

**Course Outline**

**COURSE:** JLE 152S                      **DIVISION:** 50                      **ALSO LISTED AS:** JLE 152

**TERM EFFECTIVE:** Fall 2013                      **CURRICULUM APPROVAL DATE:** 03/28/2011

**SHORT TITLE:** SKILLS AND KNOWLEDGE

**LONG TITLE:** Skills and Knowledge

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 TO 3	18	Lecture:	.17 TO 2.4	3.06 TO 43.2
		Lab:	.34 TO 17.53	6.12 TO 315.54
		Other:	0	0
		Total:	.51 TO 19.93	9.18 TO 358.74

**COURSE DESCRIPTION:**

This course offers in-service training curriculum, on an ongoing basis, for public safety personnel attending annual updates, re-certification or remediation, and assorted legal skills-related seminars mandated by the Commission on Peace Officer Standards and Training, the State Board of Corrections Standards in Training for Corrections and the Office of the State Fire Marshal on an ongoing basis. This is a pass/no pass course. **ADVISORY:** JLE 100

**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. Provide oral/written responses requiring analysis from handouts, lecture, case studies and other prompts.

Measure: Oral, written

ILO: 1, 2, 3

2. Develop techniques and skills identified in course and effectively implement them during class exercises.

Measure: Demonstrate

ILO: 2,3

3. Identify/distinguish and correctly classify information according to appropriate modules.

Measure: Role playing, demonstrate

ILO: 2,3

4. Meet objectives specified by the Commission on Peace officer Standards and Training, or the State Board of Corrections-Standards in Training for Corrections, or the Office of the State Fire Marshall documents, which provide objectives and qualifications criteria appropriate to course content.

Measure: Demonstrate

ILO: 2,3

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

Curriculum Approval Date: 03/28/2011

Public Safety personnel employed in Law Enforcement, Corrections, Fire Technology and related fields are all required by law to participate in continuing educational programs annually. These classes are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall's Office. Local advisory committees representing each of the respective disciplines have all recommended these courses be modularized for more efficient delivery.

8-24 Hours

MODULE #1

RAPID DEPLOYMENT

1. Define priorities of law enforcement response to active shooter situations including immediate deployment, dynamic situations, incident transition and communication.

2. Identify role and responsibility of the first responder and develop techniques to respond to active shooter incidents.

I. Historical Overview of Active Shooter Situations

A. Past Incidents

B. Police Lessons Learned

II. Definitions

A. Active Shooter

B. Immediate Deployment

C. Dynamic Situation

D. Static Situation

E. Time Line of Violence

F. Incident Transition

G. Immediate Response vs. Barricaded Suspect

III. Priorities for Law Enforcement

A. Police Equipment and Training Needs

B. Surrender, Capture or Neutralization of Threat

C. Lives of those in Close Proximity

D. Lives and Safety of Citizens and Officers

9/20/2013

2

- E. Containment
- F. Post Incident Investigation and Return to Normalcy
- IV. When to Deploy
  - A. Suspect Displays Aggressive Deadly Behavior
  - B. Incident Locations
  - C. Citizen/Officer Rescue
- V. Resolution of Incident
  - A. Most likely by Patrol
  - B. Non Traditional Response
  - C. Minimum Number of Officers
  - D. Properly Equipped
  - E. Properly Trained
  - F. Ability to Transition to a Barricade Situation
- VI. Initial Responder
  - A. Assessment of Situation
  - B. Establish Incident Commander
  - C. Request Resources, Additional Officers, Fire, Medics
  - D. Number of Suspect(s) Involved
  - E. Number of Victim(s) Involved
  - F. Type of weapon(s) Involved
  - G. Type of Location Involved
  - H. Determine if immediate action/Rapid Deployment Tactics are necessary
  - I. Safe Approach Route
  - J. Command Post Location
  - K. Assemble Contact of Rescue Team
- VII. Contact Team Responsibilities
  - A. Contact Immediate Threat
  - B. Stop Deadly Behavior
  - C. Limit Suspects Movement
  - D. Prevent Escape
  - E. Continue Past Victims
  - F. Communicate Progress to Resources
    - 1. Expand Rescue Team Size or Number of Teams
    - 2. Custody and Control
    - 3. Identification and Accountability of Victims
- VIII. Rescue Team: Priority to Rescue and Recover Victim
  - A. Method of entry to approach victim
  - B. Report suspect location
  - C. Extract victim(s) to a safe area
  - D. Obtain medical assistance as required
  - E. Coordinate actions with Contact Team
  - F. Multiple Victims
    - 1. Expand Rescue Team Size of Number
    - 2. Custody and Control
    - 3. Identification and Accountability of Victims
- IX. Resolution of Incident
  - A. Most likely by Patrol
  - B. Non Tradition Response

- C. Minimum Number of Officers
- D. Properly Equipped
- E. Properly Trained
- F. Ability to Transition to a Barricade Situation

8 Hours

#### MODULE #2

#### HAZARDOUS MATERIALS

- 1. Identify purpose, structure and organization of Hazardous Materials placard system including NFPA 704M and the North American Emergency Response Guide.
- 2. Recognize areas related to hazardous materials including markings, Placards, MSDS and WMD.

##### I. Introduction & Overview

##### A. Review of hazardous materials recognition clues

- 1. Occupancy/location
- 2. Container/shapes
- 3. Markings/colors
- 4. Placards/labels
- 5. Shipping papers/MSDS
- 6. Senses

##### B. Review of the use of the 2000 North America Emergency Response Guide

- 1. Purpose
- 2. Basic organization
- 3. Limitations
- 4. Exercise

##### C. Review NFPA 704M placarding

- 1. Purpose
- 2. Basic Organization
- 3. Limitations

##### D. Weapons of Mass Destruction

- 1. Overview
- 2. Suspected agents
- 3. Exposure to agents
  - a. nuclear
  - b. biological
  - c. chemical

##### E. Spill Scenario

8-16 Hours

#### MODULE #3

#### PURSUIT DECISION MAKING

- 1. Identify legal and ethical requirements associated with pursuit driving including decision-making models, human dynamics, and prevention and termination strategies.

##### I. Course Introduction

- A. My first pursuit
- B. A case Study in Indecision

##### II. The Pursuit Issue

- A. Collision frequency
- B. Death statistics and ratios
  - 1. Suspect deaths

- 2. Third-party deaths
- 3. Officer deaths
- C. Personal costs and liability
- D. Research on public attitudes
- III. Legal & Liability Issues
  - A. Legal Authorizations
  - B. Qualified Immunity
  - C. Proximate Cause
  - D. Federal Civil Liability
    - 1. Fourteenth Amendment
    - 2. Lewis v Sacramento
  - E. Negligence
  - F. Liability Buildup
    - 1. Justification
    - 2. Physical operation
    - 3. Environmental circumstances
    - 4. Departmental considerations
  - G. Use of Force
    - 1. Core Transaction
    - 2. Tennessee v Garner
    - 3. Corrett v Richardson
    - 4. Deadly Force
    - 5. Graham v Conner
- IV. Human Dynamics
  - A. Cultural Factors
    - 1. Mindset
    - 2. "Contempt of Cop"
  - B. Physiological Effects
  - C. The Pursuit Time Line
- V. Myths vs. Facts (Myths 1-12)
  - A. The Pursuit Triangle
  - B. The Public Duty Doctrine
  - C. Creating the Conditions
    - 1. Alexander v City & Co. of San Francisco
    - 2. Quezada v Bernalillo County
- VI. The Traditional Decision-making Model
  - A. Risks v Benefit Analysis
  - B. "Micro Factors"
  - C. Probability v Severity
- VII. The "Micro-Factor" Model
  - A. Why "macro-factors"?
  - B. The "3QFC" Pursuit Decision Making Model
  - C. The "Ultimate Objective" in decision-Making Training
  - D. 3 QFC Policy Statement
    - 1. Policy Characteristics
    - 2. "Pursuit" v "Failure to Yield"
  - E. Catch-up driving
  - F. Supervisory/Leadership Issues

- VIII. Pre-Incident Decision Making
- IX. Pursuit Prevention & Termination Strategies
  - A. Prevention
    - 1. Pre-planned arrests
    - 2. Vehicle Intercepts
  - B. Ending Pursuits
    - 1. Ending Pursuits by Force
    - 2. Controlling Pursuit-related Force
- X. Course Evaluation

8 Hours

#### MODULE #4

#### CHECK FRAUD

- 1. Recognize indicators of forgery including stolen checks, counterfeiting, mail theft and how to prevent such incidents.
  - I. Introduction
    - A. Introduction of Instructor
    - B. Purpose of Program
  - II. Stolen Checks
    - A. How to Identify Stolen Checks
    - B. Penal Code Violation
  - III. Forged Checks
    - A. How to Identify Forged Checks
    - B. Penal Code Violation
  - IV. Altered Checks
    - A. How to Identify Altered Checks
    - B. Penal Code Violation
  - V. Counterfeit Checks
    - A. Local Suspects and Counterfeit Checks
    - B. Organized Crime and Counterfeit Checks
    - C. How to Identify Counterfeit Checks
    - D. Penal Code Violations
  - VI. Mail Theft
    - A. Check Washing
    - B. Demonstration of Check Washing
  - VII. Victims
    - A. How is the victim of Stolen, Forged and Counterfeit Checks a Victim
    - B. How the Banking System Works and When Are They The Victims
  - VIII. Prevention
    - A. Fingerprint Program
    - B. Scan systems
    - C. Effectiveness
  - IX. Review and Questions

8-16 Hours

#### MODULE #5

#### SEX REGISTRATION ENFORCEMENT/"MEGAN'S LAW"

- 1. Recognize penal code sections associated with sex registration and requirements sex registrants to notify and register with local law enforcement.
- 2. Identify tactics used by law enforcement to located, monitor and arrest sex registrants.

- I. Sex Laws
- A. 290 Penal Code
- II. Registering Sex Offenders
- A. Maintaining Records
- B. DOJ Forms
- C. Interviewing Sex Offenders
- III. Making a 290 Case
- A. Address Verification
- B. Interviews
- C. Computer Checks
- D. On-view arrest & warrant arrest
- IV. Proactive Techniques
- A. Surveillance
- B. Probation/Parole searches
- C. Knock and Talks
- D. Home Visits
- E. 290 Sweeps
- F. News Media
- V. Megan's Law
- A. CD-ROM Viewing
- B. Dissemination of Information
- C. Proactive Dissemination of Information

8 Hours

#### MODULE #6

#### JUVENILE JUSTICE LEGAL UPDATE

1. Define new laws related to juvenile justice including Case Law, Penal Code, Welfare and Institutions Code and Health and Safety Code.
2. Discuss and identify strategies and theories of new legislative programs and Internet Resources.
  - I. Registration/Orientation/Networking
  - II. New Laws and Legislation for current year
  - A. Amendments and New Sections to California Code
    1. Penal Code
    2. Welfare and Institutions Code
    3. Health & Safety Code
    4. Vehicle Code
    5. Civil Procedure Code
    6. Education Code
    7. Government Code
    8. Labor Code
  - B. Recent Court Decisions
  - C. New Legislative Programs
    1. Safe School Program
    2. Hate-Motivated Behavior in Schools Strategies
    3. Confidential School Information Exchange
    4. Yellow Ribbon Week
    5. Chaptered Bills for current year
  - IV. Internet Resources

- A. The Juvenile Officer and Cyberspace
- B. Cyberspace Bookmarks
  - 1. Associations
  - 2. California
  - 3. Child Abuse
  - 4. Education Resources
  - 5. Federal Government
  - 6. Law Enforcement
  - 7. Attorney General's Opinion Unit
  - 8. Office of the Attorney General
  - 9. California Department of Education Home Page
  - 10. Civil Rights
  - 11. Expulsion
  - 12. Immigration
  - 13. Safe School
  - 14. Special Education
  - 15. Truancy
  - 16. Youth Resources
- V. Questions and Answers/Critique/Evaluation

8-16 Hours

#### MODULE #7

#### FIELD TRAINING OFFICER/ACADEMYCERTIFICATION

1. Identify and discuss components of the Basic Academy including POST minimum standards, instructional system, training specifications and training philosophy.

- I. Orientation
  - A. Welcome – registration
  - B. Introductions (staff and participants)
  - C. Course Overview
    - 1. The goal of the Basic Academy
    - 2. Materials, manual, handouts and syllabus
    - 3. Overview of the Basic Academy and Scenario testing
- II. Basic Course Structure
  - A. Training Specifications
  - B. Performance Objectives
  - C. Workbooks
  - D. Learning Domain Testing
  - E. Scenario Testing
  - F. POST Safety Guidelines
- III. POST Test Security Agreements/Instructor Resume
  - A. POST Resume
  - B. POST Written test security agreement
  - C. POST Report writing security agreement
- IV. Basic Academy Success Criteria
  - A. Learning Domains
  - B. Academic minimum average
  - C. Academy specific test
  - D. Homework assignments



- E. Report writing
- F. Weaponless defense
- G. Scenario testing
- H. Range
- I. Vehicle operations
- J. Physical training
- K. Inspections
- L. Student attendance
- M. Training Officer evaluation
- V. The Scenario Process
- A. Evaluator role
  - 1. Scene supervisor
  - 2. Experienced observer
  - 3. Documentation
- B. Overview of Scenarios
  - 1. Special issues
    - a. Tac/Com 5 step/8 step
- C. Sample Evaluation
- VI. Course Review and Evaluation

8-16 Hours

#### MODULE #8

#### POLICE BATON

- 1. Develop techniques required when employing the police impact weapon including Zone Strikes, Two Count Series, Circle Strike and High Strikes.
  - I. Course Objective
    - A. Introduction
    - B. Safety lecture
    - C. Use of Force Policy
    - E. Strike Zones and Targets
    - F. Warm Up
    - G. Stances/Baton Carries
  - II. Zone Strikes / 2 Count Series/Circle Strike Series
    - A. Zones 1, 2, 3, and 4
    - B. Two Count Series
      - 1. Two Count Strikes
      - 2. Two Count Two Handed Strike
      - 3. Two Count Yawara Strike
    - C. Circle Strike Series
      - 1. Circle Strike
      - 2. Circle Elbow Strike
      - 3. Circle Power Chop
  - III. Crescent Strike/High Set Series/5 Count Thrust
    - A. Crescent Strike
    - B. High Set Series
      - 1. Strike #1
      - 2. Strike #2
      - 3. Strike #3
    - C. 5 Count Thrust Series

1. Pool Cue Strike
2. Power Chop
3. Roll Over Strike
4. Roll Under Strike
- IV. Low Set Series/Three From the Ring/Spear Strike
- A. Low Set Series
  1. Step Back, Double Jab
  2. Step Forward, Double Jab
  3. Turn 180 degrees, Double Jab
- B. Three From the Ring
  1. From The Ring, Jab to the Front with the Butt of the Baton
  2. Step-up, Two Handed Roll-over Strike
  3. Two Handed Roll-under Strike
- C. Spear Strike
- D. Blocks/Personal Weapons/Baton Retentions
- E. Test

8-24 Hours

#### MODULE #9

#### TERRORISM UPDATE

1. Identify region and terminology of terrorist organizations and recognize cultural and religious connections to such groups.
2. Recognize the role and responsibility of law enforcement to identify and deal with terrorist organizations.
  - I. Misconceptions and Pronunciations
    - A. Name per Region
      1. Significance of AKAs
      2. El Hakim – Medic/Doctor
      3. Le Jary – Runner/communications/courier
      4. El Quannas – Sharpshooter/sniper/executioner
      5. El Mouawen – Cross trained in all aspects
    - B. Structure
      1. Country of Origin
      2. Qualification
      3. Loyalty
        - a. Earned
        - b. Inherited
    - C. Region, Country and cell
      1. Al Quida
        - a. Strategy
        - b. Tactics
      2. Hizb'allah
      3. Hamaas
      4. PFLP
      5. PFLP General Command
      6. Al Jihad
      7. Al-Ikhwan Al-Muslemoon
      8. Al-Aqsa Martyrs Brigade
      9. Greater Syrian party

- 10. Chechen Separatists Movement
- II. The Arab Mind
- A. Cultural and Geographic Perspective
  - 1. Language
  - 2. Food
  - 3. Attire
  - 4. Customs and Traditions
  - 5. Do's and Don'ts
- B. Profile of a Fundamentalist Combatant
  - 1. Family Origin
  - 2. Region
  - 3. Education
  - 4. Loyalty
  - 5. Physical Profile
  - 6. Custom and Tradition
  - 7. Paramilitary Mindset
- C. Tribal and Family Structure
  - 1. Last Names per Region
  - 2. Tribal Affiliation
  - 3. Muslim Arab versus Non-Arab
  - 4. Jihad versus Family
- III. Islam and Quran Overview
- A. Historical Perspective
- B. Power Struggle
  - 1. Sects
  - 2. Sub-sects
  - 3. Mosque structure
- IV. Islam and Quran Fundamentalists
- A. Quran
  - 1. Legal document "Sharia"
  - 2. Paramilitary manual
- B. Historical Perspective
  - 1. Area of Operation before Islam
  - 2. Power Struggle
- C. Ideology
  - 1. East versus West
  - 2. Historical Accounts
  - 3. Turning Point
  - 4. Current Accounts
- D. Mosque Structure
  - 1. Clerics and their hierarchy
  - 2. Theologists
  - 3. Politicos
  - 4. Financiers
  - 5. Paramilitary
- E. Finances and Logistics
  - 1. Tableegh
  - 2. Eghatha

- 3. Guest Houses
- 4. Finances
- V. Legal Theory
  - A. Case Law
    - 1. Absence of Case Law
  - B. Words and Expressions
  - C. Membership and Allegiance
  - D. Recruitment
    - 1. Inside Pool
    - 2. Outside Pool
- VI. Interrogation
  - A. Group and Individual Profile
    - 1. Group Constitution
    - 2. Group Separation
    - 3. Individual profile
  - B. Interrogation Plan
    - 1. Use of Analyst
    - 2. Use of Behavioral Scientist
  - C. Techniques
    - 1. Themes
    - 2. Disinformation
  - D. Setup
    - 1. Booth Environment
  - E. Relation with Interpreter
    - 1. Interpreter limitations
  - F. Interrogator/Analyst Relations
  - G. Interrogation Workshop
    - 1. Practical Workshop
- VII. Analysis
  - A. Memory and Area of Operation
  - B. Geopolitical
    - 1. Hostile versus friendly
  - C. Geocultural
    - 1. Hostile versus friendly
  - D. Geodemocratic
    - 1. Hostile versus friendly
  - E. Enemy group and Individual Profiles
  - F. Organization, Tactics
  - G. Reconstitution
    - 1. Areas of Interest
    - 2. Areas of High Interest
- VIII. Law Enforcement Concerns
  - A. Car Stops
    - 1. Increase Distance
    - 2. Consider High Risk Style
    - 3. Consider Cell phone transmission to dispatch, rather than radio
    - 4. Extreme caution when searching vehicle/opening containers
    - 5. Look for symbol indicators

- a. Bumper stickers
  - b. Flags
  - c. Jewelry
  - d. Insignias
- B. Investigation/Questioning
- 1. Research subject's background thoroughly
  - 2. Pay attention to:
    - a. The amount of currency on subject
    - b. Pocket litter
    - c. Notes, papers, etc., in plain view
    - d. Do Not discount material written in Arabic
- C. Interrogation
- 1. Maintain Officer Safety
  - 2. Develop psychological profile
  - 3. Extend initial respect, calm demeanor, avoid sarcasm and slang

**METHODS OF INSTRUCTION:**

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: 20 % to 35 %

Written Homework

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 35 % to 50 %

Homework Problems

Quizzes

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 25 % to 50 %

Class Performance/s

Performance Exams

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

Percent range of total grade: 20 % to 40 %

Multiple Choice

True/False

**REPRESENTATIVE TEXTBOOKS:**

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200970

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 152S

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: CCC000530488

Sports/Physical Education Course: N

Taxonomy of Program: 210550