P.O.S.T. Certified Rifle Instructors Course: 40 hours

Course Certification number: 4690-31801-

Revised: January 21, 2020

RIC instructors are generally assigned from the SDSD, RBC regionalized cadre at the SDRPSTI and / or local allied agencies. Most of the RIC 'cadre' meet the AICP/AICC and or equivalency requirements. All RIC instructors employed for this course meet POST regulations 1070 a /b.

COURSE DESCRIPTION AND PURPOSE

A forty hour (40) course designed to train the participants to teach long gun (rifle) operations to law enforcement personnel. Instruction analyzes and organizes concepts of legal issues, performance evaluations, gun handing, gun fighting, range management, firearms safety, tactics, vicarious liability, training design, methods of instruction, development of training, writing lesson plans/outlines and presentation strategies (adult learning concepts).

REOUISITES

Pre-Course work is assigned.

Participants must pass a rifle marksmanship qualification to remain enrolled in the course.

COURSE OBJECTIVES

Upon successful completion of all course work the participant will:

- (1) Teach and demonstrate firearms safety practices
- (2) Adhere to and practice range safety procedures
- (3) Create a small arms/long gun course of fire, safely present the course and revise as needed
- (4) Analyze other small arms/ long gun courses of fire and summarize effective training practices
- (5) Develop a 'teaching' outline to the third degree of detail
- (6) Teach the 'developed' outline to other participants in a 'traditional classroom' environment.
- (7) Apply and or demonstrate use of Adult learning concepts (ALC's) when 'teaching' course work
- (8) Select instructional presentation strategies.
- (9) Identify hazards associated with small arms instruction and range operations
- (10) Discuss an emergency response plan that deals with small arms training emergencies
- (11) Explain the importance of accurate record keeping associated with firearms training and testing
- (12) Apply effective/accepted/ best practices that evaluate/ improve small arms marksmanship skills
- (13) Summarize and argue various theories / methodologies/ concepts of law enforcement small arms training
- (14) Close quarter considerations

REQUIRED CONTENT

Commission Regulation 1081

- (1) Firearms Instructor
- (2) Coaching
- (3) Firearms Maintenance
- (4) Fundamentals of Shooting
- (5) Range Preparation
- (6) Tactical Considerations
- (7) Target Analysis
- (8) Use of Force Guidelines
- (9) Adult Learning Concepts
- (10) Legal Issues
- (11) Safety Protocols
- (12) Written/ Oral Demonstration Assessment (in each topic area)

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COURSE OUTLINE AND SCOPE

(The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each presenter/instructor.)

- I. Introduction and overview
 - A. Administrative matters
 - B. Introductions
 - C. Site tour
- II. Safety
 - A. Range management/Emergency planning
 - 1. Type of range
 - a. Indoor
 - b. Outdoor
 - 2. Exact site location know to all participants
 - 3. Closest medical/ trauma unit
 - a. Scripps' Mercy: 435 H Street; Chula Vista, CA 91910; 619-691-7000.
 - 4. Range exercises
 - a. Application of safety
 - b. Management of range exercises
 - c. Identifying hazards
 - d. Presenting tactical and stationary shoots
 - B Equipment required for communications
 - 1. Location of telephones/ Cell phones
 - 2. Portable radios
 - 3. Other
 - C. Personal protection
 - 1. Hearing protection
 - 2. Eye protection
 - 3. Body armor (vests)
 - 4. Sun screen
 - 5. Clothing/footwear/hat
 - D. Lead as a health hazard
 - 1. Wash hands prior to smoking/eating
 - 2. Clothing considerations
 - 3. Lead management plan
 - E. Emergency equipment and emergency planning for all injuries
 - 1. Anticipate any injury
 - 2. Rehearse emergencies
- III. Range operations
 - A. Ensuring a safe training environment
 - B. Management of range exercises
 - C. Identifying hazards
 - D. Presenting' tactical and 'stationary' shoots

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IV. The Instructor

- A. Define Role
 - 1. Teacher
 - 2. Coach
 - 3. Mentor
- B. Define duties
 - 1. Safety
 - 2. Ensure officer has required equipment
 - 3. Correct marksmanship errors
 - 4. Documentation when applicable/necessary

V. AR-15 Style Rifle

- A. Nomenclature
 - 1. Detailed breakdown of rifle
- B. Maintenance
 - 1. Field strip rifle
 - 2. Cleaning
 - 3. Reassembly
 - 4. Functions check

VI. Fundamentals of Marksmanship

- A. Long gun sighted shooting- two hand operation
 - 1. Grip
 - 2. Stance
 - 3. Sight alignment
 - 4. Sight picture
 - 5. Trigger control
- B. Long gun one hand operation
 - 1. Sight picture
- VII. Marksmanship: Analysis/ corrections of sighted shooting errors
 - A. Target analysis sighted shooting
 - 1. Pattern recognition
 - 2. Corrective techniques
 - 3. Assessing/watching the shooter
 - 4. Coaching the shooter
 - 5. Dry firing
 - 6. Inert exercises
 - a. Ball & dummy
- VIII. Presentation Techniques (ALC's)
 - a. Techniques and strategies of instruction including public speaking
 - 1. Adult Learning Concepts
 - 2. Learning styles
 - B. Learning Objectives
 - 1. The desired outcome expected of the *learner*
 - 2. Bloom's taxonomy
 - C. Outlines
 - 1. Develop to the third degree of detail (CA. POST)
 - D. Lesson plan development

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- 1. Not an outline
- 2. The detailed 'game plan' (direction) for the Instructor
- E. R.I.D.E.M.
 - i. Relevant
 - ii. Involvement
 - iii. Discovery
 - iv. Experience
 - v. Model
- IX. Building Training from Lessons Learned
 - a. Case Studies
 - i. Review applicable case studies
 - b. Conduct a Training Needs Assessment (TNA)
 - i. Keep the TNA brief
 - ii. Resource and equipment
 - c. Build a 'network' of Subject Matter Experts (SME's)
 - i. Encourage Students exchange contact information
- X. Designing Training- Courses of fie
 - A. Courses of fire development
 - 1. Designing a course of fire
 - 2. Instructor preparation
 - 3. Officer preparation
 - 4. Range preparation
 - 5. Identifying hazards
- XI. Target Focused shooting/ Task Oriented Qualifications (TOQ's)
 - A. Using the officers: define Target Focused Shooting
 - 1. Discuss when target focused shooting would most like occur
 - B Discuss Task Oriented Qualifications
 - 1. Discuss the positives and negatives
- XII, Small Arms Wounding Ballistics
 - A. Effects of pistol caliber missiles/ projectiles/ bullets
 - 1. Different types of ammunition
 - B. Effects of long gun caliber missiles/ projectiles/ bullets
 - 1. Rifle missiles/ projectiles/ bullets
 - 2. Shotgun
 - a. buckshot (general rule for spread)
 - b. slug projectile
 - c. other
 - C. Human element (incapacitation)
 - 1. Psychological
 - 2. Physiological
- XIII, Liability Policies
 - A. Civil Liability/ Use of force deadly force
 - 1. Police Officers in Civil Actions
 - 2. Indemnification to Police Officers
 - 3. Civil Liability under State Law
 - 4. Civil Liability under Federal Law
 - B. Criminal Liability/ Use of force-deadly force
 - 1. Criminal Liability under State Law
 - 2. Criminal Liability under Federal Law

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- 3. Statutes Relating to Use of Force
- C. Civil Liability for Negligent Failure to train
 - 1. Vicarious Liability
 - 2. Liability for negligent retention
- D. Train to Department policy
 - 1. Training within agency policy
 - 2. Developing agency policy
 - 3. Procedures for providing small arms instruction

XIV. Response to Resistance/Use of Force

- B. Use of non-deadly and deadly force
 - . Incorporation into training
 - 2. 'Force on Force' Training
- C. Case law
 - 1. Tennessee vs Garner
 - 2. Graham vs Conner

XV. Record Keeping

- A. Importance of documentation when training and testing
 - 1. Retention of training/testing records
 - 2. Documentation of personnel who do not pass testing
 - 3. Documentation of personnel who do not attend testing

XVI. Dim Light Firing Exercises

- A, How does dim light alter what is seen?
 - 1. Depth perception is diminished
 - 2. Color contrasts become lost
 - 3. Eyes have to adjust to different conditions
- B. Common Shooting Errors in Dim Light
 - 1. Bullet impacts are high
 - 2. Bullet impacts are low
- C. Ways to improve sight in dim lighting
 - 1. Keep sights on target (threat), look to side, look back onto suspect/threat
 - 2. Move sights to lit area, come back onto suspect/threat
 - 3. Blink several times, refocus
 - 4. Mechanical shooting aids

XVII, Coaching Considerations: Effective/accepted/best practices

The Officer/Instructor will 'coach' the class with the primary course instructor providing guidance.

- A. Methods of long gun marksmanship
 - 1. Sighted shooting two hand hold
 - 2. Grip
 - 3. Stance
 - 4. Sight alignment
 - 5. Sight picture
 - 6. Trigger control
- B. Gun handling-manipulations
 - 1. Right hand
 - 2. Left hand
 - 3. One hand
- C. Long gun (shotgun) gun handling- manipulations
 - 1. Left hand operation
 - 2. Right hand operation
 - 3. One hand operation

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- D. Stoppages (pistol and long gun)
 - 1. Clearing strategies- accepted and or best practices
 - 2. Transitions
 - 3. Other options
- E. Close quarter and tactical considerations
 - 1. Considerations
- F Use of flashlights lighting devices with pistols/ long guns
 - 1. Discuss and apply the different methods

XVIII. Range Exercises- courses of fire (varies)

- A. 1. Firing exercises
 - 2. Long guns
 - 3. Transitions
- B. Coaching exercises

The Officer/Instructor will 'coach' the class with the primary course instructor providing guidance.

- . Officers will 'coach' the other class instructors
- 2. Primary class instructor will debrief/mentor the Officer coaching the class
- C. Gun-fighting techniques
 - 1. Present effective methods
 - 2. Follow through
 - 3. Stress inoculation techniques
- D. Gun handling- manipulations (pistol and long gun)
 - 1. Using only the right hand
 - 2. Using only the left hand
- E. Marksmanship
 - 1. Officer/Instructor conducts target analysis
- F. Safety
 - 1. Officer/ Instructor advise of safety protocols
 - 2. Addresses and corrects any safety issues
- G. Tactics
 - 1. Presents effective and or accepted methods
 - 2. Follow through
 - 3. Stress inoculation techniques

XIX, Officer/Instructor 'facilitated' presentations

- a. Review 'outlines' developed to the third degree
 - 1. Ensure content is to the 3rd degree
 - 2. Make / request needed corrections
- b. Facilitation /presentation of topic
 - 1. Traditional 'classroom'
 - 2. Classroom 'Range'
 - 3. Use of R.I.D.E.M. (ALC's)

XX. Testing

- A. Test is in the instructor's manual (workbook)
 - 1. If the '*learner*' has not already completed the test, direct him/her to it and provide one hour for completion
 - 2. Any /all resources can be used to complete the test
 - 3. Reviews and scores

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Remediation for failures 4.

B. Collect test

Concluding activities XXI.

A. Debrief

В Award P.O.S.T. Certificates