

Course Outline

COURSE: JLE 140 DIVISION: 50 ALSO LISTED AS: JLE 140S

TERM EFFECTIVE: Fall 2015 CURRICULUM APPROVAL DATE: 02/23/2014

SHORT TITLE: SWAT

LONG TITLE: Special Weapons and Tactics (SWAT)

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	1.14	20.52
		Lab:	3.4	61.2
		Other:	0	0
		Total:	4.54	81.72

COURSE DESCRIPTION:

This Special Weapons and Tactics (SWAT) course is designed to provide the student with current tactics and techniques associated with planning, entries, searching, and evacuating in high risk police actions. Topics include tactical movements and entries, hostage situations, tactical assaults. Multi-weapon use, sniper tactics, combat tactics, and use of gas masks and other personal protective equipment. This is a pass/no pass course. ADVISORY: JLE 100 or possess POST basic training certificate to qualify for peace officer status.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. describe the importance of physical fitness to make arrests, manage high stress situations and prevent common police ailments

Measure: role playing, demonstration, quiz

PLO:

ILO: 1,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. compare and contrast effective communication skills in combination with arrest and control techniques that will optimize performance and decision making during routine to the high risk situations.

Measure: demonstration

PLO:

ILO: 1, 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. demonstrate tactical combat shooting techniques during live fire exercises.

Measure: demonstration

PLO:

ILO: 2,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

4. select appropriate communications and control options during crimes in progress, high risk situations such as ambushes, snipers and hostages.

Measure: oral, demonstration

PLO:

ILO: 1, 3

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. differentiate routine and felony vehicle stops and apply appropriate safety techniques.

Measure: demonstration

PLO:

ILO: 2, 3, 7

GE-LO:

Year assessed or anticipated year of assessment: 2014

6. demonstrate proper technique and skill using the police baton, firearms, restraining devices

Measure: demonstration

PLO:

ILO: 6, 7

GE-LO:

Year assessed or anticipated year of assessment: 2014

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/23/2014

.5-1 Hours

I. INTRODUCTION – Lecture/Performance

Students will summarize the definition of SWAT.

A. Course objectives and Registration

1. Evaluation and qualification of personnel for special weapons/ tactical teams.
3. Understanding of basic SWAT operations, movement and objectives

B. Definition of SWAT

C. Mission, History and Development of a SWAT

1. Increase the likelihood of safely resolving critical incidents
2. Definition and examples of a critical incident
3. Several incidents occurred in the United States to help to generate this belief and reinforce this need.

4. Terrorist attack on World Trade Center Towers and Pentagon (9-11-01) and NIMS (National Incident Management System)

D. POST SWAT Guidelines – POST Bulletin No. 2005-11 (handout)

Homework: reading assignments

.5-1 Hours

II. PERFORMANCE OF TEAM MEMBERS

Students will examine the Safety Guidelines.

A. Selection and Retention of SWAT Members

1. Selection process must be reasonable, job related and unbiased
2. Minimum requirements are established by agency
3. Criteria includes core skills competency

B. Core Competency Training and Compliance

1. Basic Course completion
2. Departmental Policy fitness criteria
3. Evaluation of member performance
4. Establish core skills, proficiency levels, and policies for failure to comply with competency standards.

C. Training Considerations

1. Importance of ongoing training and the liability connected with the lack of training.
2. Training allows the SWAT officer to stay abreast of new trends, tactics, threats, equipment and technology.
3. Training allows SWAT members to “gel” as a team
4. Training Safety – Now and Forever
 - a. Safety Guidelines Handout
 - b. Scenario Based Training
 - c. Realistic
 - d. Force on Force (Simunitions)
 - e. Desk Top Exercises
 - f. Simulators
5. Initial and Recurrent Training Requirements

D. Evaluate Equipment/New Technologies

Homework: reading assignment

2-4 Hours

III. POLICY ISSUES

Students will list the escalation of force/ levels of force in a class assignment.

- A. Legal Issues/Civil Liability case studies and examples
 - 1. Cases, Actions and Consequences
 - 2. Liability Avoidance
 - 3. Ethics
 - 4. Activation liabilities
- B. Use of Force
 - 1. SWAT Escalation of Force
 - 2. Decision Making Tools
 - 3. Documentation
 - 4. Importance of correct terminology in operations and documentations
- C. Mutual Aid Procedures
 - 1. Activation Requests
 - 2. Multi-Jurisdictional SWAT Operations
 - 3. Issues with multiple teams
- D. Policies and Procedures Comparison and Overview - Three minimum operational components
 - 1. Command and Control Element
 - 2. Containment Element
 - 3. Entry/Apprehension/Rescue Element
- E. Specialized Functions and Supporting Resources
 - 1. Mission and tactical contingency planning
 - 2. Warrant service work-ups and planning
 - 3. Training Simulations (scenario-based training)

Homework: Students will be given department policies to review and study.

2-4 Hours

IV. BASIC SWAT CONCEPTS

Students will demonstrate the actions of a Team Leader, Point Officer, Cover Officer, Marksman and/or Rear Guard during role play exercises.

- A. Common SWAT Responses
 - 1. Barricaded Suspects
 - 2. Hostage Situations
 - 3. High Risk Warrant Service
 - 4. High Risk Evacuations
 - 5. Counter-terrorism and responses to WMD related incidents
- B. Incident Command and the Direct Supervision of SWAT
 - 1. Incident Commander
 - 2. SWAT Commander
- C. SWAT Activation Criteria
- D. Team Composition and Duties
 - 1. Team structures and positions vary
 - 2. Team Leader
 - 3. Point Officer
 - 4. Cover Officer
 - 5. Rear Guard
 - 6. Marksman
 - 7. Marksman Spotter
 - 8. Projectile Weapons/Electronic Weapons/Chemical Agent Officer
 - 9. Negotiator

10. Intelligence Officer
11. Media Relations Officer
12. SWAT Medic/EMT
13. Recorder/Transcriber

Homework: Students will be given reading assignments to study for final exam.

2-4 Hours

V. PSYCHOLOGICAL CONSIDERATIONS

Students will discuss Post - Trauma Stress.

- A. Stress Management
 1. Preparing for Incidents
 2. During Incidents
 3. After Incidents and Post-Trauma Stress
- B. Mental Conditioning for Confrontation
 1. Pre-selection Evaluation
 2. Anticipating Situations

Homework: quiz preparation

1 - 2 Hours

VI. PHYSICAL CONSIDERATIONS

Students will describe the physical training regimens for SWAT members.

- A. Review of Fitness Standards/Personal Training
 1. Fitness Test preparedness
 2. Annual or semi-annual evaluations
 3. Commitment to maintenance of minimum entry requirements
- B. Physical Training for SWAT Members
 1. Basic considerations for job performance
 2. Training regimens: discussion of techniques and styles
- C. Emergency Medical Procedures
 1. First Aid
 2. Wound and major injury considerations

Homework: reading assignment

2-4 Hours

VII. INDIVIDUAL AND TEAM EQUIPMENT

Students will identify weapons and firearms used in the SWAT unit.

- A. Uniformity and Identification
 1. Sufficient and Appropriate for Operation
 2. Agency Issued/Approved
- B. Individual Equipment Evaluation - uniforms
 1. Ballistic vests and blankets
 2. Ballistic helmets
 3. Special duty uniform
 4. Glasses/goggles
 5. Footwear
 6. Gloves
 7. Handgun
 8. Other Weapons
- C. Weapons and Firearms Familiarization
 1. Specialized Training/Familiarization
 2. Monthly Standards and Quarterly Qualifications

- D. Specialized Personal Equipment
 - 1. Not all listed equipment may be an option to each SWAT unit and/or member.
 - 2. Individual department policy will dictate which weapons and equipment team members will utilize
- E. Accessories
 - 1. They include but are not limited to:
 - a. Noise-flash diversionary devices
 - b. Bang poles
 - c. Low-light vision equipment
 - d. Mirrors
 - e. Surveillance equipment
 - f. Vehicles/armored vehicles
 - g. Mobile Command Centers
 - h. SWAT equipment trucks/vans, etc.
 - i. Audio/Visual
 - j. Night-vision equipment
 - k. Surveillance equipment
 - l. Rappelling equipment
 - m. Throw-phones
 - n. Specialized Munitions
- F. Chemical agents and Special Weapons
 - 1. Overview
 - 2. Projectile Weapons
 - 3. Electronic weapons
- G. Team Equipment
 - 1. Breaching Tools
 - 2. Support Equipment and Technology
 - 3. Protective Equipment
 - 4. Hand and Power Tools
- H. Communications Devices

Homework: Clean firearms, reading assignment, oral presentation preparation

4-8 Hours

VIII. OPERATIONAL PLANNING

The student will complete a written and oral presentation of a Pre-Event Planning and Briefing during a class exercise.

- A. Importance of Planning
 - 1. Pre-Planned vs. Non-Planned Situations
 - 2. Pre-Event Planning and Briefing
 - 3. Contemporaneous Planning/Contingencies
- B. Structured Planning Format
 - 1. Type of Mission
 - 2. Case History
 - 3. Suspect History/Information
 - 4. Location Reconnaissance/Information
 - 5. Intelligence Gathering
 - 6. Risk Assessment
 - 7. Activation Compliance
 - 8. Equipment and Personnel Evaluation

- 9. Supporting Resources
- 10. Mission Execution
- 11. Mission Debriefing
- C. Containment/Perimeter
 - 1. Inner Perimeter
 - 2. Outer Perimeter
 - 3. Arrest/React Team
 - 4. Sniper Teams

Homework: reading assignment

2-4 Hours

IX. SPECIALIZED SWAT FUNCTIONS

Students will identify crisis negotiation concepts and strategies during class exercises.

- A. Special Units
 - 1. Long Rifle/Observer
 - 2. Canines (SKIDDS)
- B. Crisis Negotiations
 - 1. Negotiation Concepts and Strategies
 - 2. Relationship between SWAT and Negotiations Teams (HNT/CNT)
 - 3. HNT/CNT Equipment
- C. Special Operations
 - 1. Rescue Operations
 - 2. Mobile Assaults
 - 3. Explosive Breaching
 - 4. Airborne support and tactics
 - 5. Response to WMD related incidents

Homework: written assignment

1-2 Hours

X. COMMAND POST OPERATIONS

Students will list the duties and responsibilities of the incident command post during written assignment.

- A. Incident Command Post
 - 1. Communications, Duties, and Responsibilities
 - 2. Media Relations/ Information Considerations
 - 3. Scribe
- B. Tactical Command Post
 - 1. Communications, Duties, and Responsibilities
 - 2. Scribe
 - 3. Investigations

Homework: written assignment

3-6 Hours

XI. INDIVIDUAL AND TEAM MOVEMENT EXERCISES

Students will demonstrate team movement exercises.

- A. Individual Movement
 - 1. Cover
 - 2. Concealment
- B. Communications
 - 1. Verbal/Radio
 - 2. Overcoming Obstacles
 - 3. Fill Units

- C. Team Movement Exercises
 - 1. Cover and Concealment
 - 2. Communications
 - 3. Overcoming Obstacles
 - 4. Practical Application

Homework: students will study for practical exam.

8-16 Hours

XII BASIC ENTRY AND SEARCH TECHNIQUES

Students will demonstrate the two-person and three-person entry techniques during role play exercises.

- A. Types of Entries
 - 1. Two-Person Entry
 - 2. Three-Person Entry
- B. Entry Issues
 - 1. 360 Degree Security
 - 2. Dedicated Hallway Cover
 - 3. Fields of Fire
 - 4. Immediate Threat Concepts
 - 5. Communication
- C. Exercises and Practical Application
 - 1. SWAT Arrest and Control
 - 2. Buildings and Structures
 - 3. Mechanical Breaching
 - 4. Open Area Searches
 - 5. Table Top Exercises
 - 6. Reality-Based Exercises available
 - 7. Terrorist/WMD
 - 8. Active Shooters
- D. Rappelling
 - 1. Equipment
 - 2. Practical Application

Homework: Test preparation

4-8 Hours

XIII INDIVIDUAL AND TEAM FIREARMS

Students will demonstrate "shooting on the move" techniques.

- A. Overview
 - 1. Range Safety Rules
 - 2. The Attachment: "Range Drills" used during this firearms session
- B. Handguns
 - 1. Inspection and safety check
 - 2. Uses and courses of fire
- C. Shoulder Fired Weapons
 - 1. Rifles
 - 2. Shotguns
 - 3. Sub-machineguns
- D. Shooting on the move
 - 1. Forward
 - 2. Backward
 - 3. Side to Side

- 4. Tandem Shooting
- E. Weapon Malfunctions and Maintenance
- F. Communication
 - 1. Verbal
 - 2. Non-Verbal
- G. Weapon Accessories
 - 1. Dedicated Lighting Systems
 - 2. Optics
 - 3. Electronic
 - 4. Scopes
 - 5. Sling Systems

Homework: Clean weapons and test preparation

2-4 Hours

XIV. CHEMICAL AGENTS IN SWAT OPERATIONS

Students will don protective equipment from chemical agents.

- A. Overview of Chemical Agents
 - 1. Delivery Systems
- B. Extended Range Impact Weapons (ERIW)
- C. Electronic Weapons (Tazer)
- D. Protective Equipment (Gas Masks)
- H. Practical Application

Homework: reading assignment

2-4 Hours

XV. DIVERSIONARY DEVICES

Students will demonstrate deployment of diversionary devices during scenarios.

- A. Overview of Diversionary Devices
- B. Deployment Scenarios

Homework: reading assignment

2-4 Hours

XVI. TRAINING SCENARIOS AND PROBLEM SOLVING SIMULATIONS

Students will demonstrate rescue and hostage situations during class scenarios.

- A. Officer Down Rescue
- B. Hostage Situations
- C. Tubular Assault
- D. Vehicle Assaults

Homework: Test preparation

2-4 Hours

XVII. FINAL PRACTICAL

- A. Practical Exam

Student will demonstrate and apply the knowledge, skills, and attitudes presented in this course to a monitored practical exercise simulating an actual special threat situation.

- 1. Performance expectations:
 - a. Application of proper use of force
 - b. Weapon safety/discipline
 - c. Light and noise discipline
 - d. Radio discipline
 - e. Team movement and integrity
 - f. Use of appropriate tactics

g. Command and control integrity

B. Written Test (Final) - The student will demonstrate knowledge of basic SWAT principles by taking an objective written examination.

C. Course Evaluation.

METHODS OF EVALUATION:

Lecture, discussion and demonstration will serve as the medium of instruction. Individual guidance will be provided as required.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 15 % to 20 %

Written Homework

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Homework Problems

Field Work

Lab Reports

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 35 % to 75 %

Class Performance/s

Field Work

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 15 % to 25 %

Multiple Choice

True/False

Matching Items

Other: Skills demonstrations

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 0 % to %

REPRESENTATIVE TEXTBOOKS:

Other textbooks or materials to be purchased by the student: Instructor Handouts

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 140

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: Y

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000521612

Sports/Physical Education Course: N

Taxonomy of Program: 210500