

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
LEARNING DOMAIN 22  
VEHICLE PULLOVERS

**Effective date of outline: August 1, 2015**

**I. LEARNING NEED**

Peace officers must recognize the inherent risks involved when conducting a vehicle pullover in order to take the appropriate precautions necessary to ensure their own safety as well as the safety of others.

**LEARNING OBJECTIVES**

- A. Describe the three basic categories of vehicle pullovers, to include:
  - 1. Traffic enforcement pullover
  - 2. Investigative pullover
  - 3. High-risk pullover
  
- B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover
  - 1. Unpredictable aggressive actions
  - 2. Dangerous environmental conditions
  - 3. Varying road conditions
  - 4. Other vehicular traffic on road
  
- C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover
  - 1. Developing plan of action prior to pull over
  - 2. Requesting back up when necessary
  - 3. Appropriately using communications/notification
  - 4. Applying safe tactics

**II. LEARNING NEED**

Peace officers must understand the techniques for conducting tactically sound vehicle pullovers

**LEARNING OBJECTIVES**

- A. Demonstrate safety techniques when initiating a vehicle pullover, including:
  - 1. Selecting an appropriate location
    - a. Safety factors (e.g., out the flow of traffic)
    - b. Visibility to passing traffic
    - c. Avoidance of potentially hostile environments
    - d. Lighting/illumination
    - e. Possible escape routes
    - f. Availability of cover and concealment
  - 2. Communicating with dispatch
  - 3. Getting the attention of the driver of the target vehicle
    - a. Lights (e.g., emergency lights, headlights, spotlights)

- b. Hand gestures
- c. Horn/audible devices
- d. Siren
- e. Maintaining appropriate distance from target vehicle prior to initiating the pullover

B. Demonstrate appropriate actions for the safe and tactical placement of the patrol unit

- 1. Too far from target vehicle
- 2. Too close to target vehicle
- 3. Type of pull over
- 4. Type of vehicle being stopped
- 5. Environment

C. Apply appropriate procedures for exiting the patrol unit

- 1. Complete radio transmissions
- 2. Undo seat belt
- 3. Place vehicle in park
- 4. Set Brake
- 5. Switch on portable radio
- 6. Check appropriate traffic
- 7. Consider lowering windows
- 8. Unlock doors
- 9. Quickly exit vehicles
- 10. Observe target vehicle

D. Demonstrate appropriate safety precautions patrol officers should take when approaching a target vehicle on foot

- 1. Stay close to patrol vehicle
- 2. Continuously observe the occupants of target vehicle
- 3. Maintain an awareness of surroundings
- 4. Keep gun hand free during approach
- 5. Use flashlight sparingly

E. Distinguish between the advantages and disadvantages of a driver side approach, a passenger side approach and a non approach to a target vehicle

1. Driver side approach

[REDACTED]

2. Passenger side approach

[REDACTED]

b.

3. Non-approach

[REDACTED]

- F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle
  - 1. Officer should be behind trailing edge of driver side/passenger side front door.
  - 2. Assuming such a position:
    - [REDACTED]
  - 3. Pivot to face oncoming traffic while maintaining a position in front of the leading edge of the door.
  - 4. Remain behind the trailing edge of the door with their back to approaching traffic.
- G. Demonstrate the process for conducting a vehicle stop driver contact, to include:
  - 1. Greeting
  - 2. Identifying self and department
  - 3. Requesting driver's license, registration, proof of insurance
  - 4. Explaining the reason for the stop
  - 5. Making a decision to warn, cite or arrest
  - 6. Closing, appropriate to decision
- H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle
  - 1. Direct driver/occupants to exit one at a time
  - 2. Conduct lawful search
  - 3. Maintain control of driver/occupants
- I. Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification
  - 1. Photos
  - 2. Date of Births
  - 3. No laminations allowed

### III. LEARNING NEED

Peace officers must recognize situations involving high levels of risk in order to apply appropriate tactical actions during a vehicle pullover.

#### LEARNING OBJECTIVES

- A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover
  - 1. Location selection/plan of action
  - 2. Communication with dispatch
  - 3. Getting drivers attention and ultimately establishing physical control of subjects
- B. Discuss appropriate actions for cover officers who are called to assist the primary officer during a high-risk vehicle pullover
  - 1. Protect primary officer
  - 2. Placement of their own vehicles

3. Cover and concealment
  4. Maintain firearms at ready
  5. Avoid crossfire
- C. Demonstrate tactics for conducting a safe and effective high-risk vehicle pullover
1. Develop plan of action prior to stop
  2. Initiate pull over maintaining appropriate distance
  3. Give commands to establish physical control of occupants. Clear vehicle.
- D. Discuss officer safety considerations when searching the target vehicle, including:
1. Use of available cover officer(s)
  2. Types of objects sought and likely locations
  3. Potential hazards (e.g., needles, edged weapons, etc.)
  4. A systematic search process
    - a. Interior
    - b. Exterior

#### IV. LEARNING NEED

Peace officers must make appropriate safety and tactical adjustments when conducting pullovers involving vehicles other than passenger cars and pickup trucks.

#### LEARNING OBJECTIVES

- A. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:
1. Vans, campers, and motor homes
  2. Motorcycles
  3. Buses and semi-trucks

#### V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a simulated vehicle pullover during the hours of darkness (as defined in Vehicle Code Section 280). At a minimum, the test shall evaluate the following competencies:
1. Police Vehicle Operation – The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
  2. Problem solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Legal authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
  4. Officer safety - The demonstration of situational and tactical awareness and appropriate response.
  5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to sign the citation. The student will demonstrate the communication skills to resolve the conflict including:
1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
  2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?”, and providing another opportunity for the subject to voluntarily comply (setting context)
  3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
  4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:
1. Greeting
  2. Identifying self and department
  3. Requesting driver’s license, registration, and proof of insurance
  4. Explaining the reason for the stop
  5. Making decision to warn, cite, or arrest
  6. Closing appropriate to decision
- C. The student will participate in a learning activity, with one or more students acting as a team that simulates a high risk vehicle stop. The high risk stop will minimally include:
1. Identify violation/suspect
  2. Request and coordinate responding units
  3. Select appropriate location for the stop
  4. Advise dispatch of stop information
  5. Activate emergency equipment
  6. Patrol vehicle position
  7. Communication (dispatch/suspects/other officers)
  8. Safe and effective tactics to secure suspect(s) and vehicle
- D. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable

sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:

1. Exercise of effective problem solving, communication and officer safety during vehicle stops
2. Use of an appropriate ethical decision-making process to demonstrate “equal protection of the law”
3. How the community may view vehicle pullover tactics as a function of the policing mission
4. How peace officers may educate community members on the purpose of vehicle pullovers

#### DI. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle pullovers.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>14</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>18</u>