

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 1

LEADERSHIP, PROFESSIONALISM & ETHICS

Effective October 18, 2021

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

A. Discuss why leadership is important

1. Essential for effective problem solving because it engages the cooperation of the community.
2. Increases respect, confidence and Influence
3. Promotes personal and professional success

B. Define leadership

1. The practice of influencing people, while using ethical values and goals, to produce intended change
2. Discuss Leadership Competencies

C. Discuss universal components of leadership

1. To be effective leaders, officer must use their authority and power appropriately
2. Contrast compliance verses commitment

D. Discuss the officer as a leader

1. Every officer is a leader
2. Leadership among peers
3. Positive modeling behaviors, “walk your talk”

E. Discuss the leader as a follower

1. Courage to follow
2. Separation of ego from power and authority

- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
 - 1. Results of positive leadership
 - 2. Results of the absence of leadership

II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
 - 1. The police profession defined and characterized
 - 2. Public trust defined with examples
- B. Discuss the community, agency, and other peace officers' expectations of a peace 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 peace 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 peace 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 peace 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 peace 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

III. REQUIRED TESTS



3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
5. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

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

IV. REQUIRED LEARNING ACTIVITIES

- A. 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 Leadership. At a minimum, each activity or combination of activities must address the following topics:

1. Power and authority
2. Compliance and commitment
3. Sphere of influence
4. Officer as a leader
5. Leadership in the community
6. Positive and adverse impacts and challenges for consistently demonstrating leadership

- 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 unprofessional or unlawful conduct by peace officers. At a minimum, each 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

- C. The student will participate in a learning activity consisting of a small group that uses a video, the POST-developed publication *Becoming An Exemplary Peace Officer*, or other media presentation as a resource. During the exercise, the group will complete the following tasks:

1. Identify any ethical issues
2. Discuss the impact of the conduct

3. Determine if intervention is required
4. Defend the chosen intervention strategy

V. ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITIES

- A. The student will participate in small group facilitated discussions, problem-based instruction other student center learning activity on the six pillars of character, Ethical Decision Making Model.
- B. The student will participate in a round table discussion that focuses on exploring ethical decision making, exemplary police officer standards and leadership.

Description	Hours
POST Minimum required Hours	8
Agency Specific Hours	4
Total Instructional Hours	12

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 2

CRIMINAL JUSTICE SYSTEM

Effective October 18, 2021

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments

1. 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 peace officers

1. First Amendment
2. Fourth Amendment
3. Fifth Amendment
4. Sixth Amendment
5. Eighth Amendment
6. Fourteenth Amendment

- C. Discuss the components and primary goals of the criminal justice system
 - 1. Law enforcement
 - 2. Judicial
 - 3. Corrections
 - 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 victims rights

II. LEARNING NEED

Peace officers must realize that law enforcement is not solely the function of police and sheriff agencies. There are many other federal, state, and local law enforcement agencies that are part of the criminal justice system.

LEARNING OBJECTIVES

- A. List the primary federal, state, and local law enforcement agencies within the criminal justice system
 - 1. 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

Peace officers must understand the judicial component of the criminal justice system because much of their work results in cases that go to court

LEARNING OBJECTIVES

- A. Discuss the objectives of the Judicial component of the criminal justice system

1. Providing due process of the law
 2. Rendering fair judgments
 3. Dispensing just punishment
 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

Peace officers should recognize that the California Department of Corrections and Rehabilitation (CDCR) is a component of the criminal justice system. Officers must also be familiar with the differences between parole and probation conditions, and their role in the enforcement of those conditions.

LEARNING OBJECTIVES

- A. Discuss the objectives and responsibilities of the correction's component of the criminal justice system
1. Confining prisoners
 2. Rehabilitating prisoners
 3. Supervising parolees and probationers in the community
 1. Assuring victim's rights
 2. California Department of Corrections and Rehabilitation (CDCR)
 - a. operates the State's adult prison system
 - b. confines felons who have been sentenced to state prison

3. Board of Prison Terms (BOPT)

- a. supervises inmates who have been released on parole from CDCR

4. 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

5. Youthful Offender Parole Board (YOPB)

- a. supervises wards who have been released on parole from CDCR – Juvenile Division

6. Local Government Agencies

- a. oversees the operation of detention facilities that confine people awaiting trial or sentenced to less than one year

B. Recall the definitions of parole and probation

- 1. Parole is administered by Parole and Community Services of the CDCR, CDCR – Juvenile Division
- 2. Probation is administered by county probation departments
- 3. Parole is defined as a conditional release from a state prison which allows an individual to serve the remainder of a sentence
- 4. Probation is defined as the suspension of the imposition or execution of a sentence and the order of conditional and revocable release in (to) the community. A sentencing option for an individual convicted of a criminal offense.

C. Discuss the differences between:

- 1. Parole
- 2. Probation

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	1
Total Instructional Hours	3

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 3

PRINCIPLED POLICING IN THE COMMUNITY

Effective October 18, 2021

1. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Define community policing

1. Community Policing is both an organizational and a personal philosophy that promotes police / community partnerships and proactive problem solving to:
2. Address causes of crime
3. Fear or perception of crime
4. Improve overall quality of life in the community

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
 - a. Awareness
 - b. Involvement
 - c. Ownership
5. Increasing local government involvement in problem solving

D. Discuss community policing philosophy

1. Organization wide, affecting all members and operations of agency

2. Partnership between law enforcement and community
 3. Avoid attitude of “them versus us”
- E. Discuss the history of policing models, including:
1. Traditional
 2. Professional
 3. Community
- F. Identify peace officer responsibilities in the community, including:
1. Maintaining order
 2. Enforcing the law
 3. Preventing crime
 4. Delivering service
 5. Educating and learning from the community
 6. Working with the community to solve problems
- G. Differentiate between proactive and reactive policing
1. Proactive approach means anticipating problems and acting in advance to address local concerns.
 2. Reactive approach means responding to criminal activity and problems after they have taken place. It typically involves handling each call or incident as a separate, unique occurrence.
- H. Discuss community expectations of peace officers
1. People in a community expect peace officers to ensure their safety.
 2. Maintain order.
 3. Address violations of law.
 4. Demonstrate equal and unbiased application of the law.
- I. Recognize peace officers’ responsibilities to enforce the law, including:
1. Adhering to all levels of the law
 2. Fair and impartial enforcement
 3. Knowing the patrol beat or area of responsibility
- J. Identify the elements of area/beat knowledge, including:
1. Critical sites
 2. Locations requiring special attention, i.e. hot spots
 3. Potentially dangerous areas
- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
1. Changing community demographics
 2. Advanced technologies

3. Continuous law changes

L. Identify the components that comprise communities

1. Families
2. Individuals
3. Neighborhoods
4. Schools
5. Elected officials and local government agencies
6. Businesses
7. The media
8. Social service organizations and agencies
9. Religious institutions (e.g., churches, synagogues, mosques, etc.)
10. Law enforcement agencies

M. Discuss opportunities where peace officers educate and learn from community members

1. Speaking at community meetings.
2. Visiting and teaching at local schools.
3. Disseminate timely information.
4. Initiating contacts and talking with individuals while on patrol.
5. Being accessible and approachable.

N. Identify resources which provide opportunities to educate and learn from the community, including:

1. Community forums
2. Community advisory groups

O. Recognize a peace officer's role in influencing community attitudes

1. Expectations of community members
2. Factors that may influence community member attitudes
3. Peace officer actions for promoting positive community relationships

P. Discuss government expectations of law enforcement and peace officers

1. Reducing and controlling crime
2. Providing community service
3. Enforcing the law
4. Reducing or eliminating civil liability
5. Problem solving

2. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

II. 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 signals
- H. Recognize the potential effects of negative nonverbal signals
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
 8. Improving communication between the department and the community
- S. Discuss the components of a community inventory, including:
1. Partners
 2. Stakeholders

3. Community collaboration
- T. Define homeland security
- U. 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

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

LEARNING OBJECTIVES

- A. Define the term “problem”
 1. Two or more incidents that are similar in nature, causing harm or are capable of causing harm.
 2. With an expectation that the police will do something about it.
- B. Identify the elements of the crime triangle, including:
 1. Victim
 2. Offender
 3. Location
- C. Discuss the Broken Windows Theory
 1. Problem solving theory
 2. Based on the idea that one unchecked problem may lead to other problems
 3. Serious street crime flourishes in areas in which disorderly behavior goes unchecked
 4. Examples:
 - Graffiti
 - Illegal dumping
 - Blighted property
 - Drinking in public
 - Prostitution

- D. Define problem solving
 - 1. Problem solving is a comprehensive planning process that attempts to attain long-term benefits.
- E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
 - 1. POP: Analysis of a problem, developing a prevention response with an evaluation of the results
 - 2. CP: An all encompassing philosophy which includes POP and engages the community in the policing process.
- F. Define and discuss a problem solving strategy
 - 1. Primary concerns / solution goals
 - 2. Information that is known; resources on hand
 - 3. Information that is unknown; resources needed
 - 4. Forming, implementing and assessing strategy
- G. Apply a problem solving strategy
- H. Define crime prevention
 - 1. Crime prevention is the anticipation, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce that risk.
- I. Identify crime prevention strategies
 - 1. Anticipating criminal activity
 - 2. Recognizing crime risks
 - 3. Identifying crime problems
 - 4. Taking specific actions to remove or reduce the opportunity for criminal activity
- J. Give examples of crime risk factors
 - 1. 24-hour businesses
 - 2. Alcoholic beverages sales points
 - 3. Automatic Teller Machines (ATMs)
 - 4. Malls or shopping areas
 - 5. Apartment complexes
 - 6. Group homes
 - 7. Rental car lots and car dealerships
 - 8. Mass transit systems
 - 9. Women (purse snatching)
 - 10. Elderly
 - 11. Children
 - 12. Disabled
 - 13. Tourist or strangers to the area

- K. Identify methods for recognizing crime problems
 - 1. Exchanging information with officers on other shifts
 - 2. Exchanging information with officers from other departments
 - 3. Using crime analysis information
 - 4. Interacting with members of the community
- L. Define Crime Prevention Through Environmental Design (CPTED)
 - 1. Crime Prevention Through Environmental Design (CPTED) is a scientific approach that seeks to change environmental conditions to make a location more crime resistant
 - 2. Based on the premise that the proper design and effective use of the built environment can lead to a reduction in the opportunity for crime and the fear of crime, and improve the quality of life.
- M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
 - 1. Natural surveillance
 - 2. Access control
 - 3. Territorial reinforcements
 - 4. Image
- N. Discuss crime prevention programs within the community
 - 1. Participating in crime prevention programs not only helps to convey important information to community members, but also allows them to see and interact with officers in a positive atmosphere.
 - 2. Common Examples:
 - a. Community “watch” and “alert” programs:
 - b. Operation Identification (property identification)
 - c. Child identification and fingerprinting
 - d. Drug and alcohol prevention education
 - e. Family violence prevention
 - f. Gang awareness prevention
 - g. High tech crime programs
 - h. Internet safety for adults and children
 - i. Hate crime prevention
 - j. Safe schools planning and development
 - k. Elder abuse prevention and senior safety

IV. LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

LEARNING OBJECTIVES

- A. Define principled policing
- B. Discuss principled policing, to include:
 - 1. Implicit and explicit bias
 - 2. Procedural justice
 - 3. Legitimacy
 - 4. Historical events
- C. Identify the four tenets of procedural justice
 - 1. Voice
 - 2. Neutrality
 - 3. Respect
 - 4. Trustworthiness
- D. Discuss the potential benefits of procedural justice for law enforcement and the community including:
 - 1. Improved Safety
 - 2. Reduced stress
 - 3. Fewer complaints
 - 4. Increased cooperation
 - 5. Improved community relations
 - 6. Reduced crime
- E. Discuss the application of procedural justice in the law enforcement mission

V. LEARNING NEED

Peace officers should recognize how historical and current events affect the perspectives of law enforcement and the community.

LEARNING OBJECTIVES

- A. Discuss the impact of historical and current events and how they affect community perspectives
- B. Discuss the concept of a community “bank account” (perspective) and its:
 - 1. Deposits
 - 2. Withdrawals
- C. Discuss cynicism and its impact on law enforcement and the community, to include:

1. Community cynicism
2. Peace officer cynicism

VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

LEARNING OBJECTIVES

- A. Discuss implicit bias, to include:
 1. Definition
 2. Sources
- B. Distinguish between implicit and explicit bias.
- C. Discuss how implicit bias may influence decision making and procedural justice.

VII. REQUIRED LEARNING ACTIVITIES

- A. 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. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.
- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
 1. Identifying the problem(s)
 2. Collecting and examining information
 3. Developing and implementing solutions based on analysis
 4. Evaluating the effectiveness of the strategy selected
- C. 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

- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
1. Making an “ethical appeal” based upon a peace officer’s professional presence and providing the subject with an opportunity to voluntarily comply (asking)
 2. Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why”?, and providing another opportunity for the subject to voluntarily comply (setting context)
 3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
 4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)
- E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.
1. How each tenant impacts the relationship between law enforcement and the community
 2. How each tenant influences perceptions of legitimacy
- F. Students will participate in a group discussion of past or current event, to include:
1. Impact on the perspectives of law enforcement and the community
 2. Implicit bias
 3. Cynicism

V. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

- A. The student will participate in a facilitated exercise that explores the principles of Community Orientated Policing and Leadership in the community to analyze, identify and solve a community problem or issue.
1. Working in teams, the student will present their response solution and formally communicate their action plan to the class. This exercise is intended to simulate a town hall meeting or community forum in response to a realistic community need or police action request.

Description	Hours
POST Minimum required Hours	26
Agency Specific Hours	0
Total Instructional Hours	26

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 4

VICTIMOLOGY/CRISIS INTERVENTION

Effective October 18, 2021

I. LEARNING NEED

Peace officers must deal effectively and considerately with victims, and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.

LEARNING OBJECTIVES

A. Describe the direct and indirect victims of a crime

1. Direct victims are people who have had a crime committed against them, report that a crime has been committed against them, or suffer, as a direct result of a crime, economic loss, physical injury, emotional trauma, or death.
2. Indirect victims are people who have a close relationship to the direct victim, or suffer emotional trauma and/or economical loss as a result of being a witness to a crime, or are members of a group or individuals within the community where a crime has taken place.

B. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis

1. Helplessness
2. Powerlessness
3. Being out of control
4. Sadness
5. Fear
6. Red, flushed face
7. Unnecessarily loud voice
8. Hyperventilation or rapid breathing
9. Shaking, twitching hands or clenched fists
10. Rigid body
11. Fixed stare
12. Hesitation to move as commanded
13. Nausea
14. Complaints of headache or heart palpitations
15. Crying, tears, hysteria
16. Excessive sweating

- C. Describe techniques officers can use to help defuse a crisis situation for a victim of crime
 - 1. Acknowledge victim's ordeal
 - 2. Reassure victim of safety
 - 3. Ask diversionary reality questions
 - 4. Ask questions which pose simple choices
 - 5. Use an appropriate tone of voice
 - 6. Apply positive nonverbal communication techniques
 - 7. Explain procedures and follow-up actions
- D. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime
 - 1. Disassociation
 - 2. Blame
 - 3. Apathy or impatience

II. LEARNING NEED

Peace 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. Gathering 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 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 or victim/witness advocate to be with the victim. (This is required by Penal Code Section 264.2 in cases of sexual assault.)
- 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

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:
1. Leadership - The practice of influencing people while using ethical values and goals to produce an intended change.
 2. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
 3. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim's rights.
 4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
- Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the current POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
1. Behaviors exhibited by persons in crisis/crime victims
 2. 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
 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
- B. The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include:
1. Psychological reactions to victimization
 2. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
 3. Assistance and support services available to the victim
 4. Legal and procedural information to provide the victim

5. Qualifications for compensation under the Victims of Crime Compensation Program

IX. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

1. The student will participate in a facilitated panel discussion that will include victims and/or witnesses or crimes of police contact. The student will prepare in advance questions to ask the panel that may provide greater insight into what a victim or witness experiences during police interaction or as a result of crime itself.
2. The student will write an opinion paper that will minimally include:
 1. How can police officers better serve and interact with victims and/or witness of crimes
 2. What can an officer do to directly influence how victims/witnesses perceive law enforcement
 3. How does leadership and public image affect a victims /witnesses perception and overall police contact
 4. Does an officer have a responsibility to help victims with outside services (referrals) even though the law may not specifically mandate it?

Description	Hours
POST Minimum required Hours	6
Agency Specific Hours	3
Total Instructional Hours	9

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 5

INTRODUCTION TO CRIMINAL LAW

Effective October 18, 2021

I. LEARNING NEED

Peace officers must know the origins of current law to know the role of law enforcement today.

LEARNING OBJECTIVES

A. Identify the relationship among:

1. Constitutional law
2. Statutory law
3. Case law

II. LEARNING NEED

Peace officers must know the nuances of the written law to correctly interpret the law.

LEARNING OBJECTIVES

A. Differentiate between the *letter of the law* and the *spirit of the law*

1. Letter of the law 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, peace officers must know what constitutes a crime and the information required to identify that a crime has occurred.

LEARNING OBJECTIVES

- A. Recall the statutory definition of a crime
 - 1. 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

To arrest a subject, peace officers must determine what type of crime has been committed, who was involved in the commission of the crime, and who cannot be criminally liable.

LEARNING OBJECTIVES

- A. Identify three classes of crime:
 - 1. Felony
 - 2. Misdemeanor
 - 3. Infraction
- B. Differentiate among the three parties to a crime, to include:
 - 1. Principals
 - 2. Accessories
 - 3. Accomplices
- C. Identify people legally incapable of committing a crime
 - 1. Children under 14
 - 2. Mentally incapacitated
 - 3. Persons who committed the act or omission:
 - a. Under ignorance or mistake of fact
 - b. Without being conscious of the act
 - c. Through misfortune or accident
 - d. Under threat or menace

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	0
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 6

PROPERTY CRIMES

Effective October 18, 2021

I. LEARNING NEED

Arrest depends on the development of probable cause. Successful prosecution depends on the collection of admissible evidence. Peace 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. Vehicle theft
3. Defrauding an innkeeper
4. Burglary
5. Shoplifting
6. Possession of burglary tools
7. Possession of or receiving personal property with altered serial numbers or identification marks
8. Receiving stolen property
9. Forgery

B. Recognize the crime classification as a misdemeanor or felony

1. Theft
 - a. Grand Theft (Felony)
 - b. Petty Theft (Misdemeanor)
2. Vehicle Theft (Felony)
3. Defrauding an innkeeper
 - a. Value of service over \$950 (Felony)
 - b. Value of service \$950 or less (Misdemeanor)
4. Burglary (Felony)
5. Possession of burglary tools (Misdemeanor)
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. Receiving stolen property (Felony/Misdemeanor)
- 8. Forgery (Felony)
- C. Describe appropriate peace officer actions when taking a report of burglary or other similar property crimes
 - 1. Approach and arrive
 - 2. Initial assessment
 - a. Initiate a crime broadcast if applicable
 - 3. Secure the crime scene
 - 4. Survey the crime scene
 - 5. Conduct victim/witness interviews
 - 6. Collect/document evidence
 - 7. Write investigative report
- D. Describe information that should be obtained when interviewing the victim(s) of or witness(s) to a burglary
 - 1. Obtain a detailed description of each item taken (e.g., identifying characteristics, serial numbers, etc.).
 - 2. Determine who was last at the property and everyone who may have had access to the premises.
 - 3. Identify a time period in which the burglary may have occurred.
 - 4. Ask if the property was insured and, if so, for how much.
 - 5. Ask for names of persons the victim may consider to be possible suspects.
 - 6. Canvass the area for possible witnesses (e.g., neighbors, children, utility/construction crews in the immediate vicinity, store owners in the area, school officials, etc.)
 - 7. Determine if witnesses
 - a. Observed any strangers in the area,
 - b. Saw any vehicles in the area that did not belong,
 - c. Were aware of anyone ringing door bells or attempting to solicit anything in the area recently,
 - d. Heard any loud or unusual noises or
 - e. Know of previous burglary incidents.
 - 8. Identify other possible sources of information.

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to arson, and to correctly classify these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Arson
 - 2. Unlawfully causing a fire
 - 3. Possession of a flammable or combustible material
- B. Recognize the crime classification as a misdemeanor or felony
 - 1. Arson (Felony)
 - 2. Unlawfully causing a fire (Misdemeanor)
 - 3. Possession of a flammable or combustible material (Felony)

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace 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 classification as a misdemeanor
 - 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.

IV. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest 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

- B. Recognize what constitutes unlawful conduct in a landlord/tenant dispute
 - 1. Tennant lockout
 - 2. Seizure of tenants property
 - 3. Removal of doors and windows
 - 4. Trespass
 - 5. Interruption of utility services, taking down, removing, injuring or obstructing
- C. Recognize what constitutes a lawful repossession
 - 1. Repossessor entry
 - 2. Control completion
 - 3. Crimes are sometimes committed during a repossession dispute.
- D. Recognize the crime classification as a misdemeanor or felony
 - I. Vandalism
 - a. Misdemeanor
 - b. Felony
 - II. Assault (Misdemeanor)
 - III. Battery (Misdemeanor)
 - IV. Assault with a deadly weapon (Felony)
 - V. Disturbing the peace (Misdemeanor)
 - VI. Drawing, exhibiting, or using a firearm (Misdemeanor)
 - VII. Trespassing (Misdemeanor)
 - VIII. Forcible Entry (Misdemeanor)

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of a property crime which includes the specific elements of burglary and grand theft. The discussion 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

Description	Hours
POST Minimum required Hours	6
Agency Specific Hours	0
Total Instructional Hours	6

San Jose Police Academy 2021
EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 7
CRIMES AGAINST PERSONS/DEATH INVESTIGATION

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to injury, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Battery
 - 2. Assault with a deadly weapon or by means of force
 - 3. Elder or dependent adult abuse
 - a. Penal Code 368
 - b. Duty Manual Policy, Lexipol Policy and Protocol
 - c. Investigating
 - d. Documenting
 - e. Victim's Rights and Confidentiality
- B. Recognize the crime classification as a misdemeanor or felony
 - 1. PC Section 368
 - 2. Felony sub- sections
 - 3. Misdemeanor sub-sections

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to kidnapping, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Kidnapping
 - 2. False imprisonment
 - 3. Child abduction without custodial right
 - 4. Child abduction with custodial right

B. Recognize the crime classification as a misdemeanor or felony

1. PC Section 207(a)
2. All kidnapping crimes are classified a felonies

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for robbery, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Robbery
2. Carjacking

B. Recognize the crime classification as a felony

1. Robbery: PC Section 211 (all robberies are felonies)
2. Carjacking: PC Section 215 (Carjacking is a felony)

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to homicide, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for murder

1. Unlawful killing of a human being or fetus.
2. With malice aforethought.

B. Recognize the crime elements, and classification for manslaughter crimes

1. The unlawful killing of a human being without malice.
2. Upon a sudden quarrel or heat of passion.
3. Voluntary manslaughter is a felony.

V. LEARNING NEED

Peace officers who are first to arrive at a scene involving a death must be aware of their responsibilities to assess the situation and take an appropriate course of action based on their preliminary investigation.

LEARNING OBJECTIVES

- A. Identify information that should be obtained and documented when conducting an investigation involving the death of a child
 - 1. Information pertaining to the Child
 - 2. Information pertaining to the Death Scene
 - 3. Information pertaining to the Circumstances
 - 4. Information pertaining to the Other Individuals
- B. Identify indicators that a child's death may be due to Sudden Infant Death Syndrome (SIDS)
 - 1. A SIDS infant generally was under the age of one year. (The majority of SIDS deaths occur before six months with the largest number of deaths occurring between the age of two to four months.)
 - 2. Appeared to have been healthy prior to the death (with the exceptions of minor colds, vomiting, diarrhea, etc.)
 - 3. Died during a period of sleep.
 - 4. Had no visible signs of trauma or injury at the time of death.
- C. Identify appropriate actions for responding officers interacting with parents or care givers involved in a SIDS Incident
 - 1. Provide list of community and other resources available to parents and caregivers
 - 2. Provide name, location and telephone number of local infant death support group and the SIDS statewide hotline number.
 - 3. Responding officers should reassure parents and care givers that:
 - a. There was nothing a parent, care giver, or even physician could have done to predict or prevent the child's death
 - b. SIDS is not contagious to other children.
 - c. Death occurs quickly and quietly

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.
- C. A scenario test, which requires the student to perform the tasks, required of an officer conducting a death investigation. The scenario shall minimally test the student's ability to:
 - a. Leadership – The practice of influencing people, while using ethical values and goals to produce an intended change
 - b. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner.

- Using verbal or physical skills to determine the appropriate resolution to a situation
- c. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests
 - d. Officer Safety – The demonstration of situational and tactical awareness and appropriate response
 - e. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding
 - f. Stress Tolerance and Emotional Regulation – Maintaining self-control and making timely, rational decisions in stressful situations.

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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity regarding the actions which should be taken during a preliminary investigation of any crimes against persons, which includes a felonious assault on a victim(s). The activity shall address:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Establishing the elements of the crime
 - 4. Physical evidence considerations
- B. The student will participate in a learning activity that identifies actions to be taken during a preliminary investigation of a SIDS death. The learning activity addresses:
 - 1. Initial actions
 - 2. Sources of information
 - 3. Indications that a SIDS death has occurred
 - 4. Identification of information and community resources that may assist parents and/or child care workers involved in the investigation
 - 5. Explanation of SIDS facts and required investigative tasks to parents and/or child care workers involved in the investigation
 - 6. Physical evidence considerations
- C. The student will participate in a learning activity to identify the types of information and community resources that may assist SIDS survivors. At a minimum, the activity must require the student to explain:
 - 1. SIDS facts to involved parties, as appropriate

2. Required investigative tasks and need for a complete investigation
3. Availability of local and regional SIDS survivor support groups
4. How to make a referral to the county public health nurse
5. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
6. How to notify county coroner's officer/medical examiner's office

D. The student will participate in a facilitated learning activity identifying actions to be taken during a death investigation. The learning activity must address:

1. Initial actions
2. Sources of information
3. Establishing the elements of the crime
4. Physical evidence considerations

A. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

1. The student will participate in a scenario, role-play or other interactive critical thinking exercise that demonstrates how officers should respond to crimes against persons.
1. The scenario will minimally address the instructional areas covered in this domain when responding to a homicide, assault with a deadly weapon, carjacking, robbery, elder abuse or other crime against persons.

Description	Hours
POST Minimum required Hours	6
Agency Specific Hours	6
** Added 1 hour / Elder Abuse	
Total Instructional Hours	12

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 8

GENERAL CRIMINAL STATUTES

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to disorderly conduct, and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Lewd conduct
2. Invasion of privacy
3. Prostitution
4. Loitering about a public toilet
5. Public intoxication

B. Recognize the crime classifications as a misdemeanor or felony

1. Lewd conduct is a misdemeanor
2. Invasion of privacy is a misdemeanor
3. Prostitution is a misdemeanor
4. Loitering about a public toilet is a misdemeanor
5. Public intoxication is a misdemeanor

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers need to know the elements required to arrest for crimes related to public nuisance, and to correctly categorize these crimes as misdemeanors.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Disturbing the peace
2. Obstruction of a public way
3. Prowling and peeping

- B. Recognize the crime classification as a misdemeanor
 - 1. Disturbing the peace is a misdemeanor
 - 2. Obstruction of a public way is a misdemeanor
 - 3. Prowling and peeping is a misdemeanor

III. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 9

CRIMES AGAINST CHILDREN

Effective October 18, 2021

I. LEARNING NEED

To effectively carry out their responsibilities for the protection of children as some of the most vulnerable members of society, peace officers need knowledge of the crimes that may be committed against children. The ability to arrest and successfully prosecute depends on the development of probable cause. Peace officers must know the elements required to prove these crimes and to correctly categorize them as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Child harm, injury, or endangerment
2. Physical abuse of a child
3. Lewd or lascivious acts with a child
4. Annoying or molesting children
5. Possession of child pornography
6. Unlawful sexual intercourse
7. Child harm, injury, or endangerment
 - a. Felony: Conditions likely to produce great bodily harm or death; under age of 8 with death
 - b. Misdemeanor: Circumstances other than those likely to produce great bodily harm or death

B. Recognize the crime classification as a misdemeanor or felony

1. Physical abuse of a child is a felony
2. Lewd or lascivious acts with a child is a felony
3. Annoying or molesting children is a felony
4. Possession of child pornography is a felony
5. Unlawful sexual intercourse
 - a. Misdemeanor if age difference between perpetrator and victim is 3 years or less
 - b. Felony if age difference between perpetrator and victim is greater than 3 years

II. LEARNING NEED

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authority. Failure to do so is a crime.

LEARNING OBJECTIVES

- A. Identify by category the professional occupations required to report suspected child abuse
 - 1. Child care custodians (including teachers and peace officers)
 - 2. Health practitioners (medical and non-medical)
 - 3. Employees of child protective services
 - 4. Child visitation monitors
 - 5. Firefighters
 - 6. Clergy (except when in confessional)
 - 7. Animal control officers
 - 8. Humane society officers
 - 9. Commercial film processors
- B. Recognize the specific law enforcement reporting requirements
 - 1. PC Section 11166 and 11167
 - 2. Report submitted to Child Protective Agency within 36 hours of initial contact
 - 3. Failure to report suspected child abuse is a misdemeanor
- C. Recognize the required documentation when investigating crimes against children
 - 1. Name and age of child
 - 2. Name of the reporter
 - 3. Location of the child
 - 4. Nature and extent of injuries
 - 5. Condition of child when abuse was reported
 - 6. Facts which lead to the suspicion of abuse
 - 7. Relationship to suspected abuser
 - 8. History of previous abuse
- D. Recognize a peace officer's responsibility for maintaining the confidentiality of the reporting party
 - 1. PC Section 11167
 - 2. Limited access to reporter's identity

III. LEARNING NEED

Peace officers have the authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited.

LEARNING OBJECTIVES

- A. Recognize the legal basis for entry without a warrant to protect a minor
 - 1. Exigent circumstances (child is in immediate danger)
 - 2. Valid consent from occupant
- B. Recognize the exigent circumstances that could lead an officer to reasonably believe that there is an immediate threat to a minor
 - 1. Imminent danger to a person's life or safety
 - 2. Serious damage to property
 - 3. Imminent escape of a suspect
 - 4. Evidence is about to be destroyed or removed

IV. LEARNING NEED

Ensuring the safety of a child victim is a peace officer's primary responsibility when responding to a case of suspected child abuse. To do this effectively, officers must be able to recognize indicators of abuse, conduct a preliminary investigation into abuse, and take the appropriate action.

LEARNING OBJECTIVES

- A. Recall the statutory definition of child abuse
 - 1. A physical injury
 - 2. Inflicted by other than accidental means
 - 3. On a child
 - 4. By another person
- B. Discuss physical and behavioral indicators of:
 - 1. Physical child abuse
 - 2. Physical neglect of a child
 - 3. Mental Suffering
 - 4. Sexual child abuse
- C. Demonstrate effective officer actions for conducting an interview with a child victim of abuse
 - 1. Control the interview conditions / environment
 - 2. Build rapport
 - 3. Use appropriate communication techniques
 - 4. Gather information

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. The student shall participate in a learning activity involving the preliminary investigation of either child abuse, child neglect, or child sexual exploitation. At a minimum, the activity must address the student's ability to conduct an investigation to include:
 - 1. Establishing elements of the crime
 - 2. Protecting the child's safety
 - 3. Identifying the suspect
 - 4. Locating witnesses
 - 5. Recovering physical evidence, photographs and statements
 - 6. Demonstrating a knowledge of child abuse reporting procedures
 - 7. Demonstrating a knowledge of the contents in a child abuse report
 - 8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
 - a. Gaining the child's confidence
 - b. Remaining neutral in the interview
 - c. Speaking to the child in a level the child understands
 - 9. Taking the child into protective custody if at risk of serious physical harm

VII. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

Students will participate in a facilitated discussion on the need for peace officers to guard against bias or preconceived ideas when recognizing and investigating suspected or known child abuse incidents and know how to help victims and families

ACADEMY LEARNING OBJECTIVES

- A. Recognize the significance of age
 - 1. Many reported cases are children under the age of four years
 - 2. Adolescent abuse
- B. Recognize and discuss potential child abuser characteristics
 - 1. Family members versus non-family members
 - 2. Individual characteristics
 - 3. Environmental characteristics

- C. Identify outreach support service for victims and families\

VIII. LEARNING NEED

Peace officers in Santa Clara County must adhere to the Santa Clara County Child Abuse Protocol when dealing with cases of child abuse. In order to accomplish this, officer's must be familiar with the child abuse protocol and how it is activated in the field through Joint Response.

LEARNING OBJECTIVES

- A. Recognize the required documentation when investigating crimes against children per the Santa Clara County Child Abuse Protocol (SCCCAP)

1. Per the SCCAP, when must a report be taken?
 - a. Suspected abuse
 - b. Neglect & endangerment
 - c. Unfounded abuse
2. What is required to be documented in those reports per SCCCAP?
 - a. Interview **all parties** involved: reporting party, parents, caregivers,
 - b. siblings, relatives, teachers, social workers, and any other person or entity that may have additional information. Do not use children to translate statements.
 - c. Suspect /non suspect parents should not be present during the interview.
 - d. Ask open ended questions.
 - e. Court order no longer needed prior to interviewing a child at school (Camretta v. Greene decision).

- B. Department Family and Child Services (DFCS) and San Jose Police Department's Joint Response Protocol.

1. What is "Joint Response"?
2. When and how to activate Joint Response?
 - a. Call Joint Response for all instances where a parent or caregiver has placed a child in danger either through action or inaction.
3. Protective Custody
 - a. Who places child in protective custody and why?
 - b. Required documentation (Juvenile Crime Report (JCR)).
4. Disagreements with DFCS

a. Who has ultimate authority regarding 300 W&I

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	4
** Added 1 hour SCC Child Abuse Protocol / Joint Response	
Total Instructional Hours	8

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 10

SEX CRIMES

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for sex crimes, and to correctly categorize these crimes as misdemeanors and felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Rape
2. Assault with intent to commit rape and other crimes specified in Penal Code Section 220
3. Indecent exposure
4. Oral copulation
5. Penetration with a foreign object
6. Sodomy
7. Sexual battery

B. Recognize the crime classification as a misdemeanor or felony

1. Rape:
 - a. Felony
2. Assault with intent to commit rape and other crimes specified in Penal Code section 220
 - a. Felony
3. Indecent exposure
 - a. Felony: Prior convictions; entering dwelling without consent
 - b. Misdemeanor: All other circumstances
4. Oral copulation
 - a. Felony

5. Penetration with a foreign object
 - a. Felony
6. Sodomy
 - a. Felony
7. Sexual battery
 - a. Felony: Restrained victim; skin of intimate parts is touched
 - b. Misdemeanor: Physical contact, directly or through clothes; victim restrained, but no contact with skin

II. LEARNING NEED

The manner in which peace officers interact with the victim of a sex crime may influence the quality of information the victim is willing to provide. A positive contact will affect the victim beneficially; a negative contact will adversely impact the victim.

LEARNING OBJECTIVES

- A. Give examples of assessing a victim's physical state in order to make them as comfortable as possible, and secure the necessary medical attention
 1. Unconscious or injured
 2. No complaint of pain and no injuries requiring immediate attention and the crime has occurred within 72 hours
 3. Special needs related to age or a physical or developmental condition
 4. Asking the victim about medical needs
- B. Describe common emotional and physical reactions victims experience and the pressures associated with reporting a sex crime
 1. Fear
 2. Shame
 3. Embarrassment
 4. Guilt
 5. Depression
 6. Shock
 7. Anger/Betrayal
 8. Feeling of being dirty
 9. Self-blame
- C. Describe a peace officer's own emotional and attitudinal reactions to sex crimes

1. Maintain objectivity and emotional control
2. Be aware of own pre-conception and experiences that can produce biased views
3. Consider the crime as a violent and aggressive act rather than a sexual one
4. Try to avoid the following:
 - a. Anger
 - b. Overreaction
 - c. Overzealousness
 - d. Apathy
 - e. Excessive sympathy


III. LEARNING NEED

To complete a thorough investigation, peace officers must be sensitive to the fact that sexual assaults pose unique problems because of the emotional state of the victim, and the complexity of the investigative procedures.

LEARNING OBJECTIVES

- A. Discuss factors that set a positive tone for the victim interview
 1. Everyday terminology
 2. Body language
 3. Word choice
 4. Demeanor
- B. Select questions to be asked during the victim interview
 1. Determine what crimes were committed
 2. Details of assault
 3. Follow up questions
- C. Identify the purpose of a medical/legal exam
 1. Collect preserve and document evidence
 2. Collection of biological samples
- D. Explain victim's rights
 1. PC Section 264.2 notification to local rape victim counseling center
 2. Right to sexual assault victim counselor
 3. Right to have victim advocate present at interview
- E. Discuss the types of evidence to be collected from the crime scene, victim and suspect





F. Describe the services available to sexual assault victims

1. Rape crisis centers
2. State victim/witness services of Domestic Violence Brochure

IV. LEARNING NEED

Penal Code Section 290 is intended to allow law enforcement agencies to track the whereabouts of known sex offenders.

LEARNING OBJECTIVES

A. Identify the requirements for sex offender registration under Penal Code Section 290

1. Every person convicted of sex offense
2. Within 5 working days, update every 60 days
3. Sign notice of registration issued by DOJ

B. Recognize violations of Penal Code Section 290

1. Rape / Rape in concert / Spousal rape
2. Oral copulation
3. Penetration with foreign object
4. Lewd acts upon a child
5. Assault with intent to commit any of the above
6. Indecent exposure
7. Incest
8. Sexual Battery
9. Kidnapping with intent to commit sexual assault
10. Child pornography
11. Misdemeanor child molestation
12. Aggravated assault of a child

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 2.
- B. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED LEARNING ACTIVITIES

- A. A learning activity, which requires the student to perform the tasks while conducting a preliminary investigation of a sexual assault. At a minimum, the learning activity must address the student's ability to:
1. Apply laws related to sex crimes
 2. Maintain an objective attitude toward the investigation of sex crimes
 3. Understand the behavioral, emotional or physical reaction of the sex crime victim
 4. Prioritize and perform investigative tasks
 5. Conduct a comprehensive interview with the victim
 6. Interrogate the suspect and obtain a confession
 7. Collect evidence from the suspect

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	7
Total Instructional Hours	11

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 11

JUVENILE LAW AND PROCEDURES

Effective October 18, 2021

I. LEARNING NEED

Peace officers must recognize their roles and responsibilities regarding the protection of rights of juveniles under California law.

LEARNING OBJECTIVES

- A. Recognize a peace officer's responsibility for the safety of a juvenile and the general public
 - 1. Peace officer is responsible by California law to protect the rights of a juvenile
- B. Recognize the conditions when admonishment of a juvenile's rights is or is not required
 - 1. History of abuse
 - 2. At immediate risk
 - 3. Hospitalized
 - 4. Found on street
 - 5. Stopped for general questioning
- C. Recognize the conditions when a peace officer must obtain a waiver of a juvenile's rights
 - 2. A peace officer must seek a waiver of those rights before an interrogation can take place

II. LEARNING NEED

Peace officers must realize when there is an absence of appropriate parental care and control; the state becomes the parent and is responsible for balancing the needs of the juvenile with the protection and safety of the public.

LEARNING OBJECTIVES

- A. Recognize the sources of peace officer authority to take a juvenile into temporary custody

1. Protection of the minor
 2. Protection of the general public
 3. Unexcused school absence
- B. Recognize the options available to a peace officer for the disposition of a juvenile case
1. Least restrictive
 2. Releasing
 3. Deliver to agencies
 4. Citation
- C. Recognize the conditions under which a juvenile may become a dependent of the court
1. Risk of serious harm
 2. Inadequate supervision
 3. Religious beliefs
 4. Risk of serious emotional damage
 5. Sexual abuse
 6. Abuse of child under five
- D. Recognize the situations in which a juvenile can be taken into temporary custody due to habitual disobedience or truancy
1. Four or more trancies in one school year
 2. Status offenders (601 W&I)
- E. Recognize the situations in which a juvenile can be taken into temporary custody for violating a law or ordinance
1. Any person under the age of 18 who violates any law (federal, state, city or county ordinance) us within the jurisdiction of the juvenile court and may be judged a ward of the court

III. LEARNING NEED

Peace officers must recognize that *Welfare and Institutions Code Sections 206, 207, 207.1 and 208* provide the basis for regulations established for the confinement of juveniles in adult detention facilities.

LEARNING OBJECTIVES

- A. Recognize the guidelines requiring the separation and segregation of dependent minors, status offenders and wards within a facility
1. Dependent children and wards of Juvenile Court
 2. Status offenders
- B. Recognize the appropriate level of confinement for the purposes of temporary custody

1. Secure detention: documented visual checks every 30 minutes
 2. Non-secured detention: must be under constant personal vision
- C. Recognize the requirements for preventing all contact between juveniles and adult prisoners within a facility
1. Contact between adult inmates and minors is unlawful
 2. Communication is not allowed between adult inmates and minors

IV. LEARNING NEED

Any person who commits an act or fails to perform a duty which then causes a juvenile to become a dependent or ward of the court, or to commit a crime, can be said to be guilty of contributing to the delinquency of a minor.

LEARNING OBJECTIVES

- A. Recognize the crime elements of contributing to the delinquency of a minor
1. Commits an act or omits the performance of any duty which causes or encourages any person under the age of 18 to come within the provision of W&I 300, 601 or 602
 2. Threatens, commands, persuades, or endeavors to induce any person under the age of 18 to fail or refuse to conform to a lawful order of the juvenile court
- B. Recognize the crime classification as a misdemeanor or felony
1. Both crimes listed above in 1 and 2 are misdemeanors

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum required Hours	3
Agency Specific Hours	0
Total Instructional Hours	3

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 12

CONTROLLED SUBSTANCES

Effective October 18, 2021

I. LEARNING NEED

Peace officers need to know how drugs can affect normal behavior. This information assists the officer in determining which controlled substance is influencing a person's conduct.

LEARNING OBJECTIVES

A. Discuss the impact of drugs on the body

1. Block, mimic, speed up or slow down the body's natural state
2. Interfere with messages transmitted by neurotransmitters
3. Disrupts/upsets the body's dynamic chemical balance
4. The body alters its own supply of natural chemicals (neurotransmitters) to accommodate the drug

II. LEARNING NEED

To develop probable cause for possession of controlled substances, peace officers must be able to recognize what category of drug the person possesses.

LEARNING OBJECTIVES

A. Recognize the category, common name(s), symptoms, physical properties and packaging of the following controlled substances:

1. Stimulants
2. Hallucinogens
3. Narcotic Analgesics
4. Cannabis
5. Depressants
6. Inhalants
7. Dissociative Anesthetics (Phencyclidine)

B. Recognize how the following substances are introduced into the body and general indicators of use:

1. Stimulants
2. Hallucinogens

3. Narcotic Analgesics
4. Cannabis
5. Depressants
6. Inhalants
7. Dissociative Anesthetics (Phencyclidine)

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of controlled substances statutes, and to categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 1. Possession of drug paraphernalia
 2. Being under the influence of a controlled substance
 3. Possession of a controlled substance
 4. Possession of a controlled substance for sale
 5. Transporting/selling/furnishing, etc. of a controlled substance
 6. Manufacturing a controlled substance
 7. Possession of precursor chemicals for manufacturing
- B. Recognize the crime elements to arrest for:
 1. Possession of marijuana/concentrated cannabis
 2. Smoking/ingesting marijuana/concentrated cannabis in public
 3. Cultivating or harvesting marijuana
 4. Possession of marijuana/concentrated cannabis for sale
 5. Transporting/selling/furnishing, etc. of marijuana/concentrated cannabis
- C. Recognize the crime classification as an infraction, misdemeanor, or felony

IV. LEARNING NEED

Peace officers need to recognize the existence of an illegal manufacturing and or cultivating site for controlled substances based on observations upon discovery, and take the appropriate actions. They need to know how to protect themselves and the public from the potential problems associated with a clandestine laboratory/illegal cannabis cultivation.

LEARNING OBJECTIVES

- A. Identify the characteristics of a clandestine laboratory/illegal cannabis cultivation

1. Produces controlled substances through chemical process
2. Extremely toxic and may be highly volatile
3. Indoor (growing/processing equipment)
4. Outdoor (urban/rural, public vs. private land)

B. Identify types of clandestine laboratories/illegal cannabis cultivation

1. Operational: actively producing drugs
2. Non-operational: setup, but not operating
3. Boxed lab: chemical and apparatus are packed away or “boxed”
4. Small scale private use vs. large scale commercial

C. Identify the required safety precautions when securing a clandestine laboratory/illegal cannabis cultivation

1. Only qualified safety personnel should enter
2. Do not touch anything
3. Consider inherent dangers and withdraw if inadvertently discovered
4. Establish safe perimeter
5. Establish and follow decontamination procedures

V. REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 3.

VI. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

- A. The student will participate in a scenario, role-play or other interactive critical thinking exercise that requires recognition of a person demonstrating objective symptoms of under the influence and documentation of the event (i.e. police report) using the POST Workbook – Chapter 5 . The student will consider objective symptoms most likely to provide probable cause of under the influence such as pulse rate, eye condition (e.g. bloodshot, droopy, etc), pupil size (pupilometer), etc. The following drugs will minimally be included

1. Stimulants
2. Hallucinogens
3. Narcotic Analgesics

Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	0
Total Instructional Hours	12

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 13

ABC LAW

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for violations of ABC law, and to categorize these crimes as infractions, misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest, for the following crimes:
 - 1. Sales without a license
 - 2. Unauthorized alcohol on premises
 - 3. Furnishing alcohol to an obviously intoxicated person
 - 4. Sale/consumption during restricted hours
 - 5. Sale to, consumption by, purchase by, or attempting to purchase by a minor
 - 6. Minor in possession of an alcoholic beverage
 - 7. Minors consuming /in possession of alcoholic beverages at a social gathering
 - 8. Minor's possession/presentation of a false ID
 - 9. Minor inside public premises
 - 10. Possession of alcoholic beverages on public school grounds
 - 11. Furnishing false identification to a minor
- B. Recognize the crime classifications as an infraction, misdemeanor or felony
 - 1. Sales without a license
 - a. Misdemeanor
 - b. Felony: Performing without a still license
 - 2. Unauthorized alcohol on premises is a misdemeanor
 - 3. Furnishing alcohol to an obviously intoxicated person is a misdemeanor
 - 4. Sale/consumption during restricted hours is a misdemeanor
 - 5. Sale to, consumption by, purchase by, or attempting to purchase by a minor

- a. Misdemeanor
 - b. Infraction: Attempt to purchase by a minor
6. Minor in possession of an alcoholic beverage is a misdemeanor
 7. Minors consuming /in possession of alcoholic beverages at a social gathering is a misdemeanor
 8. Minor's possession/presentation of a false ID is a misdemeanor
 9. Minor inside public premises is a misdemeanor
 10. Possession of alcoholic beverages on public school grounds is a misdemeanor
 11. Furnishing false identification to a minor is a misdemeanor

II. LEARNING NEED

The ABC Act provides a method to abate a number of common problem areas within a community. To effectively enforce ABC law, peace officers must be aware of basic ABC investigative techniques.

LEARNING OBJECTIVES

- A. Identify possible threats to officer safety encountered when investigating ABC violations
 1. Alcohol intoxication/drug influence
 2. Poor lighting
 3. Overcrowding/confined space
 4. Weapons
- B. Recognize the methods for determining if a suspected liquid is an alcoholic beverage
 1. Analysis
 2. Appearance and smell
 3. Presumption
 4. Sealed Bottles and Containers
 5. Opened Bottles
 6. Admission
 7. Beer Tap Spigot Markers
- C. Recognize appropriate methods for obtaining evidence to establish proof of an ABC violation
 1. Retain alcoholic beverage for evidence.
 2. Mark bottles or containers of seized beverage for identification.
 3. Seal container in presence of person from whom seized, if possible.
 4. Give receipt for seized evidence, if container is unopened.
 5. Smell

6. If a mixed drink, remove ice immediately. Place mixed drink in a clean sample bottle.
 7. Obtain chemical analysis.
- D. Recognize procedures for establishing the age and identity of a person using legally accepted identification
1. Issued by a government agency (federal, state, county, or municipal),
 2. Name of the person,
 3. Date of birth,
 4. Physical description,
 5. Photograph, and
 6. Currently valid (i.e., not expired).
- E. Identify general information to include in a written report involving a violation of ABC law
1. Fact about the premises
 2. Facts about buyer
 3. Facts about sale

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 15

LAWS OF ARREST

Effective October 18, 2021

I. LEARNING NEED

Peace officers must have an understanding of the amendments to the U.S. Constitution, and similar sections of the California Constitution that are related to the authority, liability, and responsibility they have in making arrests.

LEARNING OBJECTIVES

A. Recognize a peace officer's responsibility in relation to the protections and rights included in the following amendments to the U.S. Constitution and related California Constitution sections:

1. Fourth Amendment
2. Fifth Amendment
3. Sixth Amendment
4. Fourteenth Amendment

B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights statutes

1. Peace 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

Peace officers must recognize that a consensual encounter is a face-to-face contact with a person under circumstances which would cause a reasonable person to believe they are free to leave or otherwise not cooperate.

LEARNING OBJECTIVES

A. Recognize appropriate conduct during a consensual encounter

1. 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 an 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. LEARNING NEED

Peace officers must recognize that a temporary detention is an assertion of authority that is less than an arrest but more substantial than a consensual encounter.

LEARNING OBJECTIVES

- A. Differentiate between a detention and a consensual encounter
 - 1. Detention requires reasonable suspicion of criminal activity
 - 2. A detention leads the person to believe he or she is not free to leave
 - 3. A consensual encounter requires no legal justification as long as officers are in a place they have a right to be
- B. Recognize reasonable suspicion
 - 1. Enough facts to make it reasonable to suspect criminal activity and the person detained is connected to that activity
 - 2. Based on observation, personal training and experience, or eyewitnesses, victims, or other officers
- C. Recognize appropriate peace officer actions during a detention
 - 1. Questioning about identity and conduct
 - 2. Contacting other individuals to confirm information
 - 3. Checking premises to determine if crime actually occurred
 - 4. Bringing victim to suspect for identification
- D. Recognize the scope and conditions for warrantless searches and seizures during a detention

1. Frisk of outer clothing
 2. Locating possible weapons
 3. Not a search for evidence or contraband
- E. Recognize conditions where the use of force or physical restraint is appropriate during a detention
1. When the person attempts to leave
 2. When person refuses to obey officers' commands to stay and attempts to walk away, walk around, or in some other way physically refuses to cooperate

IV. LEARNING NEED

Peace officers must know and comply with the statutory rules of arrest in order to properly exercise their authority and responsibility, while avoiding potential liability when making arrests.

LEARNING OBJECTIVES

- A. Recognize when there is probable cause to arrest
1. Direct investigations or reports
 2. Circumstantial evidence
 3. Second hand statements from reliable sources
- B. Identify elements of a lawful arrest
1. May be made by peace officer or private person
 2. Arrested person must be taken into custody in a case and manner authorized by law
 3. May be made by actual restraint of the person, or by the person's submission to the officer's authority
 4. Reasonable force may be used to make an arrest, prevent escape, or overcome resistance
- C. Differentiate between arrest and detention
1. Arrest: taking into custody
 2. Detention: a stop, limited in scope, intensity and duration that would cause a reasonable person to believe he or she is not free to leave
- D. Recognize information that must be given to an arrested person
1. Intent: The arresting person must tell the individual that he or she is being arrested
 2. Cause: The arresting person must state the reason for the arrest

3. Authority: Officers must show identification, private person must state authority
- E. Recognize elements of a warrantless arrest for a misdemeanor
1. Probable cause; crime committed in presence of officer
 2. Exception: committed by juvenile
 3. DUI
 4. Carrying loaded firearm in public place
 5. Violating domestic protective or restraining order
 6. Assault and battery on spouse, cohabitant, or the parent of their child
 7. Assault and battery on school property while school is in session
 8. Assault and battery against firefighter
 9. Concealed firearm in airport
- F. Recognize elements of a warrantless arrest for a felony
1. Committed felony in officer's presence
 2. Committed felony not in officer's presence
 3. Committed felony, regardless whether or not the felony was, in fact committed
- G. Recognize elements of a warrant arrest
1. Name of defendant
 2. Suspected crime
 3. Time warrant is issued
 4. City/county where issued
 5. Signature of issuing authority with title of office
 6. Name of court/issuing agency
 7. Amount of bail
- H. Recognize the requirements for entry into a dwelling to make an arrest
1. Consent
 2. Exigent circumstances
 3. Lawful entry for some other purpose
 4. Knock and notice required
- I. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
1. May arrest for any public offense
 2. Probable cause felony arrest: felony required to have actually been committed
 3. Peace officer duty to receive: release, issue citation, or take to magistrate

- J. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 - 1. PC 835a authorization
 - 2. Force that is reasonable and necessary
 - 3. Make arrest, prevent escape, or overcome resistance
- K. Recognize the statutory requirements for the disposition of an arrested person
 - 1. Pursuant to a warrant
 - 2. Infractions
 - 3. Warrantless misdemeanors
 - 4. Exceptions to misdemeanor cite and release
 - 5. Domestic violence abuse
 - 6. Warrantless arrest releases
 - 7. Probable cause determination within 48 hours
 - 8. Phone calls
- L. Recognize the exceptions to the powers to arrest
 - 1. Diplomatic immunity
 - 2. Stale misdemeanors
- V. LEARNING NEED

When conducting a custodial interrogation, peace officers must follow Miranda procedures to ensure that any answers obtained will be admissible in court.

LEARNING OBJECTIVE

- A. Identify the purpose of the Miranda warnings
 - 1. Protect person's Fifth Amendment right from being a witness against himself
- B. Recognize when Miranda warnings must be given
 - 1. Custody or its functional equivalent
 - 2. Interrogation
- C. Identify the proper administration of Miranda warnings
 - 1. Advisement must be read and ensured the person understands it
 - 2. Waiver or invocation of rights
- D. Recognize the impact of invoking:
 - 1. The right to remain silent

2. The right to counsel
- E. Recognize the types of Miranda waivers
1. Expressed
 2. Implied
 3. Conditional
- F. Recognize the exceptions to the Miranda rule
1. Public safety or emergency rescue exception

VI. LEARNING NEED

To develop admissible evidence while ensuring the constitutional rights of all individuals, peace officers must correctly follow standardized practices for conducting crime scene interviews and interrogations.

LEARNING OBJECTIVE

- A. Differentiate between an interview and interrogation
1. Interviewing is to process of questioning non-suspects such as victims or witnesses (who typically are willing to cooperate).
 2. Interrogation is the process of questioning suspects who often may be *unwilling* to provide information to investigating officers.
- B. Identify the purpose of an interrogation
1. Obtaining an admission or confession,
 2. Identifying individuals involved in a crime,
 3. Establishing a person's guilt,
 4. Corroborating the facts of a crime, and
 5. Obtaining information that could lead to the recovery of evidence or property
- C. Differentiate between an admission and confession
1. Confession involves acknowledging the commission of all the elements of a crime
 2. Admission involves acknowledging certain facts that tend to incriminate the individual, but fall short of a confession
- D. Identify the conditions in which a confession or admission may be inadmissible in court.
1. A confession or admission that violates the person's constitutional protections and statutory requirements can be ruled inadmissible as evidence and greatly jeopardize that state's position.

2. Admissions obtained in violation of the following four amendments to the U.S. Constitution.
 - a. Fourth Amendment: Freedom from unreasonable *searches or seizures*
 - b. Fifth Amendment: Freedom from *self-incrimination*
 - c. Sixth Amendment: Right to *counsel*
 - d. Fourteenth Amendment: Right to *due process* and *equal protection* of the law

VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

VIII. REQUIRED LEARNING ACTIVITIES

- A. 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 laws of arrest. At a minimum, each activity or combination of activities, must address the following topics:
 1. Use of analysis in the development of probable cause for consensual encounters, detentions and arrests
 2. Role of peace officer discretion in using arrest as a tool of enforcement to resolve problems and focus on quality of life issues
 3. Officer accountability and responsibility as it relates to laws of arrest
 4. How a peace officer's conduct and attitude affects the officer, officer's agency and the community
- B. The student will participate in a learning activity addressing interviews or interrogations. The discussion must minimally address the following issues:
 1. Mechanics of the interview process
 2. Location and physical environment
 3. Interviewer's actions and style
 4. Types of questions

Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	0
Total Instructional Hours	12

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 16

SEARCH AND SEIZURE

Effective October 18, 2021

I. LEARNING NEED

Peace officers must have a clear understanding of their authority, responsibility, and potential for liability in the areas of search and seizure law, as well as the protections provided by constitutional law, statutory law, and case law against unreasonable searches and seizures.

LEARNING OBJECTIVES

- A. Recognize constitutional protections guaranteed by the Fourth Amendment
 - 1. 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 a 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
- E. Recognize how the exclusionary rule applies to a peace officer's collection of evidence

1. Evidence collected in violation of the Fourth Amendment could be ruled inadmissible and excluded as evidence at the trial

II. LEARNING NEED

To search for and seize evidence legally, peace officers must know the rules and requirements for obtaining and executing a search warrant.

LEARNING OBJECTIVES

- A. Recognize how probable cause serves as a basis for obtaining a search warrant
 1. Fourth Amendment states warrants requires probable cause
 2. Fair probability the object peace officers seek will be found at place searched
 3. Officer training, experience and collective knowledge
- B. Recognize the necessary conditions for securing an area pending the issuance of a search warrant
 1. Evidence will likely be destroyed or removed before a search warrant can be obtained
 2. Refusal of consent to enter, by itself, does not provide justification to secure
- C. Identify the time limitations for serving a search warrant
 1. 10 day time limit
 2. Normal service: 0700 – 2200 hours
 3. Nighttime service
- D. Recognize the elements for compliance with the knock and notice requirements when serving a search warrant
 1. Before entering a dwelling to serve a search warrant, officers must give notice to persons inside through certain actions
- E. Recognize the application of the Nexus Rule while conducting an authorized search
 1. Officers may seize items not listed in the warrant
 2. Items discovered during lawful search
 3. Probable cause to believe item is contraband, evidence of criminal behavior, or would otherwise aid in the apprehension of the criminal

III. LEARNING NEED

When certain conditions are met, officers may lawfully search and seize evidence without a search warrant. For evidence to be admissible at trial, officers must have a clear understanding of the legal requirements for warrantless searches.

LEARNING OBJECTIVES

- A. Recognize why a plain view seizure does not constitute a search
 - 1. Officer sees item in plain view
 - 2. From a place the officer has a lawful right to be
 - 3. No search has taken place
- B. Recognize the legal requirements for seizure of items in plain view
 - 1. Probable cause
 - 2. Lawful right to be in location
 - 3. Lawful access to the item
- C. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 - 1. Cursory / frisks
 - 2. Consent searches
 - 3. Searches pursuant to exigent circumstances
 - 4. Searches incident to custodial arrest
 - 5. Probation / parole searches
- D. Recognize the scope and necessary conditions for conducting the following types of warrantless searches:
 - 1. Cursory/frisk/pat searches
 - 2. Consent searches
 - 3. Searches pursuant to exigent circumstances
 - 4. Searches incident to arrest
 - 5. Probation/parole searches

IV. LEARNING NEED

The Fourth Amendment's protection against unreasonable searches and seizures extends to a person's vehicle and property inside the vehicle. However, the courts have created several exceptions to the Fourth Amendment's warrant requirement because of the potential mobility of a motor vehicle.

LEARNING OBJECTIVES

- A. Recognize the scope and necessary conditions for conducting the following types of motor vehicle searches:
 - 1. Probable cause searches

2. Seizures of items in plain view
3. Protective searches
4. Consent searches
5. Searches incident to custodial arrest
6. Instrumentality searches

B. Recognize the scope and necessary conditions for conducting a vehicle inventory

1. Vehicle must be in lawful custody of law enforcement
2. Conduct inventory pursuant to standardized agency policy
3. Area where valuable and dangerous items are commonly kept

V. LEARNING NEED

Peace officers must recognize when a search or the seizure of evidence involves intrusion into a subject's body. Special care must be taken to balance the subject's reasonable expectation of privacy under the Fourth Amendment against the government's need to collect evidence.

LEARNING OBJECTIVES

A. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body:

1. With a warrant
2. Without a warrant

B. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence

1. Probable cause to believe evidence is in mouth
2. Minimum force
3. No "choke holds"

C. Recognize the conditions necessary for legally obtaining blood samples

1. Warrant: probable cause the test will show evidence; removal conducted by trained medical personnel
2. Without warrant or consent: probable cause to arrest and search with exigent circumstances

D. Recognize the conditions for legally obtaining the following evidence:

1. Fingerprints
2. Handwriting samples

VI. LEARNING NEED

Peace officers must be aware of the due process rights that protect against impermissible suggestiveness when conducting any procedure involving a subject's identification.

LEARNING OBJECTIVES

- A. Identify the importance of a peace officer's neutral role during an identification procedure
 - 1. Violation of constitutional right to due process to be convicted on the basis of an unduly suggestive identification process
 - 2. Peace officers must be very careful to avoid any conduct before, during and after process
- B. Identify officer actions before, during, and after an identification procedure to prevent impermissible law enforcement suggestiveness when conducting a:
 - 1. Field show-up
 - 2. Photographic spread
 - 3. Custodial lineup

VII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

VIII. REQUIRED LEARNING ACTIVITIES

- A. 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* or other comparable sources regarding search & seizure. At a minimum, each activity, or combination of activities must address the following topics:
 - 1. Examples of resources within a community that may help an officer establish probable cause to obtain a search warrant
 - 2. Fairness, trustworthiness and respect as it relates to duties performed by an officer during searches and seizures
 - 3. Ability to balance officer safety with the protection of individual rights and the preservation of property
 - 4. Legal and agency policy issues

Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	0
Total Instructional Hours	12

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 17

PRESENTATION OF EVIDENCE

Effective October 18, 2021

I. LEARNING NEED

Peace officers must know the rules of evidence as they pertain to relevancy, types of evidence, authentication and chain of custody.

LEARNING OBJECTIVES

- A. Recognize relevance as it pertains to the admissibility of evidence
 - 1. 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

Peace officers must know the requirements and exceptions for the admissibility of evidence.

LEARNING OBJECTIVES

- A. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence:
 - 1. California Evidence Code 352
 - 2. Exclusionary Rule
 - 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 peace officers

III. LEARNING NEED

For a peace 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 peace 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 peace 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 peace 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 peace 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 peace 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 peace officer while testifying in court
 - 1. Tell the truth
 - 2. Testify only from personal knowledge
 - 3. Be unbiased for either side

IV. REQUIRED TESTS

None

V. 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

Description	Hours
POST Minimum required Hours	6
Agency Specific Hours	0
Total Instructional Hours	6

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 18

INVESTIGATIVE REPORT WRITING

Effective October 18, 2021

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports

1. 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

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports

B.

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

C. 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

D. Distinguish between:

1. Opinion
2. Fact
3. Conclusion

III. LEARNING NEED

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

LEARNING OBJECTIVES

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

1. 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

Peace 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 TESTS

- A. A report writing test that requires the student to prepare an investigative report including the arrest of one or more suspects as described below:

Given a depiction of a criminal situation, which requires investigation and the arrest of one or more suspects based upon a presenter-developed video re-enactment, simulation, or scenario, the student will write an acceptable report in class.

To be of sufficient complexity, the investigation must reflect an investigative report including the arrest of one or more suspects which minimally incorporates:

1. Elements of a crime
2. Reasonable suspicion or probable cause to stop
3. Justification for a pat down search
4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest
7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

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
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

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

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.

The POST-developed Investigative Report Writing Competency Test Form provides two available grading processes

1. Pass/Fail using the LD 18 Investigative 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

The presenter will determine which grading method will be used, and what the pass point is for the test report.

VI. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a learning activity that requires the writing of five 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 (e.g., from a simple incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

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 requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve. 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

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* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:

1. Written communication as an expression of integrity, reliability, fairness and credibility
2. Effective reports as a demonstration of an officer's character, decision making, and courage
3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g., victims, suspects, courts, witnesses)
4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

Description	Hours
POST Minimum required Hours	48
Agency Specific Hours	26
**Added 1 hour additional AFR class	
Total Instructional Hours	74

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 19

VEHICLE OPERATIONS

Effective October 18, 2021

I. LEARNING NEED

Peace 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 and 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. Demonstrate appropriate actions to prevent intersection collisions
 - 1. Clearing intersections
 - 2. Fresh green light
 - 3. Stale green light
 - 4. Right turns
 - 5. Left turns
- E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions
 - 1. Merging onto freeway
 - 2. Re-entering freeway after traffic stop
 - 3. Driving at high speed for long periods

- F. 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

- G. 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 which may involve law enforcement activity.
 - 3. NOTE: Most agency policies require that officers wear seatbelts when driving.

- H. Identify psychological and physiological factors that may have an effect on a peace 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

- I. 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

J. 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

K. Demonstrate proper techniques for recognizing and coping with distractions while operating a law enforcement vehicle

1. Pulling over / safely stopping vehicle
2. Verbalizations / commands
3. Visual scanning / processing
4. Hand placement

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a thorough understanding of the associated liability and safety issues.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving

1. Objective of emergency response driving is to get to the scene of an emergency quickly and safely

B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty

1. Rules of the road
2. Liability

C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving

1. Agency specific policies document the standards officers must follow

2. Since policies differ from agency to agency, officers must know and follow their specific agency policy regarding emergency response driving.
- D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions
 1. Yield the right of way
 2. Immediately pull to the right side of the road
 3. Stop
- E. Demonstrate the use of emergency warning devices available on law enforcement vehicles
 1. The Light Bar
 2. The Wig-Wag Lights
 3. The Siren
- F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices
 1. Heavy traffic
 2. Fog, rain and snow
 3. Congested urban areas
 4. High speed
 5. Other drivers
- G. Demonstrate the use of communication equipment
 1. Stay calm and speak clearly
 2. Use the radio on straight stretches of road
 3. Roll windows up to reduce outside noise
 4. Not use the computer while driving
- H. Identify the effects of siren syndrome
 1. Increased stress
 2. Increase in adrenaline flow
 3. Affected judgment
- I. Recognize guidelines for entering an intersection when driving under emergency response conditions
 1. The approach
 2. Clearing an intersection

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

- A. Discuss the requirements of Penal Code Section 13519.8
 - 1. When to initiate pursuit
 - 2. Number of involved units permitted
 - 3. Responsibility of primary and secondary units
 - 4. Driving tactics
 - 5. Helicopter assistance
 - 6. Communications
 - 7. Capture of suspects
 - 8. Termination of pursuit
 - 9. Supervisory responsibilities
 - 10. Blocking, ramming, etc.
 - 11. Speed limits
 - 12. Inter jurisdictional considerations
 - 13. Conditions of vehicle, driver, roadway, weather and traffic
 - 14. Hazards to uninvolved bystanders or motorists
 - 15. Reporting and post pursuit analysis
- B. Discuss the requirements of Vehicle Code Section 17004.7
 - 1. Requirement of every agency to have a written pursuit policy
 - 2. Written pursuit policies give statutory immunity to government entities for injury or damage caused by a fleeing suspect
 - 3. Recognize the risk to officer/public safety versus the need to apprehend

IV. LEARNING NEED

Peace 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 cause 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 and 3
 2. Shuffle up and down 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
- V. REQUIRED TESTS

VEHICLE OPERATIONS SAFETY

All vehicle operations exercise testing must be conducted under written academy/presenter safety procedures and/or protocols established in accordance with the POST safety guidelines. Students are required to comply with every

aspect of presenter safety procedures and/or protocols during vehicle operations training and testing.

- A. An **exercise test** that requires the student drive a law enforcement vehicle not equipped with Electronic Stability Control (ESC) and demonstrate the ability to control the vehicle during understeer and oversteer conditions or drive a law enforcement vehicle equipped with ESC and demonstrate the ability to control the vehicle during understeer conditions.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Control of Weight Transfer
7. Skid Control
8. Rate of Performance
9. Fluency of Performance
10. Level of Response

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

- B. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Fluency of Performance
10. Level of Performance

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

- C. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under vehicle pursuit situations to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Roadway Positioning
7. Operating Associated Equipment
8. Rate of Performance
9. Level of Performance
10. Fluency of Performance

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

- D. An **exercise test** that requires the student to drive a law enforcement vehicle and successfully demonstrate in four out of five attempts the collision avoidance exercise as described in the Emergency Vehicle Operations Course Instructor Manual. The test will include a light indicator for the lane selection and a minimum of 35 mph entry speed in dry surface conditions and a minimum of 30 mph entry speed in wet surface conditions. If the light indicator malfunctions, an alternate visual indicator shall be utilized.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control

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

- E. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers. The slow speed precision driving maneuvers must include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around	Angled driveway
Off set lane	
Steering Course (forward and reverse)	“Y” driveway
“T” Driveway	
Parallel parking	Vehicle Control
Bootleg Turn	

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

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

- F. An **exercise test** that requires a student to drive a law enforcement vehicle during which the student must reach a speed of at least 65 mph prior to entering a turn of sufficient radius to require a minimum 30 mph deceleration. This exercise test may be tested concurrently with emergency response or pursuit tests.

The student will demonstrate competency in the following performance dimensions:

1. Safety

2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Fluency of Performance
9. Level of Response

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

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS).
- B. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.
- C. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:
 1. Safety
 2. Situational Awareness
 3. Braking Technique(s)
 4. Steering Technique(s)
 5. Throttle Control
 6. Speed Judgment
 7. Roadway Positioning
 8. Control of Weight Transfer
- D. The student will participate in one or more learning activities from the POST-developed Instructor's Guide to *Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle operations. At a minimum, each activity, or combination of activities must address the following topics:
 1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
 2. Effects of personal attitudes on emergency or pursuit driving and the interests of public safety

3. Community expectations that officers should be exemplary drivers
4. Accountability as it relates to officer actions during vehicle operation
5. Universal concepts of *Penal Code Section 13519.8* and *Vehicle Code Section 17004.7*

Description	Hours
POST Minimum required Hours	40
Agency Specific Hours	0
Total Instructional Hours	40

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 20

USE OF FORCE/DEESCALATION

Effective April 1, 2022

I. LEARNING NEED

Peace officers must recognize that they have the authority to use reasonable force to effect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

- A. Discuss reasonable force as stated by law
 - 1. 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. Judge 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 at the time
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
 - 1. A subject's requirement to submit to arrest without resistance
 - 2. Peace officer's authority to use reasonable force during a detention or arrest
- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority 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 peace officer
 - 1. Limitations on the use of force are set by the agency policy

II. LEARNING NEED

Peace officers must understand how the principles of de-escalation can enhance contacts with the public and may result in improved decision-making, reduction in situational intensity, and opportunities for outcomes with greater voluntary compliance.

LEARNING OBJECTIVES

- A. Define deescalation
 - 1. Deescalation is the process of using strategies and techniques intended to decrease the intensity of the situation
 - 2. Recognize common misconceptions and benefits of de-escalation
 - 3. Understand the history of deescalation
- B. Recognize the four core concepts of de-escalation to include:
 - 1. Self-control
 - 2. Effective communication
 - 3. Scene assessment and management
 - 4. Force options
- C. Understand the components of a Critical Decision-making Model including:
 - 1. Collective information
 - 2. Assess situation, threats, and risks
 - 3. Law and policy
 - 4. Plan
 - 5. Act, review, and reassess
- D. Recognize how tactical methods that use time, distance, cover, and concealment assist in deescalation
- E. Recognize how strategic communication may enhance deescalation

III. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be objectively reasonable compared to the threat, resistance and other circumstances known to the officer at the time the force was used.

LEARNING OBJECTIVES

- A. Define the term “force option”
- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
- C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
- E. Discuss the importance of effective communication when using force

IV. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.

LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
 - 1. Protect oneself, or others
 - 2. Objective and reasonable belief that his life, or the life of another, is in imminent danger of death or serious physical injury
 - 3. Based upon the totality of the facts known to the officer at the time
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
 - 1. Circumstances must be sufficient to excite the fears of a reasonable person in like circumstances
 - 2. Must not act under the influence of fear alone
 - 3. Decision must be made to save one’s self or another from great bodily injury or death
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
 - 1. Preparation by training
 - 2. Judgment
 - 3. Mental alertness
 - 4. Emotional maturity
 - 5. Existing circumstances
 - 6. Understanding of the law
- D. Discuss the role of agency policies regarding the use of deadly force

1. Conditions under which deadly force may be used are strictly controlled by agency policy
 2. Officers must conform to agency policy and federal law and state law
- E. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
1. Obedience to any judgment of a competent court
 2. Overcoming actual resistance to the execution of some legal process, or in the discharge of any other legal duty
 3. Retaking felons who have been rescued or have escaped
 4. Arresting persons charged with a felon, and who are fleeing from justice or resisting such arrest

V. LEARNING NEED

When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES

- A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:
1. Justification for using force
 2. Relevant factors and detail
 3. Deescalation strategies and techniques utilized
- B. Supervisor responsibilities
1. Use of force review and analysis
- C. State required reporting

VI. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

- A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:
1. Fear
 - a. Reasonable
 - b. Unreasonable

2. Anger
3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger

1. Depersonalize what people say or do, subject is reacting to uniform
2. Identify worst case scenarios, visualize situations
3. Develop problem solving solutions, practice mental rehearsals

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

1. Gain confidence in abilities
2. Correct responses
3. Increase mental alertness and concentration
4. Increase control over body and emotions

VII. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intercede if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force

1. Criminal action
2. Civil rights violation
3. Compensatory and punitive damages
4. Administrative or agency action
5. Moral impact

B. Explain an agency's potential liability associated with the use of unreasonable force

1. Vicarious liability: agency responsible for the conduct of its officers while acting within the scope of their authority.
2. Agency liable under Federal and civil rights
3. Can be sued for negligent or inadequate training or failure to supervise adequately

C. Explain the consequences of an officer's failure to intercede when unreasonable force is used by another peace officer

1. Physical injuries arising from unreasonable force
2. Disciplinary actions and personal complaints
3. Criminal complaints filed against officers

- D. Discuss immediate and delayed intervention techniques
 - 1. Immediate
 - a. Verbal
 - b. Physical / touch
 - c. Restraint
 - 2. Delayed
 - a. Discussion
 - b. Admonishment
 - c. Training
- E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force
 - 1. Diffusion of responsibility
 - 2. Pluralistic ignorance
 - 3. Evaluation apprehension
 - 4. Personal factors
 - 5. Psychological factors

VIII. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.
- D. A scenario test that requires the student to demonstrate proficiency in the use of force. [REDACTED]

The student is required to demonstrate proficiency in the following competencies:

- 1. Use of Force- The ability to distinguish and apply reasonable force options in given circumstances.
- 2. Problem Solving / Decision Making- Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
- 3. Legal Authority / Individual Rights- The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
- 4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.

5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics – Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation – maintaining self-control and making timely, rational decisions in stressful situations.

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

- E. A scenario test that requires the student to demonstrate proficiency in a force on force. [REDACTED]

The test must simulate the physical and mental stress that would be imposed by an actual street encounter where the student would be required to use an impact weapon to control a suspect and effect an arrest.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force -The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics – Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation – maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-

developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- F. A scenario test that requires the student to demonstrate proficiency in the use of effective communication, command presence, and appropriate physical control during the detention of a verbally uncooperative individual.

The student is required to demonstrate proficiency in the following competencies:

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Ethics – Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
7. Stress Tolerance and Emotional Regulation – maintaining self-control and making timely, rational decisions in stressful situations.

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

VIII. REQUIRED LEARNING ACTIVITIES

- A. 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 use of force. At a minimum, each activity, or combination of activities must address the following topics:
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

IX. REQUIRED ACADEMY SPECIFIC LEARNING ACTIVITIES

- A. The student will participate in a scenario, role-play or other critical thinking exercise that requires the student to assess, employ tactical and ethical decision making and leadership to resolve the situation. The simulation can be accomplished using the use of force simulator or other advanced simulation that causes the student to use a wide variety of strategies to manage the force / non force situation.

The exercise will minimally include:

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

X. DE-ESCALATION – LEARNING NEED

Peace officers must recognize that, while many force encounters involve circumstances that are tense, uncertain and rapidly evolving, they will be expected to identify circumstances that allow for attempts to de-escalate the situation and minimize their reliance on physical force.

LEARNING OBJECTIVES

- A. Define the term “De-escalation”
 2. De-escalation is the use of words, actions and tactics to reduce a heightened emotional/physical state, to facilitate calm and rational interaction, and gain suspect compliance. De-escalation is an intervention technique for use with people who are at risk for aggression and is intended to diffuse, re-direct and reduce the potential for conflict.
 3. Police should use de-escalation whenever feasible; when a suspect is noncompliant and when a person’s state of behavioral escalation prevents effective communication and objective problem solving.
- B. De-escalation is more than a set of disparate skills; it is an overarching approach to incident resolution.
 4. Understand the role of de-escalation as a central element of the San Jose Police Department for responding to escalating incidents.

5. Understand that a primary principle of tactical de-escalation is the belief that slowing down an incident increases the potential for resolving the situation with a minimal reliance on force.
- C. Benefits of effective de-escalation:
6. Allows for the tactical “slowing down” of an incident in a manner that increases the potential for resolving the situation with a minimum use of force.
 7. Increases officer safety and reduces the likelihood of officer or suspect injury.
 8. Reduces community complaints and improves Police Legitimacy and the perception of Procedural Justice.
 9. Promotes resolution of events with suspect compliance.
- D. Tactics and de-escalation techniques operate together to promote incident resolution and officer safety with a minimal reliance on physical force.
- E. De-escalation tactics should be used when police action is not IMMEDIATELY necessary to protect the officer or others from physical harm.
1. To apply trained de-escalation tactics, it is essential that officers understand and are able to recognize the signs of escalating behavior.
 - a. Bell curve path of escalating conduct
 - b. Indicators of suspect agitation
 - c. Triggers for aggressive conduct
- F. The “7 Stages of Escalation”
10. Calm – Person relatively calm and cooperative
 11. Trigger – Person experiences unresolved conflicts. This triggers the person’s behavior to escalate.
 12. Agitation – Person increasingly unfocused / upset
 13. Acceleration – Conflict remains unresolved. Person FOCUSES on the conflict.
 14. Peak – Person out of control / exhibits severe behavior.
 15. De-escalation – Vents in the peak stage, person displays confusion. Severity of peak behavior subsides.
 16. Recover – A willingness to participate in activities.
- G. Potential Aggression Triggers
17. Psychiatric illness
 18. Substance abuse
 19. Prior history of violence
 20. Highly stressful situations

- 21. Ages 15-40, especially males
- 22. Certain feelings
 - a. Powerlessness
 - b. Fear
 - c. Grief
 - d. Injustice
 - e. Boredom
 - f. Humiliation
- 23. Access to weapons
- 24. Physical disability or chronic pain
- 25. Personal history of child abuse

H. Common Signs of Agitation (typically, police become involved in the “agitation” phase and “acceleration” phase of escalating behavior). We know from brain scans that when experiencing fear, brain activity in the areas of the brain responsible for objective reasoning significantly decreases.

- 26. Raised voice
- 27. High pitched voices
- 28. Rapid speech
- 29. Pacing
- 30. Excessive sweating
- 31. Balled fists
- 32. Excessive hand gestures
- 33. Erratic movements
- 34. Fidgeting
- 35. Aggressive muscle tension
- 36. Shaking
- 37. Verbally abusive

I. Recognizing Escalation

J. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

L.

[REDACTED]

[REDACTED]

[REDACTED]

51.

[REDACTED]

M. Body Language & Personal Space

[REDACTED]

N. Practical applications

Description	Hours
POST Minimum required Hours	16
Agency Specific Hours	0
Total Instructional Hours	16

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 21

PATROL TECHNIQUES

Effective October 18, 2021

I. LEARNING NEED

To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.

LEARNING OBJECTIVES


- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
 - 1. Preventative
 - 2. Directed enforcement
- B. Discuss considerations for selecting a patrol strategy
 - 1. Desire for public visibility
 - 2. Type of criminal activity in the designated area
 - 3. Existence of problem areas
 - 4. Existing environment or conditions
 - 5. Area demographics
 - 6. Community activities
 - 7. Availability of community resources
 - 8. Geography/topography
 - 9. Adequacy of access and egress to various locations
 - 10. Department/agency policies and resources
- C. Select appropriate actions for peace officers who are conducting security checks
 - 1. Cover as much area as possible
 - 2. High crime risk
 - 3. Vary patrol patterns
 - 4. Investigative tactics and equipment
 - 5. Additional patrol methods



II. LEARNING NEED

To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.

LEARNING OBJECTIVES

- A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
 - 1. Checking all personal equipment
 - 2. Acquiring any necessary information and materials/supplies
 - 3. Inspecting each piece of equipment issued at beginning of shift
 - 4. Mental preparation
- B. A large black rectangular redaction box covers the text for Learning Objective B.
- C. Demonstrate proper procedures for transmitting and receiving a radio communication
 - 1. Monitor the frequency first
 - 2. Initiate the call
 - 3. Speak clearly
 - 4. Limit length of transmission

- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a pedestrian approach. At a minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
 2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
 3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
 4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
 5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
 6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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

IV. REQUIRED LEARNING ACTIVITY

- I. The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
1. The nature of the event (what appears to have occurred)
 2. Physical descriptions of persons involved, if applicable
 3. Statements made by the involved parties, if any
 4. Any differences in perception among the students who observed the incident

V. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY


- a. The student will participate in a scenario, role-play or other critical thinking exercise that requires the use of a map to determine city orientation, location and driving directions. The exercise will include:
 - 1. City orientation (affiliate jurisdictions)
 - 2. calls for service that require the student to determine driving directions
 - 3. Perimeter establishment
 - 4. Quadrant search (lost child, etc)
- b. The student will participate in a practical exercise that requires commentary driving skills. The exercise will include:
 - 1. Use of a map to determine driving directions to a location
- c. The requirements of this exercise may be met by requiring the student to demonstrate the above skills during a “mock patrol” exercise. The student, under direct supervision of an instructor, will respond to simulated calls for service (i.e. scenarios).

Tactical Communications

VI. LEARNING NEED

The students will learn components of Tactical Communication by remaining calm and professional under verbal assault.

LEARNING OBJECTIVE

- F. The student will learn how to generate voluntary compliance from even the most difficult people.
- G. Enhance Officer Safety
 - 1. Discuss how to decrease violence/injury against their person
- H. Enhancing and increasing Professionalism helps officers
 - 1. Decrease citizen complaints
 - 2. Decrease vicarious liability
 - 3. Lesson personal stress on the job and at home
 - 4. Enhance court testimony
 - 5. Increase morals
- C. 

D. Discuss understanding verbal abuse and the principle of Disinterest (Habit of Mind)

1. Handling the abuse as professional Law Enforcement
2. Realizing verbal abuse sometimes comes from people under the influence
3. Define terms
 - a. Disinterested
 - b. Personal biases
 - c. Empathize
 - d. Overcoming personal biases
 - e. Use of Habit of Mind

E. Discuss principles of disinterest, keeping the mind flexible

1. Professional Face
2. Reasonable Resistance vs. Severe Resistance
3. Every encounter unique
4. Reason for what you are doing
5. Creating and maintaining continuous rapport
6. Explaining
7. Controlling events and encounters
8. Respond vs. React
9. Flexible is strength and rigidity is weakness
10. People are flawed not evil
11. Golden Rule
12. Positive feedback
13. Mediate
14. Redirect rather than resist

J. Discuss the three main types of people

1. Cooperative
2. Difficult
3. Deceptive

VII. LEARNING NEED

The student will learn how to handle verbal abuse

LEARNING OBJECTIVE

- A. Natural reaction
- B. Verbal deflectors/strip phrases
- C. Strip phrases
 - 1. Focusing on issues not attitude
 - 2. Acknowledges persons concern
 - 3. Professional response
 - 4. Professional tone and professional face
 - 5. Sample phrases to avoid or to use
 - 6. Three Tactical Principles
 - a. Dealing with difficult or argumentative subject
 - b. Fighting words doctrine
 - c. Respect vs. Respect
 - 1. Golden rule in one word
 - 2. Disrespect creates need for revenge in the other

VIII. LEARNING NEED

[REDACTED]

LEARNING OBJECTIVE

- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

IX. LEARNING NEED

The student will learn about communication concepts

LEARNING OBJECTIVE

- A. Discuss the four steps to active listening
 - 1. Open and Unbiased
 - 2. Hearing what is said
 - 3. Interpretation
 - 4. Act appropriately
- B. Understanding not to react to words, react to needs
- C. [REDACTED]
- D. Discuss the Three Street Truths
 - 1. People never say what they mean
 - 2. Two people equal six people
- E. Identifying the make up of three components
 - 1. Content
 - 2. Voice
 - 3. Other Non-Verbal
- F. Use of proper voice for the audience
- G. Discuss Body Language

X. LEARNING NEED

The student will learn about spatial relations when dealing with personal space and territoriality

LEARNING OBJECTIVE

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

XI. LEARNING OBJECTIVE

The student will learn concepts of the Tactical 8-Step Vehicle Stop Approach

LEARNING OBJECTIVE

- A. Discuss the interactions during the professional vehicle stop approach with a Professional Face not Personal Face

[REDACTED]

- B. Discuss [REDACTED] subject who is resistive to a lawful request using the Professional Face not the Personal Face

[REDACTED]

XII. ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

The students will review a variety of scenarios on the POST DVD Tactical Communications as examples [REDACTED].
The students will take part in a group discussion regarding re-enactments

- A. The student will participate in a scenario, role-play or other critical thinking exercise that requires the use [REDACTED]

The exercise will include:

[REDACTED]

- B. The student will participate in a scenario, role-play or other critical thinking exercise that requires the use [REDACTED]

The exercise will include:

[REDACTED]



Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	9
Total Instructional Hours	21

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 22

VEHICLE PULLOVERS

Effective October 18, 2021

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. Describe the three basic categories of vehicle pullovers, to include:

1. Traffic enforcement pullover
2. Investigative pullover
3. High-risk pullover

B. Describe the inherent risks to officer safety that are associated with conducting a vehicle pullover



C. Demonstrate appropriate actions officers can take to maintain their own safety and the safety of others while conducting a vehicle pullover



II. LEARNING NEED



LEARNING OBJECTIVES

- A. Demonstrate safety techniques when initiating a vehicle pullover, including:



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



- C. Apply appropriate procedures for exiting the patrol unit



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



- [REDACTED]
- [REDACTED]
- [REDACTED]
- F. Demonstrate appropriate positioning for patrol officers when making face to face contact with the driver of a target vehicle

- [REDACTED]
- G. Demonstrate the process for conducting a vehicle stop driver contact, to include:

1. Greeting

- [REDACTED]
- H. Demonstrate appropriate procedures and communication techniques for directing the driver and occupants out of a target vehicle

- [REDACTED]
- I. Apply appropriate procedures for checking the validity and authenticity of a driver's license or other form of personal identification

[REDACTED]

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Demonstrate officer safety precautions that should be taken during any high-risk vehicle pullover

[REDACTED]

[REDACTED]

- C. [REDACTED]

[REDACTED]

- D. Discuss officer safety considerations when searching the target vehicle, including:

[REDACTED]

[REDACTED]

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Explain appropriate safety and tactical considerations when conducting vehicle pullovers involving:

1. Vans, campers, and motor homes
2. Motorcycles
3. Buses and semi-trucks

V. LEARNING NEED

Peace officers must recognize the inherent risks involved when conducting a vehicle pullover where there are multiple persons in the vehicle.

LEARNING OBJECTIVE

- A. Explain legal and ethical standards for vehicle pullovers
1. Traffic violations
 2. BOL's/APB's
 3. Probable cause
 4. Reasonable suspicion
 5. Reasonableness of duration of stop
- B. Explain appropriate precautions that are necessary to ensure their own safety as well as the safety of others.



- C. Discuss officer safety considerations when ordering occupants out of the target vehicle



- D. Discuss tactics for conducting a safe investigative vehicle stop with multiple occupants



[REDACTED]

VI. REQUIRED TESTS

- A. A scenario test that requires the student to [REDACTED]
[REDACTED] At a minimum, the test shall evaluate the following competencies:

1. Police Vehicle Operation – The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity [REDACTED]
[REDACTED]

[REDACTED]

- [REDACTED]
- B. The student will participate in a learning activity involving a vehicle stop. The student will demonstrate the following:

- [REDACTED]
- C. The student will participate in a learning activity, with one or more students acting as a team that simulates a high-risk vehicle stop. The high-risk stop will minimally include:

- [REDACTED]
- D. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle pullovers. At a minimum, each activity, or a combination of activities must address the following topics:
1. Exercise of effective problem solving, communication and officer safety during vehicle stops
 2. Use of an appropriate ethical decision-making process to demonstrate "equal protection of the law"
 3. How the community may view vehicle pullover tactics as a function of the policing mission
 4. How peace officers may educate community members on the purpose of vehicle pullovers

VIII. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

- A. The student will participate in a scenario, role-play or other critical thinking activity involving an investigative vehicle stop. The student will demonstrate the following:

[REDACTED]

Description	Hours
POST Minimum required Hours	14
Agency Specific Hours	11
Total Instructional Hours	25

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 23

CRIMES IN PROGRESS

Effective October 18, 2021

II. LEARNING NEED

Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others.

LEARNING OBJECTIVES

- A. Explain the importance of wearing soft personal body armor while on patrol
 - 1. Single most effective piece of safety equipment that a peace officer can utilize
 - 2. Proper fit
 - 3. Maintained and cleaned
- B. Distinguish between officer safety and officer survival, including:
 - 1. Current patterns related to deaths and assaults on peace officers
 - 2. The concept of “will to survive”
 - 3. Officer actions after being wounded
 - 4. Officer as hostage
 - 5. Officer actions in counter-ambush incidents when on foot
 - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics.

LEARNING OBJECTIVES

- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

1. Preparing to enter the area to be searched

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

IV. LEARNING NEED

To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

V. REQUIRED TESTS

- A. A scenario test that requires the student to [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

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

[REDACTED]

[REDACTED]

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

[REDACTED]

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VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:
 - 1. Person with a gun
 - 2. Shots-fired call
 - 3. Officer down
 - 4. Suspicious circumstances
 - 5. Suicidal person
- B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
 - 1. A suggested approach to the location
 - 2. An effective placement of perimeter units
 - 3. An acceptable scene search pattern
- C. 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 crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:

1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
2. Effective decision making to enhance tactical readiness
3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

Description	Hours
POST Minimum required Hours	20
Agency Specific Hours	9
Total Instructional Hours	29

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 24

HANDLING DISPUTES/CROWD CONTROL

Effective October 18, 2021

I. LEARNING NEED

When called to handle a dispute, peace officers must be aware of their responsibility to keep the peace in order to prevent a civil matter from escalating into criminal activity that could threaten the safety of officers and the persons involved.

LEARNING OBJECTIVES

- A. Explain the responsibilities of peace officers at the scene of a dispute
 - 1. Keep the peace and restore order.
 - 2. Take necessary safety precautions
 - 3. Establish and maintain control
 - 4. Defuse the situation
 - 5. Gather facts and information
 - 6. Determine if a crime has taken place
 - 7. Apply appropriate problem solving techniques
 - 8. Make appropriate referrals when necessary
- B. Describe measures officers should take to protect their own safety and the safety of others when:
 - 1. Approaching
 - 2. Making initial contact
 - 3. Once inside a residence or area where a dispute is taking place
- C. Describe intervention techniques that can be used to protect the safety of officers, other persons, or property
 - 1. Presence and demeanor
 - 2. Verbal force
 - 3. Physical contact
 - 4. Physical force

II. LEARNING NEED

Peace officers must develop appropriate skills for defusing, mediating and resolving disputes in order to protect their safety and the safety of others, as well as prevent the dispute from escalating.

LEARNING OBJECTIVES

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

III. LEARNING NEED

Peace officers must be aware of the nature of certain types of disputes, as well as the laws that pertain to each type in order to take the appropriate measures to resolve the dispute.

LEARNING OBJECTIVES

- A. Discuss safety considerations officers should be aware of when responding to a family dispute
 - 1. Officers may not be welcomed
 - 2. Concealed weapons or household items
 - 3. Drugs or alcohol use
 - 4. Transfer of anger to officer
 - 5. Other members of the family or household may become hostile toward the arresting officers
- B. Describe crimes associated with landlord/tenant disputes, including:

1. Tenant lockout/seizure of property
 2. Vandalism
 3. Unauthorized entry
 4. Disruption of utility services
 5. Re-entry following a lawful eviction
- C. Explain peace officers' role when called to a dispute involving a repossession
1. Vehicle
 2. Property
- D. Determine when possession is complete in the course of a repossession
1. Vehicle
 2. Property

IV. LEARNING NEED

Peace officers must have a clear understanding of the individual's rights and protections regarding free speech and assembly, along with the dynamics of the types of crowds that may form for the purpose of exercising those rights.

LEARNING OBJECTIVES

- A. Explain peace officer responsibilities regarding the protection of an individual's right to free speech and assembly
1. Protect and uphold each individual's right to free speech and assembly
 2. Protect lives and property
- B. Discuss the role of law enforcement regarding crowd control
1. Protection of individual constitutional rights,
 2. Fair and impartial enforcement of the law,
 3. Protection of life and property,
 4. Protection of vital facilities,
 5. Prosecution of violators,
 6. Safety of the public and peace officers, and
 7. Prevention of disruption to commerce and community affairs
- C. Describe psychological factors associated with crowd behavior
1. Group identity
 2. Group cohesiveness
 3. Group-induced anonymity
 4. Group potentiality for violence
 5. Group violence

D. Discuss the phases of crowd development from a casual gathering through the development of a riot

1. Grouping
2. Interaction
3. Volume
4. Overt act
5. Mimicking
6. Riot

E. Discuss the three primary roles individuals play within a crowd

1. Leaders
2. Aggressors
3. Followers/onlookers

V. LEARNING NEED

Peace officers need to understand the tactical principles involved in the management and control of crowds in order to ensure the protection of the First Amendment rights of the crowd, and the safety of the entire community.

LEARNING OBJECTIVES

A. Describe the phases of riot development

1. Grouping
2. Interaction
3. Volume
4. Overt act
5. Mimicking

B. Explain the primary law enforcement objective of:

1. Crowd management
2. Crowd control
3. Riot control

VI. REQUIRED TESTS

None

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion on how to legally and procedurally respond to a variety of disputes which minimally include the following:

1. Lockout or other landlord/tenant conflict
2. Repossession
3. Neighborhood or business conflict
4. Family conflict (non-domestic violence incident)

B. The following issues should be discussed in connection with each of the dispute situations:

1. Maintaining officer safety
2. Providing safety to individuals and property
3. Applying appropriate defusing strategies
4. If appropriate, separating parties
5. Keeping the peace
6. Determining if a crime has been committed
7. Attempting to find solutions to the problem
8. Applying effective communication skills
9. Demonstrating responsibility and professionalism

B. The student will participate in a crowd control simulation



Description	Hours
POST Minimum required Hours	8
Agency Specific Hours	8
Total Instructional Hours	16

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 25

DOMESTIC VIOLENCE

Effective October 18, 2021

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

- A. Recall the definition of domestic violence (Penal Code Section 13700)
 - 1. Abuse committed against an adult or a minor involved in following relationships:
 - 2. Spouse / Former spouse
 - 3. Cohabitant / former cohabitant
 - 4. Dating relationship / former dating
 - 5. Engagement / former engagement
 - 6. Person with whom the suspect has had a child
- B. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
 - 1. Willful infliction of corporal injury
 - 2. Battery
 - 3. Stalking
 - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
 - 5. Preventing or dissuading a witness or a victim from testifying
 - 6. Criminal threats
 - 7. Spousal rape
- C. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony
 - 1. Willful infliction of corporal injury - Felony
 - 2. Battery – Misdemeanor
 - 3. Stalking – Misdemeanor
 - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines – Felony

5. Preventing or dissuading a witness or a victim from testifying – Misdemeanor
6. Criminal threats – Felony
7. Spousal Rape – Felony

II. LEARNING NEED

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

LEARNING OBJECTIVES

- A. Identify common characteristics of a victim and a batterer
 1. Victim: physical injuries; low self-esteem; fears further violence
 2. Batterer: uses violence to feel power; blames others for violent behavior

III. LEARNING NEED

When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

LEARNING OBJECTIVES

- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
- [REDACTED]

E. Discuss resources available for victim protection

1. Report identified as domestic violence
2. Emergency Protective Order (EPO)
3. Temporary Restraining Order (TRO)
4. Order After Hearing (OAH)
5. Shelter information/advocacy services
6. Criminal court stay away orders
7. Workplace violence Restraining Orders
8. It is a misdemeanor to disclose the location of a domestic violence shelter (Penal Code Section 273.7)

IV. LEARNING NEED

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

LEARNING OBJECTIVES

A. Identify the differences between the types of court orders to include:

1. Criminal protective/stay-away orders
2. Emergency Protective Orders
3. Restraining orders

B. Identify the validity of a restraining order

1. On file with agency / DOJ; complainant has certified copy
2. Currently still valid
3. Proof of service or prior notice
4. Terms and conditions

C. Identify the purpose for obtaining an Emergency Protective Order

1. Provide immediate and short-term protection
- D. Demonstrate how to enforce a court order
1. Know classification of violation
 2. Reporting requirements if restrained party has left the scene
 3. Authority to arrest
 4. Criteria to arrest
 5. Special issues: "Inviting over"
 6. Multiple orders

V. LEARNING NEED

A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.

LEARNING OBJECTIVES

- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- B. The POST-Constructed Comprehensive SIBC Test 3
- C. The POST-Constructed Comprehensive Module I Test
- D. The POST-Constructed Comprehensive Requalification Test
- E. [REDACTED]

- [REDACTED]



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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:
 - 1. Felony arrests
 - 2. Misdemeanor arrests
 - 3. Use of citizen arrests
 - 4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
 - 5. Verification and enforcement of stay-away orders
 - 6. Cite-and-release policies
 - 7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
 - 8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
 - 9. Providing information card with local resources to victims at the scene
- B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).
 - 1. Who is eligible for an EPO

2. Legal authority
 3. Procedures for obtaining an EPO
 4. Completion of the appropriate documentation
 5. Scope and duration of the EPO
 6. Service of the EPO
 7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
 8. Distribution of forms
- C. 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 domestic violence.

At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g., PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response
2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident
3. How collaboration with the community builds trust and confidence in policing efforts
4. Discretion, flexibility and conflict resolution skills
5. Influence of officer's demeanor on persons present at the scene

VIII. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

- A. The student will participate in a scenario, role-play or other interactive critical thinking exercise that addresses how officers should respond to domestic violence calls. The scenario will minimally include the following:
1. Spousal relations
 2. Domestic partner / same sex relations
 3. Other relationships (e.g. ex-spouse w/ children, partners w/ children, etc)
 4. Stalking

Description	Hours
POST Minimum required Hours	10
Agency Specific Hours	2
Total Instructional Hours	12

San Jose Police Academy 2020

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 26

CRITICAL INCIDENTS

(Effective - October 1, 2020)

I. LEARNING NEED

As the first responders and state-designated Disaster Service Workers, peace officers must become familiar with the principles of emergency management.

LEARNING OBJECTIVES

- A. Recall the mission of emergency management
- B. Identify entities involved in emergency management
- C. Explain the role of a Disaster Service Worker

II. LEARNING NEED

To protect the public, peace officers must be able to identify critical incidents and respond rapidly, safely, and efficiently based on the situation.

LEARNING OBJECTIVES

- A. Recall the definition of critical incidents
- B. Identify the mission of law enforcement when responding to a critical incident





III. LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

LEARNING OBJECTIVES

- A. Identify law enforcement First Responder roles and responsibilities associated with responding to a critical incident
- B. Identify the features of the Incident Command System (ICS)
- C. Identify the five functional components of ICS
- D. Identify the components of the State of California Standardized Emergency Management System (SEMS)
- E. Identify the components of the National Incident Management System (NIMS)

IV. LEARNING NEED

Peace 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
- B. Identify the specific challenges that are presented by incidents involving hazardous materials
- C. Recognize the roles and responsibilities of a First Responder at the awareness level
- D. Identify the primary pathways in which hazardous materials can enter the human body, including:

- a. Inhalation
- b. Absorption
- c. Ingestion
- d. Injection

E. Identify precautions peace officers can take to protect themselves from hazardous materials

V. LEARNING NEED

Peace 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:

- a. National Fire Protection Association 704 (NFPA)
- b. Placards/Labels
- c. Physical indicators



B. List standardized sources of information of materials present at a hazardous incident, including, but not limited to:

- a. Emergency Response Guide (ERG)
- b. Material Safety Data Sheets (MSDS)
- c. Shipping papers
- d. Other documents

VI. LEARNING NEED

Peace 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 the components of the R.A.I.N. Concept
 - a. Recognize
 - b. Avoid
 - c. Isolate
 - d. Notify
- C. Identify factors to consider when establishing a perimeter around a hazardous materials incident



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

VII. LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

LEARNING OBJECTIVES

- A. Identify Weapons of Mass Destruction (WMD)
- B. Identify routes of exposure of WMD
- C. Recognize the response categories to B.N.I.C.E. indicators
 - a. Biological
 - b. Nuclear/radiological
 - c. Incendiary
 - d. Chemical
 - e. Explosives
- D. Identify the importance of WMD job aids for First Responders:
 - a. Louisiana State University (LSU) WMD Response Guide
 - b. Emergency Response Guide (ERG)
- E. Identify the basic on-scene actions at a WMD incident

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- G. Identify types and levels of Personal Protection Equipment (PPE) and contamination issues and considerations

VIII. LEARNING NEED

Responding to critical incidents, peace 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 fire
- B. Identify risk versus benefits/gains of entering a burning structure or active fire area
- C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- H. Recognize appropriate officer actions specific to the types of critical incidents, including:

- a. Electrical power emergencies
- b. Hazardous road conditions
- c. Traffic device malfunctions
- d. Gas leaks
- e. Floods
- f. Animal control problems
- g. Earthquakes

- h. Aircraft or transportation anomalies

IX. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- B. The POST-Constructed Comprehensive SIBC Test 3.
- C. The POST-Constructed Comprehensive Module I Test.

X. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated small group activity and evaluate how to minimize injuries, loss of life, and property damage in a critical incident from one or more of the following categories:
 - a. Transportation accidents (e.g., aircraft, trains, regional transit)
 - b. Natural disasters (e.g., floods, earthquakes, wildfires)
 - c. Criminal mass casualty incidents (e.g., acts of terrorism, bombings, active shooters)
- B. The student will participate in a facilitated small group activity and apply the concepts of assuming/declaring incident command to minimally include a simulated on-scene radio transmission.
- C. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The discussion will minimally address the following topics:
 - a. Identification of the component parts of ICS
 - b. Identification of the component parts of SEMS
 - c. Identification of the component parts of NIMS
 - d. Legal authority for ICS, SEMS, and NIMS
- D. 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:
 - a. Identification of the event as a hazardous materials incident
 - b. Application of recommended safety precautions

- c. Use of the Emergency Response Guidebook (ERG) to determine the initial isolation and protective action distances
 - d. The need to isolate the scene
 - e. Notification considerations
- E. 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:
- a. Placard
 - b. Sign
 - c. Warning label
 - d. Any other indication

Description	Hours
POST Minimum required Hours	8
Agency Specific Hours	0
Total Instructional Hours	8

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 27

MISSING PERSONS

Effective October 18, 2021

I. LEARNING NEED

Peace officers need to understand their legal and professional obligations as well as the need for sensitivity and effective communication when responding to a missing persons 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

Peace 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:
 - 1. Verification that the report is for a missing person
 - 2. Classification of missing person case
 - 3. Determining at risk status
 - 4. Obtaining missing person description, recent photograph and release waiver

5. Efforts to locate missing person
6. Notification of a supervisor or investigator
7. Other agency notifications
8. Completion of the report
9. BOLO broadcasts
10. Entries to missing person information databases (e.g., MUPS)
11. Amber Alert

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

1. Age
2. Family and social environment
3. Missing person's knowledge of the area
4. Suspicious circumstances
5. Mental, emotional, medical or physical condition
6. Weather/time of day
7. Resources available to missing person
8. Length of time person has been missing
9. Parental custody status

III. LEARNING NEED

Peace officers must know that a thorough preliminary investigation improves the chances of a missing person being located quickly and safely.

LEARNING OBJECTIVES

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

C. Explain a peace officer's primary responsibilities when responding to an abduction of a child by a parent/family member

1. Protect the safety and well being of the child

2. Uphold the law if a crime has taken place

[REDACTED]

[REDACTED]

[REDACTED]

- E. Discuss penal code notification requirements when peace officers locate a missing person.

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

IV. REQUIRED TESTS

- A. None

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	0
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 28

TRAFFIC ENFORCEMENT

Effective October 18, 2021

I. LEARNING NEED

Peace officers must know the principles of traffic law set forth in the California Vehicle Code to carry out their responsibilities in traffic enforcement.

LEARNING OBJECTIVES

- A. Explain the relevance of traffic enforcement to:
 - 1. Public safety and quality of life within a community
 - 2. Legally establish probable cause for accomplishing general law enforcement objectives.
- B. Explain the organization of information within the Vehicle Code
 - 1. Definitive sections
 - 2. Procedural sections
 - 3. Authoritative sections
 - 4. Punitive sections

II. LEARNING NEED

Peace officers need to recognize their authority under the law to manage traffic effectively.

LEARNING OBJECTIVES

- A. Discuss the elements and Vehicle Code section(s) governing arrest
 - 1. Probable cause to believe person had been driving under the influence
 - 2. Involved in traffic accident
 - 3. In or about a vehicle that is obstructing a roadway
 - 4. Will not be apprehended unless immediately arrested
 - 5. May cause injury to self or others
 - 6. May destroy or conceal evidence of the crime
- B. Differentiate between mandatory and optional appearances before a magistrate

1. Fails to present driver's license or other evince of identity - mandatory
 2. Refuses to give written promise to appear in court - mandatory
 3. Demands immediate appearance in court – mandatory
 4. Charged with DUI – mandatory
 5. Injuring or tampering with vehicle – optional
 6. Reckless driving – optional
 7. Failure to perform duties in the event of a vehicle collision – optional
 8. Participating / aiding and abetting in speed contests or exhibitions of speed – optional
 9. Driving while license ID suspended or revoked – optional
 10. Riding a bicycle or motorized scooter while under the influence
 11. Disobedience to traffic officers
- C. Recognize the elements and common names for violations involving failure to obey the lawful orders of a peace officer or designated employee
1. Obedience to traffic officers
 2. Evading a peace officer (willfully flees)
 3. Evading a peace officer (wanton disregard for traffic safety)
 4. Evading a peace officer (causing death or serious bodily injury)
- D. Demonstrate 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 attention of driver
 - d. Keep traffic proceeding forward
 3. Flashlights
 4. Flares

III. LEARNING NEED

Peace officers must know the elements of the laws governing motor vehicles, bicycles, and pedestrians.

LEARNING OBJECTIVES

- A. Recognize the elements and common names for traffic control signal and device violations involving:
 - 1. Red signal lights
 - 2. Stop signs
 - 3. Other traffic control signals and devices
- B. Recognize the elements and common names for right-of-way violations involving:
 - 1. Failure to yield the right-of-way
 - 2. Failure to yield to an emergency vehicle
- C. Recognize the elements and common names for rights and provisions involving bicyclists
 - 1. Application of rules of the road to bicyclists
 - 2. Failure to obey signs and signals
 - 3. Abuse of right-of-way
 - 4. Failure to exercise due care for safety of pedestrian
- D. Recognize the elements and common names for violations involving pedestrians
 - 1. Failure to yield to pedestrian in crosswalk
 - 2. Abuse of right-of-way
 - 3. Failure to exercise due care for safety of pedestrian
 - 4. Vehicle stopped for pedestrian
 - 5. Pedestrian outside of crosswalk
 - 6. Jaywalking
- E. Recognize the elements and common names for violations involving turning and signaling
 - 1. Unsafe turning
 - 2. Failure to signal turn
 - 3. Failure to obey traffic control device
 - 4. Right turn lane position violation
 - 5. Left turn lane position violation
 - 6. Unsafe starting or backing
 - 7. Prohibited U-turn
- F. Recognize the elements and common names for speed violations involving:
 - 1. Basic speed laws
 - 2. Maximum speed

- G. Recognize the elements and common names for driving and passing violations involving:
1. Following too closely
 2. Unsafe lane change
 3. Passing on the right/left
 4. Passing a stopped school bus
- H. Recognize the elements and common names for public offense violations involving:
1. Reckless driving
 2. Speed contests
 3. Hand-held wireless telephone
 4. Electronic wireless communications device
- I. Recognize the elements and common names for hit and run violations
1. Felony hit and run
 2. Rendering aid
 3. Providing information
 4. No officer present
 5. Misdemeanor hit and run
 6. Run away vehicle
- J. Recognize the elements and common names for basic motor vehicle licensing requirements
1. Driver's license required
 2. Driver's license restrictions
 3. Immediate possession required
- K. Recognize the elements and common names for violations when driving with a suspended or revoked license
1. Driving on a suspended or revoked license for reckless driving or rig operator
 2. Driving on a suspended or revoked license for driving under the influence
 3. Driving on a suspended or revoked license for refusing chemical / alcohol test
 4. Exceptions for driving with suspended license
- L. Recognize the elements and common names for basic motor vehicle registration requirements
1. Registration requirements for any vehicle on highway or off-street public parking

2. Exceptions
3. Registration card requirements
4. Change of address requirements
5. License plate requirements

M. Recognize the elements and common names for basic vehicle equipment requirements for motor vehicles driven upon highways

1. Lighting equipment requirements
2. Headlamps
3. Motorcycle headlamps
4. Stop lamps
5. Tail lamps
6. Turn signal system
7. Flashing lights
8. Exhaust systems
9. Windshields
10. Obstructed views
11. Tinted glass
12. Mirrors
13. Horns/warning devices
14. General unsafe condition
15. Seatbelts
16. Child restraints
17. Motorcycle / bicycle safety helmets
18. Passengers in a truck

IV. LEARNING NEED

Peace Officers must know the legal authorities to impound and store vehicles as authorized in the Vehicle Code.

LEARNING OBJECTIVE

A. Recognize a peace officer's legal authority to remove vehicles

1. Traffic hazard:
2. Incapacitated driver
3. Abandoned
4. Registration licensing violations
5. Stolen/embezzled vehicle
6. Incident to arrest
7. Hit and run collision

V. LEARNING NEED

Peace officers must know the laws to detect and apprehend drivers whose behavior indicates that they may be driving under the influence of alcohol and/or drugs.

LEARNING OBJECTIVES

- A. Recognize the elements and common names for violations involving the possession of alcoholic beverages in a motor vehicle
 - 1. Drinking while driving
 - 2. Possession of open container
 - 3. Possession of open container while driving
 - 4. Possession of alcohol by persons under 21 years
 - 5. Storage of open containers
- B. Explain the meaning of the phrase “under the influence”
 - 1. Result of using alcohol
 - 2. Impaired physical / mental abilities
 - 3. No longer able to drive a vehicle with the caution of a sober person
- C. Recognize the elements and common names for violations involving driving under the influence (DUI)
 - 1. Driving Under the Influence (DUI)
 - 2. Driving with a 0.08% or more blood alcohol
 - 3. Driving while addicted to the use of drugs
 - 4. Driving with a 0.04% or more blood alcohol – commercial vehicle
 - 5. Driving under the influence causing injury
 - 6. Driving under the influence, driver under 21 years
 - 7. Driving under the influence on a bicycle
- D. Recognize driving that might indicate a driver of a vehicle may be under the influence of alcohol and/or drugs
 - 1. Movement
 - 2. Speed
 - 3. Position
 - 4. Driver action
- E. Recognize the indications of driving under the influence of alcohol or drugs a peace officer may observe upon making contact with a driver
 - 1. Eyes
 - 2. Speech
 - 3. Attitude
 - 4. Actions
- F. Discuss medical conditions that may cause a person to appear under the influence
 - 1. Fatigue

2. Diabetes
3. Previous traumatic head injury
4. Cerebral palsy
5. Stroke



- I. Discuss the primary elements included in the statutory admonition read to drivers who refuse to submit to a chemical sobriety test

1. Consequences
2. Choice
3. Evidence
4. Counsel
5. Alternate tests

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of definitions, laws and procedures related to DUI arrests, including:
 1. Legal definitions and terminology
 2. Vehicle Code sections and related statutes
 3. Detention and arrest procedures, the development of probable cause, reasonable suspicion, and field tests
 4. Evidence recognition, collection and preservation procedures
 5. Report writing requirements
- B. 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:

1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
 2. Other traffic control devices, vehicles or other available equipment to safely control traffic movement
- C. 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 enforcement. 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 safety issues
 2. Professional demeanor, fairness and effective communication during a traffic enforcement contact
 3. Initiative, discretion and decision-making when issuing citations and considering spirit versus letter of the law
- D. Given one or more video re-enactments depicting alcohol or drug impairment, or an equivalent number of simulations, scenarios, or role-play exercises provided by the presenter, the student will participate in a learning activity that addresses:
1. The ability to recognize valid indicators of impairment that establish probable cause for arrest
 2. The ability to describe and document the observed behaviors of the person impaired by alcohol or drugs
 3. The ability to present or critique testimony in court related to observation and documentation of impairment
- E. The student will participate in a learning activity that requires the student to conduct a FST that shall minimally test the student's ability to:
1. Articulate a proper location for the test and why that location is appropriate
 2. Articulate the objective observations of signs or symptoms of intoxication or drug use
 3. Explain and demonstrate a series of FST that may include a minimum of three of the following tests:
 - a. Proper techniques of balance
 - b. Divided attention
 - c. Memory
 - d. Coordination
 - e. Horizontal Gaze Nystagmus test(s)

4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that a person is under the influence of alcohol or drugs
- F. The student will participate in a learning activity that requires the student to utilize the California Vehicle Code to identify traffic violations from presenter provided depictions of traffic violations. The student will at a minimum identify:
1. The specific violation by common name and Vehicle Code section(s)
 2. The crime classification
 3. Options for resolution

Description	Hours
POST Minimum required Hours	16
Agency Specific Hours	6
Total Instructional Hours	22

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 29

TRAFFIC COLLISION INVESTIGATIONS

Effective October 18, 2021

I. LEARNING NEED

Peace 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 peace 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

To accurately determine the events and factors associated with a collision, peace officers must recognize the types and importance of evidence likely to be available at a collision scene.

LEARNING OBJECTIVES

- A. Distinguish between different types of physical evidence that may be located at a collision scene and recognize the type of information they may provide
 - 1. Debris
 - 2. Fluids (vehicle/body)
 - 3. Road scars
 - 4. Tire marks

- B. Distinguish between a skid mark and a tire impression
1. Skid marks:
 - a. Darkened roadway material
 - b. Left by a tire that is not free to rotate and/or sliding or slipping over surface
 2. Tire Impressions:
 - a. Marks left by a rotating tire
 - b. Through a liquid or other soft material leaving a “print” of the tire’s tread pattern
- C. Describe ways of linking a tire mark with a particular vehicle
1. Check the condition of the vehicle’s tires
 2. Compare the width of the tires in relation to the width of the tire mark
 3. Compare the track width of the vehicle to the skid mark
 4. Look for sidewall scuffing
 5. Determine the number and condition of the grooves
 6. Note the position of the vehicle at the collision scene.
- D. Classify the three causes of skid marks
1. Extreme deceleration
 2. Extreme acceleration
 3. Extreme change of direction
- E. Describe the variables to consider when determining the order of taking measurements at a vehicle collision scene
1. Items which are at risk or easily moved
 2. Items that will be moved from the scene
 3. Fixed objects or areas
- F. Determine appropriate reference points/lines to use when taking measurements at a vehicle collision scene
1. Fixed points
 2. Prolongation reference lines
- G. Distinguish between primary collision factor and associated collision factor
1. The primary collision factor is the one element or driving action which in the officer’s opinion best describes the primary or main cause of the collision

2. An associated collision factor is a factor or vehicle code violation(s) that contributed to the collision, but was not the main cause

III. LEARNING NEED

Evidence collected at a collision scene can be rendered useless or inadmissible if it is not properly documented. Peace officers must recognize and follow standardized documentation formats for 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. Date Sheet
 3. Narrative
 4. Collision sketch
 5. Factual diagram
- B. Distinguish between the types of collision documentation, including:
 1. Collision investigation format
 2. Collision report format
- C. Prepare components of a traffic collision report, including:
 1. Description of injuries
 2. Identification of involved parties and vehicles
 3. Time and location of collision events
 4. Chronology of the collision events
 5. Elements unique to hit-and-run and driving-under-the-influence collisions
 6. Primary and associated collision factors
 7. Area(s) of impact
 8. Scene sketch
- D. Distinguish between information to be included in the narrative of a collision investigation format under each of the following categories:
 1. Facts
 2. Statements
 3. Opinions and conclusions
 4. Recommendations
- E. Distinguish between a collision sketch and a factual diagram

1. Collision scene sketch:
 - a. Illustration of the collision scene
 - b. Reflects the investigating officer's opinions as to how the vehicle collision occurred.
2. Factual diagram:
 - a. Drawing of the collision scene
 - b. Represents the scene as it was found upon the officer's arrival
 - c. Contains factual information only

F. Prepare content features and elements to be included on a:

1. Collision scene sketch
2. Factual diagram

IV. REQUIRED TESTS

None

V. REQUIRED LEARNING ACTIVITIES

- A. Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques, including:
 1. Determining compass direction
 2. Methods to determine the area(s) of impact
 3. Identification of physical evidence
 4. Scene measurement techniques
- B. 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 a traffic collision scene, including:
 - a. Protection of injured 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:
 - a. Establishing scene priorities and developing a plan of action

- b. Identifying and controlling scene hazards
 - c. Providing first aid for the injured parties
 - d. Protecting the collision site
 - e. Evaluating and requesting additional assistance, if needed
- 3. The ability to perform traffic collision investigative tasks, including:
 - a. Identifying and preserving collision evidence
 - b. Information gathering and interviewing of involved parties or witnesses
 - c. Establishing the area(s) of impact
 - d. Determining the primary collision factor
- 4. The ability to complete a traffic collision report, including:
 - a. Description of injuries
 - b. Identification of involved parties and vehicles
 - c. Time and location of collision events
 - d. Chronology of the collision events
 - e. Elements unique to hit and run and DUI collisions
 - f. Primary and associated collision factors
 - g. Area(s) of impact
 - h. Scene sketch
- 5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:
 - a. Compass direction
 - b. Basic measurements of the roadway
 - c. Appropriate symbols/illustrations
 - d. Area(s) of impact
 - e. Travel paths of vehicles and parties involved
 - f. Reference points and direction
 - g. Items labeled appropriately (parties, streets, signs, etc.)

Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	4
Total Instructional Hours	16

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 30

CRIME SCENES, EVIDENCE, AND FORENSICS

Effective October 18, 2021

I. LEARNING NEED

Peace officers must have a general understanding of the total range of basic criminal investigation procedures in order to make the appropriate decisions regarding the identification and preservation of physical evidence at the scene of a crime.

LEARNING OBJECTIVES

A. Identify the goal of a criminal investigation

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



- 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 and 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

Peace officers must be aware of and comply with the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

LEARNING OBJECTIVES

- 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
1. Visible
 2. Plastic
 3. Latent
- F. Apply the basic steps for developing latent fingerprints
1. Nonporous surface
 - a. Identify possible locations where prints may have been left
 - b. Prepare equipment (brush, powder, etc.).
 - c. Lightly dust surface
 - d. Photograph revealed fingerprint in place
 2. Porous surface
 - a. Carefully place each item in a separate container to avoid contamination
 - b. Mark, seal, and label the container, noting “to be processed for latent prints” clearly on the label
 - c. Document the collection in their notes and in the investigative report
- 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

II. REQUIRED TESTS



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

IV. REQUIRED LEARNING ACTIVITIES

- A. 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 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 crime scenes, evidence and forensics**. At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model in the conduct of a thorough preliminary investigation
2. How a peace officer may collaborate with the community to solve a crime and identify underlying conditions that contribute to the crime problem
3. Modeling ethical leadership by a peace officer in the performance of an investigation
4. Impact of an effective investigation on a peace officer's trustworthiness and credibility during courtroom testimony

V. REQUIRED ACADEMY SPECIFIC LEARNING NEED

Peace Officers need to understand the impact of lethal force and how ballistics including caliber of weapons, type of ammunition and point of impact affect the human body.

LEARNING OBJECTIVES

- A. Introduction to wound ballistics
- B. Ballistic types
- C. Wound types

VI. REQUIRED ACADEMY SPECIFIC LEARNING ACTIVITIES

- 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:

Appropriate questions

1. Note taking



- 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
- D. 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
- F. **OPTIONAL ACTIVITY:** The student will participate in instruction and demonstration that certifies operation of a device that determines level of alcohol influence (e.g. Draeger, etc). *South Bay Regional academy students participating in this activity as an agency requirement, will participate in lieu of participating in the Academy Specific instruction of WOUND BALLISTICS listed above.*
1. Draeger Certification by County (i.e. Santa Clara, San Mateo, etc.)
 2. 4 HOURS

Description	Hours
POST Minimum required Hours	12
Agency Specific Hours	13
Total Instructional Hours	25

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 31

CUSTODY

Effective October 18, 2021

I. LEARNING NEED

Peace officers must know their responsibilities and liabilities for the care, custody, and safety of prisoners while ensuring their constitutional and statutory rights.

LEARNING OBJECTIVES

- A. Recall the definition of custody
 - 1. Custody refers to the immediate care or charge of an arrested person.
- B. Recognize general responsibilities an officer has for the care and custody of an arrested person
 - 1. Assuring there is a lawful basis for custody
 - 2. Protecting constitutional and statutory rights of the arrested person
 - 3. Maintaining care, custody and safety
 - 4. Maintaining officer and public safety
 - 5. Facilitate the processing of the arrested person into a detention facility
- C. Recognize the liabilities for an officer who shows callous disregard for an arrested person's safety
 - 1. Departmental discipline
 - 2. State prosecution
 - 3. Federal prosecution
 - 4. Civil lawsuits
- D. Recognize the circumstances that ensure a legal basis for commitment to custody, including:
 - 1. Court documents (e.g., warrants, court orders, etc.)
 - 2. Parole and probation commitments
 - 3. Probable cause arrests
 - 4. Prisoners in transit

- E. Recognize constitutional rights and protections afforded to an arrested person while in an officer's charge
 - 1. First Amendment
 - 2. Sixth Amendment
 - 3. Eight Amendment
 - 4. Fourteenth Amendment
- F. Recognize fatal errors officers can make that jeopardize their safety while performing custodial duties

II. LEARNING NEED

Peace officers must know the elements required to complete crimes involving the treatment of prisoners and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements, required to complete the crime of:
 - 1. Assault of a prisoner under the color of authority
 - 2. Cruel or unusual treatment of prisoners
 - 3. Inhumane or oppressive treatment of a prisoner
- B. Identify the crime classification as a misdemeanor or felony
 - 1. Assault of a prisoner under the color of authority: **Felony**
 - 2. Cruel or unusual treatment of prisoners: **Misdemeanor**
 - 3. Inhumane or oppressive treatment of a prisoner: **Fine and termination of employment**
- C. Recognize the crime of violation of a prisoner's civil rights
 - 1. Any person
 - 2. Whether or not acting under color of law
 - 3. Who shall by force or threat of force
 - 4. Willfully deprive any person of any legal right
 - 5. Based on that person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation
 - 6. OR because the person perceives that the other person has one or more of those characteristics

III. LEARNING NEED

Peace officers must know they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a custodial facility.

LEARNING OBJECTIVES

- A. Recognize the crime elements for bringing a firearm, deadly weapon, or explosive into a detention facility
 - 1. Any person who
 - a. Knowingly brings or sends, or assists in bringing or sending into
 - b. A local detention facility
 - c. Any: firearms, deadly weapons, or explosives
 - 2. Or, any person who while lawfully confined to a detention facility
 - a. Possess any: firearm, deadly weapon, explosive, or tear gas or tear gas weapon
- B. Identify the crime classification as a misdemeanor or felony
 - 1. The crime of bringing a firearm, deadly weapon, or explosive into a local detention facility is a **felony**
- C. Recognize responsibilities of the arresting or transporting officer and custodial personnel regarding medical care prescreening of prisoners before being accepted into a local detention facility
 - 1. Medical care prior to detention
 - 2. Ethical considerations
 - 3. Notifying custody personnel
 - 4. Extended hospitalizations
 - 5. Prescreening
 - a. Prescreening medical questionnaire
 - b. Cleared for incarceration
 - c. Not cleared for incarceration
- D. Identify classes of prisoners who may require special care or protection

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
 - 1. Legal basis for the custody
 - 2. Pertinent laws relating to the care and custody of the arrested person
 - 3. Officer's responsibilities during the intake

4. Actions of custodial personnel upon receipt of the arrested person

V. ACADEMY SPECIFIC LEARNING NEED

Peace officers responsible for supervising inmates in, and supervision of, a court holding or temporary holding, must understand the applicable minimum jail standards as required by the California Code of Regulations.

LEARNING OBJECTIVES

- a. Understand the requirements of the various sections of Title 15 and Title 24 as applicable to the different types of holding facilities
 1. History of Minimum Jail Standards
 2. Facility definitions
 3. Standards for Court Holding and Temporary Holding Facilities
 4. Miscellaneous Title 15 standards
 5. Applicable Title 24 standards for Court Holding and Temporary Holding Facilities

VI. ACADEMY SPECIFIC LEARNING NEED

Peace officers must know that they are legally responsible for the safety, well being, and level of care prisoners receive while those prisoners are held in a temporary or court holding facility.

LEARNING OBJECTIVES

- B. Discuss the various state and federal statutes that govern the liability of public employees for acts or omissions committed during the course and scope of their employment.
 1. A public employee is liable for injury caused by his act or omission to the same extent as a private person
 2. Civil Action for Deprivation of Rights
 3. Conspiracy against Rights
 4. Deprivation of Rights under Color of Law
 5. Terms, Concepts, and Principles of Civil Liability Lawsuits
 6. Acts or omissions for which peace officers can be held liable include:
 7. Who can be held liable
 8. Vicarious Liability

VII. ACADEMY SPECIFIC LEARNING NEED

Peace Officers must understand basic inmate classifications and segregation principles and know how to identify the various classes of inmates who may require special care and protection.

LEARNING OBJECTIVES

- B. Define inmate classification and describe the various categories upon which classification systems should be based.
 - 1. Inmate Classification defined
 - 2. General Classification Categories
 - 3. Santa Clara County Department of Correction Classification Matrix
- C. Discuss the various state laws that govern separation and segregation of inmates in a court holding or temporary holding facility setting.
 - 1. Separation of inmates
 - 2. Separation of adults and juveniles

VIII. ACADEMY SPECIFIC LEARNING NEED

Peace officers must know their individual department's emergency procedures for any court holding and temporary holding facilities to which they may be assigned.

LEARNING OBJECTIVES

- A. Discuss Title 15 requirement regarding emergency procedures and planning.
 - 1. At least one employee on duty at all times for emergencies
 - 2. Requirement for emergency procedures manual
- B. Describe general steps that should be taken during an emergency
 - 1. Fire Safety, Disaster, and Evacuation Plans
 - 2. Hostage Situations
 - 3. Officer Safety

IX. ACADEMY SPECIFIC LEARNING NEED

Peace officers must become familiar with the signs and symptoms of suicidal behavior and know what actions to take to prevent prisoners from attempting suicide in a custodial setting.

LEARNING OBJECTIVES

- A. Discuss requirements regarding suicide prevention.
 - 1. Written plan for suicide prevention
- B. Discuss liability issues surrounding suicide prevention
 - 1. Negligence
 - 2. Failure to Train
 - 3. Deliberate Indifference
- C. Discuss suicide profiles and risk factors in a custodial environment
 - 1. Suicide is the leading cause of death in jails
 - 2. Two primary causes for jail suicide
 - 3. Other environmental and operational factors which might contribute to the suicides
 - 4. Suicide Profiles
- D. Describe the elements that should be included in a facility's plan for suicide prevention
 - 1. Initial Screening
 - 2. Training
 - 3. Assessment
 - 4. Monitoring
 - 5. Housing
 - 6. Referral
 - 7. Communication
 - 8. Intervention
 - 9. Notification
 - 10. Reporting
 - 11. Review

X. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which relates to the legal responsibilities of a peace officer in the care and custody of an arrested person from the time of arrest to the transfer of responsibility to a local detention facility. At a minimum, the discussion must address:
 - 1. Legal basis for the custody
 - 2. Pertinent laws relating to the care and custody of the arrested person
 - 3. Officer's responsibilities during intake
 - 4. Actions of custodial personnel upon receipt of the arrested person

XI. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITIES

- A. The student will participate in a facilitated discussion which relates to the legal and practical responsibilities of a peace officer in the care and custody prisoners held in court holding or temporary holding facilities. At a minimum, the discussion must address:
3. Applicable minimum jail standards,
 4. Jail operations liability,
 5. Inmate segregation,
 6. Emergency procedures and planning, and
 7. Suicide prevention

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 32

LIFETIME FITNESS

Effective October 18, 2021

I. LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

LEARNING OBJECTIVES

A. Discuss the components of a personal physical fitness program to include:

1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic
2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs. performance
7. Recovery

B. Discuss techniques for evaluating personal fitness in the areas of:

1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic
2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance

3. Flexibility/Stability/Mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs. performance
 7. Recovery
- C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program
1. Cardiovascular endurance At least 20 minutes in the training heart rate range three to five times per week
 2. Muscular strength is improved when the training involves the use of progressive resistance.
 3. Muscular endurance is improved by lifting lighter weights for a greater number of repetitions.
 4. Flexibility improvement can be achieved by either static stretching or ballistic stretching.
 5. Body composition is improved by a combination of good nutrition and regular exercise and is the most effective means of controlling body fat and improving body composition.
- D. Discuss principles of physical conditioning, including:
1. Specificity
 2. Frequency
 3. Intensity
 4. Volume
 5. Active recovery
 6. Periodization/program design
 - a. Foundational phase
 - b. Conditioning phase
 - c. Peak performance phase
 7. Progression
- E. Describe minimum physical conditioning program requirements and components of a training session to include:
1. Warm up
 2. Training phase
 3. Recovery
- F. Explain the two types of training injuries and appropriate treatment for each
1. Acute injuries are physical injuries resulting from a specific event, mishap, or accident.

2. Chronic injuries are usually the consequence of overtraining or overuse chronic injuries do not result from one incident.

II. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

- A. Describe how to accomplish fitness goals using nutritional planning
 1. Applying a sound nutrition plan usually results in the following changes to the diet of most Americans.
 2. Increase in water intake
 3. Increase in fiber intake
 4. Increase in complex carbohydrate intake (e.g., whole grains, fruits, vegetables)
 5. Moderate reduction in protein intake
 6. Reduction in refined sugar intake
 7. Reduction in caffeine and alcohol intake
 8. Reduce intake of saturated and trans fat
- B. Discuss the role of supplementation and accomplishing fitness goals

III. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

- A. Discuss illnesses and injuries commonly associated with law enforcement officers
 1. Cardiovascular disease
 2. Lower back disorders
 3. Gastrointestinal disorders and disease
- B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers
 1. Exercise
 2. Diet / nutrition
 3. Proper tactical / lifting techniques
 4. Stress management
 5. Rest
 6. Medical check-ups

IV. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.

LEARNING OBJECTIVES

- A. Explain the signs and symptoms of elevated stress levels
 - 1. Stress is an individual experience, and the symptoms of stress vary by individual. As a result of chronic stress, officers may experience symptoms such as, but not limited to:
 - a. high blood pressure,
 - b. headaches,
 - c. shortness of breath,
 - d. sleeping disorders,
 - e. eating disorders,
 - f. trembling hands, sweating, dizziness, or nausea, or
 - g. sexual dysfunctions
 - h. suicidal thoughts or suicide attempts are also clear but extreme reactions to stress.
- B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress
 - 1. Substance abuse is the consumption of substances or quantities of substances that injure the body.
 - 2. Substance abuse usually takes place when an officer fails to effectively manage stress.
 - 3. Officers must recognize that substance abuse is an inappropriate coping strategy taken in response to physical and/or psychological stress.
- C. Describe the short and long term effects of abusing:
 - 1. Alcohol
 - 2. Tobacco
 - 3. Caffeine
 - 4. Supplements/performance enhancing drugs
 - 5. Prescription, nonprescription, and illegal drugs
- D. Explain the techniques for stress management
 - 1. Lifestyle modifications
 - 2. Professional Interventions

V. REQUIRED TESTS

- A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST.
 - 1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
 - 2. Lift or drag 165 pound lifelike dummy 32 feet
 - 3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
 - 4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
 - 5. Run 500 yards

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a POST-approved physical conditioning program to include the following:
 - 1. The program must consist of a minimum of 36 sessions
 - 2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
 - 3. Each session must be a minimum of 60 minutes in length
 - 4. Each session must consist of a warm-up, a training period, and recovery
 - 5. Each student must participate in a minimum of 30 of the required 36 sessions
 - 6. Individual accommodations must meet the functional equivalency of all components of the training session
- B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:
 - 1. Cardiovascular
 - b. Aerobic
 - c. Anaerobic
 - 2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
 - 3. Flexibility/stability/mobility
 - 4. Core
 - 5. Acceleration and agility

6. Body composition vs. performance
 7. Recovery
- C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:
1. Illnesses and injuries commonly associated with law enforcement officers
 2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
 3. The essential elements of lifetime fitness
- D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:
1. The relationship between the proportion of calories consumed from each food group and body composition
 2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
 3. The relationship between exercise and body composition management
- E. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:
1. Cardiovascular
 - a. Aerobic
 - b. Anaerobic
 2. Muscular
 - a. Strength
 - b. Power
 - c. Endurance
 3. Flexibility/stability/mobility
 4. Core
 5. Acceleration and agility
 6. Body composition vs. performance

7. Recovery

- F. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:
1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
 2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)
 3. Calculating the aerobic heart rate training zone
 4. The components of a comprehensive fitness program for the tactical athlete
 5. Evaluation and treatment of training injuries
- G. The student will participate in a learning activity, which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase, which shall minimally include:
1. Performance of the WSTB
 2. Push-ups
 3. Bent knee sit-ups
 4. 1.5 mile run
 5. Body composition measurement
- H. The student will participate in a learning activity, which requires them to train in techniques to tactically climb over the solid 6-foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner.

VII. ACADEMY REQUIRED TESTS

- A. The Academy-developed physical abilities test or an equivalent physical abilities test approved by the Academy.
1. One and one half (1.5) mile run
 2. Push-up assessment

3. Sit-up assessment

Description	Hours
POST Minimum required Hours	44
Agency Specific Hours	22
SJ 21 WSTB	3
Total Instructional Hours	69

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 33

ARREST AND CONTROL

Effective April 1, 2022

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Demonstrate principles of arrest and control, to include:
 - 1. Awareness
 - 2. Balance
 - 3. Control
- B. Describe the areas of the body which require maximum protection during an attack
 - 1. Face / throat / head / neck
 - 2. Heart / kidneys / spine / groin
 - 3. Joints
- C. Describe parts of an officer's body that may be used as personal weapons during an arrest/detention to control a combative and/or resistive subject
 - 1. Head
 - 2. Hands
 - 3. Arms
 - 4. Legs
 - 5. Feet

II. LEARNING NEED

Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

LEARNING OBJECTIVES

- [illegible]

III. LEARNING NEED

Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

LEARNING OBJECTIVES

- A. Discuss a peace officer's justification to use control holds and takedown techniques on a subject
 - 1. Subject's display of aggressive or assaultive behavior
 - 2. Physical size of subject
 - 3. Need for immediate control
 - 4. Officer's perception of subject's knowledge of martial arts or other skills
 - 5. Inability to control by other means
- B. Explain advantages and limitations a peace officer should consider when applying a control hold
 - 1. Advantage: Effective control of subject
 - 2. Advantage: Avoid officer injury
 - 3. Advantage: Guide subject
 - 4. Limitation: Becoming struck or otherwise injured by subject
 - 5. Limitation: Close proximity of officer's weapons to subject
- C. Explain advantages and limitations a peace officer should consider when performing a takedown technique
 - 1. Advantage: Diffuse / control a situation
 - 2. Advantage: Achieve greater control of subject
 - 3. Advantage: Distract subject
 - 4. Limitation: Becoming struck or otherwise injured by subject

5. Limitation: Close proximity of officer's weapons to subject
6. Limitation: Single takedown may not be adequate

IV. LEARNING NEED

The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subjects.

LEARNING OBJECTIVES

- A. Explain the purpose of using restraint devices on a subject
 1. Attack on officer and others
 2. Escape of the prisoner
 3. Destruction or concealment of evidence or contraband
 4. Self-inflicted injury
 5. Combat between prisoners
- B. Explain potential hazards when using restraint devices on a subject
 1. Including body positioning that could restrict breathing (i.e., positional asphyxia)
 - a. Prisoner escape
 - b. Threat to officer
 - c. Harm to prisoner
 - d. Destruction of evidence
 - e. Threat to public safety
- C. Demonstrate the proper application and correct positioning of handcuffs on a subject
 1. Hands behind back
 2. Applied to bare wrists
 3. Handcuff shape corresponds to shape of wrist
 4. Properly adjusted (loose/tight)
 5. Double locked when tactically safe
- D. Explain various double-locking mechanisms on handcuffs
 1. Key
 - a. Use to apply double lock
 - b. Use to disengaged double lock
 2. Double-locking devise
 - a. Handcuffs with push in double lock device
 - b. Handcuffs with slide double lock device

- E. Discuss responsibilities of the contact and cover officers [REDACTED]

V. LEARNING NEED

Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject.

LEARNING OBJECTIVES

- A. Describe factors involved in retaining a peace officer's firearm

1. Opportunity
2. Equipment
3. Training

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- E. Discuss the justification for a peace officer to continually train in arrest methods, weapon retention and takeaway

1. Officers have been overpowered and killed with their own firearms
2. LEOKA Report. (2001) POST

VI. LEARNING NEED

Peace officers must know that an impact weapon is a force option.

LEARNING OBJECTIVES

- A. Describe a peace officer's legal authority for using an impact weapon
 - 1. Authorized to use if used reasonably to repel and protect
- B. Discuss circumstances when a peace officer is justified in using an impact weapon
 - 1. Protect property
 - 2. Self-defense
 - 3. Defense of others
 - 4. Effect an arrest
 - 5. Prevent escape
 - 6. Overcome resistance



- D. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject
 - 1. Face / throat / head / neck
 - 2. Heart / kidneys / spine / groin
 - 3. Joints
- E. Discuss the use of verbal commands during a confrontation
 - 1. Peace officers should continue giving verbal commands when appropriate to control the situation

VII. LEARNING NEED

Peace officers must be familiar with the basic movements and Arrest and Control techniques associated with ground control

LEARNING OBJECTIVE

- A. Discuss the various ground positions and their associated risks
 - 1. Top Mount
 - 2. Back Mount

3. Side Mount
4. Top Guard
5. Bottom Guard

B. Demonstrate basic ground control positions when controlling a subject



E. Demonstrate escape and/or reversal skill(s) on the ground including the following positions:

1. Top mount
2. Back mount
3. Side mount
4. Guard

F. Demonstrate weapon retention from various positions on the ground



VIII. LEARNING NEED

When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.

LEARNING OBJECTIVES

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

IX. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

ARREST AND CONTROL SAFETY

All Arrest and Control exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during Arrest and Control training and testing.

All one on one force on force exercise testing must be conducted with a safety officer/referee overseeing the test. The safety officer/referee has absolute control over the test and can call a halt to or stop the exercise test anytime the risk for student/staff injury exists.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

[REDACTED]

[REDACTED]

[REDACTED]

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

[REDACTED]

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- D. An exercise test that requires the student to demonstrate competency in a minimum of two Takedown techniques.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- E. An exercise test that requires the student to demonstrate competency in a handgun takeaway technique(s) including a minimum of one handgun takeaway technique from both the front and rear position.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force

6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- F. An **exercise test** that requires the student to demonstrate competency in handgun retention techniques. The exercise will include a minimum of one technique to be demonstrated from the following positions:

- A holstered handgun front retention technique
- A holstered handgun rear retention technique
- An unholstered handgun retention technique

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- G. An exercise test that requires the student to demonstrate competency in the effective use of an impact weapon(s).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions
8. First Aid Assessment

Presenters must use the POST-developed Arrest and Control Competency Exercise Test Form or a presenter-developed form approved by POST,

which minimally includes the performance dimensions used for this exercise test.

Exercise tests developed by POST that specifically prescribes the PC832/Module III Arrest and Control techniques which requires the student to demonstrate basic search and control methods.

H. An exercise that requires the student to demonstrate competency in the ability to conduct the following searches.

- Visual Search
- Cursor/Pat/Frisk Search
- Full Body Search Incident to Arrest

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

I. An exercise test that requires the student to demonstrate competency in effective handcuffing technique(s).

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

- J. An exercise test that requires the student to demonstrate competency in a minimum of one control hold technique.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

- K. An exercise that requires the student to demonstrate competency in a minimum of one takedown technique.

An exercise test that requires the student to demonstrate competency in a minimum of one control hold technique.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands/Instructions

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

X. REQUIRED LEARNING ACTIVITIES

- A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover-officer during a field contact to include:

1. Assuming a position of advantage and control
 2. Maintaining proper balance and control
 3. Maintaining awareness
 4. Protecting the searching officer from possible interference
 5. Physically assisting the searching officer if it becomes necessary
 6. Observing subject(s)
 7. Awareness of cover and concealment
- B. Student will participate in a learning activity that will reinforce the student's ability to demonstrate a long gun retention and a long gun takeaway technique
- C. Student will participate in a high intensity learning activity that will emphasize and reinforce the student's endurance and ability to prevail in a sustained physical altercation including:
1. Foot pursuit
 2. Tactical movement
 3. One or more aggressor(s)
 4. Personal weapons/hand strikes
 5. Impact weapons
 6. Tactical communication
 7. Ground control
 8. Weapon(s) retention
 9. Handcuffing/searching

XI. REQUIRED ACADEMY SPECIFIC LEARNING NEED

Academy students need to understand safety requirements and training standards including reporting of injuries, searching other students and equipment requirements.

ACADEMY LEARNING OBJECTIVES

- A. Recognize the importance of reporting injuries to academy staff
1. Review academy policies related to the reporting of student injuries
 2. Immediately notifying the instructor when an injury occurs
 3. Review policy related to participation when injured
- B. Discuss expectations when searching other students
1. Application of control holds
 2. Application of person searches and handcuffing techniques
 3. Discuss equipment requirements and safety standards

Description	Hours
POST Minimum required Hours	60
Agency Specific Hours	23
Total Instructional Hours	83

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 34

FIRST AID, CPR, AND AED

Revised February 1, 2017

Effective October 18, 2021

I. LEARNING NEED

Peace 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. Discuss the components of the EMS system including:
 - 1. EMS access
 - 2. Interactions with other EMS personnel
 - 3. Local EMS and trauma systems
- B. Identify the primary responsibilities of peace officers as EMS first responders and at an emergency including:
 - 1. Safety
 - a. Exposure to chemical, biological, radiological, or nuclear (CBRN) substances and scene safety
 - 2. Scene size-up
 - 3. Law enforcement actions
 - 4. Assessment and care of victims
- C. Identify the links of the chain of transmission of infectious pathogens
- D. Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including:
 - 1. Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI)
 - a. Removal of contaminated gloves
 - 2. Decontamination considerations
- E. Identify conditions under which a peace officer is protected from liability when providing emergency medical services

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of adult and pediatric victims, a fellow officer, or themselves prior to beginning any form of medical care.

LEARNING OBJECTIVES

- A. Demonstrate appropriate actions to take during a primary assessment for assessing a conscious and unconscious victims:
 - 1. Responsiveness
 - 2. Airway
 - 3. Breathing
 - 4. Circulation
- B. Demonstrate appropriate actions to take during a secondary assessment for both conscious and unconscious victims:
 - 1. Vital signs
 - 2. Head-to-toe assessment
 - 3. Patient history
- C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene
- D. Recognize conditions under which an injured victim should be moved from one location to another
- E. Recognize proper procedures for moving a victim including:
 - 1. Shoulder drag
 - 2. Lifts and carries which may include using:
 - a. Soft Litters
 - b. Manual extractions including fore/aft, side-by-side, shoulder/belt

III. LEARNING NEED

Peace 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. Identify the components of the Chain of Survival
- B. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, following current American Heart Association (AHA)

Guidelines for CPR and Emergency Cardiovascular Care (ECC) at the Healthcare provider level including:

1. Ventilation duration
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)
7. Automated External Defibrillator (AED)

C. Discuss basic Automated External Defibrillator (AED) operation including:

1. Special considerations
2. Troubleshooting

D. Recognize circumstances under which a victim's airway should be opened by using a:

1. Head-tilt/chin-lift maneuver
2. Jaw-thrust maneuver

E. Identify the difference between a mild and severe airway obstruction

F. Demonstrate procedures for clearing an obstruction from the airway of both a conscious and an unconscious:

1. Adult
2. Child
3. Infant
4. Pregnant or obese individual

G. Discuss rescue breathing techniques including:

1. Mouth-to-mouth
2. Pocket mask or other barrier devices
3. Bag valve mask

H. Discuss the recovery position

I. Discuss bleeding control techniques including:

1. Direct pressure/pressure dressings
2. Tourniquet
3. Types of hemostatic dressings and packing the wound

J. Demonstrate the general guidelines for controlling bleeding from an open wound

- K. Recognize the first aid and treatment traumatic injuries including:
 - 1. Impaled objects
 - 2. Amputations
- L. Recognize the signs and symptoms of shock
- M. Discuss first aid measures to treat shock including the importance of maintaining normal body temperature
- N. Demonstrate first aid measures to treat shock

IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.

LEARNING OBJECTIVES

- A. Recognize indicators of a possible head injury
- B. Recognize the appropriate first aid measures for treating facial injuries including:
 - 1. Objects in the eye
 - 2. Chemicals in the eye
 - 3. Dental emergency
 - 4. Nose bleed
- C. Recognize appropriate first aid measures for treating open and closed injuries to the:
 - 1. Chest
 - a. Chest seals and dressings
 - 2. Abdomen
- D. Recognize appropriate first aid measures for internal bleeding
- E. Identify appropriate first aid measures for treating injuries or wounds to the bones, muscles, soft tissues, or joints
- F. Recognize appropriate first aid measures for treating injuries to the head, neck, and back including:
 - 1. Spinal immobilization
- G. Recognize appropriate first aid measures for treating:

1. Thermal burns
2. Chemical burns
3. Electrical burns
4. Radiation burns

H. Discuss tactical and rescue first aid principles when responding to violent circumstances (e.g. active shooter)

1. Movement to threat versus casualty care
2. Integration with EMS
3. Tactical casualty care

V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

LEARNING OBJECTIVES

A. Recognize indicators of, and first aid measures for, a victim experiencing:

1. Cardiac emergency
2. Respiratory emergencies including asthma and Chronic Obstructive Pulmonary Disease (COPD)
3. Drowning
4. Seizure
5. Stroke
6. Altered mental status
7. Severe abdominal pain
8. Allergic reactions and anaphylaxis
 - a. Assisted epinephrine administration
 - b. Accessing EMS

B. Identify signs and symptoms of psychological emergencies

C. Differentiate between indicators and first aid measures for treating diabetic emergencies:

1. Low blood sugar (hypoglycemia) including assisted oral glucose administration
2. High blood sugar (hyperglycemia)

D. Recognize appropriate first aid measures for a victim experiencing signs of:

1. Poisons that have been ingested, inhaled, absorbed, or injected
 - a. Poison control system access
2. Alcohol and/or drug-related emergencies including:
 - a. Assisted Naloxone administration

b. Accessing EMS

E. Differentiate between the indicators and first aid measures for treating:

1. Hypothermia and frostbite
2. Heat cramps, heat exhaustion and heat stroke

F. Recognize appropriate first aid measures for:

1. Insect bites and stings
2. Animal and human bites

VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.

LEARNING OBJECTIVES

A. Recognize the signs of imminent birth

B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:

1. Excessive vaginal bleeding
2. Newborn fails to breathe

VII. REQUIRED TESTS

A. The POST-Constructed Comprehensive Test on the objectives in Learning Domain #34.

B. An exercise test that requires the student to demonstrate competency in the following skills:

1. Assesses victim
2. Activates emergency response system
3. Checks for pulse
4. Delivery of high-quality CPR
5. Provides effective breaths
6. Automated External Defibrillator (AED) operation

Presenters must use a Skills Exercise Test Form or which minimally includes the standards promulgated by the current AHA Guidelines for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

VIII. 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 pulse
 - c. Check airway
 - d. Check for breathing
- B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding while using personal protective equipment (PPE):
 - 1. Direct pressure
 - 2. Pressure bandages
 - 3. Tourniquet device
 - 4. Hemostatic dressings/wound packing
 - 5. Chest seals and dressings
- C. A learning activity that requires the student to demonstrate the following basic life support techniques:
 - 1. Clearing an obstructed airway on conscious and unconscious victims
 - a. Adult or child
 - b. Infant
 - c. Obese or pregnant
 - 2. Rescue breathing
 - a. Adult
 - b. Child
 - c. Infant
 - 3. Cardiopulmonary resuscitation
 - a. Adult
 - b. Child
 - c. Infant
- D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:
 - 1. When should a victim be treated for shock?
 - 2. What are the possible consequences of failing to treat for shock?
 - 3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

- E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:

1. Use the cleanest material that is available
2. Expose the injury site
3. Cover the entire injury site
4. Bandage snugly but without impairing circulation
5. Leave victim's fingers and toes exposed
6. Immobilize injury site as necessary

IX. HOURLY REQUIREMENTS

Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100017(a) of the California Code of Regulations.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

October 1, 2001	July 1, 2008	February 1, 2017
January 1, 2004	July 1, 2009	
January 1, 2006	July 1, 2010	
January 1, 2008	August 1, 2013	

Description	Hours
POST Minimum required Hours	21
Agency Specific Hours	4
Total Instructional Hours	25

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 35

FIREARMS/CHEMICAL AGENTS

Effective October 18, 2021

I. LEARNING NEED

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

LEARNING OBJECTIVES

A. State the four fundamental rules of firearms safety

1. Always treat all firearms as if they are loaded
2. Never point the muzzle at anything or anyone you are not willing to destroy or where an unintentional discharge may do harm
3. Never put your finger on the trigger until your sights are on target and you have made the decision to shoot
4. Always be aware of your target, backstop, and surrounding area

B. Explain basic safety guidelines to be followed at a firing range

1. Entering the firing range
2. On the firing line
3. When handguns are unholstered

C. Describe the safety precautions for proper storage of firearms

1. Keep all firearms inaccessible from children and other unauthorized persons
2. Store in secured locked container
3. Use of Department Clearing Barrels
4. Apply locking device if no secure container is available

II. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the basic information about a semiautomatic pistol and magazine, including:
 - 1. Advantages and limitations
 - 2. Primary components and their functions
 - 3. Steps for loading/unloading
 - 4. Steps for rendering the semiautomatic pistol safe
- B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
 - 1. Fire
 - 2. Unlock
 - 3. Extract
 - 4. Eject
 - 5. Cock
 - 6. Feed
 - 7. Chamber
 - 8. Lock
- C. Describe the basic information about a revolver, including:
 - 1. Advantages and limitations
 - 2. Primary components and their functions
 - 3. Steps for loading/unloading
 - 4. Steps for rendering the revolver safe
- D. Describe the basic information about shotguns, including:
 - 1. Advantages and limitations
 - 2. Primary components and their functions
 - 3. Steps for loading/unloading
 - 4. Steps for rendering the shotgun safe

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. State the guidelines for the safe handling of ammunition
 - 1. Use manufacturer recommended ammo only
 - 2. Avoid dropping live rounds
 - 3. Replace on a regular basis

4. Proper and safe storage
- B. Describe the primary components of firearm cartridges
1. Cartridge case
 2. Primer
 3. Powder charge
 4. Bullet/ Projectile
- C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
1. Primer detonated
 2. Powder ignited
 3. Bullet expelled by rapidly expanding gasses
- D. Describe the primary components of a shotgun shell
1. Shell case
 2. Primer
 3. Powder charge
 4. Wad
 5. Projectile(s)
- E. Define shot pattern as it relates to shotgun shells
1. A shot pattern is the diameter of the impacting shot group at a specific distance
- F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern
1. Pellet spread approximately an inch for every yard traveled
 2. At 10 yards shotgun pellets can spread approximately 10 inches
 3. At 20 yards shotgun pellets can spread approximately 20 inches
 4. At 30 yards shotgun pellets can spread approximately 30 inches
 5. In excess of 30 yards shot pattern begins to deteriorate

- G. Describe the three ways shot placement can stop a threat, to include:
1. Central nervous system
 2. Critical blood loss/ Asphyxiation via exsanguination
 3. Psychological

IV. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Describe the components that may prevent problems and that should be examined during a routine safety inspection
1. Barrel
 2. Frame
 3. Sights
 4. Cylinder
 5. Cylinder release
 6. Firing pin
 7. Grip
 8. Magazine
 9. Weapon mounted light
 10. Sidesaddle type ammunition carrier
- B. Describe the materials, equipment, and environment needed to properly clean firearms
1. Personal protective equipment
 2. Well ventilated
 3. Solvent
 4. Lubricant
 5. Cleaning patches
 6. Bore brush
 7. Cylinder brush
 8. Cleaning brush- nylon
 9. Cleaning rod
 10. Patch holder or jag
- C. Apply routine procedures for cleaning firearms
1. Render firearm safe
 2. Field strip
 3. Barrel
 4. Recoil spring and guide
 5. Frame

V. LEARNING NEED

Peace officers must understand the reasonable application of de-escalation tactics and exercise the fundamental manipulative and marksmanship skills of firing firearms to be effective in reactive, tense, and rapidly evolving situations.

LEARNING OBJECTIVES

- A. Apply the proper steps for drawing and holstering
 - 1. Acquire master shooting grip and release retention device
 - a. Trigger Finger straight along frame
 - b. Support hand to front of body
 - 2. Lift firearm out of holster
 - 3. Drop elbow to pivot firearm downrange
 - 4. Support hand joins firing hand as gun is pushed forward
 - 5. Press out to Low Ready or On Target
 - 6. Pull hands into chest
 - a. Support hand “peels off” to front of body
 - 7. Elbow up/Muzzle down to top of holster
 - 8. Thumb on slide cover plate while holstering
 - 9. Firmly seat firearm into holster and release grip
 - 10. Reactivate Retention device
- B. Demonstrate the following elements to accurately shoot a firearm:
 - 1. Grip
 - 2. Stance
 - 3. Breath Control
 - 4. Sight Alignment/Sight Picture
 - 5. Trigger control
 - 6. Follow-through
- C. Describe the types of malfunctions and demonstrate clearing methods for:
 - 1. Semiautomatic pistols
 - 2. Revolvers
 - 3. Shotguns
- D. Describe limitations officers may encounter when shooting under low light/nighttime conditions
 - 1. Night vision

2. Limited depth of perception
3. Limited target identification
4. Flash disorientation
5. Backlighting/Silhouetting
6. Officer limitations/ Fewer hands controlling pistol

E. Describe conditions and decisions an officer may face when in a combat situation

1. Rapid threat assessment
2. Shoot / no shoot situation
3. Multiple targets
4. Moving targets
5. Varying target distances
6. Multiple shooting positions
7. Movement

F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation

1. Motor skills
2. Heart rate
3. Breathing
4. Auditory changes
5. Inattentional Blindness
6. Color distortion
7. Time distortion
8. Physical detachment

G. Explain steps officers can take to prepare themselves for the extreme stress of combat

1. Mental preparation
2. Initial and ongoing training
3. Physical conditioning
4. Proper nutrition
5. Equipment maintenance
6. Confidence building
7. Support groups

H. When reasonable, use of the following tactics to attempt to de-escalate a tense, rapidly evolving situation

1. Low ready position
2. Cover or concealment

3. Distance
4. Angles
5. Escape routes
6. Time
7. Communication
8. Use of other less-than-lethal options

VI. REQUIRED ACADEMY SPECIFIC LEARNING NEED

Peace Officers need to know and recognize the nomenclature of a long-barrel weapon including understand how to render the weapon safe for handling, transporting and evidentiary purposes.

LEARNING OBJECTIVE – ACADEMY SPECIFIC

- A. Identify nomenclature of long-barrel weapons
 1. Shotgun
 2. Rifle
- B. Describe how to render long barrel weapons safety for handling, transporting and securing as evidence
 1. Shotgun
 2. Rifle

VII. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
 1. PC section 12420
 2. Law enforcement peace officers are permitted to possess and use
- B. Describe four methods used to deploy chemical agents
 1. Aerosol
 2. Fogging

3. Pyrotechnics
 4. Blast expulsion
- 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 chemical agents
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 each of the following chemical agents used by peace officers:
1. OC (oleoresin capsicum)
 2. CN (chloroacetophenone)
 3. CS (ortho-chlorobenzylidene-malononitrile)
- G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
1. Inspection and proper fit
 2. Cleaning and storage

VIII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

- A. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a **combat** course of fire.



[REDACTED]

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

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

[REDACTED]

[REDACTED]

[REDACTED]

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

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

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



The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics

7. Accuracy

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by

POST, which minimally includes the performance dimensions used for this exercise test.

IX. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, riot control chemical agent
 2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
 3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, aerosol chemical agent
 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
 3. Decontamination techniques
- C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

[REDACTED]

[REDACTED]

[REDACTED]



- D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:
 - 1. Visually inspect the weapon
 - 2. Properly clean the weapon
 - 3. Ensure the weapon is maintained according to the manufacturer's specifications

- E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:



X. REQUIRED LEARNING ACTIVITY

- A. Following instructor presentation, officer safety comprehension, students will be able to effectively demonstrate proper firearm clearing procedures with the use of their department issued firearm.
 - 1. Following the primary firearms safety lecture as contained in Learning Domain 5, students will participate in a discussion regarding the importance of having unloaded firearms during training and while at all times on academy grounds.
 - 2. Following a demonstration, proper specific clearing barrel procedures will be demonstrated.

3. Given a presentation and demonstration, students will identify the safety precautions when clearing their firearm at any identifiable clearing barrel.
4. Given a demonstration students will then safely demonstrate individual proficient ability to clear their department issued firearm at the designated academy clearing barrels.

Description	Hours
POST Minimum required Hours	72
Agency Specific Hours	25
**Added one 4 hour session due to class size/Added 1 hour for clearing barrel safety	
Total Instructional Hours	97

San Jose Police Training Unit 2020

EXPANDED COURSE OUTLINE

CSO Basic Course

LEARNING DOMAIN 35

CHEMICAL AGENTS

(Effective - April 1, 2020)

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

LEARNING OBJECTIVES

- A. State the statutory requirements for the possession and use of chemical agents
- B. Describe four methods used to deploy chemical agents
- C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent
- D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents
- E. Apply decontamination procedures that should be followed after a chemical agent has been used
- F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:
 - 1. OC (oleoresin capsicum)
 - 2. CN (chloroacetophenone)
 - 3. CS (ortho-chlorobenzylidene-malononitrile)
- G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:
 - 1. Inspection and proper fit
 - 2. Cleaning and storage

VIII. REQUIRED LEARNING ACTIVITIES

- A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:
 - 1. Exposure to a non-lethal, riot control chemical agent

2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
 3. Decontamination techniques
- B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:
1. Exposure to a non-lethal, aerosol chemical agent
 2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
 3. Decontamination techniques

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	0
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 36

INFORMATION SYSTEMS

Effective October 18, 2021

I. LEARNING NEED

Peace 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

Peace 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

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]



III. LEARNING NEED

Peace 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
 - 1. Driver's License/ Identification Card database
 - a. Last name
 - b. First name
 - c. Driver's license
 - d. Identification card
 - 2. Vehicle / Vessel Registration database
 - a. Vehicle license number
 - b. VIN
 - c. Name / Company
 - d. Handicap placard number
 - e. Vessel hull or identification number
 - 3. Parking / Toll Violation database
 - 2. Vehicle license number
 - 3. Vehicle Identification Number

4. Occupational Licensing database
 - a. Dealer license plate number
 - b. Firm
 - c. Individual Record Identification Number
5. International Registration Plan database
 - a. Fleet owner
 - b. Base jurisdiction
 - c. Operational records of the fleet

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 a 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

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	0
Total Instructional Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 37

PEOPLE WITH DISABILITIES

Effective October 18, 2021

I. LEARNING NEED

Peace officers must understand the laws affecting, and the peace officers responsibility to protect, 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 peace officers when interacting with a person with a disability
 - 1. Applying culturally responsive community policing principles
 - 2. Reducing stigma
 - 3. Increasing and maintaining peace officer and public safety.
- 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, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Lanterman 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. Manifest 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. Intellectual Disability (including Down Syndrome)
 2. Cerebral Palsy
 3. Autism Spectrum Disorder
 4. Epilepsy
- E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:
 1. Intellectual Disability (including Down Syndrome)
 2. Cerebral Palsy
 3. Autism Spectrum Disorder
 4. Epilepsy
- F. Recognize the causes and nature of intellectual/developmental disabilities.
- G. Discuss the referral process and the state/local resources available to people with intellectual/developmental disabilities.

III. LEARNING NEED

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

LEARNING OBJECTIVES

- A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:
 - 1. Acquired
 - 2. Traumatic
- B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 - 1. Affected by traumatic disorders
 - a. neurological
 - b. traumatic brain injuries
 - 2. Affected by dementia and stroke
- C. 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
- D. 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
- E. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:
 - 1. Blind or visually impaired
 - 2. Deaf or hard of hearing
- 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.)

- G. Discuss the referral process and state/local resources available to people with physical disabilities

IV. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness.

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
 - 3. Anxiety related disorders
 - 4. Post-Traumatic Stress Disorder (PTSD)
 - 5. Co-occurring/dual diagnosis disorders
- C. Recognize the causes and nature of mental illness
- D. 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
- E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
 - 1. Request backup
 - 2. Calm the situation
 - 3. Communicate
 - 4. Do not make threats

5. Be truthful

F. Discuss the referral process and state/local resources available to people with mental illness

G. Identify appropriate resolution options

V. LEARNING NEED

Peace officers must become familiar with the application of Welfare and Institutions Code Section 5150 in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolution option.

A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code section 5150*)

B. Recognize the authority of peace officers to take a person into custody pursuant to Welfare and Institutions Code Section 5150

C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled.

D. Recognize the rights of the individuals who have been taken into custody, pursuant to Welfare and Institutions Code Section 5150

E. Recognize the documentation requirements pursuant to Welfare and Institutions Code Section 5150.2

VI. REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 3.

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]



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

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.
 - 1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities.
 - 2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities
- B. The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability.
The debrief shall minimally address the following topics as they pertain to the contact:
 - 1. The types of behaviors exhibited by the person contacted
 - 2. Possible causes of the behaviors
 - 3. Tactical safety measures employed by the responding officer(s), if applicable
 - 4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
 - 5. Use of effective verbal/non-verbal communication skills
 - 6. Overall effectiveness of the contact
- C. 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 people with disabilities. At a minimum, each activity, or combination of activities must 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
- D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officer(s)
2. Perception of the person with disabilities being contacted
3. Presence or absence of stigma
4. Use of effective verbal/non-verbal communication skills
5. Use of problem solving skills to enhance an officer's efforts to appropriately resolve issues
6. Tactical safety measures employed by the responding officer(s), if applicable
7. Legality of the contact and subsequent actions of the contacting officer(s)
8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

VIII. LEARNING NEED

The student will respond to situations where they need to interact and handle behavioral issues and mental illness

LEARNING OBJECTIVE

The students will learn to deal with behavioral situations that need to be immediately recognized as behavioral emergencies

- A. Discuss recognizing, managing and communicating
1. Understand how to manage behavioral emergencies
 2. Understand and recognize how to communicate with those who have a mental illness or developmental disability
 3. Demonstrate crisis intervention communication skills during scenario-based situations at the end of the module

IX. LEARNING NEED

The student will learn to manage behavioral emergencies

LEARNING OBJECTIVE

The students are expected to handle various emergency and non emergency types of calls for service

- A. Students will be instructed on how to deal with the following types of situations:
 - 2. Out of control persons who are experiencing a mental health crisis
 - 3. People who are suicidal in public and private places
 - 4. Barricaded individuals
 - 5. Intoxicated individuals who are displaying bizarre behaviors

X. LEARNING ACTIVITY

The students will participate in a learning activity where students identify and discuss communication as a tool to defuse violent situations

- 1. Using different tactics and techniques that are practiced by mental health professionals
- 2. Strategies that can be used to maximize your ability to deal with agitated persons
- 3. Utilization of effective techniques to de-escalate potentially violent situations

XI. LEARNING ACTIVITY

The students will participate in a briefing to discuss various tools available to successfully complete scenarios during Scenario Training

- A. Discuss safety guidelines
- B. Discuss locations for scenarios
- C. Discuss radio traffic considerations
- D. Discuss role player instructions
- E. Discussion of types of scenarios that the students may encounter
 - 4. High risk incident- Suicidal person
 - 5. Family violence incident-person who has injured a family member in the home
 - 6. Intoxicated/under the influence individual who is displaying bizarre and violent behavior in a public place.
 - 7. Mentally ill person contacted by the police during a self-initiated encounter

8. Mentally ill Individual displaying a weapon or potentially dangerous item in a public place

F. Debriefing of scenarios with recruits

Description	Hours
POST Minimum required Hours	15
Agency Specific Hours	0
Total Instructional Hours	15

**EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 38
GANG AWARENESS**

I. LEARNING NEED

LEARNING OBJECTIVES

-

II. LEARNING NEED



III. LEARNING NEED

Peace 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 TESTS

None

V. REQUIRED LEARNING ACTIVITIES

- 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
6. Suppression, investigation, enforcement and prosecution tactics and techniques
7. Officer safety techniques and personal character in gang-related contacts, detentions and arrests

Description	Hours
POST Minimum required Hours	2
Agency Specific Hours	6
Total Instructional Hours	8

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 39

CRIMES AGAINST THE JUSTICE SYSTEM

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes against the judicial process and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Intimidating witnesses or victims
2. Threats of retaliation
3. Violating a court order

B. Recognize the crime classification as a misdemeanor or felony

1. Intimidating witnesses or victims: **Felony**
2. Threats of retaliation: **Felony**
3. Violating a court order: **Misdemeanor / Felony**

II. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes that obstruct law enforcement in their duties and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician
2. Obstructing or resisting an executive officer by use of threats or force
3. Threatening a public officer
4. Disarming an officer
5. Removing any weapon, other than a firearm, from an officer

6. Attempting to remove a firearm from a public officer
7. Attempting to escape or escaping from the custody of a peace officer
8. Attempting to escape or escaping from a prison or other place of confinement
9. Attempting to escape or escaping from a county or city jail
10. Attempting to rescue or rescuing

B. Recognize the crime classification as a misdemeanor or felony

1. Resisting, delaying or obstructing a public officer, peace officer, or emergency medical technician: **Misdemeanor**
2. Obstructing or resisting an executive officer by use of threats or force: **Felony**
3. Threatening a public officer: **Felony**
4. Disarming an officer: **Felony**
5. Removing any weapon, other than a firearm, from an officer: **Felony**
6. Attempting to remove a firearm from a public officer: **Felony**
7. Attempting to escape or escaping from the custody of a peace officer:
 4. **Misdemeanor**
 5. **Felony:** By force or violence and causes bodily injury to peace officer
8. Attempting to escape or escaping from a prison or other place of confinement: **Felony**
9. Attempting to escape or escaping from a county or city jail: **Felony**
10. Attempting to rescue or rescuing: **Felony**

III. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to false information and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

A. Recognize the crime elements required to arrest for:

1. Providing a false identity to a peace officer
2. Falsely reporting a criminal offense
3. Falsely reporting an emergency
4. Falsely reporting a destructive device

B. Recognize the crime classification as a misdemeanor or felony

1. Providing a false identity to a peace officer: **Misdemeanor**
2. Falsely reporting a criminal offense: **Misdemeanor**

3. Falsely reporting an emergency: **Misdemeanor**
4. Falsely reporting a destructive device: **Felony**

IV. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to public disturbances and to correctly categorize these crimes as misdemeanors or felonies.

- A. Recognize the crime elements, required to arrest:
 1. Unlawful assembly
 2. Refusal to disperse
- B. Recognize the crime classification as a misdemeanor or felony.
 1. Unlawful assembly: **Misdemeanor**

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 1.
- B. The POST-Constructed Comprehensive RBC Test 2.
- C. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	0
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 40

WEAPONS VIOLATIONS

Effective October 18, 2021

I. LEARNING NEED

Arrest and successful prosecution depend on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

1. Carrying a firearm in a public place or within a vehicle:
 - a. **Misdemeanor**
 - b. **Felony**: Prior felony convictions, stolen, gang, not listed owner
2. Possession of a deadly weapon with intent to assault another person: **Misdemeanor**
3. Possession of a loaded firearm with intent to commit a felony: **Misdemeanor/Felony**
4. Alteration or removal of identifying marks from a firearm: **Felony**

LEARNING OBJECTIVES

- A. Recognize the statutory definition of a concealed firearm
 1. Any device designed to be used as a weapon
 2. Expelled projectile by force of an explosion or other form of combustion
 3. Has a barrel less than 16 inches in length
- B. Recognize the exceptions to the license requirement for possession of a concealable firearm
 1. Citizen or legal resident
 2. Purchase, own, carry open or concealed
 3. Place of residence, business, private property
- C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license
 1. Concealed firearm
 2. Upon one's person

3. Within vehicle
 4. Without license or permit
- D. Recognize the crime classification for possession of a concealable firearm without a license.
1. Misdemeanor
 2. Felony
 - a. Previously convicted of any felony
 - b. Stolen firearm
 - c. Member of street gang
 - d. Not in lawful possession
 - e. Previously convicted of a crime against a person or property or of a narcotic or dangerous drug violation
 - f. Not listed as registered owner with DOJ

II. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to possession of firearms by restricted persons or within restricted areas and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for possession of:
1. A firearm by a convicted felon, narcotic addict, or other restricted persons
 2. A firearm by a person convicted of a specified misdemeanor
 3. An unauthorized weapon in a prohibited location
- B. Recognize the crime classification as a misdemeanor or felony
1. A firearm by a convicted felon, narcotic addict, or other restricted persons: **Felony**
 2. A firearm by a person convicted of a specified misdemeanor:
 - a. Felony
 - b. Assault, battery, Assault with deadly weapon, spousal abuse, unlawful use of a firearm, stalking
 3. An unauthorized weapon in a prohibited location: **Felony**

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to the drawing, exhibiting, or unlawful use of weapons and to correctly categorize these crimes as misdemeanors or felonies.

LEARNING OBJECTIVES

- A. Recognize the crime elements required to arrest for:
 - 1. Carrying a firearm in a public place or within a vehicle
 - 2. Possession of a deadly weapon with intent to assault another person
 - 3. Possession of a loaded firearm with intent to commit a felony
 - 4. Alteration or removal of identifying marks from a firearm
- B. Recognize the crime elements required to arrest for, and classification of unlawful discharging of a firearm
 - 1. Classification: **Felony**
 - a. Not authorized by law
 - b. Willfully discharges a firearm
 - c. Grossly negligent manner
 - d. Which could result in injury or death
- C. Recognize the classification of crimes related to unlawful use of weapons as misdemeanors or felonies.
 - 1. Discharging a firearm at an inhabited or occupied dwelling, vehicle, or aircraft: **Felony**
 - 2. Discharging a firearm in an unoccupied aircraft, motor vehicle or building/dwelling: **Felony**
 - 3. Owner or driver of a vehicle permitting the discharge of a firearm from a vehicle: **Felony**
 - 4. Discharging a firearm at person other than an occupant of a motor vehicle: **Felony**
 - 5. Discharging a firearm from a vehicle unless expressly stated in the Fish and Game code: **Felony**

LEARNING OBJECTIVES

- A. Recognize the statutory definition of concealed firearm
- B. Recognize the exceptions to the license requirement for possession of a concealable firearm
- C. Recognize the crime elements required to arrest for possession of a concealable firearm without a license
- D. Recognize the crime classification for possession of a concealable firearm without a license

III. LEARNING NEED

Arrest and successful prosecution depends on the development of probable cause. Peace officers must know the elements required to arrest for crimes related to unlawful

concealment of firearms and to correctly categorize these crimes as misdemeanors or felonies.

VI. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	2
Total Instructional Hours	6

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 42

CULTURAL DIVERSITY/DISCRIMINATION

II. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

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. Reductions 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

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

- A. Define the term stereotype
 1. 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. Define the term racial profiling, including the:
 1. Conceptual definition
 2. Legal definition

- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
 - 1. California Penal Code section 13519.4
 - 2. Fourth Amendment
 - 3. Fourteenth Amendment
 - 4. Current case law
 - 5. Criminal profiling vs. racial profiling
- G. Discuss the impact of racial profiling on the:
 - 1. Individual citizens
 - 2. Community
 - 3. Officer
 - 4. Criminal justice system
- H. 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
- I. Define key indices peace 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
- J. Discuss the obligations of peace 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

Peace 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

Peace officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

- A. Discusses the difference between sexual orientation and gender identity.
 - 1. Sexual orientation: a person’s physical, emotional and romantic attraction to people of the same and/or other gender

2. Gender identity: a person sense of being male, female, or something other or in-between

B. Discuss how sexual orientation and gender identity intersect with:

1. Each other
2. Race
3. Culture
4. Religion

C. Define the terminology used to identify and describe the difference between

sexual orientation and gender identity, including but not limited to:

1. Sexual orientation (straight, gay, lesbian, bisexual)
2. Gender identity (transgender, cisgender, non-binary)
3. Gender expression (the way a person expresses themselves)
4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)

D. Discuss the ways to create an inclusive workplace withing law enforcement for

sexual orientation and gender identity minorities, including:

1. Demonstrating respect for diversity
2. Recognizing personal bias and its potential negative effect on workplace conduct
3. Honoring the right of privacy and confidentiality
4. Not making assumptions
5. Understanding reason why employees may not report incidents of harassment/discrimination

E. Identify important moments in history related to sexual orientation and gender

identity minorities and law enforcement including:

1. Protests (i.e. The Stonewall Riots (1969))
2. Changes in law (i.e. U.S. Supreme Court decision on Sam Sex Marriage (Overgefell v. Hodges))

3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

V. LEARNING NEED

Peace 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: 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

Peace 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. Unwelcome
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 TESTS

None

VII. 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)
- E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
1. The impact racial profiling may have had on them as individuals or their community
 2. Concerns the students may have as to how racial profiling will affect them in the field
 3. Clarification of the myths and realities of racial profiling
 4. The concept of individualized suspicion as it pertains to probable cause
 5. How the history of the community can affect the way they view law enforcement today
 6. Law enforcement's obligation to various cultures within the community
 7. What law enforcement must do to increase trust with the community
 8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
 9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing
- F. Given three POST-developed video re-enactments depicting possible racial profiling students will participate in a facilitated discussion and/or small group discussion which addresses the following:
1. Application of the 4th and 14th Amendments and current case law
 2. Consensual contacts as it pertains to racial profiling

3. Importance of articulable characteristics or behaviors to develop probable cause.

VIII. ACADEMY LEARNING ACTIVITY (4 hours)

- A. Given one or more simulated calls for service (scenario-type situations), the student will respond to a scene and successfully resolve the situation(s). The activity situation(s) requires role players to be either the victim(s) of a hate crime, and/or be the suspect(s) committing a hate crime. Students will be required to recognize the presence of a hate crime and take the proper enforcement actions. After action de-briefing will be facilitated by an instructor and will emphasize the hate crime aspects of the situation as well as the demonstration of sound patrol tactics (i.e., POST 11 Core Competencies).

XII. ACADEMY LEARNING ACTIVITY / FIELD TRIP (4 hours)

- A. In order to have students experience cultural groups within the communities they will be working with they will attend presentations at off-site locations. The locations will have representatives from a particular cultural group, who will give presentations and have discussions about their group's history and interactions with law enforcement.
- B. The students will visit such organizations as the Billy DeFrank LGBT Center, Gurdwara Sahib of San Jose, Mexican-American Community Service Agency (MACSA) and the Vietnamese Community Center.
- C. The presentations will include a history of the cultural group and interaction with Law Enforcement
 1. Migration into the San Jose area
 2. Issues the group may have experienced with law enforcement in their homeland or historically within the national past
 3. How officers can better serve and interact with the cultural group
 - a. Promote police/community partnerships
 - b. Address the negative perceptions with law enforcement
 - c. Learn why crimes might go under reported
 - d. What is root of some crimes within the community and how to improve the quality of life
- D. The students will be able to ask presenters questions
- E. The students will participate in a facilitated discussion regarding what they learned from the presentation and location visited.

Description	Hours
POST Minimum required Hours	16
Agency Specific Hours	16
Total Instructional Hours	32

San Jose Police Academy 2022

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN 43

TERRORISM AWARENESS

(Effective - October 1, 2020)

I. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups, and potential targets.

LEARNING OBJECTIVES

- A. Recall the definition of terrorism
- B. Identify typical terrorist tactics, techniques and procedures (TTP)
- C. Identify domestic terrorist ideologies
- D. Identify special interest terrorist ideologies
- E. Identify international terrorist ideologies

II. LEARNING NEED

Peace officers must become familiar with their role in preventing/deterring terrorism.

LEARNING OBJECTIVES

- A. Identify the National Terrorism Advisory System
- B. Recognize terrorism indicators, tactics, techniques and procedures (TTP)
- C. Identify law enforcement prevention/deterrence actions
- D. Identify public safety information sharing resources

III. LEARNING NEED

Peace officers must recognize the types and significance of critical infrastructure.

LEARNING OBJECTIVES

[REDACTED]

[REDACTED]



IV. LEARNING NEED

Peace officers must have a basic understanding of the intelligence cycle and the intelligence resources available to them.

LEARNING OBJECTIVES

- A. Identify the intelligence cycle
- B. Identify intelligence resources
- C. Discuss Suspicious Reporting (SAR) including an introduction to the intelligence cycle

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- B. The POST-Constructed Comprehensive SIBC Test 3.
- C. The POST-Constructed Comprehensive Module I Test.

VI. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion, which defines terrorism by its individual elements and identifies by name specific ideologies.
- B. Given a video/audio clip/handout, the student will participate in a facilitated activity or simulation that minimally requires:
 - a. Recognizing suspicious activity
 - b. Writing a Suspicious Activity Report (SAR)
 - c. Explaining how to introduce the SAR into the intelligence cycle

Description	Hours
POST Minimum required Hours	4
Agency Specific Hours	3
Total Instructional Hours	7

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC PROFESSIONAL ORIENTATION ADMINISTRATION DAY

Effective October 18, 2021

I. LEARNING NEED

Police academy students need to understand the course guidelines and policies of the Basic Course as governed by the Commission on Peace Officer Standards (POST) and the Academy.

LEARNING OBJECTIVES

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

1. POST Instructional Format
1. Academy Student Procedure Manual
2. Academy success Criteria
3. Academy Safety Guidelines
4. Test Administration and Security Guidelines

II. LEARNING NEED

The students must understand their roles and responsibilities in the Basic Police Academy and how those responsibilities relate to the law enforcement profession.

LEARNING OBJECTIVES

A. Orientation to surroundings and academy expectations

1. Tour of the Academy grounds
2. Mission of the Basic Course
3. Physical, intellectual and emotional demands

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

1. Study groups
2. Team support
3. Family support
4. RTO and academy staff
5. College

6. Department

C. Discuss equipment provided, the use of and storage of items

III. LEARNING NEED

Students and student families need to recognize how the Academy experience could affect individuals personally and professionally.

LEARNING OBJECTIVE

A. Course requirements and the extreme personal demands of both student and family members

1. Student role and responsibility
2. How the Academy and the Law Enforcement profession might affect individuals and families, both positively and negatively
3. Signs and signals of positive and negative effects
2. Questions and Answers from families and students

B. Academy content and logistics

1. Locations of training sights
2. Examples of psychomotor and cognitive training
3. Homework, practice and conditioning / health concerns

IV. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY

A. The student will participate in a facilitated group introduction process that minimally includes:

1. Name
2. Background (education, military, etc)
3. Reason for choosing a career in law enforcement
4. Expectations of training

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)*, *Exemplary Peace Officer* or other comparable sources regarding-leadership.

At a minimum, each activity or combination of activities must address the following topics:

1. The community perception regarding professional certification
2. The ethical, moral and legal considerations to properly train peace
3. Identify the hallmarks that make law enforcement a profession
4. Student as a leader
5. The student's role in the training process

6. Positive and adverse impacts and challenges of an intense academy
3. Identify the hallmarks that make law enforcement a profession

V. POST REQUIRED TESTS

NONE

VI. ACADEMY REQUIRED TEST

- A. The ACADEMY-Constructed knowledge test for the Recruit Procedures Manual (RPM Quiz)

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours:	19
Total Instructional Hours	19

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

POST/SAN JOSE POLICE ACADEMY SPECIFIC DRILL AND INSPECTION

Effective October 18, 2021

I. LEARNING NEED

The Police Academy student needs to know how to properly wear the peace officer uniform in a manner that reflects professionalism and pride.

LEARNING OBJECTIVES

A. Demonstrate proper grooming standards in accordance with academy and department policies and procedures

1. Hair
2. Personal hygiene
3. Jewelry
4. Make-up

B. Demonstrate proper uniform standards in accordance with academy and department policies and procedures

1. Official Academy and agency uniforms
2. Uniform accessories (e.g. nametag, tie bar, etc)
3. Footgear

C. Demonstrate proper equipment standards in accordance with academy policies and procedures

1. Leather gear
2. Handgun
3. Safety equipment

II. LEARNING NEED

The student needs to understand that personal accountability and self-discipline are required to build a strong squad / team.

LEARNING OBJECTIVES

A. Demonstrate an understanding of basic military formation commands and maneuvers

1. Basic military commands
2. Basic formations
3. Static maneuvers
4. Facing movements
5. Basic marching drills
6. Preparation for inspection

III. LEARNING NEED

The student needs to develop strong leadership, command presence and teamwork in order to successfully function in the Police Academy and in their respective future law enforcement agencies

LEARNING OBJECTIVE

1. Demonstrate command presence in formal drills and inspections
2. Demonstrate leadership skills in Squad Leader, Team Leader or other leadership positions as assigned
3. Demonstrate teamwork in group movements

IV. REQUIRED ACADEMY SPECIFIC TESTS

- A. The student will participate in 12 graded formal uniform inspections
- B. The student will participate in a formal Mid-Term uniform inspection conduct by Agency personnel
- C. The student will participate in a formal Final uniform inspection conduct by Agency personnel

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours:	29
Total Instructional Hours	29

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC STRESS RECOGNITION/MANAGEMENT

Effective October 18, 2021

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 - ACADEMY

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 – ACADEMY

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 ACADEMY INSTRUCTIONAL ACTIVITY

A. Students will participate in a small group, problem-based learning activity addressing academy specific stress

1. Ill 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.

B. Students discuss areas in specific chapters in “Emotional Survival for Law Enforcement” Kevin M. Gilmartin, Ph.D.

1. The journey through law enforcement Chp. 1
2. What is actually taking place Chp. 4
3. Hyper vigilance Chp. 5
4. The hyper vigilance biological rollercoaster
5. How to become an emotional survivor

- C. Student and families are provided the book "Emotional Survival for Law Enforcement" Kevin M. Gilmartin, Ph.D. during Professional Orientation "Family Academy."

REQUIRED TEST
NONE

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	3
Total Instructional Hours	3

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC ADULT LEARNING

Effective October 18, 2021

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

B. 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

1. Readiness
2. Exercise
3. Effect
4. Primacy
5. Intensity
6. 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. POST instructional system
7. Academy staff

III. LEARNING NEED

The student needs to understand the POST instructional system and how the system influences their academy success.

LEARNING OBJECTIVE

C. Identify components of the POST Instructional System

1. Training and Testing Specifications
2. Learning Needs
3. Learning Objectives
4. Required Learning Activities
5. Required Exercises or Scenarios
6. Required Tests
7. LD Workbooks
8. POST Student Scenario Study Guide
9. Legislative Training Mandates

IV. REQUIRED TEST

NONE

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	3
Total Instructional Hours	3

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

INTERNAL AFFAIRS

Effective October 18, 2021

I. LEARNING NEED

All police department in the State of California are required by law to have a process by which a member of the public may file an allegation(s) against police personnel.

LEARNING OBJECTIVE

Police departments are responsible for such processes and to establish policies and procedures to handle complaints and non misconduct concerns consistent with State regulatory requirements for law enforcement purposes.

A. Discuss Conduct Complaints

1. Allegation of misconduct involving sworn and non sworn personnel
2. An Allegation is an unsubstantiated claim that if true would rise to the level of misconduct.
3. Types of allegations

B. Discuss Policy Complaints

1. Concern regarding a current Department/City policy properly implemented
2. Complainant believes in inappropriate, invalid, or lacks a policy

C. Discuss Non Misconduct Concerns

1. Does not rise to the level of a violation of Department/City policy, procedure, rules, regulations, or the law, and the allegation is not a Policy Complaint

D. Discuss Decline to Investigate Concerns

1. Facts that are clearly implausible or incredible

E. Discuss Department Initiated Investigations

1. Complaints initiated by a department member, another law enforcement agency, or a judicial entity
- F. Discuss Pitchess Motions
 1. Persons seeking discovery of police officers complaint information through the City Attorney, District Attorney, and the Police Department
- G. Discuss Internal Affairs role as a Custodian of Records for all Personnel complaints
 1. Retention of files
[REDACTED]
- H. Discuss the Officer Involved Incident Training Review Panel
 1. OIS
 2. ICD
 3. Cases involving any act by an officer, including but not limited to any use of any other deadly or dangerous weapon by an officer, which proximately causes an injury likely to produce death to another

II. LEARNING NEED

Police Departments have various conduct allegations that rise to the level of discipline if found to be Sustained

LEARNINIG OBJECTIVE

Officers discuss the type of conduct allegations being investigated

- A. Define Procedure
 1. Officer did not follow procedure
- B. Define Search or Seizure
 1. Search or seizure was conducted in violation of 4th Amendment
- C. Define Arrest or Detention
 1. Arrest or detention lacked probable cause or lacked reasonable suspicion
- D. Define Courtesy
 1. A member was discourteous or unprofessional

- E. Define Conduct Unbecoming of an Officer (CUBO)
 - 1. Allegation of conduct on or off duty that a reasonable person find unbecoming of an officer or could reflect adversely on the Department
- F. Define Force
 - 1. Amount of force was not objectively reasonable as defined by Duty Manual
- G. Define Neglect of Duty
 - 1. Neglect duties and failed to take action as required by Department and or City policies or procedures and or state or federal law
- H. Define Workplace Harassment
 - 1. City Policy Manual
- I. Define Workplace Discrimination
 - 1. City Policy Manual

III. LEARNING NEED

Once an investigation is completed, an authorized finding is selected and the officer is notified of such findings

LEARNING OBJECTIVE

The students will understand how the finding to the allegation is documented in the investigation and kept on file with the Internal Affairs Unit

- A. Define Unfounded
 - 1. Conclusively proves did not occur or was not involved
- B. Define Exonerated
 - 1. Basis for the allegation or complaint occurred however revealed it was justified, lawful, and proper
- C. Define Not Sustained
 - 1. Investigation failed to disclose sufficient evidence to prove clearly or disprove the allegation made in the complaint
- D. Define Sustained

1. Sufficient evidence to prove clearly the allegation made in the complaint
- E. Define No Finding
 1. Complainant failed to disclose promise information needed to further the investigation, or complainant is no longer available
- F. Define Complaint Withdrawn
 1. Desire to withdraw complaint
- G. Discuss “Other” as define “Other” categories
 1. Cases not involving department member, outside one year time limitation as directed by the Officer of the Chief

IV. LEARNING NEED

If an allegation is sustained and discipline is to be imposed, there are employee due process and procedures that will be recognized in the process

LEARNING OBJECTIVE

To students will discuss the purpose of discipline and the process when discipline is imposed

- A. Discuss what is involved in preparing and administering disciplinary actions
 1. Identify the purpose of discipline
 - a. To modify/correct behavior
 - b. To set a standard for the organization
 2. Review Notice of Intended Discipline (NOID)
 3. Review Notice of Discipline (NOD)
 4. Review Settlement Agreement
 5. Review Skelly or administrative hearing
 6. Identify the level of discipline
 - a. Training
 - b. Counseling
 - c. Documented Oral Counseling (DOC)
 - d. Letter of Reprimand (LOR)
 - e. Suspension
 - f. Demotion
 - g. Punitive transfer

- h. Dismissal (termination)

V. LEARNING NEED

The students need to be cognizant of events and actions that commonly lead to sustained allegations.

LEARNING OBJECTIVE

The students will have a better understanding of the behaviors that tend to lead to discipline

- A. Discuss the trends/behaviors most commonly leading to discipline

VI. REQUIRED LEARNING ACTIVITY

The students will take part in a group discussion where different case scenarios involving allegations of misconduct will be presented to them. The student will discuss the scenario and decide whether or not the allegation would rise to the level of misconduct and if it did, what level of discipline should be imposed and why. The Internal Affairs Unit speaker will facilitate the group discussion. The scenarios should assist the students in understanding the purpose or discipline.

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	2
Total Instructional Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

END OF WATCH PRESENTATIONS

Effective October 18, 2021

I. LEARNING NEED

Peace officers while in the line of duty may be fatally wounded. The students will learn that many officers have sacrificed their lives while in the line of duty.

LEARNING OBJECTIVES

Understanding the sacrifices made by countless peace officer, the students give a presentation based on the history of the San Jose Police Department and the officers who have paid the ultimate sacrifice.

- A. The students will identify twelve officers who have sacrificed their lives in the course of their duties since the department's inception.

1. Sergeant Hubbard EOW 7/12/24
2. Officer Buck EOW 4/5/33
3. Officer Covalensk EOW 11/15/50
4. Officer Huerta EOW 8/6/70
5. Officer White EOW 1/27/85
6. Officer Bunch EOW 7/29/85
7. Officer Whirt EOW 9/8/88
8. Officer Simpson EOW 1/20/89
9. Officer Silva EOW 1/20/89
10. Officer Casey EOW 10/25/99
11. Officer Fontana EOW 10/28/01
12. Officer Johnson EOW 3/24/15
13. Officer Michael Katherman EOW 6/14/16

II. LEARNING NEED

Providing insight from SJPd case studies and research, the students will understand the importance of officer safety moving forward in training and in their regular duties as police officers.

LEARNING OBJECTIVES

The students will deliver a presentation to their fellow recruits about each individual fallen officer.

- A. Discuss the twelve SJPD officers who were fatally wounded while serving their communities.
 - 1. Review the inherent risk and danger police officers face on a daily basis.
 - 2. Conceptualize the importance of taking training seriously.
 - 3. Encourage students to always be aware of their surroundings.
 - 4. Challenge students to apply the training and skills they learn during the program to increase their officer safety.

III. LEARNING NEED

Peace officers gain knowledge from understanding the sacrifices made and have a better understanding on what took place at each incident.

LEARNING OBJECTIVE

The presentation prepared by the student is based upon SJPD case studies will highlight the great honor and respect that is earned by those whom sacrifice their lives while providing a service to others.

- A. The presentation by the student is prepared in a manner that encompasses the history and understanding of the incident.
 - 1. Instruct the students to understand the purpose of their assignment is to not identify errors the fallen officers made, but instead to learn each was killed and honor their sacrifice.
 - 2. Encourage students to conduct research regarding the memorials that have been dedicated to the memories of the fallen officers in whom they may be assigned.

IV. LEARNING NEED

Peace officers recognize the potential for situation that may lead to being fatally wounded. By researching and sharing these life changing events for the peace officers, police departments nationwide, families and communities. The students can gain a better understating of the incidents.

LEARNING OBJECTIVE

Given opportunity for individual research and preparation, students will provide their findings in the form of a thoughtful oral presentation.

- A. The presentation is prepared in a professional manner
 - 1. Identify resources the student may use to conduct research (Internet, SJPOA, San Jose Mercury News, etc.).

2. Assign an individual student(s) a reasonable length of time to conduct said research and organize a thoughtful class presentation.
3. Identify equipment the student may use to conduct said presentation (laptop, projector, power point, photographs, and guest speakers, etc.).

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

SAN JOSE ACADEMY SPECIFIC

ANTI-MUSLIM BIGOTRY

Effective October 18, 2021

I. LEARNING NEED

The goal of this training is to provide students with a greater understanding of the Muslim community, culture and best policing practices in the field. Topics addressing anti-Muslim bias and bigotry will be discussed to address the consequences of Islamophobia. The class will be divided to receive the classroom instruction and then be joined to participate in a panel discussion with members of the Muslim-American community for more in-depth conversation of the Muslim culture and experience.

II. LEARNING OBJECTIVES

A. Introduction to Course

B. Introduction to Muslim Americans

- a. Demographics
- b. History of Muslim Americans
- c. Muslim Californians

C. Challenges Confronting Muslim Americans Today

- a. Anti-Muslim Bias and Bigotry
- b. Consequences of Islamophobia

D. Policing Best Practices

- a. Cultural Awareness and Understanding
 - i. A brief overview of Islam
 - ii. Contributions of Muslim Americans
 - iii. Addressing common misconceptions
- b. Day-to-Day interactions with Muslim Americans
- c. Interacting with Muslim American Organizations and Institutions

d. Hate Crimes Policing

E. Test and Review

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

SAN JOSE ACADEMY SPECIFIC

CENTRAL SUPPLY/PROPERTY WAREHOUSE

Effective October 18, 2021

I. LEARNING NEED

Peace officers must be aware of, and comply with, the general guidelines for the collection, packaging, and processing of physical evidence found at a crime scene to ensure that each piece of evidence is admissible in a court of law.

II. LEARNING OBJECTIVES

Introduction

- Introduce Course
- State course objectives
- Facilitation exercise: Introductions

A. Define the different types of property booking

1. Safekeeping
2. Found
3. Evidence





2. Narcotics- General Guidelines

- a) Duty Manual Section L5509
- b) Identify and label individual narcotics bags to each suspect
- c) Direct booking item: Must be weighed and sealed with Central Supply
- d) Officer Safety: Fentanyl

3. Currency (\$10 and over)- General Guidelines

- Buddy system
- Packaged into [REDACTED]
- Direct booking item: Verify amount and seal with [REDACTED]

4. Biological Evidence (DNA) – General Guidelines

- What is biological evidence?
- Cross contamination
- Preserving evidentiary value

- D. Discuss additional common property booked
 - 1. Bicycles
 - a) Direct booking item: Deliver bicycles to Central Supply
 - b) Required information:
 - 1. Make
 - 2. Model
 - 3. Color
 - 4. Gender
 - 5. Speed
 - 6. Tire size
 - 7. Type (MTN, Racer, Etc.)
 - 2. Jewelry
 - a) Facilitation exercise: Picture of ring: Describe as you would in your report/property?
 - b) Do not act as appraiser: Ring: "yellow metal ring with clear stone"
- E. Discuss officer safety
 - 1. Awareness of your/your partners surroundings and state of mind/focus
 - 2. Protective Equipment
 - 3. Safety Precautions
 - 4. Exposure
- F. Discuss stages of awareness in property collection
 - 1. What's available to me?
 - 2. What items do I have?
 - 3. What do I need them for?
- G. Learning Exercises
 - 1. Scenario Exercise
 - 2. Analysis Exercise
 - 3. Review
 - 4. Open discussion/questions

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	2

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

TEAM BUILDING LEADERSHIP CHALLENGE DAY

Effective October 18, 2021

I. LEARNING NEED

Peace officers must have a strong sense of “team” in order to be successful. They must be able to rely on their teammates and be a good teammate as well. Success in law enforcement can be difficult without teamwork.

LEARNING OBJECTIVES

The students will understand when placed in situations that are beyond their comfort zone, they need to rely on their teammates for moral and physical support.

II. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers.

LEARNING OBJECTIVES

The students will understand the importance of leadership qualities when they are placed in situations.

III. LEARNING NEED

Peace officers are expected to be skilled at communicating, whether it is with co-workers or citizens. Professional and courteous communication is crucial to having a successful and lengthy career in law enforcement.

LEARNING OBJECTIVES

The students gain a better understanding of the use of effective communication skills when they are placed in situations where verbal and non-verbal communication is required.

IV. LEARNING NEED

Peace officers must be physically fit to have a safe and successful career in law enforcement.

LEARNING OBJECTIVES

The students will understand the importance about how their physical fitness, endurance, and stamina are tested when placed in situations.

V. REQUIRED LEARNING ACTIVITIES

The student will participate and attempt to complete each obstacle at the Confidence Course:

VI. ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITIES

- A. The students will participate in group facilitated discussions on leadership, trust, communication, and physical fitness at the conclusion of exercises

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	8
Total Instructional Hours	8

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC DE-ESCALATION / NECESSARY FORCE

Effective October 18, 2021

I. LEARNING NEED

Peace officers are met with circumstances where they must use force to subdue a combative or resistive person. Options available to peace officers are the Projectile Impact Weapons as a less lethal weapon.

LEARNING OBJECTIVES

- A. The student will demonstrate a working knowledge of the topics related to Projectile Impact Weapons
 - 1. Safety
 - 2. Manipulation
 - 3. Nomenclature
 - 4. Deployment
 - 5. Department Policy
 - 6. Officer Safety
 - 7. Use of Force and Force Options
 - 8. Documentation and required First Aid
- B. The Student will demonstrate an acceptable level of knowledge regarding the safe handling, deployment, and documentation as it relates to the use of Projectile Impact Weapons
 - 1. Less lethal force defined
 - 2. Definition of less lethal munitions
 - 3. Less lethal vs. Less than lethal
 - 4. Case law of *Deorle v. Rutherford*
 - a. Officer's duty to warn if possible, prior to force application
 - 5. Includes briefing of incident /Case law of *Langford v. Gates*
 - 6. Documentation training/Case law of *Whitley v. Warden*
 - a. *Use force documentation*

7. Prioritization of human life
8. Circumstances for the appropriate use of less lethal weapons
9. Types of less lethal weapon launchers
10. 12 gauge “sock” bag rounds
11. Kinetic Energy
12. Blunt force
13. Blunt force trauma
14. Deployment statistics
15. Fatality statistics
16. Shot placement
17. Characteristics of bean bags
18. Shot distance
19. Use of teamwork during arrest
20. Accurate documentation
21. Medical treatment and First Aid following use of force

II. LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities related to appropriate circumstances for the use of less lethal weapons. The students will be in groups and given an assignment related to listed topics. The activity will provide key learning points. (Activity 1)
 1. Force options
 2. Discriminatory use of less lethal weapons
- B. The students will participate in an activity that familiarizes them with firing of the 12 gauge “sock” bag round. The activity will provide key learning points. (Activity 2)
 1. Familiarization with the 12 gauge “sock” bag round
 2. Knowledge of authorized target areas
 3. Discriminatory fire
- C. The students will participate in an activity that familiarizes them with the firing of the 40 MM sponge round. The activity will provide key learning points. The student will be placed on an approved firearm range facility and briefed on the safety rules. (Activity 3)
 1. Familiarization with the 40 MM sponge round
 2. Knowledge of authorized target areas
 3. Discriminatory fire

III. DEPARTMENT REQUIRED TESTS

- A. San Jose Police Department generated written test will be given to students to determine the acceptable level of knowledge regarding the following category as it relates to the use of Projectile Impact Weapons

1. Knowledge regarding safe handling
2. Deployment
3. Documentation

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	20
Total Instructional Hours	20

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC MASS CASUALTIES/RESCUE TASK FORCE

Effective October 18, 2021

I. LEARNING NEED

The number of active shooter incidents has risen in past years to affect schools, houses of worship, and businesses in communities throughout the United States. Peace officers are called as first responders to stop deadly active shooter incidents and save lives. Students will learn tactical law enforcement operations, tactical casualty care, EMS resources, and victim evacuation. Learning activities will cover various active shooter scenarios to develop judgement and decision making to effectively respond to active shooter incidents.

II. LEARNING OBJECTIVES

1. Department Policy and Legal Considerations
2. Use of Force Considerations and Officer Mindset
3. Moral Obligation
4. Judgment and Decision Making
5. Tactical Firearms Manipulation

III. Awareness

- A. Historical Perspective
 1. Active Shooter Defined
- B. Types of Violence
 1. Active Shooter/Mass Casualty
 - a. 1949 Camden New Jersey
 - b. 1988 Sunnyvale ESL Defense Company
 - c. 2001 SJ Bus Yard
 - d. 2011 Cupertino Kaiser Quarry
 - e. 2014 Oakland Suspect shoots at neighbors
 - f. 2017 SF UPS Facility
 - g. 2018 You Tube

2. Terrorism

a. San Bernardino

C. Targeted Violence against Public Safety

1. Assaults

2. Ambush

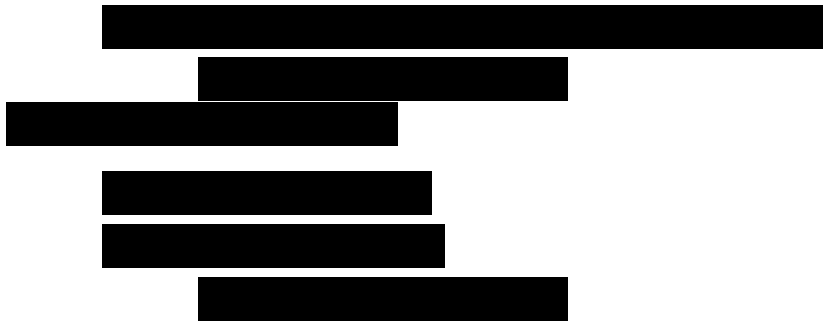
3. Webster Attack

D. Santa Clara County Police and Fire Chiefs' Association (2015)

1. Active Shooter/Criminal Mass Casualty Protocol

a. National Incident Management System (NIMS)

E. Law Enforcement Lessons Learned



G. State and Federal Guidelines

1. CA: AB1598 Emergency Response Services: Active Shooter Incidents

a. Requires Department Policy

b. Training Standards

2. FEMA: U.S. Fire Administration Fire/Emergency Medical Services Department Operational Considerations and Guide for Active Shooter and Mass Casualty Incidents

a. Policy

b. Training Standards

H. Policy and Procedures

1. Professional (Police/Fire) Association Requirements

a. Policy Masks

b. local Policy

I. Command and Operations

1. Unified Command

a. Incident Command System (ICS)

b. Functions and Responsibilities

c. Dispatch Considerations

d. First Arriving Resource Responsibilities

e. Unified Command Incident Objectives

III. Tactical Law Enforcement Operations

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

IV. Tactical Casualty Care (TCC) (Lecture only)



D. EMS Care



F. Bleeding Control Measures

1. Direct Pressure
2. Tourniquets
3. Hemostatic Agents

V. EMS Supplies – [Redacted]

A. Tourniquets



B. Blood Stopper Gauze

C. Hemostatic Agents

[REDACTED]

VIII. Testing and Administration

A Testing and Administration

1. Dialogue and Discussion

[REDACTED]

C. Q&A

IX. Practical Exercises: Various locations throughout San Jose/Santa Clara County

A. Students will be evaluated, tested, and critiqued verbally

[REDACTED]

X. Course Evaluation & Course Certificate Presentation

Tactical Firearms (PSP Outline Reference)

Minimum content and exercises shall include:

- (a) Judgment and Decision Making Exercise(s)
- (b) Student Evaluation and Testing
- (c) Safety Guidelines/Orientation
- (d) Sight Alignment, Trigger Control, Accuracy
- (e) Target Recognition and Analysis
- (f) Weapons Clearing
- (g) Live Fire Tactical/or Simunitions Tactical
- (h) Policies and/or Legal Issues
- (i) Use of Force Considerations
- (j) Moral Obligations

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	11
Total Instructional Hours	11

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE ACADEMY SPECIFIC ELECTRONIC WEAPONS COURSE (TASER)

Effective October 18, 2021

I. LEARNING NEED

Peace officers are confronted with situations that require using a variety of force options available to them. The Electronic Weapon (Taser) is a device readily available to San Jose Police Officers. As recruit in the San Jose Police Academy, they are required to complete the training to carry the device.

LEARNING OBJECTIVES

- A. Introduction of Instructors
- B. Registration and Required Forms
 - 1. College Registration
 - 2. Hold Harmless Wavier
 - 3. Safety Guidelines
- C. Electronic Weapons and the Human Body
 - 1. How device overrides the central nervous system
 - 2. Areas of the CNS affected
 - 3. Medical affects on the subjects
- D. Legal Issues with Use
 - 1. Recent cases
 - 2. Terminology used by court and in reports
 - 3. Terminology of the device
 - a) Arming the device
 - b) Aiming and firing
 - c) Reloading the device
 - d) Use of the laser light

■ [REDACTED]

F. Known pre-existing medical considerations

1. Age of subject
2. Pregnant female
3. Pacemaker
4. Obviously frail

■ [REDACTED]

H. Communications

1. With other officers
 2. With subjects
- [REDACTED]
- [REDACTED]

I. Post-deployment Considerations

1. Medical assessment for subject or officers
2. Supervisor notification
3. Specific forms required?
 - a) Probe/dart removal
 - b) Transportation/medical clearance
 - c) Evidence collection

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

II. REQUIRED TESTING

A. Written test provided by Taser International

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	8
Total Instructional Hours	8

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE BODY WORN CAMERAS

Effective October 18, 2021

I. LEARNING NEED

The student will obtain a comprehensive overview of the San Jose Police Department's Body Worn Camera Program. Officers will understand the history of body worn cameras in law enforcement, the Department's Body Worn Camera Policy, the functionality of the program's hardware as well as a comprehensive understanding of the various means by which the officer can access, share and manage video evidence.

LEARNING OBJECTIVES

- A. Understand the history of law enforcement agencies adopting body worn cameras, thus providing a foundation as to the goals of the SJPB BWC Program.
 - 1. Complaint Review (an objective perspective)
 - 2. Historical context
 - a. *Rodney King (1991) led to local reform Office of IPA*
 - b. *Ferguson, Missouri (2014)*
 - 3. Reference 'Final Report of The President's Task Force on 21st Century Policing' (May 2015)
- B. Identify other benefits of a body worn camera deployment
 - 1. Provides transparency
 - 2. Improves accountability
 - 3. Aids in evidence collection
 - 4. Aids in prosecution

II. LEARNING NEED

Study and understand the San Jose Police Department's Body Worn Camera Policy and its development.

LEARNING OBJECTIVES

- A. Understand the development of the Body Worn Camera Policy
 - 1. Body Worn Camera Policy Working Group
 - 2. Messaging Plan: Internal and external stakeholders
 - 3. National Standards

4. Meet and confer with City and Union
5. First published for BWC Field Test and Evaluation in May 2015
6. Incorporated into SJPD Duty Manual in May 2016 prior to deployment.

B. Understand policy framework

1. Foundation for use of the BWC
2. The BWC needs to be applied to any given situation based on the totality of circumstances.
3. Comprehensive yet allows for specific discretion of the officer
4. Balances officer and public concerns
 - a. Privacy
 - b. Protection of Constitutional rights
 - c. Protection of video evidence
 - d. The needs of the Department and members of the public

C. Policy Review (SJPD Memo 2016-027)

1. L 4430- Body Worn Cameras-Defined
2. L 4431- Body Worn Cameras-General Provisions
3. L 4432- User Training
4. L 4433- Officer Responsibilities
5. L 4434- Supervisor Responsibilities
6. L 4435- When to Activate
7. L 4436- When to Deactivate
8. L 4437- Advisements and Consent
9. L 4438- When Not to Activate
10. L 4439- Victim and Witness Statements
11. L 4440- Unauthorized Access and Use
12. L 4441- Accidental Recordings
13. L 4442- Documenting Use of the Body Worn Camera
14. L 4443- Review of Body Worn Camera Files
15. L 4444- Administrative Review of Body Worn Camera Files
16. L 4445- Training with Body Worn Camera Files
17. L 4446- Officer Involved Incidents

III. LEARNING NEED

The student will be individually assigned a body worn camera, and must become familiar with its functionality, case and maintenance.

LEARNING OBJECTIVES

A. Body Worn Camera Hardware Functionality

1. Lights
2. Sounds

3. Haptic
4. Buttons

B. Body Worn Camera Care

1. IP Rating: IP 67
 - a. 6: Protected from Dust
 - b. 7: Protected against the effects of immersion in water to depth between 15 cm and 1 meter
2. Ruggedized
3. Do not use solvents
4. Do not cover speaker or microphone pin holes

C. Body Worn Camera Maintenance

1. Charging options
 - a. USB Cable
 - b. Docking station
2. Uploading video evidence
 - a. Docking station
 - b. Docking station indicators (lights)
 - c. Docking station locations

IV. LEARNING NEED

The student will learn various mounting options. Learning activity will include creating a test video and uploading their video.

LEARNING OBJECTIVES

A. The student will identify mounting options

1. Flexible Mount
2. Outer Wear Mount
3. Placement: Center Mass

B. Officers will create test video

1. Muscle memory begins

C. Upload Video

1. Officers will upload their video

V. LEARNING NEED

The student will learn how to search, share and manage their video evidence in the Department's evidence management system.

- A. Identify how to access videos
 - 1. Axon View
 - 2. Evidence Sync
 - 3. [REDACTED]
- B. Identify how to share a video file in Evidence.com
- C. Identify how to request access to another's video file
- D. Identify how to create a case within Evidence.com
- E. Identify how to manage video evidence as needed
 - 1. Searching
 - 2. Tagging
 - 3. Mapping
 - 4. Case Management

VI. REQUIRED TESTS

The Department-Constructed Proficiency Test for the learning objectives in Domain #116.

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	6
Total Instructional Hours	6

San Jose Police Academy 2022

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

LEARNING DOMAIN SJ26

RADIO COMMUNICATIONS

Effective October 18, 2021

I. LEARNING NEED

Peace officers are expected to be able to clearly communicate via radio transmissions with Communication dispatch personnel in an effective and efficient manner.

LEARNING OBJECTIVES

- A. Discuss the communication barriers that exist when communicating via radio and telephone only
 - 1. Various means of communication in modern society
 - 2. Verbal vs non-verbal communication
- B. Discuss the roles of the various communications classifications, their job duties and how they interact with peace officers in the field.
 - 1. 9-1-1 Call- Takers aka Public Safety Communications Specialists (PSCS)
 - 1. 5 W's
 - 2. The bong and queue for waiting emergency calls
 - 3. TRAC reports
 - 4. Reporting parties
 - 2. Public Safety Radio Dispatchers (PSRD)
 - 1. Maintain unit status
 - 2. Dispatch calls for service
 - 3. Multi-task and prioritize requests
 - 4. Run parties and plates through CLETS system
 - 5. Maintain status of officers in self-initiated stops
 - 3. Senior and Supervising Public Safety Dispatchers (the Bridge)
 - 1. Coordinate citywide resources
 - 2. Commander notifications
 - 3. On-call requests
 - 4. Personnel, schedules, passwords
- C. Review San Jose Police Communications call-taking statistics and control room workflow

1. Call for services is created by PSCS, call is routed to correct radio channel based on location, PSRD dispatches officers to the call for service
2. SJPd is a Primary PSAP, we triage and transfer calls from 9-1-1 to San Jose Fire and non-emergency lines
3. 2020 Statistics for SJPd Communications
 1. 463,820 inbound 9-1-1 calls
 2. 1,635,301 inbound and outbound calls from the PSAP

II. LEARNING NEED

All radio transmissions over the police radio frequencies shall conform to the policies and procedures outlined in San Jose Police Communications Policies and Procedural manual, the San Jose Police Duty Manual and the FCC rules and regulations.

LEARNING OBJECTIVES

- A. Discuss radio use regulations and limitations
 1. The San Jose Police Department is licensed to operate a public safety radio system under the authority of Part 90 of the Federal Communication Commission's Rules and Regulations
 2. Station identification – KMA359
 3. Authorized vs unauthorized transmissions
- B. Discuss the principles of radio communication
 1. Transmission techniques
 1. Clear speech, use of phonetics, complete call signs, brief transmission length, professional radio demeanor
 2. ABCs of radio transmission: Accuracy, Brevity and Clarity
 3. All radio traffic and telephone conversations are recorded
 4. Radio traffic can be subpoenaed
- C. Discuss radio channel operations and how PSRDs interact with peace officers to share information and maintain officer safety
 1. PSRDs maintain control of radio traffic
 2. PSRDs dispatch calls for service and provide officers with event locations, updates, database returns, and suspect information
 3. PSRDs maintain officer safety by keeping accurate unit status and officer locations, parrot important details, anticipate officers needs, run records checks on locations, persons and vehicles
 4. PSRDs perform security checks at appointed times to ensure officer safety

- D. Discuss radio demeanor, verbiage and protocol during priority radio traffic
1. Define priority traffic
 1. Code 3 fill requests
 2. Shots fired at or by an officer
 3. Code 99 [REDACTED]
 4. Code 20 and Code 30 events
- E. Discuss channel status and appropriate operations at each level
1. Normal Traffic
 2. Restricted Traffic (code 22)
 1. Traffic reduced to "essential transmissions"
 2. Car to car traffic is not permitted
 3. Discuss back-up channels

[REDACTED]

[REDACTED]
 5. Use of the alert tone
 1. Re-broadcasting code 3 traffic
 2. Dispatching priority calls for service
 3. Calling a unit who is not responding
 4. Open field microphone or other radio interference
- F. Discuss supervisor notifications and pending events
1. Dispatchers are responsible for ensuring that sergeants are notified on several types of calls per policy guidelines
 1. Shootings and stabbings
 2. Kidnappings
 3. In-progress burglaries
 4. Barricade/hostage situations
 5. Code 20/30
 6. Fatal vehicle accidents
 7. Sexual assaults
 8. Bomb details
 9. Unable to contact field units
 10. Civil disobedience
 11. Suicide and attempted suicide
 2. Dispatchers must ensure that district sergeants are aware of pending priority calls for service (priority 1 and 2)
 3. Dispatchers must ensure that district sergeants are aware of vehicle pursuits and priority events
- G. Discuss essential radio transmissions and guidelines for vehicle pursuits

1. Location, direction of travel, vehicle descriptions,
2. Want, speeds and traffic conditions
3. Ensure sergeant is aware of the pursuit
4. Advise other radio channels

H. Discuss Citywide Broadcast situations

1. Priority 1 events
2. Vehicle pursuits and failures to yield
3. Code 99, Code 20/30
4. Restricted and code 33 radio status
5. Code 3 fills

III. LEARNING NEED

Peace officers will need to effectively communicate with dispatchers, other officers and supervisor using verbiage that is consistent with current radio communications.

LEARNING OBJECTIVES

I. Discuss verbiage used when officers are dispatched to events

4. “Hey, you, it’s me” raise dispatch or another unit and then identify yourself
5. “Clear for traffic?”
 1. Raise units and unit response
 2. Dispatches will include type of call, beat, location of incident, details of call, officer safety information
6. Mic clicks vs audible response

J. Discuss protocol for calls for service (alternately called events)

5. Cancellation of events
 1. Sergeant authority
 2. Call takers who speak to original reporting party (RP)
6. Unit Assignment
 1. Beat integrity
 2. Priority 2 channel wide dispatch
 3. Authorization to be dispatched outside of the district/channel
7. Two-Unit response to all calls
8. MDC Dispatch

K. Discuss verbiage for officer initiated stops

5. 1195 – Car Stop

1. Unit ID, location, vehicle plate or description of vehicle
6. 1095 – Person Stop
 1. Unit ID, location, additional information if necessary
7. Verbiage for running a plate or party
 1. Unit ID, clear for 1027/1029A
 2. Last name, first name, gender, date of birth
 3. Unit ID, clear to run a plate

L. Discuss database returns provided to an officer from dispatch

2. Vehicle plate returns

1. DMV
2. SVS

3. Person returns



8. DMV

M. Define All Points Bulletins (APB) versus Be On the Lookout (BOL)

6. APB

1. Felony want
2. Officer safety
3. Missing person at risk

7. BOL

1. Misdemeanors want
2. Missing person not at risk
3. Information only

I. REQUIRED LEARNING ACTIVITIES

A. The recruits will participate in a learning activity to familiarize them with Communications Control Room functions and personnel duties

1. Functions of a Senior and Supervising PSD
2. Functions of a Public Safety Radio Dispatcher
3. Functions of a Public Safety Communications Specialist

B. The recruits will participate in a learning activity that will familiarize them with the typical verbiage used for dispatching officers to a call for service and what they will hear over the radio. Recruits will respond with appropriate verbiage from the officer's perspective.

- C. The recruits will participate in a learning activity that will familiarize them with the typical verbiage used by an officer for running a subject over the air and what they will hear as a response from their dispatcher
 - D. The recruits will participate in a learning activity that will familiarize them with the verbiage for broadcasting vehicle and person descriptions
- A. REQUIRED ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITY
- 1. The recruits will participate in a scenario, role-play or other interactive critical thinking exercise that demonstrates how officers should respond to radio traffic when being dispatched, officer initiated stops, running plates and parties, and broadcasting APB and BOLs

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	21
Total Instructional Hours	21

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

EXPLOSIVE FAMILIARIZATION/BOMB SQUAD DEMONSTRATION

Effective October 18, 2021

I. LEARNING NEED

Peace officers are sure to encounter a variety of hazardous materials in the course of their duties. These materials may include explosives, Improvised Explosive Devices (IEDs), etc. Officers need to be able to identify these materials to keep themselves and the public safe.

LEARNING OBJECTIVES

Officers will also need to know the proper procedures to follow if/when they encounter these items

A. Discuss SJPB Bomb Squad Unit

1. Unit Organization
2. How to contact Bomb Squad
3. When to call Bomb Squad
 - a. Unattended vs. suspicious package
4. Bomb Squad response
 - a. Action to take before BS arrives
 - b. What you can expect Bomb Technician to do
 - c. What you will be expected to do
5. Wide variety of equipment

B. Discuss SJPB Explosive Detection K-9 Unit

1. Unit Organization
2. Responsibilities
3. What they won't do

C. Discuss Commercial Explosives



II. LEARNING ACTIVITY

BOMB RANGE DEMONSTRATION

The classroom portion will be followed by a live explosives demonstration at the SJPD Bomb Range. The students will only be allowed in the safe area [REDACTED]. A variety of commercial and homemade explosives will be detonated by Bomb Technicians. Bomb Technicians will also show the various [REDACTED] equipment etc. to the students so they have a better understanding of the capabilities of the bomb squad.

III. REQUIRED TESTING- None

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	4
Bomb Range Demonstration	3
Total Instructional Hours	7

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

CALIFORNIA LAW ENFORCEMENT TELECOMMUNICATIONS (CLETS)

Effective October 18, 2021

I. LEARNING NEED

Peace officers are required to use various law enforcement systems in their daily duties.

LEARNING OBJECTIVES

The student will be trained for less than full access operators and complete the proficiency training required

- A. The course will provide the students as new employees an overview of the systems for better understand
 - 1. Identify state laws and policies
 - 2. Security awareness training
 - 3. Completion of less than full access exam
 - 4. Pass score of 70%

II. LEARNING NEED

Peace officers need to be aware of general policies and liability/security issues involved in accessing systems.

LEARNING OBJECTIVE

The student will discuss need to know and right to know needs for justification

- 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
 - 4. Title 18, US Code, Section 1512(C)2 (Felony)
 - b. Maximum penalties
- C. All user 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 OBJECTIVE

The student will become familiar and discuss the variety of systems

- 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)

- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
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- [REDACTED]
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- [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]

1. CORI
2. Database
3. CLETS

■ [REDACTED]

1. Provides security awareness training
2. Reporting tools
3. Historical testing log
4. Training Manuals

VI. LEARNING ACTIVITY

[REDACTED]

[REDACTED]

[REDACTED]

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

DRAEGER

ALCOTEST 9510

Effective March 09, 2022

I. LEARNING NEED

Peace officers encounter situations where persons may be driving while impaired. The peace officers are provided training to assist with determining the sobriety of persons.

II. LEARNING OBJECTIVES

The course will provide the students a better understanding of the training necessary for certification in the operation of the Draeger Alcotest 9510

A. Discuss general instructions on use of Alcotest 9510

1. Training in the procedures of breath alcohol analysis shall be under the supervision of persons who have met the following qualifications: instructors shall be forensic alcohol analysts who have successfully completed breath instrument training and has at least 6 months of practical experience with the instrument. [ref. Title 17, Section 1221.2.(a)(4)(A)].
2. Discuss breath alcohol analysis and how it shall be performed only with the instruments for which the operators have received training, such training to include a minimum of the following subjects: theory of operation; detailed procedure of operation; record keeping, practical experience; precautionary checklist; sanitary practices during the administration of breath alcohol tests; written and/or practical examination. [ref. Title 17, Section 1221.4.(a)(3)].

B. Course Outline: Power point presentation

1. Lecture

- a. Regulatory aspects of forensic alcohol programs
- b. Discussion of the role of the Laboratory and the role of the officer
- c. Discussion of the attributes of blood and breath specimens
- d. Theoretical basis of breath alcohol testing
- e. Theory of the Draeger Alcotest 9510 operation
- f. The Draeger Alcotest 9510 features
- g. Record keeping and evidence submission procedures including the following: breath test records with the associated operator's name, operator training records, determinations of accuracy records, quality assurance records

2. Demonstration of Draeger Alcotest 9510 operation

- a. Discussion of mouth alcohol and the fifteen (15) minute observation period
- b. Proper operation
- c. Correct sanitary procedures per the Department of Health Services 1982 Advisory on Sanitary Practices in Breath Alcohol Analysis.
- d. Potential source of error
- e. Filling out the precautionary checklist that is located by each instrument

III. LEARNING ACTIVITY

The student will participate in a practice exercise using the Draeger Alcotest 9510, in administering the breath test, and filling out the precautionary checklist.



Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	4
Total Instructional Hours	4

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

SPANISH FOR LAW ENFORCEMENT - BASIC

Effective May 10, 2022

I. Learning Need

Law enforcement officers are confronted with situations that may require a need to communicate in languages other than English. Specifically, the San Jose community has a large demographic populous of native Spanish speakers or persons who may be more comfortable speaking Spanish. Tactical Spanish is a language tool option designed aid officers when interacting with native Spanish speaking members of the San Jose community.

II. Learning Objectives: Students will develop a basic understanding of the Spanish language oriented to simple questions and contacts a patrol officer may have with a native Spanish speaker. Students will develop the knowledge basis for use of common letters, numbers, phrases and command when interacting with native Spanish speaking individuals. Student knowledge and communication skills will be evaluated through Role Playing Scenarios.

Minimum Content Requirements

Tactical Spanish Communication:

- (1) – Introduction, Objectives, and Purpose of the class
- (2) – Spanish Alphabet, Numbers, Colors and Dates
- (3) – Spanish Relatives, Common Greetings, and Responses
- (4) – Common Spanish Questions and Responses
- (5) – Vehicle Stops (Routine & High Risk), Field Interviews
- (6) – Basic Vehicle Contacts/Searches, Signing Citations
- (7) – Basic High-Risk Commands / Officer Safety
- (8) – Medical Terminology and Anatomy
- (9) – Scenario / Role Playing

I. Introduction:

A. Introduction

1. Current Position
2. Background
3. Formal / Informal Education

B. Objective

1. Purpose of the Class
2. Rules and Admonitions
3. Course Overview

C. Homework

1. Purpose and reason for Out of class assignments

II. The Spanish Alphabet & Pronunciation Guidelines

A. Spanish Alphabet

1. A - Z

A. Pronunciation Guidelines

1. CH, LL, N, RR
2. The Letter “B” and “V”
3. The Letter “C”
4. The Letter “D”
5. The Letter “G”
6. The Letter “H”
7. The Letter “J”
8. The Letter “LL”
9. The Letter “S” and “Z”

III. Numbers

- A. Numbers 1 – 10
- B. Numbers 11 – 20
- C. Numbers 21 – 30
- D. Numbers by Ten / 10 – 90
- E. Numbers by 100 / 100 – 1,000

F. Century and Decades

IV. Months, Days and Colors

A. Months

B. Days

C. Colors

V. Persons

A. Relatives and Others

VI. Common Greetings and Farewells

A. Greetings

B. Farewells

C.

VII. Common Questions and Responses

A. Identifying Questions

1. Name, Date of Birth, Address

B. Understanding Questions

1. Do you speak English, Do you understand, What happened

C. Responses

1. Yes, No, I don't understand, I speak a little

D. Medical Questions

1. Are you injured? Where does it Hurt? Do you want an ambulance?

E. Anatomy and Body Parts

VIII. Common Commands

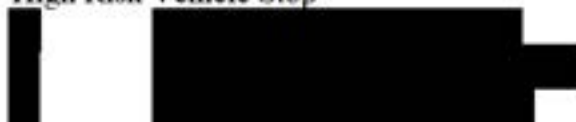
A. Directional Commands

1. Stop, Walk, Sit, turn around

IX. Routine Vehicle Stop

- A. Greetings
- B. Information Gathering
- C. Reason for the Stop
- D. Closing Remarks
- E. Searches of Vehicle and Person

X. High Risk Vehicle Stop



XI. High Risk Person Stop



XII. Scenarios and Role Playing: Students will participate in several scenarios designed to test their language knowledge and skills. The scenarios will include:

- A. Vehicle Enforcement Stop
- B. Pedestrian Contact / Field Interview
- C. Felony Assault
- D. Non-enforcement Contact

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	20
Total Instructional Hours	20

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

SAN JOSE POLICE ACADEMY SPECIFIC AGENCY SPECIFIC TESTING AND SPECIFIC TRAINING

Effective October 18, 2021

I. LEARNING NEED

The student must have an understanding of the use of agency specific radio codes, and disposition codes to effectively communicate with other officers and dispatchers.

LEARNING OBJECTIVE

A. Discuss standard use of Radio 10-Codes.

1. Department standards and guideline
2. Proper use on calls for service as a daily routine
3. Improper use and consideration when not used correctly
4. Officer safety concerns
5. Radio ear piece use with police radio as an option

B. Discuss Phonetic Alphabet Codes

1. Adam
2. Boy
3. Charles
4. David
5. Edward
6. Frank
7. George
8. Henry
9. Ida
10. John
11. Mary
12. Nora
13. Ocean
14. Paul
15. Queen
16. Robert
17. Sam
18. Union
19. Victor

20. William
21. X-ray
22. Yellow
23. Zebra

C. Discuss Disposition Codes

1. A- Arrest Made
2. B- Warrant Arrest
3. C- Criminal Citation
4. D- Citation Hazardous Violation
5. E- Citation Non- Hazardous Violation
6. F- Field Interview Card Completed
7. G- Gone on Arrival/Unable to Locate
8. H- Courtesy Service
9. L- Latent Prints Lifted
10. M- Stranded Motorists Assist
11. N- No Report Taken
12. O- Supplemental Report Taken
13. P- Follow up Activity Only
14. R- Report Taken
15. T- Turned Over to Another Agency
16. U- Unfounded Event
1. Z- County Assist

D. Discuss definitions to Department Duty Manual specific areas.

1. Reasonable Suspicion
2. Probable cause

E. Discuss various Penal Codes, Health and Safety Codes, Business and Profession Codes, and the purpose behind the knowledge for peace officers

II. LEARNING NEED

The student must have an understanding of department policies and procedures

LEARNING OBJECTIVE

A. Discuss Department policies, training bulletins, fliers. And proper timesheet tracking

1. Where policies, training bulletins and fliers can be located
2. Instruct student on how to properly complete timesheets online
3. Responsibilities of peace officers to follow protocols and policies.

4. Consequences of violations.
5. Confidential aspects and misuse or dissemination to the public

III. LEARNING ACTIVITY

- A. The students are assigned a master 10-Code list to study and prepare for use while working as a peace officer.
- B. The students are assigned homework related to department policies. These homework assignments will coincide with the Field Training Program Rook Book. This will prepare students for the Field Training Program



Description	Hours
POST Minimum Required Hours	0
Agency Specific Hours	21
Total Instructional Hours	21

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE REGULAR BASIC COURSE

POST / SAN JOSE POLICE ACADEMY SPECIFIC SCENARIO DEMONSTRATION

Effective October 18, 2021

I. LEARNING NEED

The student must have an understanding of POST scenario training and testing including knowledge of safety considerations during training, grading standards and performance requirements.

LEARNING OBJECTIVES

- A. Discuss standards, policies and procedures related to scenario training
 - 1. POST Guidelines
 - 2. Academy Guidelines and Standards
 - 3. Safety

II. REQUIRED TEST

- A. NONE

III. LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing the inherent dangers associated with contacting known high risk individuals including the potential risk these individuals pose on the safety of the community





IV. LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing peace officer's need to understand the general and specific issues associated with the successful resolution of a situation involving domestic violence

A. Demonstrate how to create and execute an effective plan of action for the proper response to a domestic violence situation

1. Determine type of call (spouse, live-in, same sex, etc)
2. Initial response
3. Observations / injuries
4. Physical Evidence
5. Statements
6. Officer safety
7. Proper course of action
8. Emergency Orders
9. Referral services

V. LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing peace officer's need to develop the ability to properly respond to a situation involving one or more developmentally disabled persons

A. Demonstrate how to create and execute an appropriate plan of action designed to resolve a police situation while addressing the needs of persons with disabilities

1. Determine type of call
2. Initial response
3. Officer safety
4. Communication / Crisis Intervention
5. Coordination with cover officer (assistance, etc)
6. Proper course of action (arrest, 5150, etc)
7. Considerations for people w/ disabilities
8. Appropriate response and resolution
9. Legal considerations / Individual Rights

VI. LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing peace officers need to understand and demonstrate the ability to report into a start of watch briefing, receive important information from supervisors, go in-service and initiate patrol procedures including responding to calls for service and self-initiating basic policing duties. Abilities apply to both Academy Scenario training and testing as well as actual service.

- A. Demonstrate proper participation in a standard start-of-watch briefing
 - 1. Report on time
 - 2. Report in proper uniform with required equipment
 - 3. Receive information and assignments from supervisor
- B. Demonstrate ability to initiate patrol activities
 - 1. Secure and inspect patrol car
 - 2. Radio in-service status
 - 3. Respond to calls for service
 - 4. Effectively and safely handle police situations
 - 4. Complete required documentation

VII. LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing peace officer's need to ensure the safety of victims when responding to suspected sexual assault and child abuse cases. Students must demonstrate the ability to recognize indicators of sexual assault, abuse and conduct preliminary investigations to determine appropriate courses of action.

- A. Demonstrate an understanding of and ability to recognize indicators of physical, behavioral and /or emotional abuse
 - 1. Physical child abuse
 - 2. Child neglect
 - 3. Emotional child abuse
 - 4. Sexual child abuse
- B. Demonstrate an understanding of and ability to recognize indicators of:
 - 1. Rape
 - 2. Acquaintance Rape
 - 3. Sexual Battery
 - 4. Same-sex sexual assault

VIII. REQUIRED ACADEMY SPECIFIC LEARNING ACTIVITY

Students will participate in a scenario-based learning demonstration / activity addressing peace officer's need to effectively respond to a critical incident that involves an active shooter.

A. Demonstrate the ability to create and execute a plan of action designed to stop the immediate threat

1. Notification / radio procedures
2. Coordination of units
3. Scene management
4. Leadership / command and control
5. Appropriate decision-making / stress management
6. Safety considerations
7. Use of force
8. Public awareness

Description	Hours
POST Minimum required Hours	18
Agency Specific Hours	
SJ 41	27
SJ 42	24
SJ 43	27
SJ 44	27

San Jose Police Academy 2021

EXPANDED COURSE OUTLINE

REGULAR BASIC COURSE

SAN JOSE ACADEMY SPECIFIC

PATROL READINESS

Effective October 18, 2021

I. LEARNING NEED

To safely and effectively fulfill their duties in a patrol capacity, peace officers need to understand and execute daily patrol procedures and functions.

LEARNING OBJECTIVES

- A. Discuss basic duties and responsibilities of a peace officer assigned in a patrol capacity.
- B. Discuss proper execution of investigative and enforcement actions
 - 1. Investigations: Investigative actions include the use of knowledge of laws and techniques to conduct interviews, interrogations, and gather evidence in order to develop probable cause that a crime occurred and that a specific individual has committed a violation of a public offense.
 - 2. Enforcement: Performing those actions necessary in order to effect an arrest and or course of action that best serves the interest of justice.

II. LEARNING NEED

To maintain effectiveness and versatility, peace officers need to know basic communicative, tactical, and practical strategies for patrol functions

LEARNING OBJECTIVES

- A. Discuss actions required to resolve the variety of police encounters peace officers may encounter in both routine and extraordinary patrol assignments.
- B. Discuss tactical considerations and guidelines for patrolling effectively.

- C. Demonstrate safe and effective tactics for conducting investigative and enforceable operations with subjects in a variety of patrol-related circumstances.

III. LEARNING ACTIVITIES

- III. The student will participate in a scenario-based learning activity that reinforces the student's ability to identify and address specific patrol needs utilizing proper procedures and techniques in areas that may include:

1. Operational tactics
2. Radio communication
3. Investigative actions
4. Effective communication
5. Officer Safety
6. Teamwork

Description	Hours
POST Minimum required Hours	0
Agency Specific Hours	28
Total Instructional Hours	28