



# **San Jose Police Department Community Service Officer Basic Course**

Version 2.14.17

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<a href="#">LD-4 Victimology/Crisis Intervention</a>	2	Written	Chapter 2
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<a href="#">Adult Learning Theory</a>	3	None	No Workbook
<a href="#">Course Orientation</a>	4	None	Success Criteria & First Day Documents
<a href="#">Written Testing</a>	6	N/A	See Success Criteria
<a href="#">Scenario Based Instruction</a>	20	None	No Work Book
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<a href="#">Dept of Justice CLETS Training</a>	4	DOJ Exam	No Workbook
<a href="#">Tactical Communications</a>	2	None	No Workbook
<a href="#">Force Options Simulator</a>	4	None	No Workbook
<a href="#">Proposition 115 Training</a>	2	None	POST DVD Course
<b>TOTAL HOURS</b>	256		

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 1  
LEADERSHIP, PROFESSIONALISM & ETHICS

I. LEARNING NEED

Community Service 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 Community Service Officers maintain the public trust. To be effective, a Community Service Officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a Community Service Officer's ability to perform their job
  - 1. The police profession defined and characterized
  - 2. Public trust defined with examples
  
- B. Discuss the community, agency, and other Community Service Officers' expectations of a Community Service Officer's conduct
  - 1. Community expectations
  - 2. Agency and individual officer's expectations
  - 3. Commonality and conflicts of expectations
  
- C. Explain the benefits of professional and ethical behavior to the community, agency and Community Service Officer
  - 1. Personal character related benefits to officer
  - 2. Promotion of agency purpose, goals and objectives
  - 3. Participation in police mission by community
  
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and Community Service Officer
  - 1. Diminished public trust
  - 2. Erosion of public image and future effectiveness
  - 3. Disciplinary action and loss of credibility
  
- E. Discuss the Law Enforcement Code of Ethics, and explain the importance of adhering to the Law Enforcement Code of Ethics
  - 1. Adopted in 1956 by National Conference of Police associations
  - 2. POST requires Code to be administered to every Peace Officer

3. Officers are sworn to uphold the principles
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
1. Legal an ethical obligation to uphold the law no matter who is breaking it
  2. Officer can become as guilty as the offender
  3. Intervention maintains and restores professional control / quality
- G. Discuss situations when it is necessary to intervene on another Community Service Officer's behalf and factors that can inhibit intervention
1. When personal integrity demands it
  2. When it preserves professionalism and supports law enforcement mission
  3. When it enhances officer safety
- H. Describe the types and levels of intervention used to prevent another Community Service Officer's inappropriate behavior
1. Advanced: before inappropriate action is committed
  2. Intermediate: Verbal or physical interventions to stop a behavior being committed
  3. Delayed: Discussions, referrals and reporting after the incident
- I. Give examples of ethical decision making strategies
1. Identify and follow common steps of a model (identify issues and people, consider options, implement and assess)
  2. Bell, Book Candle model
  3. Legal, Ethical, Effective model
- J. Explain the value of ethical decision making in leadership
1. Promotes better problem solving
  2. Ensures officers remain fair, legal and just

## II. REQUIRED LEARNING ACTIVITY

- A. The student will participate in one or more learning activities, The Activity or combination of activities must address the following topics:
1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement Code of Ethics*
  2. Identification of those whom the conduct impacts
  3. The potential sanctions that could result from the behavior
  4. Potential perceptions of the public regarding the behavior
  5. Whether or not intervention is appropriate

## III. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
1. Multiple Choice
  2. True or False
  3. Fill-in Answer

## IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 2  
CRIMINAL JUSTICE SYSTEM

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
1. Freedom of religion
  2. Freedom of speech
  3. Freedom of press
  4. Freedom of assembly
  5. Right to petition the government
  6. Freedom from unreasonable searches and seizures
  7. Freedom from being tried twice for the same crime
  8. Freedom from self-incrimination
  9. Right to be told of charges when arrested
  10. Right to a speedy trial
  11. Right to a public trial by an impartial jury
  12. Right to confront witnesses
  13. Right to counsel
  14. Freedom from excessive **bail**
  15. Freedom from cruel and unusual punishments
  16. Basic right of a defendant in a judicial proceeding
  17. The requisites for trial (**due process**)
  18. Right to equal protection of the laws
- B. Identify how the U.S. Constitution amendments apply to the actions and conduct of Community Service 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
4. Guarantee due process
5. Prevent crime
6. Protect life and property
7. Uphold and enforce the law
8. Dispense equal justice
9. Apprehend offenders
10. Assure victim's rights

II. LEARNING NEED

Community Service 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. U. S. Department of Homeland Security
2. Federal Bureau of Investigation (FBI)
3. Drug Enforcement Administration (DEA)
4. U. S. Marshal Service
5. Youth and Adult Correctional Agency
6. California Highway Patrol (CHP)
7. Department of Alcoholic Beverage Control (ABC)
8. Department of Fish and Game (F&G)
9. Department of Forestry and Fire Protection (DOF)
10. Department of Justice (DOJ)
11. Department of Insurance (DOI)
12. Department of Motor Vehicles (DMV)
13. Municipal Police
14. Sheriff's Departments
15. Transportation Police

III. LEARNING NEED

Community Service 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
  - 4. Assuring victim's rights
  
- B. Discuss the organization of the California court system, including positions commonly recognized as part of the judicial system
  - 1. Trial courts
  - 2. Appellate courts
  - 3. Judges
  - 4. Prosecuting Attorneys
  - 5. Defense Attorneys
  
- C. Discuss the judicial process in criminal cases
  - 1. Arrest
  - 2. Arraignment
  - 3. Right to bail
  - 4. Preliminary hearing
  - 5. Indictment
  - 6. Trial
  - 7. Sentencing
  - 8. Grand Jury

#### IV. LEARNING NEED

Community Service 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
    - a. Rehabilitating prisoners
    - b. Supervising parolees and probationers in the community
  - 2. Assuring victim's rights
  - 3. California Department of Corrections and Rehabilitation
    - a. operates the State's adult prison system
    - b. confines felons who have been sentenced to state prison

4. Board of Prison Terms (BOPT)
  - a. supervises inmates who have been released on parole
5. Department of Corrections and Rehabilitation – Juvenile Division
  - a. operates the State’s youthful offender detention system
  - b. confines offenders (wards) between the ages of 13 and 25
6. Youthful Offender Parole Board (YOPB)
  - a. supervises wards who have been released on parole
7. Local Government Agencies
  - a. oversees the operation of detention facilities that confine people awaiting trial or sentenced to less than one year

V. REQUIRED LEARNING ACTIVITY

- A. None

VI. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
  - a. Multiple Choice
  - b. True or False
  - c. Fill-in Answer

VII. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 3  
POLICING IN THE COMMUNITY

I. LEARNING NEED

Community Service 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. Community partnerships are relationships comprised of two or more individuals, groups, or organizations working together to address an issue.
  
- 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 based on a standard of ethical conduct.
  - 2. Symbolized by a badge of office.
  - 3. Badge is a symbol of public trust.
  - 4. Character is more important than the authority of the badge.
  
- D. Identify the essential partnering skills, including:
  - 1. Leadership
  - 2. Communication
  - 3. Facilitation
  - 4. Community mobilization
  
- E. Discuss leadership skills in community policing
  - 1. Ethical leadership is most important element for successful police-community partnerships

2. Discuss characteristics of ethical leadership (ethics, embrace change, creativity, trust, communication, commitment)
- F. Define communication
1. The sending and receiving of messages, both verbal and nonverbal, between two or more people
- G. Recognize the components of a message in communications with others, including:
1. Content (words)
  2. Voice characteristics
  3. Nonverbal signs
- H. Recognize the potential effects of negative nonverbal signal
1. Gestures
  2. Facial expressions
  3. Physical actions or mannerisms
- I. Give examples of effective communication techniques for:
1. Active listening
  2. Establishing effective lines of communication
  3. Overcoming barriers to communication
- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
1. Ask (Ethical Appeal)
  2. Set Context (Reasonable Appeal)
  3. Present Options (Personal Appeal)
- K. Define facilitation
1. Facilitation is a consensus building process which brings together diverse priorities and perspectives toward a desired outcome. Facilitation requires recognizing group dynamics and using those dynamics to ensure everyone has an opportunity to provide input and be respected.
- L. Discuss the components of the facilitation process, including:
1. Being familiar with the issues
  2. Establishing meeting guidelines
  3. Stating meeting purpose, scope, and need

4. Stating and clarifying objectives
  5. Prioritizing competing problems and issues
  6. Identifying potential solutions
- M. Apply facilitation techniques reflecting professional behavior, including:
1. Maintaining the focus on the issues and stimulating discussion
  2. Displaying interest in the issues
  3. Leading the group toward problem resolution
  4. Helping participants learn from the problem solving experience
  5. Dealing calmly and respectfully with unexpected incidents
  6. Maintaining objectivity
- N. Give examples of obstacles that officers may encounter when developing community partnerships
1. Internal
  2. External
  3. Not enough time for problem solving
  4. Stereotypes
  5. Us vs. Them mentality
- O. Define community mobilization
1. Community mobilization is a continual process of identifying, bringing together, and involving community members for crime prevention and problem solving.
- P. Discuss the elements of the community mobilization process, including:
1. Getting people involved
  2. Identifying community resources (skills)
  3. Calling for action
  4. Educating the public
  5. Taking responsibilities for public safety and quality of life
  6. Sustaining effort
- Q. Discuss community mobilization methods
1. Internet
  2. Flyers
  3. Meetings
  4. Mail alerts
  5. Events
  6. Media
  7. Community Inventory

- R. Discuss the benefits of maintaining a positive relationship with the news media
  - 1. Aiding in crime prevention efforts/programs
  - 2. Aiding in investigations of missing persons
  - 3. Assisting in the apprehension of a suspect, e.g., Amber Alert
  - 4. Warning the public of potential danger, e.g., traffic issues
  - 5. Influencing public opinion
  - 6. Aiding recruitment efforts
  - 7. Promoting a positive image of law enforcement
  - 1. Improving communication between the department and the community
  
- S. Discuss the components of a community inventory, including:
  - 1. Partners
  - 2. Stakeholders
  - 3. Community collaboration
  - 4. Define homeland security
  
- T. Identify the benefits of integrating community mobilization and homeland Security
  - 1. Improved communication
  - 2. Coordination of information flow
  - 3. Identification of potential terrorists
  - 4. Identification of potential terrorist targets
  - 5. Preventing or preempting terrorist acts
  - 6. Responding to terrorist acts
  - 7. Apprehending those who commit terrorist acts
  - 8. Information sharing  
(federal, state and local agencies, community members)
  - 9. Intelligence gathering

## II. REQUIRED LEARNING ACTIVITY

A. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:

- 1. Community policing philosophy
- 2. Community mobilization
- 3. Partnerships
- 4. Leadership
- 5. Facilitation techniques
- 6. Communication skills

### III. REQUIRED TESTS

U. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:

1. Multiple Choice
2. True or False
3. Fill-in Answer

### IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 8**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 4  
VICTIMOLOGY/CRISIS INTERVENTION

I. LEARNING NEED

Community Service Officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.

LEARNING OBJECTIVES

- A. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase
  - 1. Crisis
  - 2. Urgency
  - 3. Affirmation
  - 4. Confirmation
  - 5. Validation
  
- B. Apply the guidelines for interviewing a victim
  - 1. Set the stage by...
    - a. Determining whether the victim has any physical injuries and offering medical attention if needed or required
    - b. Introducing themselves by full name and title
    - c. Explaining their role and purpose
    - d. Acknowledging the ordeal the victim has been through and reassuring immediate safety
    - e. Providing privacy for the victim during the interview when possible
    - f. Explaining the purpose of the interview as well as how it will be conducted.
  - 2. Gather information by...
    - a. Allowing victims to relate what happened to them in their own words
    - b. Validating the feelings and reactions the victim expresses as normal responses to victimization
    - c. Giving the victim choices and allowing the victim to make decisions
  - 3. Provide assistance by...
    - a. Determining if the victim has any special needs, immediate concerns, or underlying problems (e.g., medical, emotional, social, financial) and assisting with problem solving

- b. Being particularly alert to issues related to the victim's personal safety
  - c. Preparing the victim for future reactions and feelings related to the victimization
  - d. Giving the victim information about follow-up investigation procedures and resources available for additional help or information
  - e. Offering to contact a friend to be with the victim
- C. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
  - 1. Government Code Section(s) 13950 – 13966
  - 2. Victims' Bill of Rights, California Constitution, Article I, Section 28(b), "Marsy's Law"
  - 3. Local victim assistance centers
  - 4. California Victims of Crime Compensation Program
- D. Explain qualifications for compensation under the Victims of Crime Compensation Program
  - 1. Must be a victim of certain types of crimes
    - a. Violent crimes
    - b. Refer to Government Code Section 13960 for list of specific crimes
- E. Explain the legal and procedural information available to the victim
  - 1. Access to police reports
  - 2. Explain types of cases which commonly have legal restrictions on the release of some or all of the case information

## II. REQUIRED LEARNING ACTIVITY

- A. The student will participate in one or more learning regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
1. Use of effective interview techniques (e.g., empathy, active listening and non- verbal skills) during a peace officer's contact with persons in crisis/crime victims
  2. Behaviors exhibited by persons in crisis/crime victims
  3. Impact of a peace officer's conduct on victims, witnesses or others who may be at the scene of an incident
  4. Listing and function of resources available to victims/persons in crisis

## III. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
1. Multiple Choice
  2. True or False
  3. Fill-in Answer

## IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 5  
INTRODUCTION TO CRIMINAL LAW

I. LEARNING NEED

Community Service 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

Community Service 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 means the law is strictly applied in accordance with the literal meaning of the statute, leaving no room for interpretation.
2. Spirit of the law is applied in accordance with the intent of the legislature, the promotion of fairness and justice, and not solely in the literal compliance with the words of the statute.

B. Differentiate between criminal and civil law

1. Criminal Law deals with violations of the criminal statute. Such violations are called **crimes** and are considered public wrongs against all the people of the State of California.
2. Civil Law deals with noncriminal violations of the law or private wrongs committed by one person against another. A civil wrong is called a **tort**, or in a case of failure to comply with the terms of a contract, a **breach of contract**.

### III. LEARNING NEED

To enforce the law, Community Service 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. An act committed or omitted in violation of a law forbidding or commanding it and to which is annexed, upon conviction, a penalty that provides the following punishments for the crime:
    - a. Death
    - b. Imprisonment
    - c. Fine, removal from office
    - d. Disqualification to hold and enjoy office of honor, trust or profit in the State of California.
- B. Identify the basic elements common to all crimes
  - 1. Commission of a prohibited act, or an omission of a required act
  - 2. Presence of a designated state of mind (intent)
- C. Identify the basic elements required of an attempt to commit a crime
  - 1. Intent to commit that crime
  - 2. A direct, but ineffectual, act done toward its commission
- D. Discuss general, specific and transferred intent crimes
  - 1. In **general intent crimes**, intent is presumed and does not have to be proven. In general, the person intentionally did that which the law declared to be a crime.
  - 2. In **specific intent crimes**, intent is an element of the offense that must be proven. These crimes are recognized by the language of the statutes, such as: with intent to, or, for the purpose of.
  - 3. In **transferred intent**, an *unlawful act* affects a person other than, or in addition to, the person it was intended to affect, the intent becomes transferred intent.
- E. Differentiate between criminal intent and criminal negligence
  - 1. Criminal intent must exist to distinguish the crime from an accident or mistake of fact.
  - 2. Criminal negligence meets the requirement of criminal intent.
  - 3. Negligence is the failure to exercise ordinary care.

#### IV. LEARNING NEED

Community Service 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



VII. REQUIRED LEARNING ACTIVITY

- A. NONE

VIII. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:

1. Multiple Choice
2. True or False
3. Fill-in Answer

IX.. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 6  
PROPERTY CRIMES

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Community Service Officers need to know the elements required to arrest for crimes related to theft, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Theft
2. Shoplifting
3. Vehicle theft
4. Defrauding an innkeeper
5. Burglary
6. Possession of or receiving personal property with altered serial numbers or identification marks
7. Receiving stolen property
8. Forgery

B. Recognize the crime classification as a misdemeanor or felony

1. Theft & Scams
  - a. Grand Theft (Felony)
  - b. Petty Theft (Misdemeanor)
2. Shoplifting
  - a. Value of service over \$950 (Felony)
  - b. Value of service \$950 or less (Misdemeanor)
3. Vehicle theft (Felony)
4. Defrauding an innkeeper
  - a. Value of service over \$950 (Felony)
  - b. Value of service \$950 or less (Misdemeanor)
5. Burglary (Felony)
6. Possession of or receiving personal property with altered serial numbers or identification marks
  - a. Misdemeanor
  - b. Integrated computer chip or panel with a value of \$950 or more (Felony)
7. Identity Theft
8. Receiving stolen property (Felony)
9. Forgery (Felony)

C. Describe appropriate Community Service Officer actions when taking a report of burglary or other similar property crimes

[REDACTED]

D. Describe information that should be obtained when interviewing the victim(s) of or witness(es) to a burglary

[REDACTED]

## II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Community Service Officers need to know the elements required to arrest for crimes related to trespassing, and to correctly classify these crimes as misdemeanors.

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
  - 1. Unauthorized entry of a dwelling
  - 2. Trespass
  
- B. Recognize the crime classifications as a misdemeanors
  - 1. The crime of unauthorized entry of dwelling is a misdemeanor
  - 2. The crime of entering and occupying real property is a misdemeanor.
  - 3. The crime of trespass to land is a misdemeanor.

## III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Community Service Officers need to know the elements required to arrests for crimes related to other types of property crimes, and to correctly classify these crimes as misdemeanors or felonies.

### LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for vandalism:
  - 1. Malicious intent
  - 2. To deface, damage or destroy with graffiti or other inscribed material
  - 3. Personal or real property
  - 4. Not their own

IV. REQUIRED LEARNING ACTIVITY

- A. NONE

V. RELATED SCENARIO TRAINING

- A. During Scenario based training, the student will participate in a scenario exercise regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary or grand theft. The exercise shall address:
1. Initial actions
  2. Sources of information
  3. Establishing whether or not a crime has occurred
  4. Physical evidence considerations
  5. Identification marks
  6. Vehicle identification number (VIN) locations

VI. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
1. Multiple Choice
  4. True or False
  5. Fill-in Answer

VII. HOURLY REQUIREMENTS

**Total Instructional Hours: 6**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 15  
LAWS OF ARREST

I. LEARNING NEED

Community Service 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 Community Service 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 Community Service Officer's responsibility in relation to the protections included under federal civil rights statutes
  - 1. Community Service Officers have a responsibility and legal obligation to protect the Civil Rights of all people as those rights pertain to the Federal Civil Rights Statutes

II. LEARNING NEED

Community Service 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. Requesting information
  - 2. Interviewing witnesses at the scene of a crime or accident
  - 3. Conversing casually
  - 4. Disseminating information
  
- B. Recognize conduct that may elevate a consensual encounter
  - 1. Using emergency lights
  - 2. Placing officer or car to prevent escape

3. Issuing orders or commands
4. Using accusatory questioning or tone of voice
5. Conducting cursory/pat searches without legal justification
6. Demanding and or keeping a person's identification

C. Recognize the consequences of elevating a consensual encounter

1. Violate Fourth Amendment rights
2. Be civilly prosecuted for violation of civil rights
3. Be criminally prosecuted for false imprisonment
4. Face agency disciplinary action

### III. REQUIRED LEARNING ACTIVITY

A. The student will participate in one or more learning activities, The Activity or combination of activities must address the following topics:

1. Community Service Officers do not possess LEO powers of arrest.
2. CSO contacts are typically consensual in nature
3. Agency expectations of CSO's with regard to arrest law
4. The value of documenting probable cause in written reports

### IV. REQUIRED TESTS

A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:

1. Multiple Choice
2. True or False
3. Fill-in Answer

### V. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO ACADEMY  
LEARNING DOMAIN 16  
SEARCH AND SEIZURE

I. LEARNING NEED

Community Service 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. Right of people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizure
  - 2. Unreasonable searches
- B. Identify the concept of reasonable expectation of privacy
  - 1. Individuals have indicated they personally expect privacy in the object or area
  - 2. Their expectation is one which society is prepared to recognize as legitimate
- C. Recognize standing and how it applies to an expectation of privacy
  - 1. Only person with legitimate possessory interest or relationship over an object or area can challenge search or seizure
- D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
  - 1. Probable cause is required by constitution in order to obtain a search warrant
  - 2. Enough credible information to provide fair probability that the object the police officers seek will be found

II. LEARNING NEED

The Fourth Amendment's protects against unreasonable searches and seizures. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement. CSO's may only conduct searches during certain very limited circumstances.

## LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of searches:
  - 1. Pursuant to a search warrant acquired by a LEO.
  - 2. Seizures of items in plain view
  - 3. Vehicle inventories
  - 4. Consent searches

## III. REQUIRED LEARNING ACTIVITY

- A. None

## IV. RELATED SCRNARIO TRAINING

- A. During Scenario based training, the student will participate in a scenario exercise regarding the actions which should be taken during a preliminary investigation of a property crime which includes a search for evidence. The exercise shall address:
  - 1. Types of searches that CSO's may conduct
  - 2. CSO's should obtain consent to search when appropriate
  - 3. Agency expectations of CSO's with regard to search law
  - 4. Documenting the justification to search in written reports

## V. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
  - 1. Multiple Choice
  - 1. True or False
  - 2. Fill-in Answer

## VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 17  
PRESENTATION OF EVIDENCE

I. LEARNING NEED

Community Service 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. Relevant evidence means evidence, including evidence relevant to the credibility of a witness or hearsay declarant, having any tendency in reason to prove or disprove any disputed fact that is of consequence to the determination of the action. (Evidence Code Section 210)
- B. Identify four types of evidence
  - 1. Testimonial
  - 2. Real
  - 3. Demonstrative
  - 4. Circumstantial
- C. Recognize the process of authentication of evidence
  - 1. Authentication is the act of establishing that claims made about the item of evidence are true.
- D. Understand what constitutes the legal chain of custody for evidence
  - 1. The chain of custody is a method of authentication. It requires every step in the process of handling of the evidence be accounted for. By every person since its recognition and collection, explain what they have done with it.

## II. LEARNING NEED

Community Service Officers must know the requirements and exceptions for the admissibility of evidence.

### LEARNING OBJECTIVES

- A. Recognize a Community Service Officer's role and responsibilities in ensuring the admissibility of evidence:
  - 1. California Evidence Code 352
  - 2. Exclusionary Rule
  - 3. Opinion and expert testimony
  - 4. Privilege
  - 5. Credibility of witnesses
  
- 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 Community Service Officers

## III. LEARNING NEED

For Community Service Officer's testimony to be given serious consideration by the court, it is essential that officers present themselves as professional, credible, and reliable witnesses.

- A. Identify a Community Service Officer's responsibilities regarding pretrial preparation
  - 1. Review field notes and reports
  - 2. Meet with case prosecutor
  - 3. Comply with prosecutor's instructions
  - 4. Obtain evidence
  
- B. Identify aspects of a case that Community Service Officers should review prior to giving testimony
  - 1. Observations at the crime scene
  - 2. Dates, times and addresses
  - 3. Physical evidence
  - 4. Statements made by all parties
  - 5. Identification and apprehension of suspect

- C. Identify factors related to a Community Service Officer's personal appearance that can influence how an officer's testimony is received by the court
  - 1. Dress (uniform, conservative civilian attire)
  - 2. Grooming (neat, clean and well groomed)
  
- D. Identify appropriate Community Service Officer responses while testifying as a witness
  - 1. Present a professional appearance
  - 2. Be respectful
  - 3. Speak up, speak clearly in a calm and professional tone
  - 4. Be cordial and polite at all times
  
- E. Identify appropriate responses when a Community Service Officer is unsure of or does not know the answer to a question asked by an attorney
  - 1. "I don't recall"
  - 2. "I don't remember"
  - 3. Never attempt to bluff or answer in a manner that cannot be substantiated by fact
  
- F. Identify appropriate responses when asked to give an opinion while testifying
  - 1. State expertise in particular area
  - 2. Testify to specific qualifications (background, experience, special training)
  - 3. State facts on which opinion is based
  - 4. Give reasoning for opinion
  - 5. Speak with confidence and assurance and stand by all opinions
  
- G. Recognize the importance of being a truthful Community Service Officer while testifying in court
  - 1. Tell the truth
  - 2. Testify only from personal knowledge
  - 3. Be unbiased for either side

#### IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a simulated criminal trial by either providing testimony or critiquing testimony provided by another person. The simulation shall incorporate a variety of questioning styles that peace officers are likely to encounter on the witness stand, including:
  - 1. Badgering/belligerent
  - 2. Offensive
  - 3. Friendly
  - 4. Condescending
  - 5. Hearsay questions and testimony at a preliminary hearing
    - a. By active and honorably retired peace officers
  - 6. Courtroom Demeanor
    - a. Preparation and Testimony
    - b. Review your report
    - c. dress and attire
    - d. speech and body language
    - e. confidential information and public places

#### V. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
  - 1. Multiple Choice
  - 1. True or False
  - 2. Fill-in Answer

#### VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 8**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 18  
INVESTIGATIVE REPORT WRITING

I. LEARNING NEED

A Community Service 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. State and federal statutes mandate law enforcement agencies report certain events and incidents
  - 2. Report must:
    - a. describe the nature and character of each crime report
    - b. note all particular circumstances of that crime, and
    - c. Include all additional or supplemental information pertaining to the suspected criminal activity

II. LEARNING NEED

Community Service 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. An officer's field notes are the **primary source** the officer will use when writing the investigative report. If the officer's field notes are incomplete, difficult to read, or poorly organized, they will be of little use to that officer
- B. Apply appropriate actions for taking notes during a field interview
  - 1. At the scene of an event or incident,
  - 2. When interviewing persons (e.g., victims, witness, suspects, etc.),
  - 3. Whenever an officer wishes to record specific facts for inclusion in the report
  - 4. Any time the officer wishes to remember specific details at a later time

C. Distinguish between:

1. Opinion
2. Fact
3. Conclusion

### III. LEARNING NEED

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

#### LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report

1. What?
2. When?
3. Where?
4. Who?
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

### IV. LEARNING NEED

Community Service Officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

#### LEARNING OBJECTIVES

A. Apply guidelines for recommended grammar used in investigative reports, including use of:

1. Proper nouns
2. First person pronouns

3. Third person pronouns
  4. Past tense
  5. Active voice
- B. Organize information within a paragraph for clarity and proper emphasis
1. Paragraphs are the structural units for grouping information.
  2. The first sentence (lead-in sentence) of each paragraph should clearly state the *primary topic or subject of the paragraph*.
  3. The sentences that follow within the paragraph should present facts, ideas, reasons, or examples that are directly related to that primary topic.
- C. Select language that will clearly convey information to the reader of the investigative report
1. Transitional words
  2. Concrete vs. Abstract words
  3. Words that sound alike
- D. Distinguish between commonly used words that sound alike but have different meanings
1. Accept/Except
  2. Excess/Access
  3. Advice/Advise
  4. Affect/Effect
  5. Brake/Break
  6. Cite/Site/Sight
  7. Hear/Here
  8. Than/Then
  9. There/Their
- E. Proofread for content and mechanical errors, including:
1. Spelling
  2. Punctuation
  3. Grammar
  4. Word choice
  5. Syntax

## V. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a learning activity that requires the writing of five to seven practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the presenter. The events selected should require reports reflecting a progressive level of difficulty

Each learning activity must incorporate:

1. Generation of appropriate field notes narrative
2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.
3. Assessment of the practice reports should address:
  - a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:
    - (1) The determination of the existence or nonexistence of a crime
    - (2) If a crime has been committed, the proper identification of that crime
    - (3) The taking of proper safety measures
    - (4) The preservation of evidence
    - (5) The capturing of all essential information
  - b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:
    - (1) The organization and development of the report
    - (2) The inclusion of relevant information
    - (3) The anticipation of possible defenses that might be asserted by the suspect
    - (4) The use of the active voice
    - (5) The use of the first person
    - (6) The proper use of grammar, punctuation, spelling, and word choice
  - c. Practice reports will be part of a lab/lecture approach to instructional delivery. Report Writing sessions will include general lecture as well as the writing of practice reports.

## VI. REQUIRED TESTS

A report writing test that requires the student to prepare an investigative report as described below:

- A. Given a depiction of a criminal situation, which requires a preliminary investigation and the collection of evidence based upon a POST-developed video re-enactment or scenario, or an equivalent presenter-developed video re-enactment, simulation, or scenario, the student will write an acceptable report in class.
- B. To be of sufficient complexity, the investigation must reflect an investigative report which minimally incorporates:
  - 1. Elements of a crime
  - 2. Discovery, recovery, and disposition of evidence
  - 3. Statements of victim(s) and/or witness(es)
  - 4. Pertinent crime scene details
- C. To be considered acceptable, the report must meet the following criteria:
  - 1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader all essential information, including any facts needed to establish the corpus of the crime
  - 2. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
  - 3. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program
- D. The student will demonstrate competency in the following performance dimensions:
  - 1. Knowledge of report forms
  - 2. Elements of crime(s)
  - 3. Narrative organization
  - 4. Narrative content
  - 5. Writing mechanics
- E. Presenters must use the POST-developed Investigative Report-Writing Competency Test Form or a presenter-developed form, which minimally includes the performance dimensions used for this exercise test.
- F. The POST-developed Investigative Report Writing Competency Test Form Accommodates two available grading processes

1. Pass/Fail using the LD 18 Investigate Report Writing Competency Test Scoring Matrix
2. Point deduction using the LD 18 Investigative Report Writing quantitative/numerical deduction scoring system based on overall award of 100 points per written exercise with the minimum pass point set by the presenter
3. The presenter will determine which grading method will be used, and what the pass point is for the test report.

## VII. HOURLY REQUIREMENTS

**Total Instructional Hours: 42**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 19  
VEHICLE OPERATIONS

I. LEARNING NEED

Community Service Officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.

LEARNING OBJECTIVES

- A. Determine a safe distance when following another vehicle
  - 1. Space cushion
  - 2. A safe minimum following distance is at least three seconds of time between vehicles.
  
- B. Identify the effect of speed on a driver's peripheral vision
  - 1. Tunnel vision
  
- C. Discuss how perception reaction time affects a vehicle's total stopping distance
  - 1. Average driver's perception time
  - 2. Average driver's reaction time
  - 3. Speed of vehicle
  
- D. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
  - 1. Merging onto freeway
  
- E. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse
  - 1. Backing at greater than 10 mph
  - 2. Backing on roadway
  - 3. Backing into traffic
  
- F. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle
  - 1. Seatbelts have proven to be the single most effective way of protecting vehicle occupants from serious injury or death in a collision.
  - 2. For tactical safety reasons, the officer should disengage and retract the seatbelt just prior to arriving at a scene.

3. NOTE: Most agency policies require that officers wear seatbelts when driving.
- G. Identify psychological and physiological factors that may have an effect on a Community Service Officer's driving
1. Psychological
    - a. Excitement
    - b. Impatience
    - c. Aggression
    - d. Overconfidence
    - e. Lack of confidence
    - f. Self-righteousness
    - g. Fear
    - h. Peer pressure
    - i. Preoccupation
  2. Physiological
    - a. Rapid pulse
    - b. Rapid breathing
    - c. Tunnel vision
    - d. Increased adrenaline flow
    - e. Loss of sensory perception
    - f. Deterioration of decision-making ability
    - g. Loss of motor skills
    - h. Fatigue
- H. Identify hazards of various road conditions
1. Hydroplaning
  2. Loose gravel
  3. Mud
  4. Hills
  5. Construction workers, ditches and other road hazards
  6. Potholes
  7. Snow and ice
  8. Fog
  9. Limited visibility
- I. Discuss the components of a vehicle inspection
1. Tires
  2. Vehicle attitude
  3. Check for fluids on the ground under the vehicle
  4. Exterior
  5. Lights
  6. Interior

- J. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle
  - 1. Pulling over / safely stopping vehicle
  - 2. Visual scanning / processing
  - 3. Hand placement
  - 4. Use of police radio while driving
  - 5. Use of MDT while driving (unless it is one or two key strokes, you should pull over to use MDT)

## II. LEARNING NEED

Community Service Officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

### LEARNING OBJECTIVES

- A. Distinguish between longitudinal and lateral weight transfer
  - 1. Lateral weight transfer – side-to-side weight transfer caused by turning movements.
  - 2. Longitudinal weight transfer – front-to-back weight transfer caused by braking and acceleration
- B. Demonstrate the ability to mitigate the effects of spring loading
  - 1. Spring loading is a build-up and release of energy in the springs of the suspension system
  - 2. Speed, steering, braking inputs
- C. Demonstrate proper techniques for two-handed shuffle steering
  - 1. Hands at 8 o'clock and 4 o'clock or 9 o'clock and 3
  - 2. Shuffle up and down on the wheel
- D. Demonstrate proper throttle control
  - 1. Regulates the speed of the vehicle
  - 2. Smooth operation of the throttle is critical
- E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver
  - 1. Entry
  - 2. Apex
  - 3. Exit

- F. Explain the primary effects speed has on a vehicle in a turning maneuver
  - 1. Turning radius increase
  - 2. Loss of traction
  - 3. Weight transfer
- G. Demonstrate proper braking methods
  - 1. Threshold breaking
- H. Distinguish between and describe the causes of the following types of vehicle skids:
  - 1. Understeer skid
  - 2. Oversteer skid
  - 3. Locked-wheel skid
  - 4. Acceleration skid
  - 5. Centrifugal skid
- I. Identify the causes and contributing factors of vehicle hydroplaning
  - 1. Speed
  - 2. Water Depth
  - 3. Tire condition

### III. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires the student to participate in the use of a Law Enforcement Driving Simulator (LEDS). The activity will include, at a minimum, one of each of the following simulations:
  - 1. Acclimation Process
  - 2. Basic Defensive Driving
  - 3. Intersection Analysis
  - 4. Collision Avoidance
  - 5. Hazard Avoidance

### IV. REQUIRED TESTS

All vehicle operations exercise testing must be conducted in compliance with the presenter's safety procedures and or protocol established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during vehicle operations training and testing.

- A. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers.
1. The slow speed precision driving maneuvers must include at least **three (3) maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. Acceptable slow speed maneuvers from the manual are listed as follows:
    - a. Turn around
    - b. Off set lane
    - c. "T" Driveway
    - d. Parallel parking
    - e. Steering Course
    - f. Forward/Reverse Driving
  
  2. The student will demonstrate competency in the following performance dimensions:
    - a. Safety
    - b. Situational Awareness
    - c. Braking Technique(s)
    - d. Steering Technique(s)
    - e. Throttle Control
    - f. Speed judgment
    - g. Vehicle Placement
    - h. Backing
    - i. Tactical seatbelt removal (TSR)
    - j. Rate of performance
    - k. Fluency of performance
  
  3. Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form, which minimally includes the performance dimensions used for this exercise test.

V. HOURLY REQUIREMENTS

**Total Instructional Hours: 11**

EXPANDED COURSE OUTLINE  
CSO ACADEMY  
LEARNING DOMAIN 20  
USE OF FORCE

I. LEARNING NEED

Community Service Officers must recognize that Sworn Peace Officers have the authority to use reasonable force to affect 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 Community Service Officers know the laws governing the use of force as well as the limits that agency policy places on when Community Service Officers may use reasonable force.

LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
  - 1. How much and what kind of force a peace officer may use in a given circumstance
  
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
  - 1. Judged from perspective of reasonable officer
  - 2. Examined through the eyes of an officer at the scene at the time
  - 3. Based on facts and circumstances confronting the officer without regard to the officer's underlying intent or motivation
  - 4. Based on the knowledge that the officer acted properly under the established law
  
- 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 to use force
  - 1. Reasonable cause to believe the person committed a public offense
  - 2. Prevent escape
  - 3. Overcome resistance

- E. Discuss the level of authority agency policies have regarding the use of force by a Community Service Officer
  - 1. Limitations on the use of force are set by the agency policy
  - 2. Community Service Officers should not use force in the course of their employment
    - a. a limited exception exists when reasonable force is necessary in the defense of themselves or others.

## II. REQUIRED LEARNING ACTIVITY

- A. None

## III. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
  - 1. Multiple Choice
  - 6. True or False
  - 7. Fill-in Answer

## IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

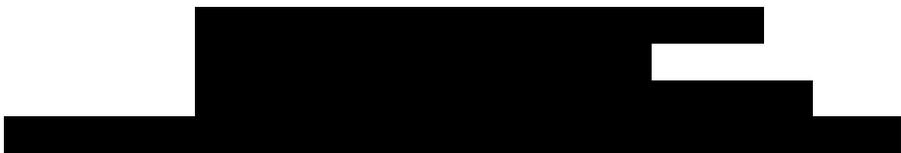
EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 26  
UNUSUAL OCCURRENCES

I. LEARNING NEED

To protect the public, Community Service Officers must be able to identify unusual occurrences and respond rapidly, safely, and efficiently based on the situation.

LEARNING OBJECTIVES

- A. Recall the definition of unusual occurrences
  - 1. An unscheduled event involving potential injury or property damage which requires a law enforcement response
- B. Identify the mission of law enforcement when responding to an unusual occurrence



- C. Identify the responsibilities of the first responding officer on the scene of an unusual occurrence, to include:



- D. Identify the purpose of the Incident Command System (ICS), including:
  - 1. Responsibilities of the initial responding officer
  - 2. Basic components of the Incident Command System (ICS)
  - 3. Basic components of the National Incident Management System (NIMS)

## II. LEARNING NEED

Responding to unusual occurrences, Community Service Officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.

### LEARNING OBJECTIVES

- A. Recognize the appropriate methods for extinguishing each class of fires
  - 1. Class A (Common combustibles)
    - a. Cool with water
    - b. Smother with nonflammable material
    - c. Removal of fuel (e.g. clear the brush)
    - d. Pressurized water extinguisher
    - e. All purpose extinguisher
  - 2. Class B (Flammable liquids; petroleum based materials)
    - a. Smothering (removing source of oxygen)
    - b. Carbon dioxide (CO<sub>2</sub>) extinguisher
    - c. Dry chemical extinguisher
    - d. All purpose extinguisher
  - 3. Class C (Energized electrical equipment)
    - a. Carbon dioxide (CO<sub>2</sub>) extinguisher
    - b. Dry chemical extinguisher
    - c. All purpose extinguisher
  - 4. Class D (Combustible metals)
    - a. Heat-absorbing extinguishing medium which is not reactive with the burning metal
    - b. Specialized extinguishing agents
- B. Identify risk versus benefits/gains of entering a burning structure
  - 1. The structure itself
  - 2. The trapped individuals
  - 3. Nature of the fire
  - 4. Other factors
- C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats
  - 1. Make contact with person who received the threat
  - 2. Assist in evacuation, if requested
  - 3. Assist in searching, if requested
  - 4. Document all actions

- D. Recognize safety precautions officers should follow at the scene where a suspected bomb/explosive device has been located

[REDACTED]

- E. Recognize appropriate actions for securing a scene where an explosive device has been located

[REDACTED]

- F. Identify the inherent dangers in a post-blast explosion scene

[REDACTED]

- G. Recognize appropriate officer actions for securing a post-blast explosion scene

[REDACTED]

### III. LEARNING NEED

Community Service Officers must become familiar with the risks presented by aircraft crashes and other unusual occurrences in order to respond safely and effectively to these types of incidents.

#### LEARNING OBJECTIVES

- A. Recognize appropriate officer actions when responding to an aircraft crash

[REDACTED]

- B. Recognize appropriate officer actions specific to other types of unusual occurrences, including:



#### IV. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a facilitated discussion on how the first officer on the scene should respond to minimize injuries, loss of life, and property damage. The depictions must minimally include the following types of actual or potential incidents:
1. Civilian aircraft crash
  2. Military aircraft crash
  3. Earthquake
  4. Flood
  5. Suspected explosive device or explosion
  6. Fires

#### V. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
1. Multiple Choice
  2. True or False
  3. Fill-in Answer

#### VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 27  
MISSING PERSONS

I. LEARNING NEED

Community Service Officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing person's investigation.

LEARNING OBJECTIVES

- A. State the statutory definition of:
  - 1. Missing person
  - 2. Child
  
- B. Discuss missing person statutes as specified in:
  - 1. California Penal Code
  - 2. California Welfare and Institutions Code

II. LEARNING NEED

Community Service Officers need to know how to obtain sufficient and accurate preliminary information from the reporting party.

LEARNING OBJECTIVES

- A. Explain the statutory requirements for accepting a missing person report
  - 1. PC section 14205(a)
  - 2. Accept without delay
  - 3. Regardless of jurisdiction
  
- B. Describe information that should be obtained, and steps taken by the initial responder to a report of a missing person, including:



[REDACTED]

- C. Describe the conditions that influence the level of law enforcement response to a report of a missing person.

[REDACTED]

### III. LEARNING NEED

Community Service Officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.

#### LEARNING OBJECTIVES

- A. Discuss areas that should be included in an initial search for a missing person

[REDACTED]

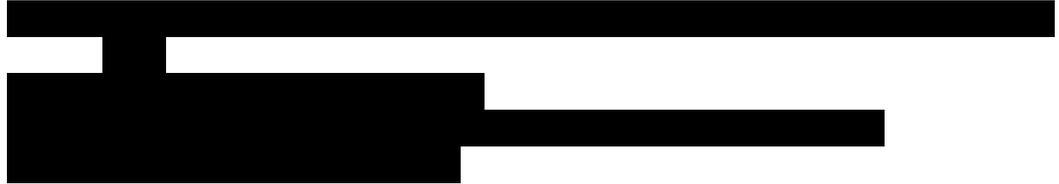
- B. Describe how search considerations for a child might vary from those of an adult

[REDACTED]

- C. Explain a Community Service Officer's primary responsibilities when responding to an abduction of a child by a parent/family member

[REDACTED]

- D. Describe circumstances related to custody dispute situations when an officer may take a child into protective custody.



- E. Discuss penal code notification requirements when Community Service Officers locate a missing person.

1. PC section 14207
2. Immediately report information to Attorney General's office

IV. REQUIRED LEARNING ACTIVITY

None

V. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:

1. Multiple Choice
8. True or False
9. Fill-in Answer

VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 29  
TRAFFIC COLLISION INVESTIGATIONS

I. LEARNING NEED

Community Service Officers need to know how to effectively manage traffic collision scenes to ensure their safety, the safety of others and protect the integrity of the collision scene.

LEARNING OBJECTIVES

- A. Discuss safety hazards that officers should be aware of when approaching the scene of a traffic collision
  - 1. Fleeing vehicles/persons
  - 2. Existence of hazardous materials
  - 3. Conditions related to the collision
  
- B. Demonstrate appropriate Community Service Officer actions when managing a vehicle collision scene, including:
  - 1. Caring for injured and involved parties
  - 2. Protecting the collision scene
  - 3. Collecting and preserving evidence

II. LEARNING NEED

Community Service Officers must recognize and follow standardized documentation formats for basic traffic collisions to ensure that the evidence they collect is understandable and usable by other officers and other agencies.

LEARNING OBJECTIVES

- A. Describe the components of standardized reporting formats used to document a collision
  - 1. Face Sheet
  - 2. Narrative
  - 3. Collision sketch
  
- B. Prepare components of a traffic collision report, including:
  - 1. Identification of involved parties and vehicles
  - 2. Time and location of collision events
  - 3. Elements unique to hit-and-run and Driving-Under-the-Influence (DUI) collisions

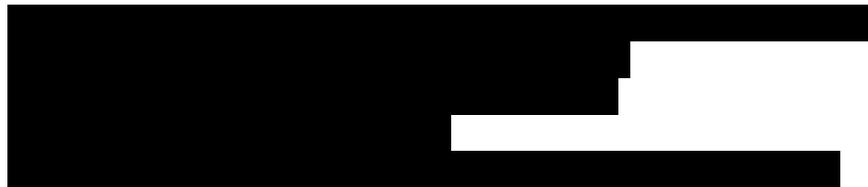
### III. REQUIRED LEARNING ACTIVITY

A. The student will participate in a learning activity involving a traffic collision scene. The student will demonstrate the following:

1. An understanding of an officer's responsibilities at the traffic collision scene, including:

- a. Protection of involved parties and the collision site
- b. Performance of investigative tasks
- c. Completion of a traffic collision report

2. The ability to manage a traffic collision scene, including:



3. The ability to complete a traffic collision exchange of information report, including:

- a. Identification of involved parties and vehicles
- b. Time and location of collision events
- c. Chronology of the collision events
- d. Completion of the CHP 555-03

### IV. REQUIRED TESTS

A. NONE

### V. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 30  
CRIME SCENES, EVIDENCE, AND FORENSICS

I. LEARNING NEED

Community Service 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. Establish existence of criminal violation
2. Identify and arrest the suspect
3. Gather and present evidence in a court of law

B. Perform the steps of a preliminary criminal investigation, including:



C. Demonstrate actions Community Service Officers may employ to preserve possible physical evidence at a crime scene

1. Tent coverings
2. Temporary walls / barricades
3. Verbal notification of others
4. Document and photograph

- D. Identify the primary purpose of the:
  - 1. Initial survey of a crime scene
  - 2. Crime scene search
  
- E. Identify criteria for allowing crime scene photographs to be admitted as evidence by the court
  - 1. Show an object or person relevant to the crime
  - 2. Accurately represent, without distortion, the object or scene photographed
  - 3. Marked properly to identify contents and location
  - 4. Not used solely to appeal to the emotions or prejudice of the course or jury
  
- F. Identify elements to be included on a crime scene diagram
  - 1. Diagramming officer
  - 2. Other individuals
  - 3. Time
  - 4. Crime identification
  - 5. Details
  - 6. Location and position
  - 7. Other information

## II. LEARNING NEED

Community Service 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

- A. Demonstrate appropriate precautions that should be taken prior to collection and removal of physical evidence from a crime scene
  - 1. Photograph evidence
  - 2. Diagram location and position of items of evidence
  - 3. Take notes
  - 4. Wear appropriate clothing
  
- B. Identify the purpose of collecting control/known samples
  - 1. Establish link between a piece of evidence and a person or a crime scene
  - 2. Exclude all other similar objects

C. Identify the primary reason for establishing a chain of custody record

1. For evidence to be considered valid and reliable by the court, it must be accounted for from the time it is collected at the scene until it is presented in court

D. Prepare the information that should be noted on a chain of custody record

1. 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

E. Identify the three forms of fingerprint impressions that may be found at a crime scene



F. Apply the basic steps for developing latent fingerprints



G. Identify general guidelines for collecting and processing physical evidence that may be located at a crime scene

1. Comply with specific agency policies and procedures
2. Document the existence, condition, and location of each piece of evidence within the crime scene
3. Collect and package all evidence in an appropriate manner

4. After evidence is packaged, seal with evidence tape, label, and process according to specific agency policies and procedures.
5. Document the collection of each piece of evidence collected
6. Collect, package and process control/known standard samples in the same manner as the corresponding evidence samples

### III. REQUIRED LEARNING ACTIVITIES

- A. Learning activity that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The learning activity shall minimally test the student's ability to:
  1. Use a systematic method to search the scene and recover all items of physical evidence
  2. Generate crime scene notes that document observations, scene conditions and investigative actions
  3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
  4. Locate latent and plastic prints placed on objects of varying texture and color
  5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody
  
- B. The student will participate in a facilitated discussion, scenario, role-play or other interactive critical thinking activity that requires interviewing a witness, victim and suspect. The scenario will include:
  1. Appropriate questions
  2. Note taking
  3. Proper interviewing techniques (behavioral, cognitive, active listening, etc)
  4. Proper interrogation (Miranda, organized, etc)
  
- C. The student will participate in a facilitated hands-on learning activity that requires the identification of fingerprints for evidentiary purpose. This activity will include:
  1. Identification of fingerprints
  2. Obtaining fingerprints from various surfaces
  3. Lifting fingerprint for evidence
  4. Processing fingerprints to retain evidentiary value including chain of custody requirements

- E. The student will participate in a facilitated hands-on learning activity that requires the identification of important objects, including evidence, at a crime scene. Objects will be marked and coordinates identified. Based on the measurements, students will generate a crime scene sketch. Sketch will include:
1. Overall scene
  2. Perimeter measurements
  3. Sketched representations of important objects
  4. Measurements for important objects
  5. Directional north
  6. Legend of measurements if necessary
- E. The student will participate in a facilitated discussion, scenario, role-play or other interactive critical thinking activity that requires a preliminary investigation of a stolen vehicle. The scenario will include:
1. Initial response
  2. Locate and collect evidence
  3. Proper procedures of securing evidence
  4. Communication with dispatch / records / data bases
  5. Completion of report (CHP, impound, etc)
  6. Records verification
  7. Locate VIN
  8. Obtain registration information

#### IV. REQUIRED TESTS

- A. NONE

#### V. HOURLY REQUIREMENTS

**Total Instructional Hours: 30**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 33  
DEFENSIVE TACTICS

I. LEARNING NEED

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

LEARNING OBJECTIVES

- A. An Introduction to Defensive Tactics as they relate to Community Service Officers
  - 1. Mindset
  - 2. History
  - 3. Current Trends
  
- B. Principles of arrest and control, to include:
  - 1. Awareness
  - 2. Balance
  - 3. Control
  
- C. Describe the areas of the body which require maximum protection during an attack
  - 1. Face / throat / head / neck
  - 2. Heart / kidneys / spine / groin
  - 3. Joints

II. LEARNING NEED

For their own safety and the safety of others, Community Service Officers must understand how to maintain balance and retain their O.C. Canister when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

- A. Explain factors related to maintaining balance when stationary and when moving
  - 1. While Stationary
    - a. defense
    - b. interview

2. While Moving
  - a. forward
  - b. backward
  - c. sideways
  - d. diagonal

B. Explain and demonstrate techniques for O.C. Canister retention

1. From a standing position
  - a. retain/defend
  - b. maytag
  - c. escape
2. When on the ground
  - a. retain
  - b. move to feet
  - c. escape

III. LEARNING NEED

For their own safety and the safety of others, Community Service Officers must understand how to defend from takedowns and choke holds when confronted by a potential hazard or threat.

LEARNING OBJECTIVES

A. Defend against a takedown

1. Base
2. Distance
3. Escape

B. Choke hold escape

1. Front
2. Rear
  - a. hands
  - b. encircled

IV. LEARNING NEED

For their own safety and the safety of others, Community Service Officers must understand how to escape from ground control holds.

LEARNING OBJECTIVES

- A. Mount low
  - 1. Buck + trap + roll
  - 2. Work to feet

- B. Mount high
  - 1. Move to low mount
  - 2. Buck + trap + roll
  - 3. Work to feet

V. REQUIRED DEMONSTRATION

- A. During the course of training each student will demonstrate competency by satisfactorily performing each of the following techniques at least one time:

- 1. Balanced Stance
- 2. Weapon retention
- 3. Defense against a takedown
- 4. Choke hold escape
- 5. Ground escape

- B. Students unable to perform the demonstration by virtue of physical limitations may be offered reasonable accommodations (at the discretion of the course coordinator) such as, but not limited to, one of the following options:

- 1. Step by step verbal explanation of the technique
- 2. Written step by step explanation of the technique
- 3. Any other accommodation approved by the course coordinator.

VI. REQUIRED TESTS

- A. NONE

VII. HOURLY REQUIREMENTS

**Total Instructional Hours: 8**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 34  
FIRST AID AND CPR (Civilian)

I. LEARNING NEED

Community Service Officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training.

LEARNING OBJECTIVES

- A. Identify the primary responsibilities of Community Service Officers as EMS First Responders at a medical emergency
  - 1. Ensuring officer safety as well as the safety of ill or injured individuals and the public
- B. Identify the links of the chain of transmission of infectious pathogens
  - 1. Being present
  - 2. Entry site
  - 3. Quantity, and/or susceptibility
- C. Recognize precautions Community Service Officers should take to ensure their own personal safety when responding to a medical emergency
  - 1. Use of Personal Protective Equipment (PPE)
  - 2. Universal Precautions
  - 3. Personal preventive measures
- D. Identify conditions under which a Community Service Officer is protected from liability when providing emergency medical services
  - 1. Act within the scope of their employment
  - 2. Act in good faith
  - 3. Provide a standard of care that is within the scope of their training and specific agency policy

II. LEARNING NEED

Community Service Officers must be able to assess the immediate condition of a victim, a fellow officer, or themselves if they become injured prior to beginning any form of emergency medical services, including basic life support.

## LEARNING OBJECTIVES

- A. Demonstrate appropriate actions to take during a primary assessment for assessing a conscious victim:
  - 1. Responsiveness
  - 2. Airway
  - 3. Breathing
  - 4. Circulation
  
- B. Demonstrate appropriate actions to take during a primary assessment for an unconscious victim:
  - 1. Responsiveness
  - 2. Breathing
  - 3. Circulation
  
- C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
  - 1. Non-salvageable
  - 2. Immediate
  - 3. Delayed
  - 4. Minor
  - 5. Breathing
  - 6. Circulation
  - 7. Mental Status
  
- D. Recognize conditions under which an injured victim should be moved from one location to another
  - 1. Imminent danger
  - 2. Unable to assess
  
- E. Recognize proper procedures for moving a victim using the shoulder drag technique
  - 1. The basic steps for the shoulder drag technique are as follows:
    - a. Use hands and grasp the victim under the armpits.
    - b. Stabilize the victim's head and neck to reduce the risk of injury.
    - c. Carefully lift the victim keeping the head and shoulders as close to the ground as possible.
    - d. Drag the victim so that the head, torso, and legs remain in a straight line.
    - e. DO NOT pull sideways.
    - f. Gently place the victim in the new location.
    - g. Assess the victim's condition.

2. To avoid straining their backs when dragging a victim, officers should:
  - a. Bend their knees,
  - b. Keep their backs straight, and
  - c. Let their leg muscles do most of the work.

### III. LEARNING NEED

Community Service Officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

#### LEARNING OBJECTIVES

- A. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, including:
  1. Ventilation
  2. Pulse Location
  3. Compression depth
  4. Compression rate
  5. Compression-to-ventilation ratio (one-person CPR)
  6. Compression-to-ventilation ratio (two-person CPR)
  
- B. Recognize circumstances under which a victim's airway should be opened by using a:
  1. Head-tilt/chin-lift maneuver
  2. Jaw-thrust maneuver
  
- C. Identify the difference between a mild and severe airway obstruction
  1. Severe obstruction
    - a. Unconscious and unable to be ventilated after the airway has been opened
    - b. Conscious but unable to speak, cough or breathe.
  2. Complete obstruction
    - a. Unconscious victim
    - b. The muscles of the lower jaw relax and the tongue can lose muscle tone
  
- D. Perform procedures for clearing an obstruction from the airway of a conscious and unconscious:
  1. Adult
  2. Child
  3. Infant
  4. Pregnant or obese individual

- E. Demonstrate rescue breathing techniques when using a pocket mask, bag valve mask or mouth-to-mouth maneuver with a barrier device
1. Step 1:
    - a. Open the victim's airway using the head-tilt/chin-tilt or jaw thrust maneuver (whichever is most appropriate for the situation.).
  2. Step 2:
    - a. Portable pocket mask/bag valve mask:
      1. Take a position at the top of the victim's head.
      2. Place mask on the victim so the top of the mask is over the victim's nose while the base of the mask is between the lower lip and chin.
    - b. Mouth-to-mouth with barrier device:
      1. Take a position to the side of the victim's head.
      2. Pinch victim's nose closed with thumb and index finger of the hand being used to hold the victim's forehead.
      3. Place barrier device between your mouth and the victim's mouth making a tight seal.
      4. For an infant, the officer's mouth should cover both the mouth and nose.
  3. Step 3:
    - a. With Pocket mask or barrier device, take a breath and slowly exhale directly into the victim's mouth or through the one-way valve of the mask.
    - b. For bag valve mask, squeeze bag
    - c. Use only enough air to create a gentle rise in the victim's chest.
    - d. Release the bag, break contact with the barrier or the mouth piece of the mask.
    - e. Watch the victim's chest as the air is released from the victim's lungs.
  4. Step 4:
    - a. If breaths do not enter the victim's lungs:
      1. Reposition the victim's head to open the airway,
      2. Attempt to breathe into the victim's lungs again.
  5. Step 5:
    - a. Repeat the breathing cycle until the:
      1. Victim begins to breathe without assistance,
      2. Officer is relieved by an equally or higher medically trained person,
      3. Officer becomes too exhausted to continue, or
      4. Victim is pronounced dead by an authority.

- F. Distinguish between the two primary bleeding control techniques
  - 1. Direct pressure
  - 2. Tourniquet
  
- G. Demonstrate the general guidelines for controlling bleeding from an open wound
  - 1. Assessment
  - 2. Immediate care
  - 3. Circulation
  - 4. Continued care
  
- H. Identify indicators of shock
  - 1. Altered mental status due to oxygen deficiency to the brain:
  - 2. Pale, cool, clammy skin
  - 3. Profuse sweating
  - 4. Thirst, nausea, vomiting
  - 5. Blue/grey lips, nail beds, tongue, ears (i.e., cyanosis)
  - 6. Dull eyes, dilated pupils
  - 7. Rapid pulse rate
  - 8. Weak or “thready” pulse
  - 9. Abnormal respiration rate
  - 10. Shallow, labored breathing
  
- I. Perform first aid measures to treat shock
  - 1. Control all external bleeding and treat other injuries
  - 2. Gently place the victim in appropriate position
  - 3. Be alert for vomiting
  - 4. Do not give anything to drink
  - 5. Maintain the victim’s body temperature but avoid overheating
  - 6. Place the victim in a position to help maintain blood flow
  - 7. Reassure the victim
  - 8. Continue to monitor the victim’s ABCs and be prepared to take action if necessary (e.g., rescue breathing, CPR).
  - 9. All victims should be treated for shock even if no indications of shock are evident.

#### IV. REQUIRED LEARNING ACTIVITIES

- A. A learning activity that requires the student to conduct a primary assessment. The primary assessment shall minimally include:
  - 1. Primary assessment
    - a. Check for responsiveness
    - b. Check airway
    - c. Check for breathing
    - d. Check pulse
    - e. Look for serious bleeding

#### V. REQUIRED TESTS

- A. An exercise test that requires the student to demonstrate competency in the following skills:
  - 1. Assess victim
  - 2. Activates emergency response system
  - 3. Checks for pulse
  - 4. Delivery of high-quality CPR
  - 5. Provides effective breaths

Presenters must use the American Heart Association (AHA) Skills Test Form or a presenter-developed for approved by POST which minimally includes the skills used for this exercise test.

- B. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
  - 1. Multiple Choice
  - 2. True or False
  - 3. Fill-in Answer

#### VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 12**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 35  
CHEMICAL AGENTS

I. LEARNING NEED

Community Service Officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents, specifically Oleoresin Capsicum (OC) spray.

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of OC spray
  - 1. PC section 22810
  - 2. Community Service Officers are civilian members of the police department and are permitted to possess and use OC spray following the same rules as any other civilian – Refer to SJPDM section A 3011
- B. Describe method used to deploy OC spray
  - 1. Aerosol
- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
  - 1. Wind
  - 2. Rain
  - 3. Temperature
  - 4. Distance
  - 5. Proximity of others
- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of OC spray
  - 1. Accessible and safe from accidental discharge
  - 2. Keep canister upright when drawing
  - 3. Target the face of the suspect
- E. Apply decontamination procedures that should be followed after a chemical agent has been used
  - 1. Expose to fresh air
  - 2. Flush with water and no-oily soap
  - 3. Eyes
  - 4. Skin
  - 5. Nose

6. Chest
  7. Medical aid for severe or prolonged exposure
- F. Discuss the physiological and psychological effects of OC spray used by Community Service Officers:

## II. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to an aerosol OC spray. The simulation must involve the following
1. Proper care, maintenance and deployment of an aerosol OC spray
  2. Exposure to an aerosol OC spray
  3. Immediately after exposure, properly communicating call sign, location and situation to via police radio
  4. Decontamination procedure
- B. Each student will participate in a simulation with an inert aerosol OC spray. The simulation must involve the following:
1. Proper hold of canister
  2. Proper aim of canister
  3. Proper target placement of aerosol stream

## III. REQUIRED TESTS

4. NONE

## IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 36  
INFORMATION SYSTEMS

I. LEARNING NEED

Community Service Officers must know the laws regulating access and use of law enforcement information systems to ensure privacy of individuals, and the integrity and security of the information.

LEARNING OBJECTIVES

- A. Recognize the requirements of the Department of Justice regarding the confirmation of information obtained from the California Law Enforcement Telecommunications System (CLETS) network
  - 1. Authorized access
  - 2. Mobile access
  - 3. Confidentiality
  - 4. CLETS information
  - 5. Confirmation of CLETS information
  - 6. Failure to confirm information
  
- B. Recognize crimes involving unlawful access or use of a law enforcement computer system
  - 1. Any person who knowingly accesses and without permission
    - a. Alters
    - b. Damages
    - c. Deletes
    - d. Destroys
    - e. Or otherwise uses any equipment or data
    - f. For personal gain in order to: defraud, deceive, extort, etc.
  - 2. Any person who knowingly accesses and without permission
    - a. Takes
    - b. Copies
    - c. Or makes use of any data from a computer system
    - d. Or takes or copies any supporting documentation
  - 3. Any person who knowingly accesses and without permission
    - a. Adds
    - b. Alters
    - c. Damages
    - d. Deletes
    - e. Destroys
    - f. Any data, computer software or computer program

- C. Recognize requirements for authorized release of Criminal Offender Record Information (CORI) based on right-to-know and need-to-know
  - 1. Right to know: *authorized* by law to receive the information
  - 2. Need to know: has a *compelling reason* to request the information
  - 3. A requesting individual or agency must have the:
    - a. *Right or authority* to obtain CORI pursuant to a court order, statutory law, or case law
    - b. *AND a compelling need* to obtain CORI in order to execute official responsibilities
  
- D. Recognize crimes related to the unauthorized release, receipt, or use of CORI, including:
  - 1. Furnishing the information to an unauthorized person
  - 2. Lawfully receiving the information and then furnishing it to an unauthorized person
  - 3. Purchase, receipt, or possession of the information by an unauthorized person

II. LEARNING NEED

Community Service Officers must know the requirements for access and entry into the appropriate Department of Justice information systems and databases available on the CLETS network to perform their duties for their safety and the safety of others.

LEARNING OBJECTIVES

- A. Identify systems and databases available from the Criminal Justice Information System (CJIS) and the types of information provided
  - 1. Persons
  - 2. Property
  
- B. Recognize the minimum information required for generating an inquiry into each of the CJIS systems and databases

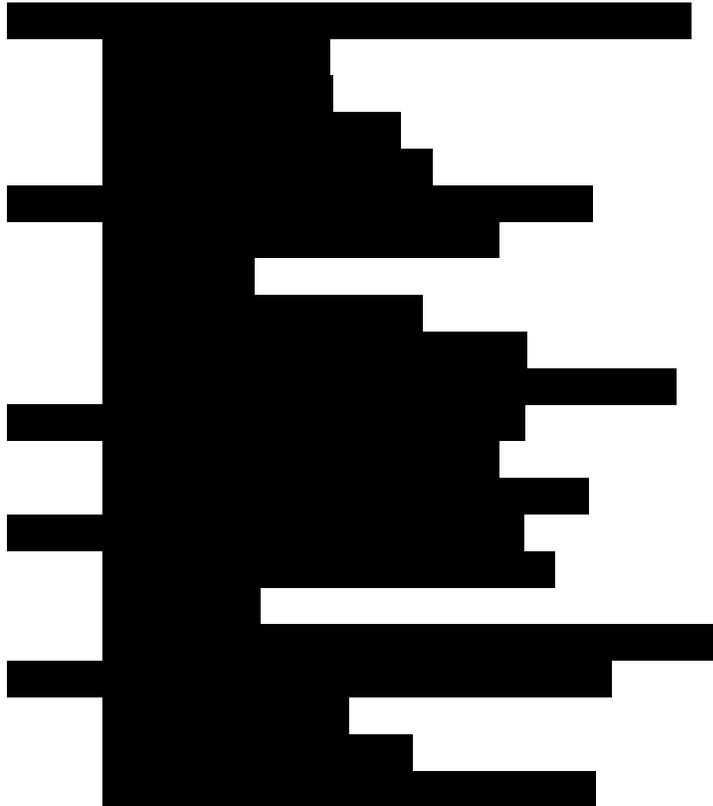
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### III. LEARNING NEED

Community Service Officers must know the requirements for access and entry into the appropriate Department of Motor Vehicles (DMV) information systems and databases available on the CLETS network to perform their duties, and to ensure their safety and the safety of others.

#### LEARNING OBJECTIVES

- A. Identify systems and databases available from the DMV Information System and the types of information provided
  - 1. Driver's License/ Identification Card database
  - 2. Vehicle / Vessel Registration database
  - 3. Parking / Toll Violation database
  - 4. Occupational Licensing database
  - 5. International Registration Plan database
- B. Recognize the minimum information required for generating an inquiry into each of the DMV databases



#### IV. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity must reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student must demonstrate knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

1. Wanted persons
2. Property, vehicles and firearms
3. Criminal histories
4. DMV information
5. Miscellaneous information

#### V. REQUIRED TESTS

A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:

1. Multiple Choice
2. True or False
3. Fill-in Answer

#### VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 37  
PEOPLE WITH DISABILITIES

I. LEARNING NEED

Community Service Officers must understand that there are laws protecting the rights of people with disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Americans with Disabilities Act of 1990
  - 1. Provide clear and comprehensive mandates for the elimination of discrimination against individuals with mental and physical impairments
- B. Recognize the role of Community Service Officers when interacting with a person with a disability
  - 1. Not to diagnose person's disability
  - 2. Recognize cues and other indicators in order to make appropriate decisions regarding intervention strategies
  - 3. Determine what is happening and what might be prompting the observed behavior
- C. Explain state and local resources available to people with disabilities
  - 1. Agency related assessment or crisis teams
  - 2. Private organizations
  - 3. Substance abuse centers
  - 4. County mental health agencies
  - 5. National support/information organizations
  - 6. Local missions or shelters

II. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, Community Service Officers must be able to recognize, based on behavioral cues and other indicators, people with developmental disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Lanterman-Petris-Short Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et. seq.*)
  - 1. Maximize services available through the state

2. Prevent the dislocation of people with developmental disabilities from their communities
- B. Define the term developmental disability
1. Manifests before age of 18
  2. Continues indefinitely
  3. Constitutes a substantial disability for that individual
- C. Recognize general behavioral indicators associated with all developmental disabilities
1. Confusion / disorientation
  2. Slow response to commands/directions/questions
  3. Slurred or other speech disorders
  4. Muscle control difficulty
  5. Lack of awareness of dangerous situations
- D. Recognize behavioral indicators specifically associated with the following developmental disabilities:
1. Mental retardation
  2. Cerebral Palsy
  3. Autism
  4. Epilepsy
- E. Recognize appropriate Community Service Officer actions during field contacts with people with the following developmental disabilities:
1. Mental retardation
  2. Cerebral Palsy
  3. Autism
  4. Epilepsy

### III. LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, Community Service Officers must be able to recognize indicators of people with physical disabilities.

#### LEARNING OBJECTIVES

- A. Discuss the types of neurological disorders, including:
1. Acquired
  2. Traumatic

- B. List the types of mobility assistance equipment and devices
  - 1. Canes
  - 2. Crutches
  - 3. Walkers
  - 4. Braces
  - 5. Prosthesis
  - 6. Motorized scooters
  - 7. Manual or motorized wheel chairs
  - 8. Service dogs
  - 9. Personal attendants
  
- C. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
  
- D. Recognize appropriate Community Service Officer actions during field contacts with people who are:
  - 1. Blind or visually impaired
  - 2. Deaf or hard of hearing
  
- E. Identify methods an officer can use to communicate with a person who is deaf or hard of hearing
  - 1. Written communication
  - 2. Lip reading
  - 3. Hearing aids
  - 4. Partial hearing
  - 5. Sign translators
  - 6. TTY/TDD
  - 7. California Relay Service
  
- F. Discuss additional laws that protect the rights of people with physical disabilities, including:
  - 1. Rehabilitation Act of 1973, Section 504
  - 2. Right of way (Vehicle Code Section 21963)
  - 3. White Cane Law (Civil Code Section 54.4)
  - 4. Service Animals (Penal Code Section 365.5 et. seq.)

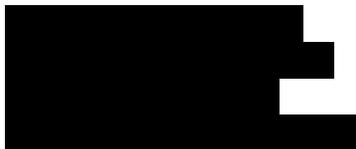
#### IV. LEARNING NEED

Community Service Officers must become familiar with the behavioral and psychological indicators of mental illness in order to determine if an individual is a

danger to others, a danger to self or gravely disabled and to determine an appropriate response and resolution option.

#### LEARNING OBJECTIVES

- A. Define the term mental illness
  - 1. Severe disturbances in a person's thinking, feeling and ability to relate to others
  - 2. Substantially diminished capacity for coping with ordinary demands of life
- B. List the categories of mental illness:
  - 1. Thought disorders including schizophrenia
  - 2. Mood disorders including depression and bipolar
- C. Recognize behavioral indicators that may be generally associated with people affected by mental illness
  - 1. Fearfulness
  - 2. Inappropriate behavior
  - 3. Extreme rigidity or inflexibility
  - 4. Excitability
  - 5. Impaired self care
  - 6. Hallucinations
  - 7. Delusions
  - 8. Disorganized speech, thought patterns, or disorientation
  - 9. Depression
- D. Recognize indicators officers may use to help determine if a person affected by a mental illness is a danger to others, a danger to self, or gravely disabled due to mental illness
  - 1. Availability of weapons
  - 2. Statements concerning violent or dangerous acts
  - 3. History of violent acts
  - 4. Signs of violence at the scene
  - 5. Lack of self control
  - 6. Begging to be left alone or frantic assurances of being fine
- E. Recognize appropriate tactical actions when responding to a call that involves a person with a mental illness



5. [REDACTED]
- F. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code section 5150*)
  1. Reform commitment laws pertaining to mental health treatment
  2. Balance communities' rights with rights of individuals to freedom and due process
- G. Recognize behavioral indicators that may lead an officer to believe a person with mental illness may be:
  1. A danger others
  2. A danger self
- H. Differentiate between courses of action for Community Service Officers when dealing with a person who appears to be affected by a mental illness and is:
  1. A danger to others, a danger to self, or gravely disabled
  2. Not dangerous or gravely disabled
- I. Recognize Community Service Officer actions when a person affected by mental illness does not meet detention under the *Welfare and Institutions Code section 5150*
  1. Provide urgent medical attention
  2. Detain for evaluation and treatment
  3. Arrest if crime has been committed
  3. Refer to mental health services
  5. Report to child protective services
  4. Cite and release
  5. Take no further action

V. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities which will, at a minimum, address the following topics
1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
  2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
  3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

VI. REQUIRED TESTS

- A. The student will demonstrate proficiency on an Agency constructed knowledge test. The test will include one or more of the following question types:
1. Multiple Choice
  2. True or False
  3. Fill-in Answer

VII. HOURLY REQUIREMENTS

**Total Instructional Hours: 6**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 38  
GANG AWARENESS

I. LEARNING NEED

Community Service Officers must know the indicators of gang involvement in order to assess and respond to gang-related criminal activity.

LEARNING OBJECTIVES

- A. State statutory requirements for designating a group as a criminal street gang
1. Group of three or more persons that has committed specific criminal acts
  2. Crimes against persons
  3. Crimes against property
  4. Crimes against the justice system
  5. Crimes involving controlled substances
  6. Weapons violations
  7. Drug related
  8. Physical violence
  9. Other crimes
- B. Describe safety considerations for Community Service Officers who come in contact with known or suspected members of criminal gangs



- C. Describe indicators of gang territory and communications, including:
1. Graffiti
  2. Violent crime
  3. Active gang members
  4. Tattoos
  5. Neighborhoods

II. LEARNING NEED

Community Service Officers must know the different types of criminal street gangs in order to effectively monitor and control criminal gang activity.

## LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with criminal street gangs
  - 1. Clothing
  - 2. Tattoos
  - 3. Hand signals
  - 4. Language
  - 5. Graffiti
  - 6. Drug trafficking
  - 7. Crimes against persons
  - 8. Property crimes
  - 9. Rival gang violence

### III. LEARNING NEED

Community Service Officers need a basic understanding of outlaw motorcycle gangs and prison gangs in order to effectively monitor and control criminal gang activity.

## LEARNING OBJECTIVES

- A. Describe identifying characteristics and crime trends associated with organized crime gangs including:
  - 1. Motorcycle Gangs
  - 2. Prison Gangs

IV. REQUIRED LEARNING ACTIVITY

A. The student will participate in a learning activity that will reinforce knowledge of local/regional gang dynamics including recent crime trends. Topics must include:

1. Categories of gangs (e.g., street gangs, organized crime gangs, outlaw motorcycle gangs and prison gangs)
2. Types of street gangs (e.g., Hispanic, white, black, Asian, multi-racial)
3. Reasons for gang membership
4. Characteristics common to most gangs
5. Common criminal activities

V. REQUIRED TESTS

A. NONE

VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 41  
HAZARDOUS MATERIALS AWARENESS

I. LEARNING NEED

Community Service Officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents.

LEARNING OBJECTIVES

A. Identify a hazardous materials incident

1. Any emergency involving the release or potential release of a hazardous material
2. Can present risk to life, the environment and property
3. Can be catastrophic and endanger entire communities and/ or have potential for long-lasting effects

B. Identify the specific challenges that are presented by incidents involving hazardous materials

1. Difficulty identifying materials
2. Potential health effects
3. Environmental impact
4. Public safety implications
5. Multiple hazards
6. Complexity of situation

C. Recognize the roles and responsibilities of a First Responder at the awareness level.



D. Identify the primary pathways in which a hazardous material can enter the human body, including:

1. Inhalation
2. Absorption
3. Ingestion
4. Injection

- E. Identify precautions Community Service Officers can take to protect themselves from contacting a hazardous material



II. LEARNING NEED

Community Service Officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

LEARNING OBJECTIVES

- A. Recognize the indicators, of a hazardous materials incident including, but not limited to:
  - 1. National Fire Protection Association 704 (NFPA)
  - 2. Placards/Labels
  - 3. Physical Indicators
  - 4. Witnesses or involved parties
  - 5. Container(s)
  - 6. Victim/Injuries
- B. List standardized sources of information of materials present at a hazardous incident, including, but not limited to:
  - 1. Emergency Response Guide (ERG)
  - 2. Material Safety Data Sheets (MSDS)
  - 3. Shipping papers
  - 4. Other documents

III. LEARNING NEED

Community Service Officers must have a clear understanding of the need for safety, isolation, and notification when acting as First Responders at the scene of a hazardous materials incident.

LEARNING OBJECTIVES

- A. Recognize the guidelines for safely assessing and approaching a hazardous materials incident



- B. Identify factors to consider when establishing a perimeter around a hazardous materials incident

1. Size and type of incident
2. Environmental factors
3. Personal resources
4. Methods

- C. Identify the types of control zones at a hazardous materials incident, including:

1. Exclusion zone
2. Contamination reduction zone
3. Support zone

- D. Identify the information that should be communicated to dispatch from the scene of an incident, including:



- E. Identify the procedures to be followed before leaving the scene, (e.g., decontamination, exposure reporting)

1. Check with authorized personnel regarding the need for personal/equipment decontamination
2. Complete a personal exposure report

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:
  - 1. Identification of the event as a hazardous materials incident
  - 2. Application of recommended safety precautions
  - 3. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
  - 4. The need to isolate the scene
  - 5. Notification considerations
  
- B. The student will participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:
  - 1. Placard
  - 2. Sign
  - 3. Warning label
  - 4. Any other Indication

V. REQUIRED TESTS

- A. NONE

VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
LEARNING DOMAIN 42  
CULTURAL DIVERSITY/DISCRIMINATION

I. LEARNING NEED

Community Service 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

A. Define the terms:

1. Culture
2. Cultural diversity

B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations

1. Enhanced officer safety
2. Increased personal and ethical satisfaction
3. Career survival
4. Improved quality of service provided
5. Enhanced community support and improved public trust
6. Reduced tension between officers and specific cultural groups
7. Increased access to and cooperation with members of the community
8. Improved compliance with the letter and spirit of the law
9. Improved morale, effectiveness and professionalism within the law enforcement organization
10. Positive impact on law enforcement's image within the community
11. Reduction in the number of complaints against officers
12. Reduction in personal and agency exposure to claims and litigation

C. Explain the historical and current cultural composition of California

1. Historical:
  - a. Indigenous cultures of the Americas
  - b. Spanish colonization
  - c. People from every State in the Union, Mexico, Canada, Europe and Asia
2. Current:
  - a. Asian / Filipino
  - b. Pacific Islander

- c. African American
- d. Latino
- e. Anglo American
- f. Native American
- g. Middle Eastern
- h. Eastern European
- i. Caribbean
- j. Gay /Lesbian
- k. Disabled groups

## II. LEARNING NEED

Community Service 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. Preconceived or over-simplified generalization
  - 2. Involving negative, or positive beliefs
  - 3. About another group
  
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
  - 1. Dangerous to assume characteristics of the group are accurate
  - 2. Dangerous to assume all members of a group share the same characteristics
  
- C. Define the term prejudice
  - 1. Prejudgment or point of view
  - 2. About a person or a group of individuals
  - 3. That is usually formed before the facts are known
  
- D. Define the term discrimination
  - 1. Action or behavior
  - 2. Prompted or based on prejudiced thought
  
- E. Discuss landmark events in the evolution of civil and human rights
  - 1. Initial dating of the United States Constitution
  - 2. Displacement of Native American Indians
  - 3. Mexican / American War
  - 4. Civil War
  - 5. Women's Suffrage
  - 6. Internment of American citizens of Japanese descent

7. Federal and Civil Rights legislation
  8. Americans with Disability Act
  9. Legislation regarding sexual orientation
- F. Define key indices Community Service Officers should recognize and respect that make up evolving culture among a community
1. Everyone can associate with a culture and in some cases more than one
  2. Every person needs to be recognized as an individual
  3. Law enforcement is itself a subculture
  4. Communities want to be involved in law enforcement efforts
- G. Discuss the obligations of Community Service Officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers
1. Penal Code section 13519.4 restates existing obligations imposed by the Fourth and Fourteenth Amendments
  2. Obligation not to racial profile
  3. Obligation to report situations of discrimination and racial profiling by law enforcement

### III. LEARNING NEED

Community Service Officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

#### LEARNING OBJECTIVES

- A. Explain strategies for effective communication within a diverse community, including:
1. Verbal communication
  2. Active listening
  3. Nonverbal communication
- B. Describe positive officer behaviors during contacts with members of a cross-cultural community
1. Use effective verbal language skills:
    - a. Be patient
    - b. Speak slowly and clearly
    - c. Speak at normal volume
    - d. Face the person being addressed
  2. Speak with appropriate person

3. Allow time to build rapport and trust
  4. Allow for differences in the way information is expressed
  5. Understand the meaning of “yes”
  6. Avoid inappropriate language
  7. Use active listening
  8. Understand and use nonverbal communication
- C. Discuss articles of faith that can be interpreted as a weapon, including
1. Identification of the article
  2. Proper handling of and respect for the article

#### IV. LEARNING NEED

Community Service Officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

#### LEARNING OBJECTIVES

- A. State the legal definition of a hate crime based on the Penal Code
1. Any act of intimidation, harassment, physical force, or threat of physical force
  2. Directed against any person, family, or their property or advocate
  3. Motivated either in whole or in part by hostility to their real or perceived ethnic background, national origin, religious belief, gender, age, disability, or sexual orientation
  4. With the intention of causing fear and intimidation
- B. Classify the crime and the elements required to arrest for:
1. Desecrating religious symbols
  2. Interfering with religious freedom
  3. Terrorizing another
  4. Interfering with an individual’s civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and civil code
1. 18 USC section 241: Prohibits conspiracy to interfere with civil rights
  2. 18 USC section 245: Prohibits forcible interference with civil rights
  3. 18 USC section 242: Prohibits forcible interference with civil rights under color of authority
  4. 18 USC section 3631: Prohibits willful interference with civil rights under the Fair Housing Act
  5. 42 USC sections 1981 and 1982: Civil actions under Civil Rights Act of 1866

6. Civil Code section 51.7: Ralph Civil Rights Act
7. Civil Code section 52.1: Bane Civil Rights Act

D. Describe the impact of hate crimes on victims, the victims' families, and the community

1. Bitterness
2. Helplessness/frustration
3. Anger
4. Fear
5. Prolonged emotional trauma

E. Discuss the indicators of hate crimes

1. Specific targets of criminal acts (individuals/places)
2. Vandalism
3. Graffiti
4. Threatening phone calls

F. Explain considerations when investigating and documenting incidents involving possible hate crimes

1. Victims
2. Witnesses
3. Suspect

## V. LEARNING NEED

Community Service Officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

### LEARNING OBJECTIVES

A. State the legal definition of sexual harassment

1. Sexually oriented behavior
2. Unwelcomed
3. Personally offensive
4. Creates an intimidating, hostile or offensive work environment

B. Discuss the federal and state laws dealing with sexual harassment to include:

1. Title VII
2. Government Code Section 12940 et. seq.
3. Concept of Quid Pro Quo
4. Concept of hostile work environment
5. Current case law

- C. Explain the legal remedies available to a victim of sexual harassment
  - 1. Law suit filed under Department of Fair Employment and Housing
  - 2. Law suit filed under California Worker's Compensation Law
  - 3. Law suit filed under Title VII of the 1964 Civil Rights Act / Equal Employment Opportunity Commission
  
- D. Describe behaviors that constitute sexual harassment, including:
  - 1. Verbal
  - 2. Physical
  - 3. Visual
  - 4. Written material
  - 5. Sexual favors
  - 6. Threats
  - 7. Hostile work environment
  - 8. Force
  
- E. Explain the mandated sexual harassment complaint process guidelines
  - 1. Penal Code section 13519.7
  - 2. Listen to complaint
  - 3. Provide counsel on options
  - 4. Document the complaint
  - 5. Take appropriate investigative actions
  - 6. Act when inappropriate behaviors occur before a complaint comes forward
  - 7. Ensure ongoing training of subordinates
  
- F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint
  - 1. Employers are required to prevent and/or stop retaliation against any person making a complaint of sexual harassment
  - 2. Government Code Section 12950 protects complainants and witnesses in sexual harassment cases
  
- G. Describe the methods for responding to sexually offensive or unwanted behavior
  - 1. When appropriate, recipients of perceived sexual harassment may inform the harasser that the conduct is unwelcome, offensive, and should cease, but are not legally required to do so.
  - 2. Contact any supervisor, manager, department head, or their equivalent
  - 3. Option of reporting to an external entity such as
    - a. City or county (e.g., human resources office)

- b. State (e.g., DFEH)
- c. Federal (e.g., EEOC)

## VI. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups

Discussion may include, but is not limited to cultural stereotypes, ethno phobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact. Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

- C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
  - 1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
  - 2. Professional, personal, and organizational impacts of the incident
  - 3. Legal and administrative consequences of the behaviors observed
  - 4. Whether or not state sexual harassment reporting guidelines apply to the situation
  
- D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
  - 1. Whether or not the incident constituted a hate crime under the law
  - 2. Impact of the incident on victims, their families and the community
  - 3. Effectiveness of the law enforcement response
  - 4. Legal rights of, and remedies available to the victim(s)

VII. REQUIRED TESTS

- A. NONE

VIII. HOURLY REQUIREMENTS

**Total Instructional Hours: 12**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
TRAFFIC DIRECTION AND CONTROL

I. LEARNING NEED

Community Service Officers need to recognize how to manage traffic effectively.

LEARNING OBJECTIVES

A. Understand the effective use of hand signals, flashlights and other warning devices to control traffic

1. Hand signals:
  - a. Stop
  - b. Start
  - c. Keep Moving
  - d. Right Turn
  - e. Left Turn
2. Whistles
  - a. Stop
  - b. Start
  - c. Get the attention of driver
  - d. Keep traffic proceeding forward
3. Flashlights
4. Flares
5. Cones
  - a. Various cone patterns
6. Barricades

B. Discuss safe positioning when managing the flow of traffic

1. Proper positioning
  - a. Small roadways
  - b. Large intersections
2. Dual direction with another officer
3. Power outage vs. Flashing red signals

C. Explain the use of flares

1. Dangers
2. Placement
3. Stacking
4. Disposal

II. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices, including:
  - 2. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
  - 3. Other traffic control devices, vehicles, or other available equipment to safely control traffic movement
- B. 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 traffic control and direction. At a minimum, each activity, or a combination of activities must address the following topics:
  - 1. Application of a problem solving strategy to assess the underlying conditions and develop resolutions to community traffic control issues

III. REQUIRED TESTS

- C. NONE

IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
ADULT LEARNING THEORY

I. LEARNING NEED

Police academy students need to understand the concepts and principles of adult learning theory to better prepare for the learning environment of the basic police academy.

LEARNING OBJECTIVES

- A. Identify types of learning
  - 1. Behavioral
  - 2. Cognitive
  - 3. Psychomotor

Identify basic learning outcomes

- 1. Rote
- 2. Conceptual
- 3. Application
- 4. Correlation

- C. Identify personal learning style
  - 1. Complete self-assessment or other learning style diagnostic instrument
  - 2. Determine individual learning style

- D. Identify and discuss the laws of learning
  - Readiness
  - Exercise
  - Effect
  - Primacy
  - Intensity
  - Recency

II. LEARNING NEED

The students need to understand how their individual learning styles correlate to the Academy training environment

LEARNING OBJECTIVES

- A. Recognize strategies designed to enhance learning success
  - 1. Motivation
  - 2. Barriers
  - 3. Cognitive and physical performance

4. Personal study habits
5. Time management
6. Academy staff

III. REQUIRED TESTS

- A. NONE

IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 3**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
COURSE ORIENTATION

I. LEARNING NEED

CSO students need to understand the course guidelines and policies.

LEARNING OBJECTIVES

A. Discuss standards, policies and procedures related to the course

1. Instructional Format
2. Academy Student Procedures Manual
3. Academy Success Criteria
4. Academy Safety Guidelines
5. Test Administration

II. LEARNING NEED

CSO students must understand course expectations and strategies for success.

LEARNING OBJECTIVES

A. Course content and academy expectations

1. Objective of the CSO Course
2. Physical, intellectual and emotional demands
3. Homework, practice and study habits

B. Discuss effective strategies that students may use to create course and professional success

1. Study groups
2. Team support
3. Family support
4. Training staff

III. LEARNING NEED

CSO students must be oriented to the facility and receive department equipment

LEARNING OBJECTIVES

A. Facility Orientation and equipment issue

1. Tour of the training facility
2. Locations of training sites

3. Equipment issue

IV. REQUIRED TESTS

A. NONE

V. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
WRITTEN TESTING

I. LEARNING NEED

CSO students will take weekly quizzes

LEARNING OBJECTIVES

A. Weekly quizzes will cover the following content

1. Radio Codes
2. Instructional material from the previous week

B. CSO students must achieve a passing score

1. Passing scores are defined in the success criteria
2. Students will be afforded re-test opportunities as outlined in the success criteria

II. LEARNING NEED

CSO students will take written quizzes on certain instructional material.

LEARNING OBJECTIVES

A. The subjects covered in written testing are:

1. Radio Codes
2. Leadership Ethics & Professionalism
3. The Criminal Justice System
4. Policing in the Community
5. Victimology, Crisis Intervention
6. Introduction to criminal law
7. Property Crimes
8. Laws of Arrest
9. Search and Seizure
10. Presentation of evidence
11. Use of Force
12. Unusual Occurrences
13. Missing Persons
14. First Aid & CPR
15. Information Systems
16. People with Disabilities

### III. HOURLY REQUIREMENTS

**Total Instructional Hours: 6**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
SCENARIO BASED INSTRUCTION

I. LEARNING NEED

CSO students must have an understanding of scenario training objectives and a knowledge of safety considerations during training.

LEARNING OBJECTIVES

- A. Discuss standards, policies and procedures related to scenario training
  - 1. Academy guidelines and standards
  - 2. Safety
  - 3. Order of instruction
  - 4. Difference between
    - a. scenario training
    - b. scenario exercise

II. LEARNING NEED

Scenario based instruction will be delivered in five components

LEARNING OBJECTIVES

- A. Scenario Training Phase 1
  - 1. residential burglary
  - 2. commercial burglary
  - 3. vandalism
  - 4. stolen vehicle
- B. Scenario Exercise Phase 1
  - 1. residential burglary
  - 2. commercial burglary
  - 3. vandalism
  - 4. stolen vehicle
- C. Scenario Training Phase 2
  - 1. recovery of a stolen vehicle
  - 2. non-emergency fill request
  - 3. found property
  - 4. ethical dilemma
- D. Scenario Exercise Phase 2
  - 1. residential burglary with a stolen vehicle
  - 2. recovery of a stolen vehicle

3. vehicle burglary

E. Scenario Exercise Phase 3

1. found property and related disturbance

2. stolen vehicle – occupied

3. citizen flag down

III. REQUIRED TESTS

A. NONE

IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 20**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
STRESS RECOGNITION/MANAGEMENT

I. LEARNING NEED

Peace officers need to recognize and understand the impacts of stress on the individual, the profession and the community.

LEARNING OBJECTIVES

A. Understand the signs and symptoms of stress

1. Manifestations and symptoms of stress
  - a. Mental
  - b. Physical
  - c. The cycle of stress
2. How stress impacts job performance
  - a. Behavioral
  - b. Performance
3. How stress impacts the community
  - a. Quality of service
  - b. Public image

B. Recognize and identifying stress

1. Critical incident stress
2. Environmental stress
3. Self-inflicted
4. Outside work stress

C. Identify the effects of stress

1. Professional
2. Personal
3. Family Acute Stress Disorder
4. Post Traumatic Stress Disorder

D. Effectively manage stress

1. Debriefings
2. Communication
3. Exercise

4. Special services

## II. LEARNING NEED

Peace officers need to understand the stress caused to victims as a result of crime and recognize effective strategies when interacting with the victims and witnesses community.

### LEARNING OBJECTIVES

- A. Recognized responses to effectively interact with victims and witnesses
  1. Acknowledge impact
  2. Utilize proper diversionary techniques
  3. Allow victim / witness to communicate
  4. Active listening

## III. REQUIRED LEARNING ACTIVITY

- A. Students will participate in a small group, problem-based learning activity addressing academy specific stress
  1. Structured problem: Create specific stress management techniques for managing stress and increasing student performance in as many aspects of the police academy as possible including the POST instructional system, cognitive and psychomotor skills testing, time management, and group dynamics.
  2. Present finding to entire class and obtain commitment from each team/group to implement strategies and track long-term effectiveness for the duration of the academy.

## IV. REQUIRED TEST

- A. NONE

## V. HOURLY REQUIREMENTS

**Total Instructional Hours: 3**

**EXPANDED COURSE OUTLINE**  
**CSO BASIC COURSE**  
**RECRUIT TRAINING OFFICER TIME**

I. LEARNING NEED

CSO students will be evaluated twice during the CSO Basic Course. Recruit Training Officers will Author and present those evaluations during designated RTO time at the mid point and end of course.

LEARNING OBJECTIVE

- A. Discuss and rate (1-7) student performance in the 10 rated performance areas
  - 1. Officer Safety: General
  - 2. Stress Tolerance & Emotional Maturity
  - 3. Problem Solving / Decision Making
  - 4. Communication: Written
  - 5. Communication: Verbal
  - 6. Knowledge: Department Policy
  - 7. Knowledge: Penal Code
  - 8. Knowledge: Vehicle Code
  - 9. Relationships With Others
  - 10. General Appearance
  
- B. Discuss Specific areas of performance.
  - 1. MOST acceptable are of performance
  - 2. LEAST acceptable are of performance

II. LEARNING NEED

CSO students must have an understanding of department policies and procedures

LEARNING OBJECTIVE

- A. Discuss Department polices, training bulletins, fliers and proper timesheet tracking
  - 1. Instruct student on how to proper complete timesheets online
  - 2. Responsibilities of peace officers to follow protocols and policies.
  - 3. Consequences of violations.

III. REQUIRED LEARNING ACTIVITY

A. NONE.

IV. REQUIRED TEST

A. NONE.

V. HOURLY REQUIREMENTS

**Total Instructional Hours: 5**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
FIELD TRAINING PROGRAM ORIENTATION

I. LEARNING NEED

Students who graduate from the CSO basic course will attend an agency approved Field Training Program.

LEARNING OBJECTIVE

The students will discuss a brief overview of the FTO Program, issue “Rook Books,” and outline expectations for recruit officers assigned to BFO Patrol.

- A. Discuss objectives of the CSO of the Field Training Program
  - 1. To produce competent CSO’s capable of working a solo patrol assignment in a safe, skillful, productive and professional manner.
  - 2. To provide standardized training to all newly-assigned CSO’s.
  - 3. To provide clear standards for rating and evaluation trainee performance.
  - 4. To enhance the professionalism, job skills, and ethical standards within the law enforcement community.
  
- B. Discuss the FTO work environment
  - 1. Daily Observation Reports
  - 2. Hours of work
  - 3. FTO-Trainee relationship
  - 4. Chain of Command
  - 5. Length of program

LEARNING NEED

The students are provided a Rook Book which contains information to prepare for the Field Training Program.

LEARNING OBJECTIVE

- A. Discuss organization of Rook Book
  - 1. Weekly subjects
  - 2. Documenting proficiency

- B. Discuss areas of material to be review and to be signed off by training officer and recruit officer
  - 1. Reports
  - 2. Locations

III. REQUIRED LEARNINGACTIVITY

- A. NONE

IV. REQUIRED TEST

- A. NONE

V. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
RADIO COMMUNICATIONS

I. LEARNING NEED

Peace officers are required to use radio terminology while communicating with dispatchers, call takers and other officers while in the field.

LEARNING OBJECTIVES

- A. The objective is to introduce peace officers to the radio, and how to interact with the radio dispatcher. The student will have an understanding of the FCC requirements when using the radio, and the role of the radio dispatcher
  - 1. Discuss instructor(s) interactions with peace officers
  - 2. Discuss importance of class participation Exercise
    - a. What is the function of the radio dispatcher?
  - 3. Discuss an overview of the radio dispatcher function

II LEARNING NEED

Peace officers are authorized as users of communication systems

LEARNING OBJECTIVE

- A. The students will learn how and why they are authorized to use communications systems
  - 1. Discuss the Procedure Manual
  - 2. Discuss Duty Manual
  - 3. Discuss FCC rules and regulations
  - 4. Discuss Radio Call signs
    - a. KMA359
    - b. KSU672
    - c. Tweedle

III. LEARNING NEED

Peace officers are authorized users of communication systems and are expected to use appropriate transmissions

## LEARNING OBJECTIVE

- A. The students will learn what is expected of them when communicating radio transmissions
  - 1. Discuss authorization transmissions
    - a. Safety of life, protection of property, and official police city business
  - 2. Discuss unauthorized transmissions
    - a. Personal messages, false calls, fraudulent distress signals, and superfluous or unidentified traffic
  - 3. Discuss transmission techniques
    - a. Speech
    - b. Never sacrifice accuracy for speed
  - 4. Remain calm
  - 5. Don't display emotion
  - 6. Don't change the meaning by changing the words
- B. Discuss Officers' link to communication
  - 1. Hand pack, car radio, and MDT/CAD

## IV. LEARNING NEED

Peace officers are expected to communicate in a professional manner

## LEARNING OBJECTIVE

- A. The students will learn the basic radio principles
  - 1. Simple rules to follow:
    - a. Think before you speak.
    - b. Slow, distinct, monotone speech
    - c. Be accurate with your information
    - d. No blind 10-4s
    - e. Never assume
    - f. Avoid long transmissions
    - g. Listen before you transmit
    - h. "Mic clicks" are not acknowledgement of a message received.
    - i. A short message can be given entirely in one transmission.
- B. ABC's of Dispatching

1. Accuracy, Brevity, Courtesy, and Clarity.

C. Remember what is said is not forgotten

1. Radio traffic is taped, can be subpoenaed, and heard on scanners

## V. LEARNING NEED

Peace officers and radio dispatchers are expected to communicate in order to send and receive information

### LEARNING OBJECTIVE

A. The students will gain a better understanding of the requirements of the public safety radio dispatcher

1. Define the role of the dispatcher

2. Discuss officers' lifeline

3. Discuss having the ability...

4. Discuss security checking on units

5. Discuss officer safety is our job

6. Define key points

7. Discuss emergency calls

█ [REDACTED]

a. Priority events

b. [REDACTED]

c. Deployment of less lethal weapon

18. Discuss sergeant notifications

19. Discuss more notifications

20. Discuss pending events

21. Discuss importance of accurate documentation

22. Define "Pursuits"

23. Define both "APB's and BOL's"

24. Discuss perimeters

25. Discuss the "Citywide Broadcasts"

26. Discuss when deploying less lethal weapons

## VI. LEARNING NEED

CSO's are expected to prioritize radio communications

### LEARNING OBJECTIVE

- A. The students will learn the importance of prioritization when communicating with dispatchers and other officers
  1. Discuss how events are dispatched
    - a. Calling a Unit
    - b. Clear for traffic?
    - c. Dispatch Shall Include
    - d. Cancellation of events
    - e. Unit Assignment
    - f. Number of Units
    - g. MDT Dispatch
    - h. Premise Information
    - i. Proper Terminology
- B. Discuss terminology
  1. Clear to run a party?
  2. 10-36 Returns
  3. Suspect Description
  4. Vehicle Descriptions
  5. Using code
  6. Location changes vs. transporting

VII. REQUIRED LEARNING ACTIVITY

A. The students will participate in a small group activities using their hand held radio hand packs. The activity will minimally cover the following:

1. Radio codes
2. Use of proper transmissions
3. Running license plates
4. Running parties
5. Running items (bicycle, computer, and firearm)
6. Conducting service requests

VIII. REQUIRED TEST

A. NONE

IX. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
CALIFORNIA LAW ENFORCEMENT TELECOMMUNICATIONS (CLETS)

I. LEARNING NEED

CSO's are required to use various law enforcement systems in their daily duties.

LEARNING OBJECTIVES

- A. The student will be trained for less than full access operators and complete the proficiency training required
  - 1. This training is mandated by The California Dept of Justice
  - 2. The instructor must be DOJ certified to deliver CLETS training
  - 3. Mandatory passage of the DOJ "less than full access exam"
  - 4. Minimum pass score of 70%
- B. The course will provide the students as new employees an overview of the systems for better understanding
  - 1. Identify state laws and policies
  - 2. Security awareness training

II. LEARNING NEED

CSO's need to be aware of general policies and liability/security issues involved in accessing systems.

LEARNING OBJECTIVES

- A. The purpose of "Need to Know and Right to Know"
  - 1. Pursuant to court order, statute, or law decision
  - 2. Order to execute official
  - 3. Employee/volunteer statement form
  - 4. CLETS equipment security and access by unauthorized personnel
  - 5. Confidentiality
  - 6. Official use
  - 7. You should not run own record or request someone else inquire for you
  - 8. Do not use live records when training and testing
- B. The misuse of CLETS or CLETS provided
  - 1. Unofficial use of CLETS may result in termination and /or prosecution.
  - 2. Civil liability

3. Classification of criminal prosecution
  - a. Case study of officer pleading guilty to misusing position to help drug trafficker
    1. *Running criminal records*
    2. *Lying to judge when asked why*
    3. *Lying to impede investigation*
  - b. Title 18, US Code, Section 1512(C)2 (Felony)
  - c. Maximum penalties
  
- C. All users must be assigned a unique USER ID in order access CLETS
  1. Sharing password prohibited
  2. Responsible for use of system
  
- D. Computer match hit person or property
  1. Discussion of probable cause
  2. Confirmation with originating agency

### III. LEARNING NEED

Peace officers will discuss the need to know regarding CJIC data systems available through CLETS

#### LEARNING OBJECTIVES

- A. Discuss Criminal History System (CHS)
  1. CII numbers
  2. DOJ Command Center
  3. Mandatory Route Field
  4. Non acceptable reasons
  5. Electronic Media destruction
  6. Unauthorized furnishing information (Misd)
    - a. ***Case study Addison, Illinois officer charges with selling official public records (1999)***
  
- B. Discuss Wanted Person System (WPN)
  1. Arrest warrants
  2. Confirming information
  
- C. Discuss Supervised Released File (SRF)
  1. Index of subject on supervision or monitoring within California
  2. Active parole
  3. Probation county federal departments
  4. Sex and Arson registrants updated by Violent Crime Information Network (VCIN)
  5. Career criminals

6. Person released under supervision of the Department of Mental Health (DMH)
  7. Two way communication link for officers to send information
- D. Discuss Stolen Vehicle System (SVS)
1. Contains records entered by law enforcement agencies, stolen, lost, felony, found, parts, plates, pawned, impounded, stored, repossessed, missing person vehicles, license number, VIN, engine number, serial number, owner applied numbers, file control number
  2. DOJ STOP or RESTRAINT
- E. Discuss Automated Boat System (ABS)
1. Record of boat parts stolen, lost, repossessed, and stored
  2. Boats have CF numbers
- F. Discuss Automated Property System (APS)
1. Serialized property
  2. Stolen, lost, found, held as evidence, under observation, pawn bought,
- G. Discuss Missing and Unidentified Person Systems (MUPS)
1. Database of all persons juvenile and adult entered as missing by law enforcement
  2. All law enforcement shall accept any report of runaways without delay.
  3. Different categories of missing persons
- H. Discuss Sex and Arson Registrant (SAR)
1. Convicted of specified sex and arson offenses have a lifetime requirement to register with local police
  2. Juvenile for 10 years
  3. Update twice daily
  4. Confirmation of offender call Records Unit
- I. Discuss Violent Crime Information Network (VCIN/CSAR)
- J. Discuss Armed Prohibited Person System (APPS)
1. Information on person who purchased or acquired a firearm on or after January 1, 1996
  2. Registered a assault weapon
  3. Prohibited from owning and or possessing firearms under state of federal law

- K. Discuss Mental Health Firearms Prohibition System (MHFPS)
  - 1. Firearm eligibility information on persons prohibited from owning or possessing firearm due to mental disorder
  
- L. Discuss Automated Firearm System (AFS)
  - 1. File of firearm records
  - 2. Serialized weapons, record of associated names, pawned, voluntary resignation, and firearm ownership
  
- M. Discuss Criminal Justice Information System (CJIC)
  - 1. File Control Number
  - 2. Thirteen digit code
  - 3. Agency Identifier
  - 4. Year of entry
  - 5. Day of year
  - 6. Daily transaction number
  - 7. Soundex
  - 8. Diminutive tables
  - 9. Carefully reading returns
  - 10. Date of birth
  - 11. Age
  
- N. Discuss Criminal Offender Records Information
  - 1. Definition
  
- O. Discuss Criminal History Systems
  - 1. Definition
  
- P. Discuss Automated Archive System (AAS)
  - 1. Electronically retrieve fingerprint cards transmitted and or processed through CAL ID.
  - 2. Other criminal history documents
  
- Q. Discuss Department of Motor Vehicles (DMV)
  - 1. Information obtained through CLETS is confidential and law enforcement use only
  - 2. Accessed in course of official duty
  - 3. Do not inquire to own records
  - 4. Checks when driving is a requirement for job
  - 5. Driver license number and vehicle make, year, and 3 digits of registered owners address
  
- R. Discuss National Crime Information Center (NCIC)
  - 1. Nationwide computerized system serving all 50 states, District of Columbia, Commonwealth of Puerto Rico, US Virgin Islands and Canada

2. All above mentioned systems and additional systems to discuss
- S. Discuss National Law Enforcement Data System (NLETS)
1. High speed message switching system created for and dedicated to the criminal justice community
  2. Sole purpose is to provide for the interstate and or interagency exchange of criminal justice related information
  3. Hazardous material
  4. ORION
  5. INTERPOL
  6. NICB
  7. CPIC
- T. Discuss Oregon Law Enforcement Data System (LEDS)
1. Allows users direct inquiry into Oregon vehicle registration, driver's license, stolen vehicle, wanted person, restraining orders, gun and article files
  2. More completely and timely information

#### IV. LEARNING NEED

Peace officers need to be aware of type of audits that may be conducted.

#### LEARNING OBJECTIVE

- A. The students will discuss the three types of audits
1. CORI
  2. Database
  3. CLETS

V. REQUIRED LEARNING ACTIVITY

- A. NONE

VI. REQUIRED TESTING- Online testing portal

- A. DOJ constructed exam
1. True/False
  2. Multiple Choice
- B. Provides security awareness training
1. Reporting tools
  2. Historical testing log
  3. Training Manuals
- C. The students will log on to the website to take the test.

- 
1. Enter login information and it will take you to testing
  2. Enter correct USER ID
  3. Once logged in, begin test
  4. If you can't find name, log off and contact DOJ for proper USER ID
  5. 70% pass
  6. Recertification every 2 years

VI. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
TACTICAL COMMUNICATIONS

I. LEARNING NEED

CSO's must understand the course goals and objectives

LEARNING OBJECTIVES

A. Course Introduction

1. Welcome
2. Course Overview
3. POST Mandated

B. Course Goals

1. Officer Safety
2. De-Escalation
3. Enhanced Professionalism/Positive Community Perspective
4. Decreased Complaints-Citizen/Department Initiated
5. Decrease Vicarious Liability
6. Lessen Stress at work & home
7. Court Power
8. Increase Morale
9. Cultural Awareness

II. LEARNING NEED

CSO's must understand what actions amount to a use of force, while recognizing that CSO's may only use force in self defense

LEARNING OBJECTIVES

A. Force Options

1. Professional Presence
2. Words/Voice
3. Physical Control
4. Electronic Devices
5. Impact
6. Less Than Lethal
7. Deadly Force
8. Non-lethal not avail or appropriate based on circumstance
9. Duty Manual

### III. LEARNING NEED

CSO's must recognize the various types of communication as well as how they are delivered and received in law enforcement scenarios.

#### LEARNING OBJECTIVES

##### A. Steps in active listening

1. Open
2. Hear the Words
3. Interpret the words
4. Act Appropriately

##### B. Roles

1. 2 people = 6 people

##### C. Officer

1. Real Self
2. Self as seen by Self
3. Self as seen by others

##### D. Contact

1. Real Self
2. Self as seen by Self
3. Self as seen by others

##### E. Communication from the receivers point of view

1. Content-7-10%
2. Voice 33-40 %
3. Non-Verbal 50-60%

##### F. Types/Elements

1. Verbal
2. Non-Verbal

##### G. Elements of Voice

1. Tone
  - a. Attitude Towards Event
2. Pace
  - a. Fast or Slow
3. Pitch
  - a. Volume High or Low
4. Modulation
  - a. Rhythm & Inflection

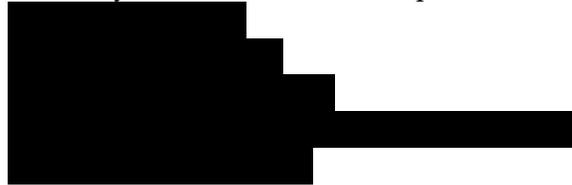
##### H. It's not what you say, its how you say it

1. *“you are so intelligent”*

I. Elements of non-verbal communication

1. Body Language
2. Proxemics-Spatial Relations
3. FI Stance
4. Contact & Cover
5. Standing Too Close
6. Tactical Empathy-See Situation through their eyes

J. 90% of Body can lie watch for deception



K. Skills to demonstrate Listening

1. Nodding of Head
2. Eye Contact
3. “I see”
4. Paraphrase “so what you area saying is ”

IV. LEARNING NEED

CSO’s must understand techniques for dealing with difficult/dominating people

LEARNING OBJECTIVES

A. Struggles

1. As Ego goes up, safety goes down
2. As Ego goes away, power & safety rise
3. Natural Reaction =Confrontation
4. Studied Response
  - a. “I predict it, but...”
  - b. “I understand that, but.....”:
  - c. “Oh, Yes, but ...”
  - d. “I hear that, but..”
  - e. “I got that, but”
  - f. “I can see you’re upset, but...”
5. Tactical Peace Phrases
  - a. Excuse me, can I chat with you...
  - b. For your safety and mine..
  - c. Could I ask you..

- d. Would you assist me..
- e. Can you work with me today...
- f. Can you go along with me on this...
- g. Help me, Help you....

B. Key Points of Officer Safety

- 1. 80/20 Rule-20% Population =80% of the Work
- 2. Respect
  - a. sometimes that's all they have

V. LEARNING NEED

CSO's must understand the potential outcomes resulting from inappropriate communications that result from stress or cultural misunderstandings

LEARNING OBJECTIVES

A. IA Case Studies/Common complaints

- 1. Number of Complaints involving profanity
- 2. Common Issues

B. Two Outcome Types

- 1. Compliance
- 2. Non Compliance

C. Cultural Awareness and Demographics

- 1. 120 Cultures in CA
- 2. Demographics of Santa Clara County

D. Sources of Stressors

- 1. Work
- 2. Off Duty

E. Coping Mechanisms

- 1. On Duty Work-out
- 2. Exercise
- 3. MHN
- 4. Peer Support
- 5. Police Chaplin

VI. REQUIRED LEARNING ACTIVITY

A. Planned in-Class Exercises

1. Facilitated in-class discussions based on video scenarios

VII. REQUIRED TEST

A. NONE

VIII. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
FORCE OPTIONS SIMULATOR

I. LEARNING NEED

To preserve personal safety, Community Service Officers must be able to recognize potential threats to their safety, be able to formulate a plan to egress from the threat, and be able to correctly assess if the circumstance justifies using force as a defensive measure

LEARNING OBJECTIVES

- A. The student will participate in a Force Option simulator, role-play or other critical thinking exercise that requires the student to
1. Recognize and assess a threat to their safety
  2. Formulate a strategy to manage the force / non-force situation
  3. Implement the strategy
  4. Describe after incident actions to include:
    - a. Summon assistance
    - b. Summon EMS (when appropriate)
    - c. Notify a supervisor
- B. The exercise will minimally address:
1. Exercise of leadership in the application of reasonable force
  2. Impact of ethical decision-making on the selection of appropriate force options
  3. Evaluation of the effectiveness of force option choices
  4. Consequences for the use of unreasonable force on the officer, community perception and public trust
  5. Selection of force / non-force, deadly / non-deadly and escalation / de-escalation decisions

II. REQUIRED LEARNING ACTIVITY

A. NONE

III. REQUIRED TESTS

A. NONE

IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 4**

EXPANDED COURSE OUTLINE  
CSO BASIC COURSE  
PROP 115 - HEARSAY TESTIMONY

I. LEARNING NEED

Community Service Officers must testify in court regarding their investigations. To effective CSO's the student must meet the Proposition 115 qualifications to testify to hearsay evidence at a preliminary hearing.

LEARNING OBJECTIVES

- A. Understanding Proposition 115
  - 1. Intent
  - 2. Definition of Hearsay
  - 3. Introduction of Hearsay
  - 4. Key Considerations
  
- B. First Responders Information
  - 1. Response
  - 2. Observation
  - 3. Evaluation
  - 4. Investigation
  - 5. Documentation
  
- C. Incident Investigation
  - 1. Observations
  - 2. Statements
  - 3. Scene Description
  - 4. Audio / Video Recording
  
- D. Information Preservation
  - 1. Report Writing
  - 2. Quotation Marks
  - 3. Conclusionary / Summary Statements
  - 4. Speculative Statements
  - 5. Verifying Witnesses

E. Courtroom Testimony

1. Be Prepared
2. Meet with the D.A.
3. Foundation
4. No "Reader" Officer
5. Qualify Experts

F. Statements at the Scene

1. Dying Declarations

G. Special Considerations

1. Multiple Suspects
2. The "Admissions" Exception
3. Translators

II. REQUIRED LEARNING ACTIVITY

- A. The student will participate in one learning Activity. The activity will include the following elements:

1. Watch P.O.S.T. training video (Hearsay Testimony)
2. Participate in facilitated conversations between video chapters

III. REQUIRED TESTS

- A. NONE

IV. HOURLY REQUIREMENTS

**Total Instructional Hours: 2**