

**San Diego County Sheriff's Department**  
**Continuing Professional Training**  
**2019-2020**  
**Perishable Skills Program**  
**Arrest and Control (Category III)**

**COURSE GOAL:**

The course will provide the student with the minimum Arrest and Control content and exercises required in the POST Continuing Professional Training (CPT) perishable skills program. The student will demonstrate the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of a hands-on/practical skills arrest and control training for in-service officers.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**ARREST AND CONTROL**

**Minimum Content and Exercises Shall Include:**

- a. Safety orientation and warm-up(s)
- b. Class Exercises/Student Evaluation/Testing
- c. Search - In Exercise(s)
- d. Control/Takedown/ - In Exercise(s)
- e. Equipment/Restraint Device(s)
- f. Verbal commands - In Exercise(s)
- g. Use of Force Considerations
- h. Body Physics & Dynamics (suspect's response to force)
- i. Body balance/stance/movement patterns -In Exercise(s)
- j. Policies and Legal Issues
- k. Recovery/First Aid (as applicable)

**COURSE OBJECTIVES:**

The student will:

- I. Demonstrate knowledge of their individual Department Arrest and Control Policy.
- II. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques.
- III. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
  - A. Judgment and Decision Making
  - B. Officer Safety
  - C. Body Balance, Stance and Movement

- D. Searching/Handcuffing Techniques
- E. Control Holds/Takedowns
- F. Tactical communication, Verbal Commands
- G. Effectiveness under Stress Conditions
- H. Use of Force considerations

**Minimum standards of performance shall be evaluated 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.**

### **EXPANDED COURSE OUTLINE**

- |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>I.</b>   | <b>Registration and Orientation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>III (b)</b>                 |
|             | <ul style="list-style-type: none"> <li>A. Introduction, Registration and Orientation               <ul style="list-style-type: none"> <li>1. Introductions</li> <li>2. Facilities orientation</li> </ul> </li> <li>B. Course Objectives/Overview, Exercises, Evaluation/Testing               <ul style="list-style-type: none"> <li>1. Overview of course exercises</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |
| <b>II.</b>  | <b>Safety Orientation and Warm-up<br/>(Lecture, Practical Application, Demonstration)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>III (a)</b>                 |
|             | <ul style="list-style-type: none"> <li>A. Review of Safety Policies and injury precautions               <ul style="list-style-type: none"> <li>1. Review safety policy</li> <li>2. Ensure all students full duty status</li> </ul> </li> <li>B. Students will participate in warm-up/stretching exercises               <ul style="list-style-type: none"> <li>1. Warm-up/stretch to prevent injury</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |
| <b>III.</b> | <b>Personal Body Weapons<br/>(Lecture, Practical Application, Demonstration)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>III (c,d,e,f,g,h,i,j,k)</b> |
|             | <ul style="list-style-type: none"> <li>A. Options               <ul style="list-style-type: none"> <li>1. Field Interview Body Positioning</li> <li>2. Striking and Targeting                   <ul style="list-style-type: none"> <li>a. Must articulate each use of force to demonstrate reasonable</li> </ul> </li> <li>3. Body physics and dynamics (suspect's response to force)</li> <li>4. Pressure points</li> <li>5. Verbal Commands                   <ul style="list-style-type: none"> <li>a. Feasible vs. Not Feasible</li> </ul> </li> <li>6. The WRAP                   <ul style="list-style-type: none"> <li>a. Recovery, First Aid and Transport</li> </ul> </li> <li>7. Cord Cuff/Maximum Restraint                   <ul style="list-style-type: none"> <li>a. Recovery, First Aid and Transport</li> </ul> </li> <li>8. Using Restraint Devices</li> <li>9. Escorting handcuffed/un-handcuffed subjects.</li> </ul> </li> </ul> |                                |
| <b>IV.</b>  | <b>Force Options and Movement<br/>(Lecture, Practical Application, Simulator, Scenarios)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>III (b,f,g,h,i,j,k)</b>     |

- A. Draws, transitions and movement including team tactics related to:
  - 1. Chemical Agents (O.C.)
    - a. Related policy
  - 2. T.A.S.E.R.
    - a. Related policy
  - 3. Impact Weapons
    - a. Related policy
    - b. Mobile Field Force applications/techniques
    - c. Retention
  - 4. Handguns
    - a. Related policy
  - 5. Verbal commands
  - 6. De-escalation techniques
  - 7. First aid

**V. Control Holds/ Takedowns III (b,d,f,g,h,i,j,k)**  
**(Lecture, Practical Application, Demonstration)**

- A. Control Holds
  - 1. Head control
  - 2. Rear bent wrist lock
  - 3. Verbal Commands
- B. Carotid Restraint
  - 1. Policy related to Carotid Restraint
  - 2. Seated and prone position
  - 3. Standard application/variation
  - 4. First aid and recovery

**VI. SCENARIO BASED TRAINING III (b,c,e,f,g,h,i,j)**  
**(Lecture, Practical Application, Simulator, Scenarios)**

- A. Includes the following:
  - 1. Body balance/stance/movement patterns
  - 2. Department P&P and Legal Issues
  - 3. Use of Force options
  - 4. Verbal commands and warning if feasible
  - 5. Awareness of surroundings/environment
  - 6. Contact, cover, additional units
  - 7. Cover vs concealment
  - 8. Foot Pursuit Considerations
  - 9. Suicidal Subjects
  - 10. Psychiatric Emergency Response Team (PERT)
  - 11. Tactical Communication
  - 12. First Aid if applicable
  - 13. Tactics and the option of taking your time if possible
  - 14. Armed and unarmed
  - 15. De-escalation techniques
  - 16. Civil Unrest/Protesters

**VII. REVIEW OF POLICIES AND LEGAL ISSUES III (b,g,j,k)**

**(Lecture, Practical Application, Simulator, Scenarios)**

- A. Case Law Review and Updates
  - 1. Graham v Connor
  - 2. PC 841, PC 835a, PC 834a
- B. Department specific policy and procedures
  - 1. Use of Force policy "Addendum F"
- C. Department directives

**VIII. TESTING/REMEDICATION**

**III (b)**

- A. Testing
  - 1. Any student performing below minimum standard on any exercise, as established by the presenter, will be remediated, and re-evaluated until standard is achieved.

**San Diego County Sheriff's Department**  
**Continuing Professional Training**  
**2019-2020**  
**Perishable Skills Program**  
**Tactical Communication (Category IV)**

**COURSE GOAL:**

The course will provide the student with information, techniques, and methods to successfully de-escalate critical incidents and high stress situations. The course will cover communication techniques, de-escalation tactics, and methods to overcome verbal resistance through empathy, verbal deflection and redirection.

The course consists of lecture and group discussion.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**TACTICAL COMMUNICATION**

Minimum Topics/Exercises:

- a. Officer to Officer/Suspect/Citizen/Victim
- b. Officer Safety
- c. Communications Elements
- d. Questioning Techniques
- e. Intentional/Unintentional Contact
- f. Escalation vs. De-Escalation
- g. Inappropriate Language/Communication
- h. Class Exercises/Student Evaluation/Testing
- i. Professionalism of Law Enforcement.
- j. Handling verbal abuse: Difficult/Dominating people.
- k. Persuasion

**COURSE OBJECTIVES:**

- I. Students will know how to enhance both their officer safety and professionalism.
- II. Demonstrate the 5 step hard style to gain compliance while avoiding use of force.
- III. Demonstrate competence in handling verbal abuse through deflection and redirection techniques.
- IV. Demonstrate knowledge in basic communication concepts and principles as it applies to law enforcement.

**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.**

### **EXPANDED COURSE OUTLINE**

- I. The Goals of Tactical Communications – Tac Comm I, IV(a,b,c,e,f,g,i,j)**
  - A. Enhance Deputy/Officer Safety
    - 1. Decrease violence and injuries
  - B. Enhanced Professionalism
    - 1. Decrease complaints/liability
    - 2. Lessen stress both at work and home
    - 3. Increases Morale
  - C. The Profession of Law Enforcement:
    - 1. Always on display. Appropriate conduct. Setting the standard.
    - 2. Ethical Standards of Conduct: Representing the job, ON and OFF duty.
  - D. Reality of the Job
    - 1. A job with standard line of duty death/funeral protocols
    - 2. A job with continuous effort to reduce, not eliminate, deaths
    - 3. Relations with the community creates a safer workplace for us
  
- II. Communication Techniques – Tac Comm II,III, IV(b,c,d,f,g,h,i)**
  - A. The 5 Step “Hard” style: (Introduction) overview/synopsis:
    - 1. Ask: ethical appeal.
    - 2. Set the Context: practical/reasonable appeal.
    - 3. Present options: Personal appeal
    - 4. Confirmation: Practical appeal
    - 5. ACT
  - B. Communication Elements:
    - 1. Approach, body language, posturing, observing, listening, asking, paraphrasing, redirecting, defusing, responding, interest, empathy, influence, resolution
  - C. S.A.F.E.R. is the priority.
    - 1. Moving beyond words: The five conditions when Deputies and Officers must ACT and move beyond the words and take appropriate action.
      - a. Security
      - b. Attack
      - c. Flight
      - d. Excessive Repetition
      - e. Revised Priorities

**San Diego County Sheriff's Department  
Continuing Professional Training  
2019-2020  
Perishable Skills Program  
De-Escalation Course**

**COURSE GOAL:**

The course will provide the student with information, techniques, and methods to successfully de-escalate critical incidents and high stress situations. The course will cover communication techniques, de-escalation tactics, and methods to overcome verbal resistance through empathy, verbal deflection and redirection.

The course consists of lecture and group discussion.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**DE-ESCALATION**

Minimum Topics/Exercises:

- a. Officer Safety
- b. Communications Elements
- c. Escalation vs. De-Escalation
- d. Inappropriate Language/Communication
- e. Class Exercises/Student Evaluation/Testing
- f. Professionalism of Law Enforcement.

**COURSE OBJECTIVES:**

- I. Students will know how to enhance both their officer safety and professionalism.
- II. Demonstrate competence in handling verbal abuse through deflection and redirection techniques.
- III. Demonstrate knowledge in basic communication concepts and principles as it applies to law enforcement.

**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.

## EXPANDED COURSE OUTLINE

- I. De-Escalation Techniques (Verbal) (a,b,c,d,f)**
- A. The three C's
    - 1. Contain
      - a. Contain the situation unless forced to act. Do not create exigency.
    - 2. Control
      - a. Assist with personnel movements, strategic placement and use of weapons.
    - 3. Communicate
      - a. With supervisors, the suspect, and others as appropriate
  - B. Time is on our side.
    - 1. Active Listening Skills - MOREPIES
      - a. Minimal encouragers
      - b. Open ended questions
      - c. Reflecting/mirroring
      - d. Emotional labeling
      - e. Paraphrasing
      - f. "I" messages
      - g. Effective pauses
      - h. Summary
    - 2. Behavioral Influence
      - a. ALS
      - b. Empathy
      - c. Rapport
      - d. Influence
      - e. Behavioral Change
- II. De-Escalation Techniques (Active) (b,e,f,)**
- A. P.A.T.R.O.L.
    - 1. Planning
      - 1. Use dispatched information and knowledge to develop initial response.
      - 2. Adapt plan as additional information becomes available.
      - 3. Coordinate the approach
    - 2. Assessment



1. Suspect non-compliant, if so why?
2. Deliberate – Resisting or attempting to escape
3. Inability to comprehend (Physical, Mental, or other impairments)
3. Time
  1. Distance + Cover = Time
  2. Time allows tactics to be developed and refined.
  3. Time allows for communication and for resources to be called.
4. Redeployment
  1. Control situation by adjusting positioning.
  2. Change tactics as necessary.
  3. Redeployment should not give suspect any advantage.
5. Other Resources
  1. Call for assistance as needed (SED, CNT, K9, LL, etc.)
6. Lines of communication
  1. Maintain communication with suspect, witnesses, family, etc.
  2. Present a well-organized, professional, team element to deter suspects from actively resisting or escaping.
- B. Tactical Intervention
  1. Scene control
    - a. Who is in charge?
    - b. Who is using force?
    - c. Is IC identified, if not, why?
  2. Positioning, Tactics, Weapons identified.
  3. As a last resort or when safety of deputy/public is compromised.

**San Diego County Sheriff's Department**  
**Continuing Professional Training**  
**2019-2020**  
**Perishable Skills Program**  
**Tactical Firearms**

**COURSE GOAL:**

The course will provide the student with the minimum topics of tactical firearms and lethal force required in the POST Perishable Skills Training Program (PSP). The student will develop skills and knowledge necessary for marksmanship and decision making during deadly force situations utilizing duty weapons.

This course will also provide familiarization training regarding the new issued Glock handgun and newly authorized slings for long guns.

The course consists of hands-on, practical skills firearms training for in-service deputies.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**TACTICAL FIREARMS**

**Minimum Topics/Exercises:**

- a. Basic Tactical Firearms Situations, Judgment and Decision Making Exercise(s) – Expanded outline must define each exercise and its terminal objective(s)
- b. Range Exercises/Student Evaluation/Testing
- c. Weapon inspection/Safety guidelines/orientation
- d. Sight Alignment, Trigger Control, Accuracy
- e. Target recognition and analysis
- f. Weapons Clearing
- g. Live Fire Tactical/or Sim-munitions Tactical

**COURSE OBJECTIVES:**

The student will:

- I. Demonstrate proficiency in use of department firearms.

- II. Familiarize deputies with the Glock 17 Gen 5 handgun and the two point adjustable sling.
- III. Identify the key points related to basic skills and marksmanship.
- IV. Demonstrate a minimum standard of tactical handgun/long gun proficiency with every technique, exercise, and course-of-fire, to include:
  - A. Judgment and decision making
  - B. Weapons safety
  - C. Basic presentation technique
  - D. Fundamentals of shooting
  - E. Target/Non-target identification
  - F. Speed, accuracy and effectiveness under stress and movement conditions
  - G. Shot placement: stopping power, multiple rounds.

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

### **EXPANDED COURSE OUTLINE**

- I. Introduction**
  - A. Introduction, Registration and Orientation
  - B. Course objectives
  - C. Rules of conduct and behavior are established to reduce the potential risk of harm
    - 1. Treat all firearms as if they are loaded
    - 2. Do not point a weapon at anything you do not intend to destroy
    - 3. Keep your finger off the trigger until you are ready to fire
    - 4. Be sure of your target's backstop and beyond
    - 5. Range Rules
      - a. Follow instructor commands
      - b. Strict weapons discipline
      - c. Inclement weather considerations
      - d. Emergency procedures
- II. Weapons Maintenance/ Introduction to New Firearm**
  - A. Disassembly of department issued firearms per department policy
    - 1. Inspection by range staff for proper functionality and cleanliness
  - B. Introduction to Glock 17 Gen 5 handgun
    - 1. Similarities and differences in functionality from the previously issued Glock Gen 4
    - 2. Discuss ammunition.
      - a. Capacity of magazines and ballistics of 9mm and 40 cal.
    - 3. Discuss reduced felt recoil of the Glock 17
    - 4. Ammunition Improvements
- III. Long Gun Range**

- A. Two point adjustable sling introduction
  - 1. Installation
  - 2. Shotgun and rifle sling techniques
- B. Firing Exercise One: Barricade/Transition-Shotgun Course (9 rounds)
  - 1. Student will engage multiple targets/threat from position of cover/barricade, utilizing the patrol shotgun
  - 2. Student will also transition to handgun and engage target/threat from position of cover/barricade
  - 3. During course of fire, student will demonstrate proper techniques for transitioning between weapon platforms and demonstrate proper manipulation of each weapon, including reloading
- C. Firing Exercise Two: Barricade/Transition-Rifle (11 rounds)
  - 1. Student will engage multiple targets/threats from position of cover/barricade, utilizing the patrol rifle
  - 2. During the course of fire, student will demonstrate proper techniques for transitioning between weapons platforms and demonstrate proper manipulation of each weapon, including reloading

#### **IV. Handgun Range**

- A. Firing exercise (75 rounds, 1 hour)
  - 1. Firing Exercise One: Dot Drill (15 rounds)
    - a. 03 yard line with all three magazines loaded with training ammunition and 5 inert rounds staggered in each
    - b. Firing sequence at the 03 yard line. Try and place all 3 rounds in a selected circle on the target
    - c. 03 rounds- remain on target, assess, scan, and low ready
    - d. 03 rounds- remain on target, assess and scan
    - e. 03 rounds- remain on target, assess and scan
    - f. 03 rounds- remain on target, assess and scan
    - g. 03 rounds- remain on target, assess and scan
  - 2. Firing Exercise Two: DOT Drill (10 rounds)
    - a. Students will be on target sighted in and ready to shoot
    - b. Instructor will give the command to fire at an interval between 3 and 10 seconds
    - c. Students will reset after each shot to the point prior to the fall of the hammer
  - 3. Firing Exercise Three: Dot Drill (15 rounds)
    - a. Repeat above firing sequence at the 5 yard line. Try to place all 3 rounds in a selected circle on target. Three magazines loaded with training ammunition and 5 inert rounds staggered in each
  - 4. Firing Exercise Four: Dot Drill (10 rounds)
    - a. Students will be on target, sighted in and ready to shoot
    - b. Instructor will give the command to fire at an interval between 3 and 10 seconds
    - c. Students will reset after each shot to the point prior to the fall of the hammer

5. Firing Exercise Three: Dot Drill (15 rounds)
    - a. Repeat above firing sequence at the 10 yard line. Try to place all 3 rounds in the center of the target. Three magazines loaded with training ammunition and 5 inert rounds staggered in each
  6. Consistency Drill: Three yard Line (24 rounds)
    - a. Students will be instructed on course of fire
    - b. Drill will consist of engaging target with one inch circles and two inch circles
    - c. One inch circle equals one rounds, two inch circles equals two rounds
    - d. Students will have twenty-four seconds to complete course of fire on designated target
- B. Firing Exercise Four: Steel Plate: (30 rounds)
1. One dulling Tree steel target stand with stands and holders - 3 randomly loaded magazines
  2. 15 yard line, two deputies at a time shoot at the dulling tree in an attempt to get all six plates to a designated side
- C. Incapacitated/Support hand Pistol Exercise dry fire.
1. Instructor will show and demonstrate the proper sequence of drawing firearm from the Level II duty holster, safely acquiring the master grip and getting the firearm properly aimed on target with the support hand only while initiating dynamic movement
  2. Students will practice the proper sequence of drawing a firearm from duty holster safely and getting the firearm properly aimed on target with their support hand only from a static position and while initiating movement
    - a. 5 reps at slow speed
    - b. 5 reps at intermediate speed
    - c. 5 reps at high speed
    - d. 5 reps at high speed with movement
  3. Students will practice and demonstrate the proper sequence of ejecting an empty magazine, acquiring and inserting a fresh magazine, charging the firearm and getting the firearm back on target and firing single and multiple shots with the secondary hand only from a static position and while initiating dynamic movement; instructor will check students individually for correct positioning and movement and make needed adjustments
    - a. 5 reps slow speed
    - b. 5 reps intermediate speed
    - c. 5 reps high speed
    - d. 5 reps high speed with dynamic movement
  4. Students will practice and demonstrate the proper sequence of ejecting an empty magazine, acquiring and inserting a fresh magazine, charging the firearm and getting the firearm back on target and firing single and multiple shots with the secondary hand only from a static position and while initiating dynamic movement;

instructor will check students individually for correct positioning and movement and make needed adjustments

- a. 5 rounds slow speed
- b. 5 rounds intermediate speed
- c. 5 rounds high speed
- d. 5 rounds high speed with dynamic movement

D. Department Qualification

1. Respective issued duty weapons
2. 3 yard Line (6 rounds)
  - a. Shooting will start and end on whistle command
  - b. 3 rounds strong hand 4 sec
  - c. 3 rounds support hand 5 sec
2. 5 yard Line (6 rounds)
  - a. Shooting will start and end on whistle command
  - b. 3 rounds two hand shooting 5 sec
  - c. 3 rounds two hand shooting 5 sec
3. 7 yard Line (6 rounds)
  - a. Shooting will start and end on whistle command
  - b. 6 rounds two hand shooting 15 sec
  - c. Includes emergency magazine change
4. 10 yard Line Barricade (6 rounds)
  - a. Shooting will start and end on whistle command
  - b. 3 rounds standing to the right of barricade
  - c. 3 rounds standing to the left of barricade
  - d. total 18 sec
5. 15 yard line (6 rounds)
  - a. Shooting will start and end on whistle command
  - b. 6 rounds two hand shooting 20 sec

**San Diego County Sheriff's Department**  
**Continued Professional Training**  
**2019-2020**  
**Perishable Skills Program**  
**Emergency Vehicle Operations (Category II)**

**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: psychomotor aspects, judgment/decision making in driving, agency policies, driving attitudes, scenario practices, and testing to determine effectiveness of learning.

The course consists of hands-on practical Driver Training/Awareness for in-service deputies.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**DRIVER TRAINING/ AWARENESS**

Minimum Topics/Exercises:

- a. Training Philosophy
- b. Legal, policy, and moral issues
- c. Defensive driving
- d. Vehicle dynamics
- e. Behind the wheel exercises

**COURSE OBJECTIVES:**

- I. Demonstrate knowledge of Driver Training/Awareness skills and techniques
- II. Demonstrate a minimum standard of psychomotor skills in every technique and exercise to include:
  - A. Legal, policy, and moral issues

- B. Judgment
- C. Decision making
- D. Defensive driving
- E. Basic driving principles
- F. Vehicle dynamics

**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.**

## **EXPANDED COURSE OUTLINE**

- |            |                                                                                                                                                                                                                                                                                                                                                                                            |               |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>I.</b>  | <b>Training Philosophy (Lecture)</b>                                                                                                                                                                                                                                                                                                                                                       | <b>II (b)</b> |
|            | A. Increase officer survival and public safety <ul style="list-style-type: none"> <li>1. Line of duty deaths</li> <li>2. Officer Down Memorial Page</li> <li>3. "Below 100"             <ul style="list-style-type: none"> <li>a. Wear your seatbelt</li> <li>b. Wear your vest</li> <li>c. Slow down</li> <li>d. Clear intersections</li> <li>e. Complacency kills</li> </ul> </li> </ul> |               |
|            | B. Increase awareness as a driver <ul style="list-style-type: none"> <li>1. Collision statistics</li> <li>2. Changing the mindset</li> </ul>                                                                                                                                                                                                                                               |               |
| <b>II.</b> | <b>Legal, Policy, and Moral Issues (Lecture)</b>                                                                                                                                                                                                                                                                                                                                           | <b>II (b)</b> |
|            | A. 21052 California Vehicle Code <ul style="list-style-type: none"> <li>1. All employees, except as authorized by 21055 CVC, are required to operate their vehicles in accordance with all state laws.</li> </ul>                                                                                                                                                                          |               |
|            | B. 20155 California Vehicle Code <ul style="list-style-type: none"> <li>1. Provides that the driver of an authorized emergency vehicle is exempt. This limited exemption is only in effect when the following conditions are met:             <ul style="list-style-type: none"> <li>a. Fire</li> <li>b. Emergency Response</li> <li>c. Rescue</li> <li>d. Pursuit</li> </ul> </li> </ul>  |               |
|            | C. Deputies operating emergency vehicles Code 3 SHALL <ul style="list-style-type: none"> <li>1. Continually sound the siren AND utilize all emergency lights             <ul style="list-style-type: none"> <li>a. When disregarding traffic control devices or other vehicle code regulations</li> </ul> </li> </ul>                                                                      |               |
|            | D. Deputies operating Code 3 SHALL exercise caution <ul style="list-style-type: none"> <li>1. When proceeding through red lights and stop signs</li> <li>2. In certain situations such as:             <ul style="list-style-type: none"> <li>a. Congested intersections</li> </ul> </li> </ul>                                                                                            |               |



- b. Inclement weather
  - c. Hours of darkness
  - d. Area with decreased, obscured, or limited visibility
- E. Intersections
  - 1. Clear each traffic lane one by one
  - 2. May be necessary to come to a complete stop before proceeding
- F. Drive with due regard for the safety of all persons using the highway
  - 1. Deputies are NOT protected when their unreasonable or negligent acts of driving imperil others.
  - 2. Deputies may be held liable for deaths, injuries, and damages caused by negligent emergency vehicle operation.
- G. Lawsuits
  - 1. Summary of department major lawsuits
  - 2. Department settlements
- H. Disciplinary action
  - 1. Promotability score
  - 2. Loss of specialized assignment
- I. Monetary losses and injuries
  - 1. Potential loss of personal income
  - 2. Lasting injury, medical retirement, and death
- J. Vehicle and equipment loss
  - 1. Damage to department vehicle
  - 2. Cost to replace
  - 3. Irreplaceable vehicles
    - a. Specialized investigative units
    - b. Emergency planning
    - c. Special Enforcement Detail

**III. Defensive Driving (Lecture, Practical Application, Demo III-VIII)**

**II (c,e)**

- A. Collision avoidance
  - 1. :15 second eye lead
  - 2. Three second following distance
  - 3. Safe area around all side of the vehicle
  - 4. Anticipate others actions
  - 5. Look through turns
- B. Backing/parking
  - 1. Check area behind vehicle before entering
  - 2. Backing techniques
    - a. Looking over the shoulder
    - b. Mirrors
    - c. Cameras and sensors
  - 3. Maximize vision
  - 4. Minimize backing
- C. Intersection analysis
  - 1. Begins before entering the intersection
  - 2. Scan intersection (left, center, right, left)
  - 3. As early and as far as possible

4. Identify hazardous areas and prepare for them
  - a. Slow or stop
  - b. Clear intersections lane by lane
- D. Safe driving tactics
  1. Hand positioning on steering wheel
    - a. Ten & two is outdated
    - b. Eight & four is best practice
  2. Radio use
    - a. Use while driving in a straight line
    - b. Not during turns or in intersections
    - c. Use as sparingly
    - d. Stay calm and speak clearly
    - e. Records documentation of activities
  3. Mobile Data Computer (MDC)
    - a. Use extreme caution
    - b. Refrain from use while vehicle is in motion

#### **IV. Vehicle Dynamics**

**II (c,e)**

- A. Rear wheel cheat
  1. Rear wheels track to inside of turn
  2. As great as three feet in Crown Victoria
  3. Take turn wider to prevent striking objects at apex
  4. i.e. Semi-trucks and busses
- B. Front end swing
  1. While backing front end turns in opposite direction
  2. As great as five feet in Crown Victoria
  3. i.e. collisions in parking stalls, garages, and carports
- C. Apexing turns
  1. Most efficient method of corning at speed
  2. High-low-high
  3. i.e. NASCAR drivers
- D. Oversteer
  1. Loss of traction in rear tires
  2. Caused by:
    - a. Excessive speed in turn
    - b. Sudden/excessive steering input
  3. Decrease speed prior to turn
  4. Steer in direction of skid
  5. Avoid braking while in turn
- E. Understeer
  1. Loss of traction in front wheels while turning
  2. Typically when entering turn too fast
  3. Vehicle "plows" in a straight line
  4. Decrease speed prior to turn

#### **V. Driving Exercises (Option 1) (Practical Application)**

**II (a,b,c,d,e)**

- A. Slow speed vehicle operations

1. Parallel parking
  2. Off-set lanes forward/backward
  3. Chicane
  4. Y-box
  5. Collision avoidance obstacle
- B. Pursuit driving
1. Pursuing suspect vehicle
  2. Intersection clearing
    - a. Distraction vehicle
    - b. Slow down
    - c. Stop if necessary
  3. Passing uninvolved motorists during pursuit
    - a. Distraction vehicle
    - b. Off-set so driver can see lights
    - c. Safely pass when they yield
  4. Road hazards
    - a. Pot holes
    - b. Changing road surfaces
    - c. Objects in roadway
  5. Termination

**VI. Driving Exercises (Option 2)  
(Simulators)**

**II (a,b,c,d,e)**

- A. Orientation
1. How system works
  2. FAAC, L-3, DORON System
  3. Simulator Adaptation Syndrome SAS (motion sickness)
  4. Symptoms of SAS, don't let it become detractor from training
    - a. Disorientation
    - b. Dizziness
    - c. Sweating
    - d. Eye strain
    - e. Vertigo
    - f. Blurred vision
    - g. Headaches
    - h. Nausea
  5. There are several way to combat SAS
    - a. Students may have their own way to help with motion sickness if they know they are prone to getting it
    - b. Turn on fans
    - c. Place one foot out of the simulator and onto the ground
    - d. Use of Dramamine
- B. Traffic Stops
1. Review
  2. Critique
  3. Discuss
- C. Emergency Response
1. Review

2. Critique

3. Discuss

D. Pursuits

1. Review

2. Critique

3. Discuss

**San Diego County Sheriff's Department**  
**Continued Professional Training**  
**2019-2020**  
**Perishable Skills Program**  
**Mobile Field Force/ Civil Unrest**

**COURSE GOAL:**

The course will provide the student with structure, tactics, formations and responsibilities to successfully conduct Mobile Field Force (MFF) operations during civil unrest or riots. The course will additionally teach students how to tactically don and doff their gas masks.

The course consists of lecture and hands-on practical application of lectured topics.

Passive students not involved in training are separated and put in a designated area and supervised by an instructor not involved in that evolution.

**MOBILE FIELD FORCE (MFF) and CIVIL UNREST**

Minimum Topics/Exercises:

- a. Check In
- b. Laws regarding civil unrest
- c. Formations
- d. Gas Mask Procedures
- e. Force options
- f. Crowd control

**COURSE OBJECTIVES:**

- I. Understand and demonstrate responsibilities of law enforcement personnel in regards to civil unrest.
- II. Understand applicable laws regarding civil unrest.
- III. Understand MFF concepts.
- IV. Understand and demonstrate MFF structure and formations.
- V. Demonstrate proper employment of force options and when to employ those options.
- VI. Understand use of gas mask and demonstrate proper use.

**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.**

## EXPANDED COURSE OUTLINE

- I. Mobile Field Force (MFF) Tactics** **I,II,III,IV(b,f)**  
**(Classroom PowerPoint)**
- A. Overview of Mobile Field Force
    - 1. Originated in Florida
    - 2. Established in San Diego in 1993
    - 3. Established statewide in California in 1997
    - 4. Organized, disciplined, rapid response force
    - 5. Check in procedures
  - B. Basic makeup of MFF
    - 1. Squad
    - 2. Squad leader (sergeant)
    - 3. Linebackers
    - 4. Apex
    - 5. Assistant apex
    - 6. Squad members
    - 7. Platoon
    - 8. Platoon lieutenant and sergeant
    - 9. 4 squads
    - 10. 2 canines
    - 11. Munitions team
    - 12. Company
    - 13. 2 platoons
    - 14. Company commander (captain)
    - 15. Roles and responsibilities of individual positions
  - C. Equipment considerations
  - D. Logistics
    - 1. Check in
  - E. Missions
    - 1. Clearly defined
    - 2. Communicated to everyone
    - 3. Enforcement posture
  - F. Crowd composition
    - 1. Types of crowds
    - 2. Group psychological factors
    - 3. Phases of crowd development
  - G. Dispersal order
    - 1. 726 PC
    - 2. Multiple announcements, amplified
    - 3. Appropriate language
- II. Formations** **I,III,IV,V(c)**  
**(Classroom PowerPoint/ Practical Application)**
- A. Falling in
  - B. Column of two
    - 1. Fall in to a column of two

- a. Apex
- b. Apex assist
- c. Linebackers
- C. Single column
  - 1. Column of two to a single column
- D. Skirmish line
  - 1. Traditional
  - 2. Non traditional
  - 3. Column of two to a skirmish line
- E. Wedge
- F. Crossbow
  - 1. Left
  - 2. Right
  - 3. Middle
- G. Roll-out
- H. Platoon formations
- I. Squad relief
- J. Arrest/Rescue circle

### **III. Less Lethal Munitions Refresher**

- A. Review Less Lethal Shotgun
  - 1. Munitions
  - 2. Distances (0-50ft)
  - 3. Target Areas
  - 4. Level of Force
  - 5. Use in MFF
- B. Review Pepperball
  - 1. SA-200 VS FT-12
  - 2. Munitions
  - 3. Distances (Targeting 0-60ft) (Saturation 3-150ft)
  - 4. Target Areas
  - 5. Level of Force
  - 6. Use in MFF
- C. Discuss Special Enforcement Detail (SED) Munitions
  - 1. 40mm Sponge Rounds
  - 2. Han-Ball
  - 3. Sting Ball
- D. Get online and deploy 3 training flash bangs
  - 1. Informs deputies of the process of employing less than lethal munitions in a crowd
  - 2. Allows deputies to experience what it may sound like when SED deploys Less than Lethal munitions in a crowd

### **IV. Formation Practical Application**

**I,III,IV,V(a,c,e,f)**

- A. MFF scenario
- B. 2 squads (12 deputies per squad)
  - 1. Sergeant leads each squad in formation drills
  - 2. IC will relay orders to Sergeants via radio

- C. Squads will have several objectives
  - 1. Contain the protest crowd
  - 2. Move protest crowd out of the area using formations and teamwork
    - a. Column of two
    - b. Skirmish line
    - c. Crossbow
    - d. Arrest/Rescue circle
  - 3. React accordingly to agitators when necessary
    - a. Give dispersal order as necessary
    - b. Refusal to leave (sitting protesters with arms linked)
      - 1) Skirmish line
      - 2) Arrest/Rescue circle
      - 3) Pressure points
      - 4) Control holds to cuffing
    - c. Throwing objects (Rocks, Bricks, Bottles, etc.)
      - 1) Employ less than lethal munitions
      - 2) Arrest/Rescue circle
      - 3) Affect arrest
    - d. Physical fight amongst protesters
      - 1) Employ less than lethal munitions
      - 2) Arrest/Rescue circle
      - 3) Affect arrest
    - e. Primary agitators
      - 1) Arrest/Rescue circle
      - 2) Affect arrest

**V. Gas Mask Procedures**

**VI(d)**

- A. Tactical donning and doffing procedures
  - 1. Linebackers count ones and twos
  - 2. Systematic donning
    - a. Ones kneel behind twos
    - b. Helmet placed top-up on the ground
    - c. Ones recover on command of the quad leader
    - d. Repeat steps for Twos
- B. Mask test
  - 1. Ensure mask fits properly
  - 2. Conduct negative pressure test
  - 3. Ensure filtering canister is attached
- C. Gas exposure
  - 1. Tests mask
  - 2. Builds confidence