

**JULY 1, 2018**  
EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 1**  
LEADERSHIP, PROFESSIONALISM & ETHICS

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 Authority
- C. Discuss universal components of leadership
  - 1. Authority
  - 2. Power
  - 3. Compliance vs. Commitment
- D. Discuss the officer as a leader
  - 1. Peer leadership
  - 2. Decision Makers
  - 3. Problem Solvers
- E. Discuss the leader as a follower
  - 1. Separation of ego
  - 2. Responsibility to the agency
  - 3. Power and authority
- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
  - 1. Positive leadership
  - 2. Absence of leadership
  - 3. Problem Solving

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. Public Trust
  - 2. Values
  - 3. Ethics
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
  - 1. Technically competent
  - 2. Empathetic
  - 3. Ethical
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
  - 1. Personal and professional satisfaction in doing the right thing
  - 2. Gaining respect and confidence of co-workers
  - 3. Establishing a personal and professional reputation within the community
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
  - 1. Disciplinary action up to an including termination
  - 2. Civil and/or criminal liability (personal and agency)
  - 3. Diminishing public trust and cooperation
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
  - 1. Law Enforcement Code of Ethics
  - 2. California's Code of Conduct
  - 3. Oath to the state of California and its Citizens
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
  - 1. Federal law
  - 2. State law
  - 3. Public expectations of intervention
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
  - 1. Necessity for intervention
  - 2. Compromising officer safety
  - 3. Eroding the image of the profession
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
  - 1. Advance
  - 2. Immediate

3. Delayed
- I. Give examples of ethical decision making strategies
    1. Identify the issue(s), relevant facts and or ethical question(s)
    2. Determine the stakeholders-who may be affected by a decision?
    3. Consider your options or courses of action-what could you do?
  - J. Explain the value of ethical decision making in leadership
    1. Peace officers, who practice the competencies of ethical leadership within the requisite skills of problem-solving, will be better equipped to arrive at appropriate solutions in decision making.

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 2**  
CRIMINAL JUSTICE SYSTEM

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. U.S. Constitution
  - 2. Bill of Rights
  - 3. Later Amendments
- 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
  - 2. Judicial
  - 3. Corrections

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 agencies
    - a. U.S. Department of Homeland Security
    - b. Federal Bureau of Investigation (FBI)
    - c. Drug Enforcement Agency (DEA)
    - d. U.S. Marshal Service
    - e. Immigration and Naturalization Services (INS)
    - f. Alcohol, Tobacco and Firearms Division (ATF)

- g. Secret Service
- h. U.S. Postal Service (USPS)
- i. Armed Forces Police

2. State agencies

- a. Youth and Adult Correctional Agency
- b. California Highway Patrol (CHP)
- c. Department of Alcoholic Beverage Control (ABC)
- d. Department of Fish and Game (F&G)
- e. Department of Forestry and Fire Protection (DOF)
- f. Department of Justice (DOJ)
- g. Department of Insurance (DOI)
- h. Department of Motor Vehicles (DMV)
- i. Department of Parks and Recreation (DPR)
- j. Franchise Tax Board (FTB)
- k. Office of State Fire Marshall (SFM)
- l. University /College Police Department
- m. Department of Health Services (CDHS)

3. Local agencies

- a. Airport police
- b. County marshals
- c. Housing police
- d. Municipal police
- e. School district police
- f. Sheriff's departments
- g. Transportation police
- h. Port Authority 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. Providing due process of the 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. Judges and Magistrates
  - 2. Prosecuting Attorneys
  - 3. Defense Attorneys
- C. Discuss the judicial process in criminal cases
  - 1. Arraignment
  - 2. Bail
  - 3. Preliminary hearing

4. Indictment
5. Trial

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 in the community
  4. Assuring the victim's rights

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 3**  
POLICING IN THE COMMUNITY

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. Proactive identifies anticipated problems and acts in advance address concerns
  - 2. Reactive responds to criminal activity after problem has occurred
  - 3. Proactive approach vs. reactive approach
  
- 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 demographics
  - 2. Economic shifts
  - 3. Technology
  
- M. Discuss opportunities where peace officers educate and learn from community members
  - 1. Community meetings
  - 2. Visiting local schools
  - 3. Using media to disseminate information

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. Neighborhood residents /community service groups
  - 2. Schools
  - 3. Businesses
- 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. Law enforcement is ethical conduct symbolized by a badge of office
  - 2. The badge is a symbol of public trust
  - 3. A peace officers character is more important than the badge itself
- E. Discuss leadership skills in community policing
  - 1. Being ethical
  - 2. Embracing change
  - 3. Demonstrating decisiveness
- F. Define communication
  - 1. Communication is the sending and receiving of messages, both verbal and nonverbal between two or more people.
  - 2. Essential elements
    - a. Sender
    - b. Receiver
    - c. Message
    - d. Circumstances under which the communications occur
- 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 poor impression
  - 2. Contradicting officer
  - 3. Identifying 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>0</u>
Total Instructional Hours	<u>2</u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 5**  
INTRODUCTION TO CRIMINAL LAW

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
    - a. Strictly applying the law
  - 2. Spirit of the law
    - a. Promoting the law in fairness and justice not solely in literal compliance
- B. Differentiate between criminal and civil law
  - 1. Criminal statues crimes against the People of the State of California
  - 2. Non-criminal violations laws

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. Crime or public offense
  - 2. An act committed or omitted in violation of a law
  - 3. A penalty provides punishment for the crime
- B. Identify the basic elements common to all crimes
  - 1. Mens Rea-Intent
  - 2. Actus Reus-Action

- C. Identify the basic elements required of an attempt to commit a crime
  - 1. A direct, but ineffectual act done towards its commission
- D. Discuss general, specific and transferred intent crimes
  - 1. General: Crimes which intent is presumed and does not have to be proven
  - 2. Specific: Crimes in which the offense must be proven
  - 3. Transferred: An unlawful act affecting another person in addition to the person it was intended.
- E. Differentiate between criminal intent and criminal negligence
  - 1. Criminal intent: Distinguishes the crime from an accident or mistake of fact
  - 2. Criminal negligence: Is the failure to exercise ordinary care

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
  - 2. Misdemeanor
  - 3. Infraction
- B. Differentiate among the three parties to a crime, to include:
  - 1. Principals
  - 2. Accessories
  - 3. Accomplices
- C. Identify people legally incapable of committing a crime
  - 1. Children under 14
  - 2. Mentally incapacitated
  - 3. Person who committed act or omission:
    - a. Under ignorance
    - b. Unconscious of act
    - c. Through misfortune or accident

V. REQUIRED TESTS

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

Description	Hours
POST Minimum Required Hours	___ 3 ___
Agency Specific Hours	___ 0 ___
Total Instructional Hours	___ 3 ___

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 15**  
LAWS OF ARREST

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
  - 2. Fifth Amendment
  - 3. Sixth Amendment
  - 4. Fourteenth Amendment
  
- B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes
  - 1. Officers can be liable if acting under color of law
  - 2. Officers can be prosecuted criminally if depriving legal rights
  - 3. Officers can be prosecuted criminally law applied unevenly

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
  - 3. Conversing casually
  
- B. Recognize conduct that may elevate a consensual encounter
  - 1. Using emergency lights
  - 2. Using police vehicle to prevent person from leaving
  - 3. Issuing orders or commands
  
- C. Recognize the consequences of elevating a consensual encounter
  - 1. Violate Fourth Amendment
  - 2. Civilly prosecuted
  - 3. Criminally prosecuted

4. Face agency disciplinary action

### 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. A lawful detention requires reasonable suspicion of criminal activity
  2. Consensual encounter is a face to face contact between citizen and police under circumstances that would cause a reasonable person to believe that they are free to leave.
- B. Recognize reasonable suspicion
  1. Officer has enough facts and circumstances to reasonably suspect criminal activity is occurring for a lawful detention.
- C. Recognize appropriate peace officer actions during a detention
  1. Questioning identity and conduct
  2. Contacting individuals for confirmation or warrant checks
  3. Checking premises contacting neighbors
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention
  1. Cursory /frisk: Outer clothing / locate weapon
  2. Bulge in clothing
  3. Suspects actions / Prior knowledge of violent behavior
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
  1. Person tries to leave during detention
  2. Be handcuffed
  3. Be placed in patrol vehicle

### 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. Fact causing belief that person is guilty of crime by: investigation
  2. Circumstantial
  3. Secondhand statements from reliable sources
- B. Identify elements of a lawful arrest
  1. Arrest by Police of private person
  2. Arrested by being taken into custody in a manner authorized by law

3. Made by actual restraint of the person or submission to officer's authority
- C. Differentiate between arrest and detention
1. Arrest: The taking of a person into custody
  2. Detention: To lead a person to believe they are not free to leave
- D. Recognize information that must be given to an arrested person
1. Intent
  2. Cause
  3. Authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
1. Committed by juvenile
  2. Driving under the influence
  3. Carrying a loaded firearm
  4. Violating a domestic protective or restraining order
  5. Committing assault or battery
  6. Assault on school premises
  7. Assault of firefighter or medical technician
  8. Carrying a concealed firearm at an airport
- F. Recognize elements of a warrantless arrest for a felony
1. Committed felony in officer's presence
  2. Committed felony, although not in officer's presence
  3. Committed a felony, regardless of whether or not felony was in fact, committed
- G. Recognize elements of a warrant arrest
1. Name of defendant
  2. Crime defendant is suspected of committing
  3. Time warrant is issued
  4. City or county warrant is issued
  5. Signature of issuing authority
  6. Name of the court
  7. Amount of bail
- H. Recognize the requirements for entry into a dwelling to make an arrest
1. Knock and Notice
    - a. Announce presence
    - b. Identify themselves as peace officers
    - c. State purpose
    - d. Demand entry
    - e. Wait reasonable time and forcibly enter premises
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
1. May arrest an individual for any public offense committed in their presence.

- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
  - 1. Penal Code 835a: Authorizes peace officers to use force that is reasonable to arrest, prevent escape, or overcome resistance.
- K. Recognize the statutory requirements for the disposition of an arrested person
  - 1. If arrest is made pursuant to a warrant the arresting officer must proceed with the arrestee as commanded in warrant.
- L. Recognize the exceptions to the powers to arrest
  - 1. Stale misdemeanor
  - 2. 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. The Fifth Amendment: No person shall be compelled in any criminal court case to be a witness against himself.
- 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 made may be used against you in 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 rescue

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 confession
  - 2. Confession: acknowledging the commission of all elements of a crime

VII. REQUIRED TESTS

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

Description	Hours
POST Minimum Required Hours	<u>  5  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  5  </u>



EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 16**  
SEARCH AND SEIZURE

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
- B. Identify the concept of reasonable expectation of privacy
  - 1. Individuals have indicated that they personally (subjectively) expect privacy in the object or area, and
  - 2. Their privacy is one which society is prepared to recognize as legitimate
- 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.

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. Cursory/frisks
  - 2. Consent searches
  - 3. Searches pursuant to exigent circumstances
  - 4. Searches incident to custodial arrest

5. Probation/parole searches
- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
1. Cursory/frisk/pat searches
  2. Consent searches
  3. Searches pursuant to exigent circumstances
  4. Searches incident to arrest
  5. Probation/parole searches

#### 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
  2. Seizures of items in plain view
  3. Protective searches
  4. Consent searches
  5. Searches incident to custodial arrest
  6. Instrumentality searches
- B. Recognize the scope and necessary conditions for conducting a vehicle inventory
1. To examine inventories, permitting examination of any area where valuable and dangerous areas are kept.
  2. When property of person whose vehicle has been impounded or stored
  3. To prevent agency from false claims of loss

#### 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
  2. Without a warrant
- B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
1. Officers may use reasonable force to overcome suspect's resistance and recover evidence.

- 2. Force used that would shock the conscience **is not** permissible.
- C. Recognize the conditions necessary for legally obtaining blood samples
  - 1. Probable cause
  - 2. Conducted by trained personnel
  - 3. Incident to arrest
  - 4. Exigent circumstances
- D. Recognize the conditions for legally obtaining the following evidence:
  - 1. Fingerprints
  - 2. Handwriting samples

VII. REQUIRED TESTS

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

Description	Hours
POST Minimum Required Hours	<u>  3  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  3  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 17**  
PRESENTATION OF EVIDENCE

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. Evidence may be excluded if its deemed by the courts to be unreliable.
  - 2. Hearsay
  - 3. Opinion of evidence
  
- D. Understand what constitutes the legal chain of custody for evidence
  - 1. Method of authentication
  - 2. Requires every step in the process of handling evidence to be accounted
  - 3. Each link in the chain of custody must be documented

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
  - 2. Admissions and confessions
  - 3. Dying declarations
  - 4. Records and officer testimony
  - 5. Hearsay testimony at preliminary hearings
    - a. By active and honorably retired peace officers

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 18**  
INVESTIGATIVE REPORT WRITING

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. In order to ensure due process, officer, prosecutors, judges, must have sufficient information and evidence to initiate or continue the judicial process and successfully prosecute or exonerate a suspect.

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. Field notes are more reliable than an officers memory
  - 2. An investigative report is more concise with the utilization of notes
  - 3. Information such as statements, times, addresses, can be forgotten if not noted
- B. Apply appropriate actions for taking notes during a field interview
  - 1. Ask person to recount what has happened
  - 2. Keep the person focused
  - 3. Listen carefully to what is being said

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. Who?
  - 2. What?
  - 3. When?
  - 4. Where?
  - 5. How?
  - 6. Why?

B. Identify the fundamental content elements in investigative reports, including:

1. Initial information
2. Identification of the crime
3. Identification of involved parties
4. Victim/witness statements
5. Crime scene specifics
6. Property information
7. Officer actions

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 20**  
USE OF FORCE

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. Amount of force necessary that is reasonable
  - 2. Reasonable by officer given the officer's training and experience
  
- 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 force was applied.
  - 3. Based on facts and circumstances confronting the officer without underlying intent and motivation.
  - 4. Based on knowledge officer acted properly under established law at 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
  - 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. Penal code 835 states officer has reasonable cause to believe that the person
  - 2. To be arrested has committed a public offense may use reasonable force to affect an arrest to prevent escape or to overcome resistance.
  
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
  - 1. Limitations on the use of force are set by specific agency policy
  - 2. Such policies are attempts to provide rational guidelines and
  - 3. to protect the officer and agency from criminal and civil liability

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. Choices identified to a peace officer in each agency’s policy documentation
- 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 the 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 officer’s 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. In 1985 based on a person’s Fourth Amendment protection from unreasonable acts by peace officers, the United States Supreme Court set a four part legal standard for the use of deadly force for feeling subjects (Tennessee v. Garner). The court’s analysis required balancing a person’s fundamental interest in safety against the government’s interest ineffective law enforcement.
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
  - 1. Must to excite the fears of a reasonable person.
  - 2. Person must not act under influence of fear alone.
  - 3. Must be safe from great bodily injury or death.
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
  - 1. Preparation by training
  - 2. Judgement
  - 3. Mental alertness
  - 4. Emotional maturity
  - 5. Existing circumstances
  - 6. Understanding the law relating to
    - a. Agencies policies relating to the use of deadly force
- D. Discuss the role of agency policies regarding the use of deadly force
  - 1. Defense against great bodily injury
  - 2. Warning shots



3. Shooting at
    - a. Non violent fleeing felons
    - b. Juveniles
    - c. Moving vehicles
  4. Strikes to the head or neck.
- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
1. The officer is under orders to carry out a death sentence
  2. Acting in the course of his duty
  3. Retaking escaping felons
  4. Arresting felon who resists to the point deadly force becomes reasonable

#### 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
  3. Indecision and hesitation
- 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.
  2. Understanding and manipulative ability needed by a peace officer in the use of force in dangerous situations.

## 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. Increased stress
  - 2. Embarrassment
  - 3. Civil/criminal action
  - 4. Disciplinary action
  - 5. Loss of career
  
- D. Discuss immediate and delayed intervention techniques
  - 1. Verbal
  - 2. Physical
  - 3. Touch and restraint

## VII. REQUIRED TESTS

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

Description	Hours
POST Minimum Required Hours	<u>  3  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  3  </u>

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

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. Identify the goal of a criminal investigation
- D. Identify the primary purpose of the:
  - 1. Initial survey of a crime scene
  - 2. Crime scene search

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. To establish when an item is first collected and tagged as evidence. From this time supplying complete clear concise information and using appropriate documentation techniques will aid in keeping the chain of custody intact.
- 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. Where, how and when the item was secured.

Description	Hours
POST Minimum Required Hours	<u>  2  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  2  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 33**  
ARREST AND CONTROL

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
  - 2. Balance
  - 3. Control
  
- B. Describe the areas of the body which require maximum protection during an attack
  - 1. Face
  - 2. Throat
  - 3. Heart
  - 4. Groin
  - 5. Joints
  - 6. Head
  - 7. Neck
  - 8. Spine
  - 9. Kidneys
  
- 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. Head
  - 2. Hands
  - 3. Arms
  - 4. Legs
  - 5. Feet

II. 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. Suspect's clothing
  - 2. Suspect's hands
  - 3. Proximity of suspect's to potential weapons

- B. Demonstrate a systematic approach to safely and effectively conduct a person search
  - 1. Front waistband
  - 2. Upper body, including the chest front pockets, armpits, sleeves and sides.
  - 3. Back, including the rear waistband and buttocks area.
  - 4. Lower body including the legs and ankles.
  
- C. Discuss locations where weapons and/or contraband can be concealed on a subject's body
  - 1. Hair
  - 2. Mouth
  - 3. Neck
  - 4. Underarms
  - 5. Waistband
  - 6. Belt buckle
  - 7. Hand
  - 8. Groin
  - 9. Pockets
  - 10. Ankles
  - 11. Shoes or boots
  - 12. Back of the neck
  - 13. Small of back
  - 14. Between buttocks
  - 15. Inner thighs
  
- 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. The availability and use of officers of the same sex
  - 3. Acceptable search techniques
  - 4. How to avoid false claims of misconduct or sexual assault.
  
- E. Explain cover officer responsibilities
  - 1. The searching officer is responsible for controlling the suspect and conducting the actual search. The primary responsibility of the cover officer is to insure the safety of both.
  
- F. Discuss cover officer responsibilities during a search of a subject
  - 1. Being constantly alert
  - 2. Maintaining a position of advantage
  - 3. Safeguarding their weapons
  - 4. Maintaining constant observation and overall situation. To be aware of possible dangers and potential interference.
  - 5. Psychologically intimidating the suspect being searched by command utilizing command presence.
  - 6. Protecting the searching officer from possible interference by on lookers or associate of the suspect.
  - 7. Assisting in restraining the suspect if necessary.
  - 8. Assisting the searching officer by taking possession of any found weapons or contraband allowing the searching officer to continue the search.

### 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. Suspect's display of aggressive or assaultive behavior
  - 2. Physical size of the suspect as compared to the officer
  - 3. Need for immediate control of the suspect due to tactical considerations
  - 4. Officer's perception of the suspect's knowledge of the martial art or other skills.
  - 5. Inability to control a suspect by lesser means.
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
  - 1. Control holds can be used for direction and control.
  - 2. Close proximity of the officer and suspect.
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
  - 1. Close proximity to officer and suspect
  - 2. A single technique may not be adequate to gain complete control of the suspect.

### 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. To minimize attacks on officer's
  - 2. Minimize escape of prisoner
  - 3. Destruction or concealment of evidence or contraband
  - 4. Self-inflicted injury by suspect
  - 5. Combat between prisoners
- B. Explain potential hazards when using restraint devices on a subject
  - 1. Handcuffs are temporary restraining devices. They do not totally immobilize a prisoner. Because a subject is handcuffed does not mean that officers can relinquish their responsibility to maintain constant control and observation of a prisoner.

- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
  - 1. Handcuffs should be applied on the suspect's bare wrists between the protruding ulna bone and behind the prisoners back.
  - 2. The shape of the handcuff should correspond with the shape of the suspect's wrist.
  - 3. Handcuffs should be secure. Too tight may cause reduced circulation or nerve damage. Too loose could allow the prisoner to escape.
  - 4. Handcuffs should be double locked.
- D. Explain various double-locking mechanisms on handcuffs
- E. Discuss responsibilities of the contact and cover officers when handcuffing multiple subjects
  - 1. Contact officer: Should control the suspects, directing them verbally to arrest position and giving them arrest commands. He ultimately, should handcuff suspects.
  - 2. The cover officer: Should only speak when a situation arise that is not controlled by the contact officer, such as a furtive move by the suspect or if the cover officer sees a weapon on a suspect. Moves to avoid a possible crossfire situation.

## 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 prisoners
  - 2. Search of the vehicle area
  - 3. Use of safety belts
  - 4. Observation/care of the prisoner while transporting.
- B. Describe the safe and secure positioning of a prisoner in an officer's vehicle
  - 1. Prisoners should be place in and removed from a vehicle in a way that maintains control and advantage over the prisoner.
  - 2. A second officer should, if available, act as a cover officer while the prisoner is being placed or removed from the vehicle.
  - 3. Expect the unexpected. The prisoner should always be considered a escape threat.

## 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	<u>  0  </u>
Total Instructional Hours	<u> 10  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 35**  
FIREARMS/CHEMICAL AGENTS

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

- A. State the four fundamental rules of firearms safety
  - 1. Treat all firearms as if they are loaded.
  - 2. Always point firearm in the safest possible direction.
  - 3. Always keep fingers off the trigger until ready to fire the weapon.
  - 4. Be sure of the target and beyond before firing.
- B. Explain basic safety guidelines to be followed at a firing range
  - 1. A firing range consists of a firing line and targets. Officers are positioned on the firing line and fire at the targets.
  - 2. While on the firing line an officer can be easily distracted by noise or actions of others, or when receiving guidance from an instructor it is critical that officers always remain conscious of the location of their firearms.
- C. Describe the safety precautions for proper storage of firearms
  - 1. All firearms must be kept out of the reach of children or immature adults.
  - 2. Keep firearms inaccessible from other unauthorized personnel.
  - 3. Store ammunition separately from firearms.
  - 4. Take all precautions against theft by storing firearms in a secure location and in locked container. If no secure container is available, a locking device should be used or the firearm should be disassembled before storing.

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
  - 1. Primary components and their functions
  - 2. Steps for loading/unloading
  - 3. Steps for rendering the semiautomatic pistol safe
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
  - 1. Firing
  - 2. Unlocking

3. Extracting
4. Ejecting
5. Cocking
6. Feeding
7. Chambering
8. Locking

C. Describe the basic information about a revolver, including:

1. Primary components and their functions
2. Steps for loading/unloading
3. Steps for rendering the revolver safe

### III. LEARNING NEED

Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.

#### LEARNING OBJECTIVES

A. State the guidelines for the safe handling of ammunition

1. Treat every round as though it were fully charged and capable of discharging.
2. Use only type and caliber of ammunition specifically recommended by the firearm's manufacturer.
3. Never fire a threat you do not intend to hit.
4. Avoid dropping live rounds or hitting them with any object.
5. Learn the sound and feel of a good firing and know what to do when round misfires.
6. All ammunition should be replaced on a regular basis.
7. Never use ammunition where the pressure level exceeds industry standard for the firearm being used.

B. Describe the primary components of firearm cartridges

1. Primer
2. Powder charge
3. Bullet
4. Cartridge case
5. Blank shell

C. Explain the chain of events that takes place when a projectile is discharged from a cartridge

- 1.
- 2.
- 3.

### IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

#### LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection

1. Difficulty firing.
  2. Moving parts that jam.
  3. Cartridges that do not feed properly.
- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Solvent
  2. Lubricant
  3. Cleaning patches
  4. Personal protection materials
  5. Bore brush
  6. Cylinder brush
  7. Fire arms should only be cleaned in the area that is safe, well ventilate and free from dust, dirt, and moisture.
- C. Apply routine procedures for cleaning firearms
1. There is no standard for the order in which a component should be cleaned. No matter what order though, cleaning should be done in a through manner.

## V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

### LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
1. Drawing a firearm should be smooth, continuous motion.
  2. Holstering is securing a firearm in a holster making it ready for use.
- B. Demonstrate the following elements to accurately shoot a firearm:
1. Grip
  2. Stance
  3. Breath control
  4. Sight alignment/sight picture
  5. Trigger control
  6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
1. Semiautomatic pistols
  2. Revolvers

## VII. 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 test results

- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested 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.

### **FIREARMS SAFETY**

All firearms 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 firearms training and testing.

- I. An **exercise test** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.

Using a presenter approved handgun, the student must:

- fire 36 rounds of service ammunition and
- achieve a minimum score of 29 hits in the 7-ring on a
- B-27 single target

The PC 832 Handgun Course of Fire:

- 12 rounds must be fired from a distance of 3 yards in 30 seconds
- 12 rounds must be fired from a distance of 7 yards in 30 seconds
- 12 rounds must be fired from a distance of 15 yards in 45 seconds

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Accuracy

Presenters must use the POST-developed PC832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

## **VIII. REQUIRED LEARNING ACTIVITIES**

- C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
  2. Open cylinder
  3. Close cylinder
  4. Holster weapon
  5. Unholster weapon
  6. Load/reload revolver with authorized loading device
  7. Clear any malfunctions
- D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
1. Visually inspect the weapon
  2. Properly clean the weapon
  3. Ensure the weapon is maintained according to the manufacturer's specifications

Description	Hours
POST Minimum Required Hours	<u>  24  </u>
Agency Specific Hours	<u>    0    </u>
Total Instructional Hours	<u>  24  </u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 39**  
CRIMES AGAINST THE JUSTICE SYSTEM

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. 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. Felony if prior conviction within 7 years.

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. Escaping from a peace officer is a misdemeanor.
  - 2. Escaping from a place of confinement, county jail, etc. is a felony.
  - 3. Lynching/rescuing is a 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>0</u>
Total Instructional Hours	<u>1</u>

EXPANDED COURSE OUTLINE  
PC 832 ARREST AND FIREARMS COURSE  
**LEARNING DOMAIN 42**  
CULTURAL DIVERSITY/DISCRIMINATION

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. Personal
  - 2. Professional
  - 3. Organizational

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. Individuals perceptions.
  - 2. Preexisting tension among groups.
  - 3. Human tendencies
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Dangerous assumptions that
  - 2. Characteristics of groups are accurate.
  - 3. All members of a group share the same characteristics.
  - 4. Possible effects
- C. Define the term prejudice
  - 1. Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known.
- D. Define the term discrimination
  - 1. Discrimination is an action or behavior that is prompted or based on prejudiced thought.

Description	Hours
POST Minimum Required Hours	<u>  1  </u>
Agency Specific Hours	<u>  0  </u>
Total Instructional Hours	<u>  1  </u>