalation of force
 - a. This training is about force options
 - b. Training is not about escalation of force, force continuums, etc.
 - c. Agencies should re-think their policies if they are still using “escalation”
 - d. Plaintiff’s line of attack
5. Concept of full disclosure – report writing
 - a. The camera is ALWAYS on
 - b. No creative report writing
 - c. Tell it like it is
 - d. Report writing becomes a matter of “Proving Proper Conduct”

D. Desired F.O.S. Instructor Qualities

1. Competent and Knowledgeable Instructor
 - a. Knowledge should be broader and more detailed than what is required of students
 - b. Will aid in answering student questions
 - c. Will aid in more thorough debriefing of scenarios
2. Tactical Background
 - a. Firearms Instructor
 - b. ACT/DT Instructor
 - c. Special operations experience, etc
3. Force Law Knowledge
 - a. Able to debrief scenarios
 - b. See? Do? Why? Perceptions/reasonable?
4. Computer Aptitude
 - a. Basic understanding of Windows Operating System

II. Force Law Terminology

A. “Threshold Event”

1. Any event that could lead to civil liability exposure.
2. Primarily happens when:
 - a. Subject is injured in any way by officer.
 - b. Subject’s property is damaged by an officer’s actions.
 - c. Subject declares his intent to sue.
3. Post-incident, must slow things down.
4. Take time to prove proper conduct.

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

B. “Precipitous Act”

1. Any action by the suspect provoking a trained police officer’s response:
 - a. Refusing to follow lawful orders to keep hands away from waistband.
 - b. Suddenly jerking away from the officer.
2. Must be documented in initial report no matter how small the act.
3. Often a series of small acts will lead to a cumulative belief the suspect is a threat.

C. “Core Transaction”

1. Non-consensual contact between a citizen and police must be based upon a Core Transaction.
2. Core Transaction = reasonable Suspicion to detain or Probable Cause to arrest.
3. If no core transaction exists, NO amount of force will be proper.

D. “Perception”

1. The key to evaluating the reasonableness of any force application.
2. Need to ask; “**What did you see?**”
3. Perception is individual to each officer based on the facts and circumstances known to the officer AND his/her training and experience.
4. CANNOT be pre-determined.

III. Seizure of Persons

III h

A. Consensual Contacts

1. Definition:
 - a. Contact between an officer and a citizen, which is strictly voluntary.
2. Legal requirement to contact:
 - a. None.
3. Individual’s role:
 - a. Is free to disregard the police officer and go on his or her way.
4. Force Options Available:
 - a. None.
5. Officer Safety:
 - a. You may always do what is reasonable to protect yourself
 - b. “Ordering a person (as opposed to requesting him) to keep his hands in sight or out of his pockets will not necessarily convert a consensual encounter into a detention...” (CPOLS Chapter 2)

B. Detentions

1. Definition:
 - a. An exertion of authority that is something less than a full blown arrest, but more substantial than a simple “contact” or “consensual encounter.”
2. Legal Requirement to Detain:
 - a. Reasonable Suspicion:

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

1. Unusual or suspicious behavior related to a crime that is occurring, has occurred, or is about to occur, involving the person to be detained.
3. Specific Factors:
 - a. Nighttime/High Crime Area
 - b. Race (if part of suspect description)
 - c. Flight
 - d. Experience
 - e. Officer Safety
 - f. Drug Courier Profile
 - g. Information from Others
4. Suspect's Role:
 - a. Duty to Stop
 - b. No right to resist
5. Force Options Available:
 - a. Reasonable force to effect and maintain detentions.
6. Officer Safety:
 - a. Detentions can be initiated purely for Officer Safety reasons so long as:
 - i. The officer's duties require proximity to the subject.
 - ii. The officer can articulate a threat.
 - iii. The intrusion created by the detention is outweighed by the threat.

C. Arrests

1. Definition:
 - a. "...the taking of a person into custody, in a case and in a manner authorized by law...by a peace officer or a private citizen." (§ 834 PC)
2. Legal Requirement to Arrest:
 - a. Probable Cause:
 - b. Set of facts or circumstances leading a reasonable and prudent person to believe the accused has committed a crime.
3. Suspect's Role:
 - a. Must submit to the officer's authority
 - b. Has the duty to refrain from using force or any weapon to resist (§ 834a PC)
 - c. Is subject to that amount of force as reasonable for his or her arrest
4. Force Options Available:
 - a. The amount of force reasonable to affect an arrest, overcome resistance, and prevent escape (§ 835a PC)

IV. Use of Force

I h,i,j / III f,g,i

A. Use of Verbal Commands

1. "Talking the suspect to jail" is the most commonly used technique to effect the arrest of the suspect.
2. Officers should attempt to de-escalate confrontations by utilizing verbalization techniques prior to, during and after any use of physical force.

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

B. Use of Physical Force

1. The use of physical force may be reasonable in situations, which cannot otherwise be controlled.
2. Force cannot be resorted to unless other reasonable alternatives have been exhausted or would clearly be ineffective under particular circumstances.
3. Officers are permitted to use whatever force is reasonable to protect others or themselves from bodily harm.
4. Officers should use physical force to the extent that it is reasonable to secure observance of the law or to restore order when the use of persuasion, advice and warning is found to be insufficient, or would not be reasonable, to achieve police objectives.
5. During the use of physical force, the potential may always exist of death or serious bodily injury

C. Use of Deadly Force

1. Department Policies, State or Federal Law
 - a. Discuss the different agencies use of force policies.
 - b. Similarities and differences as applied to state or federal law.
2. An officer is authorized the use of deadly force when it is reasonable:
 - f. To protect himself or others from an imminent threat of death or serious bodily injury.
 - g. To apprehend a fleeing suspect for a crime involving serious bodily injury or the use of deadly force where there is a substantial risk that the person whose arrest is sought will cause death or serious bodily injury to others if apprehension is delayed.
3. Deadly force may be used when all reasonable alternatives have been exhausted or would be ineffective.

D. Basis of Deadly Force

1. Objective and reasonable belief his/her life is or another's is in imminent danger of:
 - a. Death, or
 - b. Serious Bodily Injury **P.C. 243(f)(4)**
 - c. Given the totality of the facts known to the officer at the time of his/her actions.
 - d. Means, apparent motive and opportunity
 - e. With What (weapon)?...Why?...How?

V. Legal Standards

III j

A. Constitution

1. 4th Amendment
2. 14th Amendment

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

B. Federal Law

1. Title 18 USC section 242 (criminal)
2. Title 42 USC section 1983 (civil)

C. State Law

1. Reasonable Force PC § 835a
 - a. A peace officer may use reasonable force to effect the arrest, prevent escape overcome resistance of any person he believes has committed a public offense.
 - b. A peace officer need not retreat or desist because suspect resists
 - c. Officer is not deemed an aggressor
 - d. Officer does not lose right of self defense by using reasonable force.
2. 422.6 PC - Interfering with Exercise of Civil Rights
3. 149 PC - Assault under Color of Authority
4. 147 PC – Officer Mistreating a Prisoner
5. 196 PC – Justifiable Homicide (Officer)
6. 197 PC – Justifiable Homicide (Any person)
7. 198 PC – Justifiable Homicide (bare fear not sufficient but required)
8. 198.5 PC – Protection of Home
9. 834a PC – Resistance of Arrest
10. 835 PC – Method of Arrest
11. 844 PC – Knock and Notice

VI. Federal and State Case Law

I h,j / III g,j

A. **Graham v. Connor, 490 U.S. 386 (1989)**

1. Objective Reasonableness guidelines Graham v. Connor
 - a. Judged through the perspective of a *reasonable* officer.
 - b. Based on the totality of the facts known to the officer *at the time the force was applied*.
 - c. Based on the facts known to the officer without regard to the underlying intent or motivation.
 - d. Based on the knowledge the officer acted properly under established law at the time.
2. Reasonable Officer Standard
 - a. Would another officer with the *same/similar training and experience*.
 - b. Facing the *same/similar circumstances*.
 - c. Act the *same way or use similar judgment?*
 - d. Not the best decision, only a reasonable decision
3. The Graham Inquiry of Reasonableness
(evaluation factors for the use of force)

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

- a. The severity of the crime at issue.
 - i. The crime the officer is immediately responding to with force, not necessarily the original crime
- b. The threat of the suspect to officer(s) and citizens.
- c. The active resistance of the suspect to arrest/escape.

B. Tennessee vs. Garner (Deadly force)

1. In order for peace officers to employ deadly force on a fleeing suspect, they must consider:
 - a. Fleeing Suspect
 - i. PC to believe that the subject poses a threat of death or serious physical harm, either to the officer or others
 - b. Violent crime
 - i. PC to believe that he has committed a crime involving the infliction or threaten infliction of serious physical harm
 - c. Deadly Force
 - i. probable cause to believe that the use of deadly force is reasonably necessary
 - d. Warning
 - i. Some warning be given prior to the use of deadly force where feasible

C. Forrett v. Richardson (9th Circuit 1997)

1. This decision added to, and clarified, Tennessee v. Garner.
2. It is not necessary that the suspect be armed at the time of the deadly force application, or threatened an officer with a weapon.
3. Deadly force may be used to prevent escape of an individual when the officer has:
 - a. “probable cause to believe that the infliction or threatened infliction of serious harm is involved”
4. Court Advised:
 - a. “In this desperate attempt to escape after committing a violent felony and posing a significant threat to others, the capture of the suspect and limiting opportunities for further violence are crucial”
 - i. Warning to stop if feasible
 - ii. “Officers are not required to exhaust every alternative before using justifiable deadly force”

D. Scott v. Harris, 550 U.S. ___ 2007

1. Decision:
 - a. In determining whether a use of force is reasonable the court must:
 - b. “...balance the nature and quality of the intrusion on the individual’s 4th amendment interests against the importance of the governmental interests alleged to justify the intrusion.”
 - c. Suspect “...posed an immediate and substantial risk of serious physical injury to others.”

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

E. Forrester v. San Diego (9th Cir. 1994)

1. Based on the Graham inquiry of reasonableness, dealt with officer's level of force.
2. Not simply whether the force was necessary to accomplish a legitimate police objective.
3. Was the force used reasonable in light of all the relevant circumstances.
4. Not the least-intrusive or minimal amount; rather must be reasonable.

F. Reynolds v. County of San Diego (9th Cir. 1996)

1. Plaintiff (wife) sues alleging unreasonable force
2. Deputy is ruled immune from liability (Qualified Immunity) and summary judgment is given.
3. He acted reasonable under circumstances.
4. Plaintiff appeals the qualified immunity grant, but 9th Cir. upholds grant.
5. Qualified Immunity:
 - a. Grant issued by trial judge to issue summary judgment, so long as the officer:
 - i. Followed Federal Law.
 - ii. Followed State Law.
 - iii. Followed Department Policy.
 - iv. Was determined to be acting reasonably.
 - b. Applies to criminal and civil matters
 - c. Difficult to obtain when officer is only witness
 - d. Applies to discretionary acts (those requiring deliberation or judgment)
 - e. Can be obtained if some policy provision is violated (See EC § 669 & 669.1)

G. Long Beach POA v. City of Long Beach (CA Appeals, 2nd Dis. 1976)

1. LE agencies can enact policies that are more restrictive than state law.
2. Members must follow agency policy.

H. Peterson v. Long Beach (CA Sup. 1979)

1. Dealt with legal consequences when failing to follow department policy.

I. Bryan vs. McPherson (F.3d , 2009 WL 5064477 (CA 9) December 28,2009)

1. Electronic Weapon on traffic stop
2. Need to articulate an immediate threat to officer or others
3. Electronic weapons constitute an “intermediate or medium, though not insignificant, quantum of force”
4. Duty to warn

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

J. Supporting State Case Law Decisions

1. Scott v. Henrich (9th Circuit 1994)
 - i. “Officers need not avail themselves to lesser alternatives of force. The test is one of reasonableness, not escalation.”
2. Reed v. Hoy (9th Circuit 1989)
 - i. Officers *cannot*, while using lawful (reasonable) force, lose their right to self defense: in making an arrest, overcoming resistance, and preventing escape.
3. Other case law (optional)
 - h. Reasonable force
 - i. Brooks v. Seattle (2010) Drive-stun as pain compliance
 - ii. Hemet v. Smith (2005) Deadly force defined (9thcir)
 - iii. Vera Cruz v. Escondido (1997) Old definition of deadly force
 - iv. Deorle v Rutherford (2001) Projectile impact weapons – duty to warn
 - v. Chew v. Gates (1994) Severity of the threat is most important factor
 - vi. Martinez v. County of Los Angeles (1996) Officer is not required to wait in order to find out if the suspect will injure or kill the officer before using reasonable force
 - i. Seizure of person
 - i. Terry v. Ohio (1968) Stop and frisk based on reasonable suspicion
 - ii. Florida v. Bostick (1991) Consensual encounters – free to decline officer’s requests
 - iii. US. v. Place (1983) Prolonged detention (90minutes)
 - iv. Brower v. County of Inyo (1989) Roadblock; no seizure of a person unless the police intentionally use force to effect the stop or movement of a person, or the suspect submits to authority
 - v. Brendlin v. California (2007) Vehicle passenger may challenge stop
 - j. Judgments against police
 - i. US. v. Koons (1994) Rodney King – deprivation of rights under color of authority
 - ii. Yang v. Hardin (1994) failure of witness officer to intervene on criminal force
 - iii. Quezada v. Bernalillo (1991) Negligence sole cause of death – forced by ofcers.
 - iv. Alexander v. San Francisco (1994) Forcing a confrontation
 - v. Starks v. Enyart (1993) No self-defense if step into path of vehicle
 - k. Response guidance
 - i. Castle rock v. Gonzales (2005) Failure to respond by police
 - ii. Heck v. Humphrey (1994) 148 guilty = protection of false arrest claim
 - iii. Deshaney v. Winnebago (1989) Failure to protect (no special relationship with Restraining order)

VII. Scenario Development

A. Creating a Scenario

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

1. Students create scenarios that deal with general or specific issues to your agency.
2. Stay away from “exact” scenarios until all court proceedings have been adjudicated.
3. Need to film different branches from a common “branch” point(s).
 - a. The actor needs to “hit the mark” every time to make the branch seamless.

B. Scenario Assignment

1. Create a scenario with a minimum of three branches

C. Core Topic Assignment

1. Review assigned portion of P.O.S.T. 4 hr F.O.S. Class
3. Develop lesson plan for presentation

“DAY TWO”

I. Introduction to the 4-Hour Force Option Simulator Course

A. Class Curriculum Discussion

1. P.O.S.T. approved information
2. Identification of P.O.S.T. mandated slides
3. Specific Department issues
4. Related video and audio clips
5. Specific Department policy issues
6. Student Debriefs
7. Discussion of variety of applications for F.O.S. training

B. Discussion on F.O.S. Classroom issues

1. Maximum number of students
2. Classroom decorum
3. Issues surrounding marginalization of class
4. Number of certified instructors need in class
5. Training rational

C. Specific policy issues surrounding class instruction

1. Unit policy conduct and expectations
2. Policy concerning students who unsuccessfully complete course.
3. Documentation of student performance/injuries

D. Simulator Room Safety Protocol

1. Work as a team
2. Safety equipment/First Aid
3. Clearly Defined Safety Protocols
4. Weapons checks
5. Clearly Defined and addressed Hazards
6. Instructor Safety

E. Tactical Consideration and Overview (Hands on Portion)

I e,c

1. Simulator weapons familiarization
2. Safety Briefing
3. Dummy Safety debrief and demonstration.
4. Tactical Over-view
 - a. Surroundings
 - b. Familiarity with equipment
 - c. Lateral movement
 - d. Cover
 - e. Concealment
 - f. Distance to enhance tactical advantage
5. Communications
 - a. Communicate with fellow officers.
 - b. Communicate with suspect.

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

- c. Communicate with dispatch, however only when safe to do so.
6. Accuracy of Fire
 - a. Center of mass.
 - b. Responsible for all rounds down range.
 - c. Pick-up front site.

F. Simulator Room Duties

1. Ops Con Operator
2. Floor Safety Operator/Evaluator
3. Care and cleaning of equipment
4. Selection of Scenarios for students (P.O.S.T. Standards)

II. POST Scenarios Familiarization

I

- A. Instructor shall identify the tactical considerations of each scenario.**
 1. Proper branching and timing of the scenarios
- B. The instructor shall identify the use of force points in each scenario.**
- C. The instructor shall identify all learning points and important aspects of each scenario as they relate to use of force.**
- D. Utilizing the class as participants the instructor shall demonstrate each scenario with a participant reacting to the scenario and require class discussion and participation.**
- E. Review and Discussion.**

III. Human Performance Limitations

I g,h

- A. Why we need to understand and talk about Human Performance Limitations**
 1. Students
 2. Administration
 3. Court (D.A.'s Defense, Juries)
 4. How to obtain experts in field
 5. Walker case
- B. How knowledge of Human Limitations aids students**
 1. Assists in proper debriefs
 2. Stress inoculation
- C. Human dynamics related to suspects**
 1. Action beats reaction
 2. Statics related to human dynamics
 3. Force Science Research Center Dr. Lewinski
 4. "Pre-Assaultive Behavior"
 5. Suspect shooting motions and time related to action
- D. Human dynamics related to Officers**
 1. Average reaction times
 2. Time to start/time to stop
 3. Decision making

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

4. Time to process information vs. time to make a decision

F. Review of Force Science Institute Web Site

1. Videos showing studies
2. www.forcescience.org

G. “Pre-assaultive” behaviors

1. Verbalizations
2. Body language
3. L.A.P.D. video of kneeling cuffing to gun takeaway attempt

H. Perceptual and Memory Distortions

1. Common distortions seen in F.O.S. training
2. Identification and debriefing of incidents

G. Issues surrounding auditory exclusion

1. Why did I not hear what they said?
2. Preconceived notions
3. Effects of stress

I. Issues surrounding visual acuity

1. Lighting conditions
2. Scanning the entire environment
3. Looking at the biggest, badest, scariest thing/person
4. Intentional blindness

J. Questions surrounding why actions were taken

1. Auto pilot
2. Threat perception
3. Auditory Exclusion
4. Using an inappropriate tool
5. Contra lateral sympathetic response
6. Loss or degradation of fine motor skills

H. Questions surrounding memory

1. Critical stress amnesia
2. Memory gaps
3. Memory distortions

IV. Weapons Safety

I c,d

A. Four Basic Safety Rules

1. Guns are always loaded, and should be treated that way.
2. Never allow muzzle to cover anything you are not willing to destroy.
3. Keep finger off trigger until ready to shoot (indexing).
4. Be sure of your target background, and foreground.

“DAY THREE”

I. Brief Course Review

II. POST 4-Hour Force Option Simulator Class

I b,c,d,e,h,i,j / III a,g,h,j

A. Students will observe a class in progress

1. May ask pertinent questions, but primarily observe instructional strategies by existing FOS instructors

B. Students Participation in Class

1. Each student-instructor will conduct a minimum of 2 scenarios as:
 - a. Floor instructor – debriefs and safety
 - b. Simulator Operator

III. Practical Case Law Scenarios (Optional)

- A. Students split into groups and given a scenario.
- B. Each group will act as their agency representative answering questions to their communities.
- C. Instructors will act as Community Leaders and be able to ask each group questions regarding the scenarios.
- D. The students are tasked with applying the knowledge of Statutes and Case Law to be able to explain how the scenario was in or out of department policy.

IV. Principles of Adult Learning

A. Motivations

1. Career advancement
2. Self enhancement
3. Monetary gain

B. Adult Learning Concepts

1. Relevance
2. Involvement
3. Discovery
4. Experience
5. Modeling

C. Facilitation Skills

1. Guide student through the learning process
2. Be an active listener
3. Ask open ended questions
4. Make classroom comfortable
5. Room arrangement
6. Be” inclusive”

D. Learning Styles

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

1. Tactile / Kinesthetic
2. Auditory
3. Visual

E. Small Group

1. Should have 4 to 6 people
2. Monitor to maintain focus
3. Involve all students

F. Ice Breakers

1. Introductions
2. Interview styles
3. Class exercise
4. As a mental break between exercises
5. Facilitated exercise that is fun and can be tied into learning

G. Instructor Knowledge

1. Know your material
2. Instructor should have a broader knowledge of subject matter
3. Qualify your experience to instruct the subject matter in question
4. Know your audience
5. Be prepared to answer question correctly and honestly

V. P.O.ST. Scenario Review and Role Playing

A. Introduction to Force Options Simulator Room

1. Review and discussion of scenario content
2. Review and discussion of tactics involved with training
3. Review and discussion of training value in scenarios
4. Student instructor's role playing as students/instructors/ops con operators

DAY FOUR

I. Student Core Topic Presentations

- A. 10-15 minute presentation.**
- B. Each student will present a topic assigned to him/her on day one in front of the class.**
 - 1. Constitutional Law
 - 2. Federal Law
 - 3. California State Law
 - 4. Civil Case Study
 - 5. Individual department policy
 - 6. Legal requirements
- C. Students will be required to utilize a teaching or visual aid (i.e. power point, chart board, etc).**
- D. Students and instructors will evaluate and critique the student's presentation.**
- E. Review and discussion.**

II. Student Participation Video Portion and Discussion

- A. Instructors may show various videos where force options are used.**
 - 1. Instructor will facilitate class discussion debriefing each video to examine the force applied
 - a. Suggested video “Uses of Force Taser Deployment – Drunk driver returning to car”
 - i. Was the application of force used justified? Why?
 - ii. Would the force used fall within the guidelines of your department policy?
 - iii. What P.C. gives this Deputy his/her authority to use force, and specifically
 - iv. What section (s)?
 - v. What other force options could the officer have used? (Baton/O.C) Why?
 - b. Suggested video “Spanish Bank Robber – motorcycle get-a-way”
 - i. Was the force used reasonable in light of all the relevant circumstances?
 - ii. What P.C. gives the officers authority to use force?
 - iii. Did the suspect commit a life threatening felony or crime of violence?
 - iv. What case law covers this type of incident?
 - v. Would you be mandated to use a lesser level of force prior to the one depicted? What is the test?
 - vi. What did the Supreme Court say about the instrument of lethality?
 - viii. Would you in the same role have a duty to retreat?

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

- c. Suggested video “In Custody Taze of Woman – hits head on chair”
 - i. Was the force used reasonable in light of all the relevant circumstances?
 - ii. What overt “act(s)” made by the female suspect would the officer document to justify his use of force?
 - iii. Did the officer have an obligation to attempt a hands on technique prior to Taser deployment per your department policy? What case law covers this?
 - iv. Does this Taser deployment fall within your department’s policy?
 - v. Does it matter if the suspect is handcuffed or not?

- d. Suggested video “One Officer with Fleeing Suspect and Lynching Suspect”
 - i. Assuming the subjects were detained for not having a driver’s license.
 - ii. Was the force used justified?
 - iii. Did the officer have an obligation to attempt a hands on technique prior to Taser deployment? What case law covers this topic?
 - iv. What were some of the officer’s concerns during this incident related to officer safety?
 - v. Does this Taser deployment fall within your department’s taser policy?

- e. Suggested video “LASO Shooting – Teenager on porch (K9)”
 - i. Was the force used reasonable? Why?
 - ii. What case law covered in the lecture is applicable to this situation?
 - iii. Would the actions of the deputies fall in line with your department’s Use of
 - iv. Force policy?
 - v. How does the deputy’s perception play a role in this incident?
 - vi. What key elements of this incident should a deputy document to prove his proper conduct?
 - vii. How do you think this community would react?

III. Test Review and Written Final Exam

A. Review course content

B. Administer the final examination

C. Collect and grade

D. Remediation

- a. If a student scores lower than 100% they must be remediated
- b. Show student the question(s) missed and tell them that they will retake the portion missed tomorrow during practical application down time

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

- c. Students must research the correct answer
- d. Students only have one chance to remediate – if they fail, they receive only a “certificate of participation” for the FOS Instructor’s Course

Force Options Simulator Instructor Course

Expanded Course Outline – 40 hours

DAY FIVE

I. Scenario Development Presentation and Discussion

- A. **Each student will present their prepared scenarios that address issues related to:**
 - 1. Individual department policy
 - 2. Branching of scenarios
 - 3. Force Options
 - 4. Training and tactics related to use of force
 - 5. Identify training value
- B. **Instructors and students will evaluate them and critique applicability.**
- C. **Discussion on the pros and cons of actually filming their individual scenarios.**

II. Instructor Liability

- A. **Legal Issues Facing Instructors**
 - 1. Liability
 - 2. Claims
 - 4. Negligence leading to injuries
 - 5. Preventing Claims
 - 6. Sexual harassment
 - 7. Legal Protections
 - 8. Assumption of Risk
 - 9. Tacit Approval

III. Simulator Practical Exam

- A. **Each student will act as Instructors in scenario room.**
- B. **Each student will be required to:**
 - 1. Display his/her ability to successfully teach and reinforce the Use of Force Simulator Course.
 - 2. Properly debrief the acting student on the scenario performed
 - 3. Demonstrate skills to be able to handle “trouble” or ”problem” students
 - 4. Be able to properly display and enforce simulator room rules
 - 5. Ensure all safety rules are followed (i.e. NO LOADED WEAPONS)

IV. Practical Examination: Simulator Scenarios

- A. **The student-teacher will critique and debrief after each scenario as course instructors role-play as students, using strategies and techniques discussed in the course effectively during debrief**
 - 1. Demonstrate knowledge of case and statutory law
 - 2. Demonstrate knowledge of department policy (if applicable)
 - 3. Demonstrate effective debriefing techniques to increase skills and knowledge of the student
 - 4. Demonstrate knowledge and enforcement of course taught safety standards

V. Course evaluations and closing

Force Options Simulator Instructor Course
Expanded Course Outline – 40 hours