

SAN JOSE PD FIREARMS INSTRUCTOR COURSE

EXPANDED COURSE OUTLINE

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DAY 1

L. REGISTRATION/INTRODUCTIONS

- A. Materials Distribution
- B. Instructors
 - 1. Instructor Introductions
 - 2. Background and Qualifications
- C. Students Introduction Activity (Required)
 - 1. Student Introductions
 - a. Background
 - b. Identify levels of experience
- D. Goals and objectives of the course
 - 1. Not a “how to shoot” school
 - 2. Instructor and evaluator development emphasis to train shooting

II. RANGE SAFETY AND RANGE RULES LECTURE

- A. Range Rules and Regulations
 - 1. **Handout #1**: Range Rules Sheet
 - 2. General Rules and Range Specific Information
- B. Responsibilities of the Range Master
 - 1. Physical Safety Inspection of the Range
 - 2. Unauthorized persons?
 - a. All shooters check in
 - b. Observers, friends, and family
 - 3. Physical hazards
 - 4. Physical presence required
 - 5. Weapons and ammunitions checked
 - a. Factory ammunition
 - b. Weapon safety inspection – “Saturday Night Specials”
 - 6. Eye and ear protection equipment
 - 7. Body Armor
- C. Classroom Handling of Weapons
 - 1. No loaded weapons in the classroom
 - 2. Instructor entry inspections
 - 3. Weapons handling limited to instruction
 - 4. Weapons displayed or used in instruction
 - a. Rendered safe
 - b. Magazines out

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- c. Chamber or cylinders opened
 - d. Visual and physical check and checked again
- D. Range House Handling of Weapons
 - 1. Under direction of the Range Master
 - 2. Weapons will be holstered, uncased, cleaned, loaded and unloaded where and when designated
- E. Home Firearms Safety
 - 1. **Handout #2:** Laws Regarding Firearms Security
 - 2. Security vs. Accessibility
 - 3. Home Security Devices and Techniques
- F. Health Issues
 - 1. Lead poisoning
 - a. Effects of lead on the body
 - b. Symptoms
 - c. Special risk factors
 - d. Lead safety
 - 2. Common precautions at home and on the Range
 - 3. Indoor Ranges

III. SHOOTING PRE-TEST

- A. **Required Exercise** to complete the Firearms Instructor Course
 - 1. Student(s) failing to meet minimum score will not be allowed to complete the course
 - 2. Used to determine level of ability prior to training
 - 3. Qualification follows San Jose Police Department Pistol/Shotgun Course of fire.
 - 4. Weapons and ammunition inspection
- B. Description of the Shooting Pre-Test Course
 - 1. Pistol Qualification
 - a. Students will be presented with one of three pre-programmed courses of fire at the San Jose Police Department Range.
 - b. Each course of fire will consist of 36 rounds. 18 rounds will be fired in daylight, and 18 rounds will be fired in low light.
 - c. Students will start in the holstered position
 - d. Rounds will be fired at various distances and under various time constraints.
 - 2. Shotgun Qualification
 - a. Students will be presented with a shotgun combat course at the San Jose Police Department Range.
 - b. The course of fire will consist of 24 rounds. 12 fired in daylight, and 12 fired in low light.

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- c. Rounds will be fired from the following positions:
 - 4 rounds from the standing position at 15 yards
 - 2 rounds from the kneeling position, from cover at 10 yards, left hand shooting position
 - 2 rounds from the kneeling position, from cover at 10 yards, right hand shooting position
 - 4 rounds from the standing position at 7 yards

3. Minimum Qualification

- a. Participation in the course requires a score of 80% on both courses of fire. 28 out of a possible 36 on the pistol qualification and 10 out of a possible 12 on the shotgun qualification.
- b. One qualifying score out of three attempts will be required

IV. HANDGUN NOMENCLATURE, CARE, CLEANING AND MAINTENANCE

A. Revolver

- 1. Nomenclature
- 2. Breakdown
- 3. Cleaning

B. Semi-automatic Pistol

- 1. Nomenclature
- 2. Breakdown
- 3. Cleaning

C. Maintenance and Care of Weaponry

D. And “repair”

V. SHOOTING FUNDAMENTALS LECTURE

A. Foundation of Good Shooting

- 1. Consistent weapon performance
- 2. Consistent ammunition performance
- 3. Consistent shooter performance

B. Target Shooting vs. Combat Shooting

- 1. Balance between speed and accuracy
- 2. Shot accountability

C. Types of Paper Targets

- 1. Purpose and Uses

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2. Economic Considerations
3. Backings

D. Steel Reactive Targets

1. Background
2. Setback Distance
3. Target Slicking
4. Target Placement
5. Target Inspection
6. Firing Line Safety/Shooter Protection
7. Ammunition Considerations

C. Fundamentals

1. Stance
2. Grip
3. Sight Alignment
4. Sight Picture
5. Trigger Control
6. Scan and Breath
7. Follow-through

D. Bull's Eye Shooting

1. Why Bull's-eye Training
 - a. Purpose of dry fire
 - b. Bull's-eye shooting to improve skills
2. Bull's-eye shooting on range

E. Bull's-eye target for score

1. Determine increase in ability
2. Discovery of shooting problems and correction

F. Practice Exercise on Bull's-eye Targets

1. Working on Score Improvement
2. Shot evaluation

DAY 2

VI. RANGE AND LINE OPERATIONS LECTURE

A. How to run a Firing Line

1. Range Master Duties
2. Equipment Preparation
3. Safety Hazard Violations

B. Range Commands

1. Target Range
2. Combat Range

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- C. Range Operation **Required Practical Exercises**
 - 1. Each student will verbally give commands running the range with dry and live fire

VII. INSTRUCTOR DEVELOPMENT

- A. **REQUIRED EXERCISE** to develop a training plan concerning an aspect of firearms instruction using a common instructional design method, which may include:
 - 1. **I**ntroduction (Performance objectives are explained)
 - a. What it is that will be taught
 - b. Why it is important (WIIFM)
 - 2. **P**resentation (Impart the new knowledge or skill)
 - a. Delivery methods
 - b. Manner best suited for trainee
 - 3. **A**pplication (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill
 - 4. **T**est (Evaluation of progress – holds the learner accountable)
 - a. Provides immediate feedback to trainer/trainee
 - b. Evaluation of progress
 - c. Allows for remediation if needed
 - d. Serves as documentation of training and knowledge/skill level
- B. Develop Learning Activities
 - 1. Purpose
 - a. Reinforce training
 - b. Learning by doing
 - c. Promote decision making
 - d. Promote teamwork
 - e. Safely problem solve
 - 2. Types
 - a. Case studies
 - b. Role play
 - c. Brain storming
 - d. Scenarios/table top exercises
 - e. Simulations
 - f. Group exercises
- C. Create Useful Training And Instructional Aids
 - 1. Establish relevance
 - a. Specific to topic
 - b. Specific to agency

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- D. **Required Exercise for Day 4:** The students will prepare an outline of a pertinent “firearms instruction” topic for final presentation at the conclusion of the course.
1. Topics will be chosen from the “List of Topics” (**Handout #3**) Finished outline due in class at the start of Day 4.
 2. Topics will not be duplicative and not “team” presented
- E. Format will be basis for student’s presentation during the last day of course
1. Presentation to be at least 10 minutes in length
 2. Presentation to include safety considerations
 3. Goals and objectives of lesson to be clearly stated
 4. Written evaluations from other students will be utilized

VIII. HANDGUN SHOOTING LECTURE AND PRATICALS FOR THE RANGE

- A. Position Shooting
1. Prone
 2. Kneeling
 3. Standing
 - a. Weaver
 - b. Isosceles
 4. Long range handgun
- B. Loading Techniques
- C. Pistol Exercises
1. Positions and Commands
 2. Loading Commands
 3. Firing Line Practice
- D. Use of “Red Handle” weapons and dry firing techniques
1. Deactivated or “Red Handle” Weapons
 2. How to use them
 - a. Assists in weapons loading techniques
 - b. Assists in weapons handling
 - c. Assists in familiarity in operation, disassembly and assembly of a particular weapon type
- E. Dry Firing Safety
1. Never with live rounds loaded
 2. Use of Deactivated or Red Handle Weapons is highly recommended
 3. Use of a live weapon should be supervised and always double cleared
 4. Basic Safety Review “Three Major Rules”
 - a. Treat All Weapons as Loaded
 - b. Keep Fingers Off Triggers Unless You Intend to Depress It
 - c. Never Point a Weapon at Anyone Unless you are Justified
 5. Slow, repetitive consistent, form-centered practice

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F. Dry Fire Weapons Handling

1. Holstering and Un-holstering practice (note – this is not a “draw” drill”)
2. Safety Check Drill
3. Loading Drill
4. Sight Acquisition Drills
5. Trigger Control Drills

G. Stress Courses

1. Purpose of the Stress Shooting Course
2. Shooting Courses
 - a. VS Time
 - b. VS Another Shooter

IX. COMMON SHOOTING ERRORS

A. Instructor Requirements and the Performance Challenged Student

1. Observe
2. Detect
3. Explain
4. Correct

B. Most Common Marksmanship Errors

1. Anticipation
2. Trigger Control
3. Framing the Shot
4. Sight Focus
5. Follow Through
6. Grip
7. Sight Alignment
8. Sight Picture
9. Breaking the Wrist

X. TARGET ANALYSIS AND STUDENT SHOOTING ISSUES

A. Using clues from the target

1. Observe, detect, explain, correct
2. Potential Causes
3. Multiple Issues

B. Right and Left Handed Shooters

1. Differences in shot placement and evaluation

C. Exercises and Examples - Target Analysis Practical Exercise

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Two relays of 30 round bull's-eye course, with alternate relay conducting target analysis.

1. Physical Problems
 - a. Weapon
 - b. Hand Strength
 - c. Dominant Eye
 - d. Stance and Position
 - e. Miscellaneous
2. Mental Problems
 - a. Fear
 - b. Lack of Confidence

B. Evidence of Issues

1. Shots High on Target
2. Shots Left on Target
3. Shots Right on Target
4. Shots Low on Target
5. Shots Scattered on Target

DAY 3

XI. FIREARMS LEGAL ISSUES AND USE OF FORCE

A. Deadly Force

1. Legal aspects and cases
 - a. PC § 196PC - Justifiable Homicide
 1. AB392 revised definition to rely more heavily on PC 835a
 2. PC 196 identifies the circumstances when a peace officer is justified to commit a homicide
 - a. In obedience to any judgment of a competent court order b. When the homicide results from a peace officer's use of force that complies with Penal Code Section 835a
 - b. PC § 835a
 - 1) It is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life
 - a. Peace officers shall evaluate each situation in light of the particular circumstance of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer
 - 2) To defend against and Imminent threat of death or serious bodily injury
 - 3) 835a – Ability, Opportunity and Apparent Intent
 - 4) Officer shall make reasonable efforts to identify themselves and warn that deadly force will be used.

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- 5) Officer does not lose right of self-defense by using reasonable force.
- 6) Objective Reasonableness
- c. Discuss how agency policy has changed relative to AB 392 and SB 230.
- d. Graham v. Connor
 - 1) Judged through the perspective of a reasonable officer.
 - 2) Based on the totality of the facts known to the officer at the time the force was applied.
 - 3) Based on the facts known to the officer without regard to the underlying intent or motivation.
 - 4) Based on the knowledge the officer acted properly under established law at the time.
- e. Reasonable Officer Standard:
 - 1) WOULD ANOTHER OFFICER WITH THE SAME OR SIMILAR TRAINING AND EXPERIENCE,
 - 2) FACING THE SAME/SIMILAR CIRCUMSTANCES,
 - 3) ACT THE SAME WAY OR USE SIMILAR JUDGMENT?
 - 1) NOT THE BEST DECISION, ONLY A REASONABLE DECISION.
- f. Scott v. Henrich (9th circuit 1994).
 - 1) Officers cannot, while using lawful (reasonable) force, lose their right to self defense:
 - a) In making an arrest.
 - b) Overcoming resistance.
 - c) Preventing escape.
- g. Tennessee v. Garner - Use of Deadly Force
 - 1) Life-threatening Felony/Crime of Violence.
 - 2) Threatens an officer with a weapon or is believed to be armed.
 - a) Committed a crime involving the infliction or threatened infliction of serious physical harm.
 - 3) Life-threatening Escape.
 - a) Poses significant threat to officers or others if allowed to escape.
 - 4) Deadly force may be used.
 - a) If reasonably necessary to prevent escape.
 - b) Where feasible, a warning should be given.
 - c) Halt-police! Stop or I'll shoot!

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- h. Forrett v. Richardson (9th Circuit 1997)
 - 1) This decision added to and clarified *Tennessee v. Garner*.
 - 2) It is not necessary that the suspect be armed at the time of the deadly force application, or threatened an officer with a weapon.
 - 3) Deadly force may be used to prevent the escape of an individual when the officer has: “probable cause to believe that the infliction or threatened infliction of serious harm is involved”

B. Moral Aspects Facilitated Discussion

C. Department Policy (**Handout #4**)

- 1. Officers must know and follow their department policy.
- 2. Failure to follow department policy can lead to civil and administrative liability.
- 3. Warning shots
- 4. Moving vehicles.
- 5. Juveniles.
- 6. Non-violent fleeing felons
- 7. Shooting from a moving vehicle

. D. Civil Liability

- 1. State
- 2. Federal
- 3. Vicarious Liability
 - a. Direct – actual participation
 - b. Indirect – negligence theories

XII. SHOTGUN FUNDAMENTALS AND ADVANCED SHOTGUN

A. Fundamentals of Shotgun

- 1. Nomenclature
- 2. Position of Weapon
- 3. Grip
- 4. Loading and Cycling Drills Position of Weapon
- 5. Sight Alignment and Point Shooting
- 6. Trigger Control

B. Shotgun Maintenance/Cleaning

C. Shotgun Ballistics

- 1. Long Range
- 2. Short Range

D. Slings

- 1. How to Use

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2. Transitioning to Handguns
3. Combat Shotgun

E. Shooting Positions

1. Standing
2. Kneeling
3. Prone

DAY 4

XIII. BASIC COMBAT COURSE SHOOTING

A. Fundamentals

B. Cover and Concealment

C. Bouncing Bullets

1. Using the Techniques
2. Recognizing the Potential for Being Hit

D. Movement

E. Combat Loading

XIV. RANGE PRACTICE

A. Review of all Techniques Introduced

5. Deployments
6. Positioning
7. Transitioning

B. Range Safety and Evaluation

1. Firing the Weapons
2. Courses of Fire
3. Practical Exercises
8. Correcting Errors

XV. RANGE QUALIFICATION COURSES

A. Handgun Qualification and Range Firing Line Management Practice

B. Shotgun Qualification and Range Firing Line Management Practice

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XVI. STUDENT PRESENTATIONS/COURSE CRITIQUE AND EVALUATIONS

PRESENTATIONS WILL FOLLOW THE GUIDELINES AS GIVEN ON DAY 2 OF COURSE.