

CITY OF OCEANSIDE

POLICE

2022 Advanced Officer Training Plan

- PSP Driving (4 HOURS)
 - Course outline
 - Additional 3 hours of behind the wheel driving time
- POST First Aid Course (4 HOURS)
 - Completed online through the POST Learning Portal at <https://lp.post.ca.gov/>
- POST First Aid Practical Applications (4 HOURS)
 - Guidelines from POST
https://post.ca.gov/Portals/0/post_docs/training/First_Aid_Requirements/LP_Skills_Guidelines.pdf
- Domestic Violence Update (2 HOURS)
 - Course Outline
- PSP Use of Force (4 HOURS)
 - Course Outline
- PSP Strategic Communications (2 HOURS)
 - Course outline
- TASER 7 Certification (3 HOURS)
 - TASER 7 Conducted Electrical Weapon (CEW) User Version V22
https://my.axon.com/s/training-instructional-content?language=en_US#bulletins
- Active Shooter for First Responders (5 HOURS)
 - Course outline
- Pursuit Policy – POST Learning Portal (2 HOURS)
 - Completed online through the POST Learning Portal at <https://lp.post.ca.gov/>
- Human Relations (4 HOURS)
 - Course outline – contracted through Embassy Consulting. LLC
<https://embassyconsultingservices.com/>



OCEANSIDE POLICE DEPARTMENT

PSP Driving

Expanded Course Outline (4 hours)

CCN# 2030-29502-21

REVISION: March 2022

COURSE GOAL:

The course will provide the trainee with the minimum topics of Driver Training/Awareness required in the POST Perishable Skills Training Program including: Basic Driving Principles, Legal and Moral Aspects, Defensive Driving and Maneuvering Course Exercises.

The course consists of a hands-on/practical Driver Training/Awareness for in-service officers. **The training may be presented in a 4, 6, or 8 hour format allowing for flexibility based upon specific agency or trainee group needs, and as long as the minimum topics are contained within each format independently.**

DRIVER TRAINING/AWARENESS

Minimum Topics/Exercises:

- a. Safety Policy/Orientation
- b. Policy, legal and moral issues
- c. Vehicle Dynamics
- d. Defensive driving
- e. Intersections exercise(s)
- f. Backing/parking exercise(s)
- g. Behind the wheel exercises to improve driving skills – judgment and decision making
- h. Class Exercises, Student Evaluation, and or optional Testing

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of their Driver Training/Awareness skills and techniques
2. Demonstrate a minimum standard of psychomotor skills with every technique and exercise to include:
 - A. Judgment and Decision Making
 - B. Policy, Legal and Moral Issues
 - C. Basic Driving Principles and Vehicle Dynamics
 - D. Defensive Driving

Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee



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does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

EXPANDED COURSE OUTLINE

- I. INTRODUCTION/ORIENTATION II (a)
- A. Introduction, Registration and Orientation
 - 1. Course Roster
 - 2. Facility Overview
 - B. Course Objectives/Overview/Exercises, Evaluation/Testing
 - 1. Course Objectives
 - a. Judgment and Decision Making
 - b. Policy, Legal and Moral Issues
 - c. Basic Driving Principles and Vehicle Dynamics
 - d. Defensive Driving
 - 2. Safety Policy/Orientation
- II. LEGAL AND MORAL ASPECTS II (b)
- A. California codes
 - 1. 17001 CVC
 - 2. 17004 CVC
 - 3. 17004.7 CVC
 - 4. 21052 CVC
 - 5. 21055 CVC
 - 6. 21056 CVC
 - 7. 21057 CVC
 - 8. 21806 CVC
 - 9. 21807 CVC
 - 10. 22350 CVC
 - 11. 13519 CVC
 - B. Case law
 - 1. Brower v. Inyo (1989)
 - 2. Lewis v. Sacramento Co (1998)
 - 3. Cruz v. Briseno (2000)
 - 4. Nguyen v City of Westminster (2002)
 - 5. Scott v. Harris (2007)
 - 6. Additional case law as determined by instructor
 - C. Agency policy
 - 1. Emergency Response Policy



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2. Pursuit Policy
3. Additional agency policies
- D. Moral aspects
 1. Risk v Reward
 2. Letter of the law v Spirit of the law

III. VEHICLE CARE AND MAINTENANCE

II (c)

- A. Pre-shift Vehicle Inspection Interior
 1. General appearance
 2. Lights
 - a. OEM
 - b. Emergency
 3. Trunk
 - a. Spare tire
 - b. Fire extinguisher
 - c. Jack / Lug wrench
 - d. Flares
 - e. First aid kit
 - f. Blanket
 4. Interior
 - a. Trash / Debris
 - b. Clean windows
 - c. Adjust seat and mirrors
 - d. Check gauges
 - e. Brakes
 - f. Secure gear
 - g. Seatbelts
 5. Listen for unusual sounds
- B. Pre-shift Vehicle Inspection Exterior
 1. General appearance
 2. Lights
 3. Tires
 - a. Pressure
 - b. Wear
 - c. Damage
 4. Wheels
 5. Body damage

IV. BASIC DRIVING PRINCIPLES

II (c)

- A. Weight Transfer
 1. Weight distributed between front and rear wheels



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2. Types of weight transfer
 - a. Lateral: Side to side
 - b. Longitudinal: Front to rear/Rear to front
 3. Lateral transfer created when vehicle turned left/right
 4. Longitudinal transfer created when:
 - a. Braking - Rear to front
 - b. Accelerating - Front to rear
 - c. Decelerating (lifting off accelerator)- Rear to front
 5. Can't be completely eliminated in a moving vehicle
 6. Minimized by good driving techniques and smooth operation
- B. Steering Control
1. Seating position
 - a. Driver comfort
 - b. Efficient vehicle control
 - c. Wrist break over top of steering wheel
 - d. Seated approximately 12" from air bag
 - e. Adjust mirrors
 2. Steering method – Two hand shuffle steering
 - a. Balanced hand positions per agency
 - b. Hands do not leave steering wheel
 - c. Maximizes steering accuracy
 - d. Safer and more effective recovery
 - e. Minimizes weight transfer
 - f. Minimizes air bag deployment injury (9 and 3, 8 and 4)
 3. Steering method – Backing II (f)
 - a. Body rotated to right
 - b. Right hand placed on right headrest
 - c. Vision directed over right shoulder
 - d. Left hand on steering wheel at 12 o'clock position
 - e. Left foot braced on floorboard
 4. Steering Method – Backing Utilizing Mirrors Only
 - a. Body in normal driving position
 - b. Check left and right mirrors (if possible, check rear view mirror)
 - c. Check to ensure backup camera video and/or sensors are engaged (if applicable)
- C. Roadway Position
1. Definition: The position of the vehicle on the roadway that maximizes speed with minimum steering and risk of loss of vehicle control while negotiating a turn
 - a. AKA – Driving line
 - b. Driving points in a turn
 1. Entry (Point #1)



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2. Apex (Point #2)
 - a) Early
 - b) Traditional
 - c) Late
 3. Exit (Point #3)
2. Driving Advantages
 - a. Minimize and control weight transfer
 - b. Minimize steering input
 - c. Smoother vehicle operation
 - d. Maximum speed through turns in the safest manner

V. DEFENSIVE DRIVING

II (d)

- A. Defensive Drivers
 1. Avoid collisions regardless of right-of-way
 2. React properly to hazards
 3. Maintain a professional attitude
- B. Dangerous Driver Attitudes
 1. Overconfidence
 2. Self-righteousness
 3. Impatience
 4. Preoccupation
 5. Distracted driving/Multi-tasking
- C. Collision Avoidance
 1. Space cushion
 - a. Three second rule
 - b. Perception / Reaction time
 - c. When stopped, see rear wheels of vehicle directly in front
 2. Intersections II (e)
 - a. Clear left, right, then left again
 - b. Cover brake on stale green
 - c. Don't turn wheels until ready for turn
 - d. Look through turns
 3. Maintain high visual horizon
 4. Consider steering to the rear of a conflict vehicle
 5. Backing
 - a. Large percentage of collisions involving LE vehicles
 - b. Use proper backing techniques
 - c. Use of or backup cameras
 6. Lane changes
 - a. Signal
 - b. Check mirrors
 - c. Optional back up camera



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- 7. Blind spots
 - a. Clear blind spots by looking over shoulders
 - b. Use of mirrors
 - c. Optional backup cameras
- 8. Accident Mitigation Systems
 - a. Agency policy
 - b. Manufacture advisements
- D. Occupant Safety Devices
 - 1. Safety belts
 - 2. Supplemental Restraint System (air bags)
- E. Vehicle Dynamics II (c)
 - 1. Rear wheel cheat
 - 2. Front-end swing
 - 3. Oversteer
 - 4. Understeer
 - 5. Counter-steer
- V. MANEUVERING COURSE EXERCISES II (g, h)
 - A. Offset Lane Exercise (Forward and Reverse)
 - 1. Roadway positioning (eye Placement and steering input)
 - 2. Appropriate throttle control and brake application
 - 3. Conscious of rear wheel cheat and front end swing
 - 4. Usage of pivot point (Reverse direction)
 - 5. Appropriate usage of mirror (reverse direction)
 - B. Steering course Exercise
 - 1. Demonstrate proper application of forward and reverse methods of steering
 - 2. Coordination of steering and throttle control to minimize weight transfer during turning movements
 - 3. Maneuver around obstacles without striking them
 - C. "T" Driveway
 - 1. Appropriate lane placement
 - 2. Appropriate adjustments for rear wheel cheat
 - D. Parallel Parking Exercise II (f)
 - 1. Appropriate setup
 - 2. Finish within 18" of the curb
- VI. TESTING/REMEDICATION II (h)



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Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.

First Aid, CPR, and AED Skills Demonstration Guidelines

The following guidelines are provided to assist training managers and instructors who are using the Learning Portal online course plus instructor-led skills demonstration for in-service refresher training and do not have their own skills demonstration checklist. These guidelines are based on the minimum skills to be demonstrated per the LD 34 Training and Testing Specifications.

Primary Assessment

- Check for responsiveness
- Check pulse
- Check airway
- Check breathing

CPR/AED (One- and two-person, deliver high quality CPR, with AED)

- Adult
- Child
- Infant

Rescue Breathing (provide effective breaths)

- Adult
- Child
- Infant

Clearing an Obstructed Airway

- Conscious and unconscious adult, child, and infant
- Obese or pregnant

Bleeding Control

Demonstrate first aid techniques for controlling bleeding while using PPE:

- Direct pressure
- Pressure bandages
- Tourniquet device, including noting time and location of application
- Hemostatic dressings/wound packing
- Chest seals and dressings

Bandaging Injuries while using PPE

Demonstrate first aid techniques in accordance with the following principles:

- Use the cleanest material available
- Expose the injury site
- Cover the entire injury site
- Bandage without impairing circulation
- Leave fingers and toes exposed
- Immobilize injury site as necessary
- Remove gloves correctly
- Wash hands and disinfect equipment after providing treatment



OCEANSIDE POLICE DEPARTMENT

Domestic Violence Update
Expanded Course Outline (2 hours)
CCN# 2030-32343-21
REVISION: March 2022

COURSE PURPOSE:

The course will provide the student with the minimum topics related to Domestic Violence. The intent of the course is to refresh and improve the student's knowledge of domestic violence laws, protocols and procedures. The course consists of facilitated discussion and a case study for in-service sworn personnel.

LEARNING POINTS:

I. Introduction/Learning Points

- A. Introduction, Importance of Refresher Training
- B. Learning Points
 - a. Current law, dominant aggressor, and arrest standards
 - b. Lethality Assessment
 - c. Firearms overview, collection, gun violence emergency protective orders
 - d. Stalking
 - e. Strangulation
 - f. Investigation & documentation
 - g. Victim Resources
 - h. Case Study

II. Current Domestic Violence Laws and Department Policy

- A. Domestic Violence relationship chart for 273.5 and 243(e)(1)
 - 1. Married
 - 2. Ex-spouse
 - 3. Cohabitant
 - 4. Ex-cohabitant
 - 5. Child in common
 - 6. Engaged past/present
 - 7. Dating past/present
- B. PC 273.5- Felony with evidence of injury
 - 1. Evidence of visible injury
 - 2. Evidence of internal injury
- C. PC 243(e)(1)
 - 1. Misdemeanor with no evidence of injury



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D. PC 836(d)

1. Arrest for any violations observed
2. Can arrest for felony or misdemeanor not committed in officer's presence when both circumstances apply:
3. Probable cause
4. Arrest as soon as probable cause arises
5. Does not require private person's arrest

E. PC 836(a) and OPD Policy

1. Arrest encouraged for 273.5 and 243(e)(1)

F. PC 13701

1. Officer shall make reasonable efforts to identify the dominant aggressor, which is the person determined to be the most significant, rather than the first aggressor

III. ASSESSING LETHALITY

A. Domestic Violence is Dangerous

1. Occurs every 15 seconds
2. About 2.8 million incidents annually in the United States
3. 40-60% of law enforcement calls are Domestic Violence related
4. Escalates over time in frequency and severity
5. Most dangerous time is when and after the victim leaves

B. Medical Costs of Domestic Violence

1. 500,000 women seek medical care each year for Domestic Violence
2. 25-40% of all Domestic Violence victims are pregnant
3. Medical personnel fail to identify Domestic Violence 95% of the time
4. PC 11160 - Medical mandated reporting of Domestic Violence

C. Workplace Violence Statistics

1. Homicide is the leading cause of death for women on the job
2. 94% of corporate security directors rated Domestic Violence as a "high security problem"
3. 71% of human resources personnel reported they had experienced an incident of Domestic Violence on company property
4. Abusive partners harassed 74% of women at work, causing 56% to be late at least 5 times per month



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D. Danger Signs

1. Escalation
 - a. Increase in frequency of incidents
 - b. Increase in severity of injuries
 - c. History of violence
 - d. Extreme jealousy or possessiveness (Victim is central to abuser's identity and worth)
2. Other Warning Signs
 - a. Threats to kill
 - b. Threats of suicide
 - c. Access to and use of weapons
 - d. Arson
 - e. Pet abuse
 - f. Stalking
 - g. Abuse moves from indoors to public places
 - h. Use of drugs and alcohol
 - i. Forced sex
 - j. Potential Triggering Events
 - 1) Birthdays
 - 2) Anniversary dates
 - 3) Special dates in relationship
 - k. Change in Responses
 - 1) Finally appears to accept end of relationship
 - 2) Resignation

E. Research and Indicators, Work of Dr. Donna Cohen on Elder Homicides – Suicides

1. About 1,500 cases annually in the U.S. since 1988
2. 83% involve spouses and intimate partners
3. The perpetrator has always been the male partner
4. Guns used more than 90% of the time
5. 30% of cases had a history of Domestic Violence
6. Involves an overvalued attachment of the suspect to the victim and a desire to maintain the Integrity of relationship when threatened with separation or dissolution
7. High incidence of untreated and undetected psychiatric problems, especially, depression

F. Lethality Assessment - Tennessee Case (student learning activity)

1. Read account provided
 - a. Look for at least eight lethality indicators listed in the information



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- b. Report back to the class
2. Tennessee Case Indicators
 - a. Ex-wife
 - b. Set house on fire
 - c. Former deputy - access to weapons
 - d. Depressed
 - e. Ex-wife remarried
 - f. Jealous
 - g. Forced to resign for sexual assault of teen
 - h. Restraining order
 - i. Prior threats
 - j. Refused to accept divorce, later became resigned to it
 - k. Stalking - watching with binoculars
 - l. Cut phone line
 - m. Charged with assault of a motorist
 - n. Victim had prior abusive relationships
- G. Lethality Assessment of Your Case (Student learning activity)
 1. Create a lethality assessment for your case
 2. Report back a number from 1 (lowest) to 10 (highest) which rates the level of lethality
 3. Provide reasons for your conclusion
 4. Add the assessment to your report to assist the prosecution
- H. Lethality Assessment Information
 1. Applying Assessment Information
 2. Educate victims
 3. Triage cases
 4. Urge prosecutor to file at an appropriate level

IV. Firearms

Firearms PC 18250

- A. Confiscate and collect any weapons or firearms used in DV incident
- B. Officers **shall** take custody of any firearm or deadly weapon in:
 1. Plain sight
 2. Pursuant to a consent search
 3. Other lawful means
 4. Court can issue search warrant to seize weapons for safekeeping PC 1524
- C. Firearms receipt



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Firearms and restraining orders

- A. Felony PC 29825
 - 1. Purchase or receive a firearm knowing they are prohibited by a restraining order
- B. Misdemeanor PC 29825 (b)
 - 1. Own or possess a firearm knowing they are prohibited by a restraining order

Relinquishing firearm requirements with restraining orders

- A. Must relinquish firearms within 24 hours
 - 1. Sell to, or store with licensed gun dealer
 - 2. Turn in to a law enforcement agency

Gun Violence Emergency Protective Orders (GVEPO)

- A. PC:18108, 18150 & PC:18120
- B. Records check of involved parties for registered firearms
- C. Determining access to firearms/possession
- D. Application Process
 - a. Form EPO-002

V. Stalking

- A. PC 646.9 (a) and PC 646.9 (b)
 - 1. Relationship history
 - 2. Pattern of behavior/conduct
 - 3. Fear
 - 4. Credible threat
 - 5. Evidence

VI. Strangulation

- A. SD County Strangulation Form
- B. Victim interview
- C. Signs and symptoms
- D. Encourage medical treatment/exam



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- E. DAFE exam and evidence
- F. Documentation & terminology
- G. Notification to the family protection unit

VII. Investigation / Documentation

- A. Witness interviews
- B. Relationship history
- C. DV history – documented and undocumented
- D. Evidence
- E. DAFE exam
- F. San Diego County DV supplemental form
- G. PC 293 admonishment
- H. CWS referrals
- I. Associated DV crimes
 - a. PC 245(A)(A) – Assault w/ Deadly Weapon
 - b. PC 236 – False Imprisonment
 - c. PC422 – Criminal Threats
 - d. PC 646.9 (a) – Stalking w/ Credible Threat
 - e. PC 591.5 – Destruction of Phone Line
 - f. 243(d) – Battery w/ Serious Injury
 - g. PC 664 – Attempt (murder, rape, burglary, etc.)
 - h. PC 273.6
 - i. PC 166 (c) (1)

VIII. Victim Resources

- A. Victim resource pamphlet
- B. EPO
- C. Copy of DV report
- D. One Safe Place

IX. Case Study

- A. Analysis of a domestic violence case
 - a. Examine behaviors of the suspect



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- b. DV & relationship history
- c. Learning points



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PSP Use of Force

Expanded Course Outline (4 hours)

CCN# 2030-29580-21

REVISION: March 2022

COURSE GOAL:

The course will provide the student with the minimum topics of Use of Force required in the POST Perishable Skills Training Program (PSP). The intent of the course is to improve the student's knowledge of use of force laws and policies as well as critical decision-making skills. The course consists of facilitated discussion, case study analysis, and scenarios for in-service personnel.

The training may be presented in a 4, 6, or 8-hour format allowing for flexibility based upon specific agency or trainee group needs, as long as the minimum topics are contained within each format independently.

USE OF FORCE

Minimum Topics/Exercises:

- a. Statutory Law
- b. Case Law
- c. Agency Policies
- d. Reverence for Human Life
- e. De-Escalation
- f. Duty to Intercede
- g. Rendering First-Aid
- h. Class Exercises/Student Evaluations/Testing

COURSE OBJECTIVES:

The student will:

1. Demonstrate knowledge of use of force laws.
2. Demonstrate knowledge of individual agency's use of force policies.
3. Demonstrate an understanding of force options decision-making with every technique and exercise, to include:
 - A. Reverence for Human Life
 - B. De-Escalation and Verbal Commands
 - C. Rendering First-Aid
 - D. Legal Duty to Intercede and Report Excessive Force to a Superior Officer

Minimum standards of performance shall be tested by an instructor observing the trainee during their participation in facilitated discussions, case study analysis, and scenarios. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.



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PSP Use of Force

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CCN# 2030-29580-21

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I. INTRODUCTION/ORIENTATION

A. Introduction, Registration and Orientation

1. Instructor/student introductions
2. Registration/rosters

B. Course Goals and Objectives

1. Increase knowledge of use of force laws
2. Increase knowledge of individual agency's use of force policies
3. Increase understanding of force options decision-making

II. POLICIES AND LEGAL ISSUES

Discussion of PC 13652.1 and PC 13652

A. Statutory Law

1. Key Elements of Assembly Bill (AB) 392

- a. Two measures for reasonableness
 - 1) Reasonable force
 - 2) Perspective of a reasonable officer
- b. To effect arrest, prevent escape, overcome resistance
- c. Significant change in use of force threshold per AB 392
 - 1) Subsections (b) and (c)(1) of PC 835a provide for a clear distinction between objectively reasonable and deadly force standards
 - 2) While objectively reasonable force may be utilized "to prevent escape, or to overcome resistance" to effect a lawful arrest, as soon as the circumstances reach a threshold for deadly force the standard increases to "necessary."

2. Key Elements of Penal Code (PC) Section 196 – Justifiable Homicide

- a. Definition revised to rely more heavily on PC 835a – deadly force can only be used when necessary
- b. "Homicide is justifiable when committed by peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:" [PC 196]
 - 1) "In obedience to any judgment of a competent court order." [PC 196(a)]
 - 2) "When the homicide results from a peace officer's use of force that complies with Penal Code Section 835a." [PC 196(b)]
- c. What changed?



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- 3) Removed "When necessarily committed in overcoming actual resistance to the execution of some legal process or in the discharge of any other legal duty"
 - 4) Removed "When necessarily committed in retaking felons who have been rescued or have escaped, or when necessarily committed in arresting persons charged with felony and who are fleeing from justice or resisting such arrest."
3. Key Elements of Penal Code Section 835a
- a. "The Legislature finds and declares": [PC 835a(a)]
 - 1) "The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and the dignity and the sanctity of every human life."
 - 2) "The Legislature finds and declares that every person has a right to be free from excessive use of force by peace officers acting under the color of law." [PC 835a(a)(1)]
 - b. "As set forth below, it is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life. In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstance of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer." [PC 835a(a)(2)]
 - c. "That the decision by a peace officer to use force shall be evaluated carefully and thoroughly, in a manner that reflects the gravity of that authority and the serious consequences of the use of force by peace officers, in order to ensure that officers use force consistent with law and agency policies." [PC 835a(a)(3)]
 - d. "That the decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of circumstances shall account for occasions when officers may be forced to make quick judgments about using force." [PC 835a(a)(4)]
 - e. "That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement." [PC 835a(a)(5)]



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- f. "Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to effect the arrest, to prevent escape, or to overcome resistance." [PC 835a(5)(b)]
- g. "Notwithstanding subdivision (b), a peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is **necessary** (emphasis added) for either of the following reasons:" [PC 835a(c)(1)]
 - 1) "To defend against an imminent threat of death or serious bodily injury to the officer or another person." [PC 835a(c)(1)(A)]
 - 2) "To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended."
 - a) Where feasible, a peace officer shall, before the use of force, make reasonable efforts to identify themselves as a peace officer and
 - b) Warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts." [PC 835a(c)(1)(B)]
- i. "A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person." [PC 835a(C)(2)]
- j. "A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, 'retreat' does not mean tactical repositioning or other de-escalation tactics." [PC 835a(d)]
- k. "For purposes of this section, the following definitions apply:" [PC 835a(e)]
 - 1) "'Deadly force' means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm." [PC 835a(e)(1)]
 - 2) "A threat of death or serious bodily injury is 'imminent' when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no



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matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed." [PC 835a(e)(2)]

- I. "Totality of the circumstances' means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force." [PC 835a(e)(3)]
 - 1) Officers should be prepared to articulate what actions were taken and why
 - 2) Officers should be prepared to articulate what actions were *not* taken and why they were not taken
4. Senate Bill 230
 - a. Discuss your agencies' current use of force policy
 - b. Does it accurately reflect the requirements of SB 230
 - 1) De-escalation, crisis intervention, other alternatives to force
 - 2) Objective reasonableness
 - 3) Required reporting of potential excessive force to superior officer
 - 4) Guidelines regarding situations in which officer may or may not draw or point a firearm
 - c. Consideration of surroundings and potential risks to bystanders before discharging firearm
 - d. Procedures for disclosing public records
 - e. Procedures for filing, investigation, and reporting of citizen complaints regarding UoF incidents
 - f. Duty to intercede
 - g. Guidelines regarding methods and devices available for application of force
 - h. Requirement that officers carry out duties in fair and unbiased manner
 - i. Guidelines for application of deadly force
 - j. Requirements for internal reporting and notification of UoF incidents, including to DOJ
 - k. Role of supervisors in review of UoF incidents
 - l. Prompt provision or procurement of medical assistance for injured parties, when necessary
 - m. Training to demonstrate knowledge and understanding of UoF policy
 - n. Training and guidelines regarding vulnerable populations such as children, elderly, people with disabilities, etc.
 - o. Guidelines for discharge of a firearm at or from a moving vehicle
 - p. Factors for evaluating and reviewing all UoF incidents
 - q. Minimum training regarding UoF policy
 - r. Regular review and updating of UoF policy



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PSP Use of Force

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- s. UoF policy available to the public
 - 5. Pending legislation

 - B. Case Law
 - 1. Foundational case law
 - a. Graham v. Connor
 - b. Tennessee v. Garner
 - c. Hayes v. County of San Diego
 - 2. Pending cases
 - 3. Peace officers must understand that the landmark cases of Graham v. Connor, Tennessee v. Garner, and Hayes v. County of San Diego are foundational and have historical and legal significance on the application of law. However PC 835a creates a higher standard for the application of deadly force in California.

 - C. Agency's Use of Force Policy
 - V(c)
 - 1. Agency's existing policy
 - 2. How has the policy changed in recent years?
 - 3. How does this affect how officers do the job?
 - 4. Officer's responsibility to notify supervisor following use of force
 - 5. Supervisor's responsibility following a notification
-
- II. REVERENCE FOR HUMAN LIFE AND DUTY TO INTERCEDE
 - V(d, f)
 - A. Reverence for Human Life
 - 1. What does "reverence for human life" mean?
 - 2. How is this applied to the use of force?

 - B. Duty to Intercede [*Penal Code 13519.10(b)(2), Penal Code 7286(b)(8)*]
 - 1. What is a "duty to intercede?"
 - a. Bystander officer liability
 - b. What is the stigma around this?
 - c. How do we break the stigma?
 - d. How does this reflect your personal and organizational core values?
 - 2. What is your responsibility as a peace officer to intervene?
 - a. To the public?
 - b. To fellow officer(s)?
 - c. To self?



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- d. To organization?
 3. What are the consequences and liabilities?
 - a. Criminal
 - b. Civil
 - c. Administrative
 - d. Moral/ethical
 4. How do you recognize when to intercede?
 5. Agency's policy on duty to intercede
 - a. What is your responsibility to report to a supervisor?
 - b. Has the policy changed in recent years?
 - c. What is the policy on retaliation?
- C. Rendering First-Aid
V(g)
1. What is your responsibility to render first-aid?
 2. How does one deem when it is safe to render first-aid?
 3. Discuss agency policy regarding handcuffing techniques when rendering aid to subjects who are severely injured or possibly deceased
 4. Agency's policy on rendering first-aid
- III. DE-ESCALATION AND VERBAL COMMANDS **V(e)**
- A. De-Escalation
1. What is it?
 2. How is it used?
 3. What are the key components and considerations?
- B. Interpersonal Communications - Verbal Communications versus Verbal Commands
1. How does verbal communication fit in as a force option?
 2. How is it used as a tool for de-escalation?
 3. How might either verbal communication or commands affect the outcome of a situation?
- C. Control the Environment
1. Tactical pause
 2. Tactical repositioning
 3. Slow down
 4. Gather information
 5. Develop a plan



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6. Time + Distance = Options

D. Making Sound Decisions

1. What is important right now?
2. Set priorities
3. Think through your choices
4. Make sound decisions

IV. CLASS EXERCISES AND STUDENT EVALUATIONS/TESTING V(h)

A. Practice engaging in potential use of force situations via active process

1. Individual or small group case study review
2. Discussion of case studies
3. Participation in role play scenarios
4. Observation of role play scenarios
5. Debrief of role play scenarios using the following lenses:
 - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
 - b. Procedural Justice – How did the response demonstrate procedural justice?
 - c. Tactics

B. Evaluation of potential use of force situations via demonstration

1. Evaluate role play scenarios
2. Feedback from peers
3. Feedback and debrief from instructors using the following lenses:
 - a. Department policy/legal standards – Articulation of use of deadly force v. non-deadly force (necessity v. objective reasonableness)
 - b. Procedural Justice – How did the response demonstrate procedural justice?
 - c. Tactics



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Recommended Topics for Learning Activities, Facilitated Discussions, and Scenarios

- Traffic Stop
- Pedestrian Stop
- Consensual Encounter
- Disruptive/Defiant Student
- Fight in progress/Public Disturbance
- Fleeing suspect (foot & vehicle)
- Creating your own exigency
- Excessive/Potentially Excessive Force (Duty to Intercede)
- Unnecessary Force (Duty to Intercede)
- Crowd Management/Crowd Control
- Mental Health Crisis
- Person(s) with disability
 - o Autism
 - o Hearing Impaired
 - o Non-verbal
 - o Amputee
 - o Wheelchair
 - o Other disability not listed
- Alleged suspicious person(s)
- Alleged Shoplift
- Domestic Violence
- Language/Culture barriers
- Implicit/Explicit bias
 - o Officer bias
 - o Community bias
 - o Organizational bias
- Articulation and Report Writing
 - o Review of Body Worn Camera or In Car Camera video
- Courtroom testimony



OCEANSIDE POLICE DEPARTMENT
Strategic Communications Course (PSP)
Expanded Course Outline (2 hours)
CCN# 2030-29540-21
REVISION: March 2022

COURSE GOAL:

The course will provide the student with the minimum topics of Strategic Communications required in the POST Perishable Skills Training Program. The intent of the course is to improve the student's ability to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal and tactical communication. The course consists of a hands-on/practical strategic communications training for in-service personnel.

STRATEGIC COMMUNICATIONS

Minimum Topics/Exercises:

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with disabilities
- h. Team Communication during a critical incident
- i. Class Exercises/Student Evaluation/Testing

COURSE OBJECTIVES:

The student will:

1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - A. Officer Safety
 - B. Listening/Persuasion
 - C. Judgment and Decision Making
 - D. De-escalation, Verbal Commands
 - E. Effectiveness under Stress Conditions

Minimum standards of performance shall be tested by an instructor observing the student during their performance of each technique and exercise. If the student does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.



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Student learning activities & methods of assessing learning: Scenarios using de-escalation techniques using relevant skills learned during class, POST instructor review of scenario training with feedback by instructor and student participants.

EXPANDED COURSE OUTLINE

I. INTRODUCTION

- A. Course Overview
 - 1. Instructor Introductions
 - 2. Student Introductions
- B. Course Goals and Objectives
 - 1. Safety
 - 2. Enhanced professionalism
 - 3. Decrease in complaints
 - 4. Decrease in liability
 - 5. Lessen personal stress

II. OFFICER SAFETY

IV (a)

- A. Control the Environment
 - 1. Tactical Pause
 - 2. Slow down
 - 3. Gather Information
 - 4. Develop a plan
 - 5. Time + Distance = Options
- B. Make Sound Decisions
 - 1. What's important right now?
 - 2. Set priorities
 - 3. Think through your choices
 - 4. Make sound decisions

III. UNDERSTANDING ESCALATION VERSUS DE-ESCALATION IS AFFECTED BY COMMUNICATION STRATEGIES

IV (b)

- A. Professionalism
 - 1. Stay in control of your emotions and keep your ego in check
 - a. The more the ego is involved, the more difficult the situation
 - b. The less ego, the more influence
 - c.
 - 2. Appropriate Language



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- a. What you say
 - b. How you say it
 - c. How communications
- B. How you treat others
- 1. Golden Rule – Treat others how you want to be treated
 - 2. Platinum Rule – Treat others the way they want to be treated
- C. Four Tenets of Procedural Justice
- 1. Voice
 - 2. Neutrality
 - 3. Respectful treatment
 - 4. Trustworthiness

IV. COMMUNICATION ELEMENTS

IV (c, d, e)

- A. Phases of Communication
- 1. Approach – Impact of physicality
 - 2. Greeting – Initiating the conversation
 - 3. Engagement – Strategies to promote communication
 - 4. Adaptation – Being flexible
 - 5. Repair – Re-establishing rapport
 - 6. Incident closure - How we end a contact today could influence a future contact
- B. Message Delivery
- 1. Content
 - 2. Tone/Voice
 - 3. Non-Verbal
- C. Active Listening
- 1. Affirmations
 - 2. Open ended questions
 - 3. Mirroring
 - 4. Paraphrasing
 - 5. Avoiding "You" messages
 - 6. Effective pauses
 - 7. Listen to understand not to respond
- D. Empathy
- 1. Empathy vs. Sympathy
 - a. Empathy – The ability to understand and share the feelings of another
 - b. Sympathy – Feelings of sorrow and pity for someone else's misfortune
 - 2. Establish Rapport
- E. Questioning techniques
- 1. Intentional closed questions



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- 2. Open ended questions
- 3. Question Types
 - a. Fact Finding
 - b. Leading
 - c. Opinion Seeking
- F. Persuasion **IV (f)**
 - 1. Rational appeal
 - 2. Personal appeal
 - 3. Ethical appeal
- V. PEOPLE WITH DISABILITIES **IV (g)**
 - A. Individuals with physical, mental health, developmental, or intellectual disabilities may have difficulty communicating, understanding, or complying with commands from peace officers.
 - 1. State Law
 - 2. Agency Policy
 - B. Recognize appropriate methods of communication with people experiencing:
 - 1. Mental Illness
 - 2. Substance Use Disorders
 - 3. Intellectual Disabilities
 - 4. Physical Disabilities
 - 5. Emotional Distress
 - C. Potential Strategies
 - 1. Pace
 - 2. Tone/Voice
 - 3. Reduce distractions
 - 4. **Content**
 - 5. **Non-Verbal**
 - D. Special Relationships/Community Caretaking
 - 1. State Law
 - 2. Agency Policy
- VI. TEAM COMMUNICATION DURING A CRITICAL INCIDENT **IV (h)**
 - A. Coordinated effort
 - 1. Planned Response (when feasible)
 - 2. One voice
 - a. Single point of contact with subject(s)
 - b. Single point of contact with dispatch
 - 3. Force options
 - 4. Continuous Assessment



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- B. Potential Resources
 - 1. Mental Health Resources
 - 2. Community Resources
- C. Debrief
 - 1. Effective
 - 2. Ineffective

VII. CLASS EXERCISES/STUDENT EVALUATION

IV (I)

- A. Practice of communication skills via active process
 - 1. Participation in role play scenarios
 - 2. Observation of role play scenarios
 - 3. Debrief of role play scenarios
- B. Evaluation of communication skill via demonstration
 - 1. Evaluated role play scenarios
 - 2. Feedback and debrief from instructors

Active Shooter for First Responders 2022

I. Introduction

- a. Student registration
- b. Instructor introduction
 - i. Explain expectations
 1. Treat scenarios as real and take appropriate action
 2. Use tactics and movement taught previously during active shooter training
- c. Course Goal – Improve immediate reaction to threats in an active shooter environment using one, two and three man movement
- d. Course objectives
 - i. Definition of an Active Shooter Incident
 1. An ongoing event where an individual or individuals have suddenly begun acts of extreme violence against innocent civilians
 - ii. Identify the two primary goals during an Active Shooter Incident (Rapid Deployment)
 1. Intervene with deadly force
 2. Rescue as many victims as possible
 - iii. Identify the Prioritization of Human Life
 1. Hostages/Civilians
 2. Law Enforcement
 3. Suspects
 - iv. Improve tactics during extremely violent confrontations under stress (Stress Inoculation)
- e. During the classroom portion there will be three instructors per fifteen students
- f. During the practical application there will be two instructors per five students

II. Agency Policy and Procedure

- a. OPD P&P 501.01
 - i. It is general policy of the Department that police officers and others acting under the authority of the Department and authorized to use that force which is reasonable to accomplish a legitimate and legal purpose. The use of any force is governed by the Department's policy and procedure as it relates to a specific force option. The use of deadly force is authorized only when exercised in accordance with the provisions of the Department Firearms and Shooting Policy. The use of the police baton is authorized only when exercised in accordance with the provisions of the Department Baton Policy

III. Practical Application Scenarios

- a. Safety brief
 - i. Guns are always loaded
 - ii. Never allow muzzle to cover anything that you are not willing to destroy
 - iii. Keep finger off the trigger until you are ready to shoot
 - iv. Be sure of your target and background
 - v. Use only 50-60% force against role players
 - vi. No shooting when muzzle of the weapon is within 3' from role player
 - vii. Cease Fire and Stop
- b. Weapons familiarization specific to the use of simunitions
- c. Use of simunition safety equipment. All student will be provided with full face protection as well as all role players. Instructors monitoring will be required to wear eye protection at a minimum

Active Shooter for First Responders 2022

- d. Prior to beginning the scenario portion of the class all students and instructors will be checked by the safety officer. Additionally, the safety officer will recheck the students prior to the start of each individual scenario
 - i. The safety officer will ensure no real firearms, ammo, tasers, batons, ASP's, knives or any other real weapons are available to the students or instructors
- e. Scenarios
 - i. One instructor per 3 students
 - ii. Two safety officers per scenario
 - iii. One to three students per scenario
 - iv. Minimum of two (2) scenarios for each student
 - 1. The two scenarios will be a two officer response and a single officer response
 - 2. If time allows, students will be given an additional scenario (three officer response)
 - v. Debrief each scenario as it is completed
 - 1. Instructor question options
 - a. What did you see?
 - b. What did you do?
 - c. Why did you do it?
 - d. What could you have done better
 - 2. Entire class (students present) identifies
 - a. Things done well
 - b. Things that could have been done better
 - c. Lessons learned

IV. Course Evaluation and Final Review



HUMAN RELATIONS TRAINING for the OCEANSIDE POLICE DEPARTMENT

“Building and Maintaining a Safe, Respectful and Inclusive Community”

EIGHT-HOUR AGENDA/TOPICS

- **Customer Service/Cultural Awareness**
 - What is exceptional customer service
 - Understanding the importance of working with diverse customers
 - Understanding & Appreciating Diversity
- **Equal Treatment**
 - Exploring human relations dynamics
 - Stereotype
 - Prejudice
 - Discrimination
 - Oppression
 - Neutral Decision-Making
 - Understanding Social Identity and the Systems of Advantage
- **Implicit Bias**
 - Understanding Biases
 - Discuss how biases can affect decision-making and erode trust
 - Exploring Law Enforcement Culture
- **Empowered Policing (De-escalation)**
 - Explore factors that can influence an officer using force.
 - Discuss consequences of using unreasonable force.
 - Explore intervention techniques and strategies to deal with ethical dilemmas
 - Review the Four Pillars of Procedural Justice
 - Voice
 - Respectful Treatment
 - Neutrality
 - Trustworthiness