

San Diego Sheriff's Department
Rifle Instructor Course Outline

DAY 1

INITIAL QUALIFICATION WITH RIFLE

I. PROFICIENCY DETERMINATION

- A. Students will shoot a course of fire to determine proficiency
 - 1. As stated in the pre-course email

TECHNIQUES OF TEACHING

I. TYPES OF LEARNING

- A. Visual
 - 1. Watches body language and facial expressions
 - 2. Learns best from visual displays.
 - a. Diagrams
 - b. Videos
 - c. Flipcharts
 - d. Handouts
 - e. Powerpoint tutorial
- B. Auditory
 - 1. Listens attentively to lectures
 - 2. Participates in discussions
 - 3. Talks things through and listens to others
 - 4. Written information may have little information until it is heard
- C. Tactile/Kinesthetic
 - 1. Learns best by hands-on approach
 - a. Moving
 - b. Doing
 - c. Touching
 - 2. Needs to be physically involved
 - 3. May find it difficult to sit for long periods

II. Principles of Adult Learning

- A. Involvement
 - 1. Use learners to help establish goals/objectives
 - 2. Encourage learner participation

- B. Create a climate of respect
 - 1. Should encourage and support learning
 - 2. Enhance learner self esteem
 - 3. Non-threatening
 - 4. Supports experimentation
 - 5. Recognize and use different learning styles
 - 6. Not necessarily free of conflict, but conflicts are handled in ways that challenge learners to accept new perspectives

- C. Encourage collaboration
 - 1. Learning is a cooperative effort
 - 2. Instructors/learners are interchangeable
 - 3. Draws upon each persons knowledge

- D. Include and build on learners experience
 - 1. Draw out experience as a resource
 - 2. Learning often results from life tasks/problems

- E. Foster critical thinking
 - 1. Don't require finalized answers and closure
 - 2. Tolerate uncertainty, inconsistency and diversity
 - 3. Promote question asking as well as answering
 - 4. Promote problem finding as well as problem solving

- F. Integrate learners issues
 - 1. Solicit real problems for solving from learners involved
 - 2. Develops skill for real life situations

- G. Use small group learning activities
 - 1. Promotes teamwork
 - 2. Encourages cooperation/collaboration
 - 3. Emphasizes importance of learning from peers

- H. Encourage self directed learning
 - 1. Learners may be accustomed to instructor directed activities
 - 2. Empowers learners for further growth outside of formal learning setting

I. LEARNING CONCEPTS

A. R.I.D.E.M.

1. Relevance
 - a. Is the learning of some value to the learner?
 - b. Does it relate directly to them?
2. Involvement
 - a. Does the learning involve the learner?
 - b. Are you instructing “to” them or learning “with” them?
 - c. Is their input solicited?
3. Discovery
 - a. Is there an “Aha!” moment?
 - b. Do they suddenly realize that they are learning?
4. Experience
 - a. Does the learning draw upon the learner’s experience?
 - b. Is the instructor guided by their input?
5. Modeling
 - a. Is the instructor demonstrating the desired learning?

COURSE OF FIRE/ TEAMS ASSIGNED

1. Class is divided into teams
2. On Day 4, assigned teams will present their courses of fire

I. General Policy and Procedures for Deadly Force

1. In defense of human life.
2. In defense of any person in danger of death or serious bodily harm
3. Apprehend a felony suspect, if that felony involves death or serious injury
 - a. Or if officer believes that if the suspect is allowed to escape he or she poses a serious threat of causing death or serious bodily harm to others.

II. CA State Law Regarding Deadly Force

1. Peace officers may use that force necessary to make an arrest.
2. Officer need not retreat or desist in his efforts if force is met.
3. Peace officer does not lose the right to self-defense should force be met.
4. Peace officer should not be deemed the aggressor or lose the right to self-defense by use of reasonable force to make an arrest, prevent escape, or overcome resistance

RANGE MANAGEMENT

I. PRE-PLANNING

1. Equipment needed
2. Range capabilities
3. Safety issues
4. Courses of fire.
5. Classrooms

II. TRAINING ENVIRONMENT

1. Range meets your training requirements?
 - a. Types of firearms allowed.
 - b. Firing distances.
 - c. Hours of operations/dim light?
 - d. Facilities/restrooms.
2. Operational requirements?
 - a. Staffing needs.
 - b. Equipment.
3. Target considerations
 - a. Distances.
 - b. Boundaries.
 - c. Backdrop.
 - d. Hazards.
4. Target designs
 - a. Paper
 - b. Steel
 - c. Others.
5. Lighting for...
 - a. Targets
 - b. Shooters
6. Lighting powered by
 - a. Facility electricity
 - b. Battery

7. Communications
 - a. Voice.
 - b. PA system
 - c. Megaphone

III. RANGE HAZARDS

1. Walkways
 - a. Cords
 - b. Clutter
 - c. Supports
 - d. Equipment
 - e. People
2. Environmental
 - a. Cold weather/hypothermia
 - b. Hot weather/dehydration
3. Animals
 - a. Snakes
 - b. Coyotes
 - c. Stinging insects

IV. PERSONAL PROTECTION

1. Hearing
 - a. Plugs
 - b. Muffs
2. Eye
 - a. Wrap around
 - b. Tinted or non
 - c. Shatter resistant
3. Head gear (optional)
 - a. Hats for protection from sun or rain
 - b. Also against ejected cartridge casings

VI. OPERATIONAL SAFETY

1. Staffing
 - a. Range policy.
 - b. Department/agency policy
2. Communications
 - a. Radios
 - b. Cell phones
 - c. Flags
 - d. Signs
 - e. Lights

3. Cleaning area
 - a. Firearms cleared and inspected
 - b. Ventilated area due to solvents
 - c. Devoid of ammunition
 - d. Hand washing facilities
4. Classroom safety
 - a. Any firearm brought into the classroom must be inspected prior
 - b. NO AMMUNITION IN CLASSROOM

VIII. SAFETY BRIEFINGS

1. Written safety brief
 - a. Have participants sign and return
 - b. Provide second copy for participant to retain
2. Medical emergencies
 - a. Treatment on scene.
 - b. Transportation
 - c. Inform participants of emergency procedures

IX. RANGE COMMANDS

1. Negative range commands
 - d. Respond only when not in compliance
3. Positive range commands
 - a. Responses from compliant participants
4. Verbiage and signals
 - a. Ensure uniformity in instructor range commands
 - b. Ensure uniformity in instructors' use of nomenclature

X. RIFLE CONDITIONS

1. Safe
 - a. Safety activated
 - b. Magazine removed
 - c. Bolt carrier locked open
 - d. Visually & physically inspected
 - e. Carried slung with barrel down
2. Patrol ready
 - a. Made safe (above)
 - b. Point in a safe direction
 - c. Close bolt on empty chamber
 - d. Decock by pulling the trigger
 - e. Insert loaded magazine
3. Charging weapons
 - a. Pointed down range
 - b. From "Patrol ready"

XI. CEASE FIRE

Indicated problem on the range

1. Course of fire has ended
2. Participants are to cease fire immediately
3. Activate safety
4. Wait for further instruction

RIFLE CHARACTERISTICS

I. Cycle of operations

Cocking

1. Feeding
2. Chambering
3. Locking
4. Firing
5. Unlocking
6. Extracting
7. Ejecting

II. Gas operated

1. Gas is bled from the barrel to the gas key
2. Bolt is forced back from gas pressure
3. Pressure is eased, buffer sends bolt forward

III. Nomenclature

1. External
2. Internal

IV. Zeroing and sighting

1. Mechanical zero
 - a. Known sight setting
2. True zero
 - a. Point of aim, point of impact at a known distance
3. Data books
 - a. Used for courts
 - b. Reference

VI. Maintenance and cleaning

1. Disassembly
2. Cleaning/maintenance
3. Reassembly
4. Function check

DAY 2

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Shooting Drills

I. POSITIONAL SHOOTING (STUDENTS COACHING)

1. Equipment needed
 - a. Rifle
 - b. 2 magazines
 - c. 40 rounds .223 rifle ammunition
 - d. Personal duty equipment (leather, handgun, eye/ear protection)
2. Class will break into two relays
 - a. 1st relay will shoot, 2nd relay will coach
 - b. 25 yard line
 - c. 5 minutes to fire 5 rounds from each magazine, with magazine change
 - d. Shooter will fire ten rounds for each of the 4 shooting positions
 - e. Coach will critique positions and inspect targets
 - f. Switch, 1st relay coaches, 2nd relay shoots
 - g. Repeat above sequence

II. IMMEDIATE ACTION (STUDENTS COACHING)

1. Equipment needed
 - a. 2 magazines
 - b. 20 live rifle rounds
 - c. 4 inert "dummy" rounds
2. Range exercise
 - a. Coaches have students load each magazine with 5 live rounds and 2 inert rounds
 - b. Coaches instruct "tap, rack, assess"
 - c. Coaches have students fire 5 live rounds from each magazine
 - d. Students conduct "immediate action" with every failure to fire
 - e. Repeat
 - f. Coach/student switch roles

RIFLE OPERATIONS

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II. STOPPAGE/MALFUNCTIONS

1. Stoppage defined as unintentional interruption of cycle of operation of the rifle
 - a. Failure to feed cartridge
 - b. Failure to chamber cartridge
 - c. Failure to lock the bolt
 - d. Failure to fire
 - e. Failure to unlock bolt
 - f. Failure to extract fired casing from the chamber
 - g. Failure to eject fired casing from the chamber
 - h. Failure to cock the hammer

2. Malfunctions defined as unexplained stopping of fire due to mechanical failure of the rifle, magazine or ammunition
 - a. Broken gas rings
 - b. Broken trigger group
 - c. Broken extractor
 - d. Damaged Magazines
 - e. Faulty disconnecter causing full auto fire when set to semi
 - f. Faulty ammunition
 - g. Insufficient lubrication causing rifle to “seize up”

3. IMMEDIATE ACTION DUE TO FAILURE TO FIRE
 - a. TAP the magazine
 - b. RACK or work the action of the rifle, ejecting the chambered round
 - c. REASSESS the situation, fire if necessary

4. FAILURE OF IMMEDIATE ACTION TO CORRECT THE PROBLEM

- a. Transition to sidearm, lowering rifle to your support side
- b. Return fire with handgun if necessary
- c. Move to cover and holster if practical
- d. Lock the bolt to the rear
- e. Rip magazine from the rifle
- f. Rack the bolt at least twice, checking for obstructions
- g. Reinsert that magazine if it is working or insert another magazine
- h. Depress bolt catch to chamber a new round
- i. Reassess and fire if necessary

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IV. FUNCTION CHECK

1. After cleaning and assembly of the rifle, it should be checked to ensure it is in proper working order on each of it's settings
 - a. Safe
 - b. Semi or fire
 - c. Auto or "burst" if applicable
2. Function check with selector in the safe position
 - a. Set rifle to Safe
 - b. Cock by pulling charging handle to rear and release it
 - c. Pull the trigger. Trigger should not trip the hammer
3. Function check with selector in the semi-automatic or fire position
 - a. Cock by pulling charging handle to rear and release it
 - b. Pull trigger. You should hear a loud click as the hammer falls
 - c. Keep trigger pulled to the rear and recock
 - d. Release the trigger. You should hear a light click as the hammer is released from the disconnect. This is called "trigger reset"
 - e. Pull the trigger. You should hear a loud click as the hammer falls

4. Function check with selector in the auto or burst position
 - a. Cock by pulling and releasing the charging handle
 - b. Pull trigger. You should hear a loud click
 - c. Keep trigger pulled to the rear and recock the rifle
 - d. Release the trigger. No click should be heard
 - e. Pull the trigger. No click should be heard

V. OPTIONAL SLING CARRY

1. It may be necessary to carry the rifle for a period of time prior to putting it back in the vehicle.
 - a. Rifle should be slung, muzzle down, rifle to the rear on the side opposite your handgun.

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USE OF FORCE OPTIONS

I. FORCE OPTIONS

1. Verbal

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2. Pain compliance

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3. Chemical agents

a. Various means of delivery

- i. Shotgun
- ii. Pepperball
- iii. Spray

[REDACTED]

4. Impact weapons

- a. Baton
- b. Flashlight
- c. Personal body weapons
- d. Less lethal (bean bag shotgun deployment)

5. Canine

[REDACTED]

6. Lethal Force Alternatives

a. Handgun

[REDACTED]

b. Shotgun

- i. Buckshot
- ii. Slug

iii. Chemical agent delivery

[REDACTED]

c. Pistol Caliber Carbine

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d. Patrol Rifle (.223)

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e. Long Range Rifle

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7. Considerations

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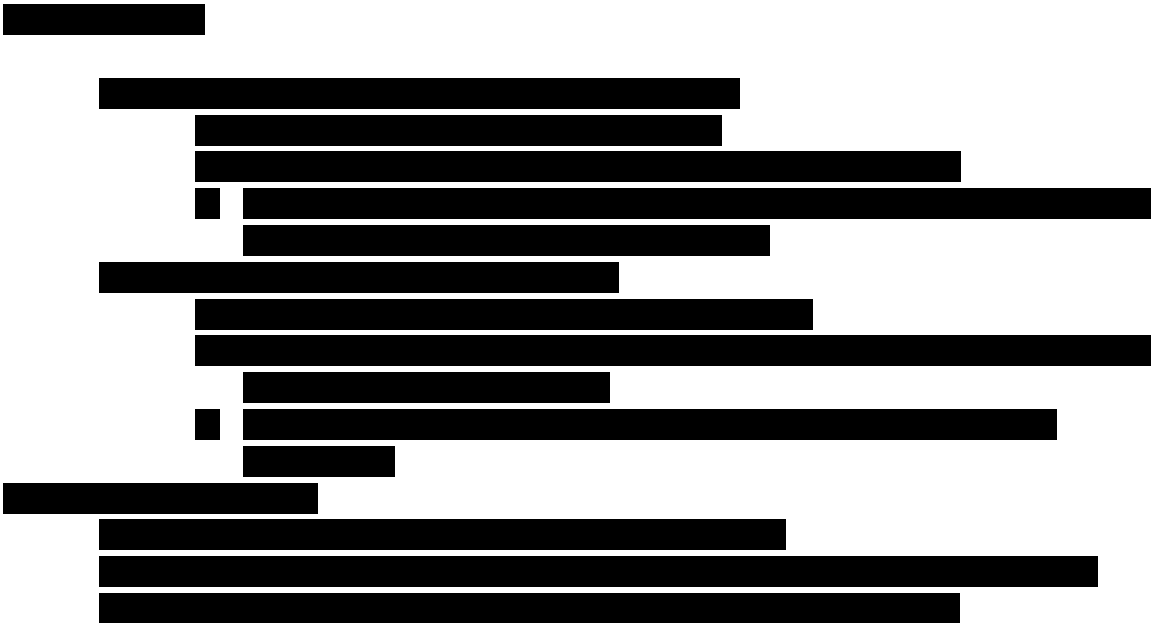
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Day 4

I. STUDENT/COACH DEMONSTRATIONS

1. Student/coaches will individually demonstrate the following to each other
 - a. Rifle function checks
 - b. Patrol ready for the patrol rifle
 - c. External/interior riflenomenclature
 - d. Proper rifle cleaning procedures
2. 100 yard rifle zero (students coaching)
3. Equipment needed
 - a. 20 rounds .223 rifle ammunition
 - b. 2 rifle magazines
 - c. Personal protective gear
4. Students will coach each other in 100 yard rifle zeroing techniques
5. At 100 yards, the coach will show the student how to record the changes made from “Mechanical Zero”
6. After firing 5 groups of four rounds each, the shooters/coaches will switch
7. Adjustments are made after each four round grouping, if necessary

- a. Make rifle safe after each grouping
- b. Make rifle patrol ready again after adjustments AS A GROUP

I. RANGE EXERCISES

1. Staff presenting two courses of fire.
Student teams present their courses of fire to the class

Day 5

I. Student presentations

1. Students present individual assigned presentations
2. Staff will collect lesson plans
3. Students should incorporate PowerPoint

II. Written Exam

1. Students facilitate the exam

III. Remedial /Maintenance