

Arrest Control Perishable Skills Training
Expanded Course Outline 4-Hour Format

Course Purpose:

The course will provide the trainee with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of hands-on/practical skills as well as policies and legal issues on the topic of arrest and control training for in-service officers.

ARREST AND CONTROL

Minimum Topics/Exercises:

- a. Policies, legal standards, and report writing
- b. Use of Force considerations
- c. Safety orientation and warm-up(s)
- d. De-escalation/Verbal commands – in exercise(s)
- e. Body balance/stance/movement patterns – in exercise(s)
- f. Search – in exercise(s)
- g. Equipment/Restraint device(s) use – in exercise(s)
- h. Subject's Actions and Officer's response to force
- i. Control/Takedown - in exercise(s) Verbal command
- j. Class exercises/Student Evaluation/Testing
- k. Recovery/First Aid (as applicable)

COURSE OBJECTIVES

The trainee will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy and current case law.
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. 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. De-escalation/Verbal Commands
 - g. Effectiveness Under Stress Conditions

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

EXPANDED COURSE OUTLINE

I. REGISTRATION AND ORIENTATION

- A. Introduction, Registration and Orientation
 - 1. Instructor and Student Introductions
 - 2. Course Roster
 - 3. Facility Overview
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
 - 1. Course Objectives
 - a. Judgment and Decision Making
 - b. Officer Safety
 - c. Body Balance, Stance, and Movement
 - d. Searching/Handcuffing Techniques
 - e. Control Holds/Takedowns
 - f. De-escalation/Verbal Commands
 - g. Effectiveness Under Stress Conditions
 - 2. Safety Policy/Orientation

II. USE OF FORCE POLICIES AND LEGAL ISSUES

III (a, b)

- A. Case Law Update, report documentation and policy
 - 1. Tennessee v Garner
 - 2. Graham v Connor
- B. Legal Updates
 - 1. AB 392
 - 2. PC 835a
 - 3. PC 196
 - 4. GC 7286.5(a) and GC 7286.5(b).
- C. Local Policies
 - 1. SB 230 guidelines
 - 2. Use of Force policy updates
- D. Report Writing
 - 1. Proper documentation of use of force incidents
 - 2. Articulation of events
 - 3. Documentation of injuries/aid rendered to subjects, officers, bystanders

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- III. SAFETY ORIENTATION AND WARM-UP III (c)
- A. Review of Safety Policies and Injury Precautions
 - 1. Review safety policy
 - 2. Emergency exits
 - 3. AED
 - 4. Avoiding injury
 - B. Warm-up
 - 1. Stretching exercises
 - 2. Mental preparation
 - C. Physical conditioning
 - 1. Three Biggest Disablers
 - a. Heart Attacks
 - b. Lower Back and Knee Injuries
 - c. Peptic Ulcers
 - 2. How to Reduce Individual Risk to Above Disablers
 - a. Nutrition
 - b. Lifetime Fitness
- IV. SUBJECT'S ACTIONS AND OFFICER'S RESPONSE III (h, j)
- A. Subject's actions
 - 1. Compliant
 - 2. Passive non-compliant
 - 3. Actively Resistant
 - 4. Assaultive
 - 5. Life Threatening
 - B. Officer's Response to Resistance
 - 1. Non deadly
 - 2. Intermediate force
 - 3. Deadly force
 - C. Students will participate in a scenario-based exercise to demonstrate
 - 1. Safety
 - 2. Awareness
 - 3. Balance
 - 4. Control
 - 5. Controlling Force
 - 6. Proper Techniques
 - 7. Verbal Commands/Instructions
- V. OFFICER AWARENESS/TACTICAL CONSIDERATIONS III (e)
- A. Initial Approach with Subject
 - 1. Hands

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2. Cover
 3. Weapons/bulges
 4. Footing/balance, officer's ability to stay on his/her feet
 - B. Tactical Considerations
 1. Associates, subjects, and officers (resources available)
 2. Escape routes, subjects – tactical retreat, officers
- VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND POSITION OF ADVANTAGE **III(e)**
- A. Footwork Review
 1. Forward shuffle
 2. Rear shuffle
 3. Normal pivot
 4. Shuffle right and left
 5. Pivot right and left
 6. Progressive pivot
 7. Shuffle pivot
 - B. Body Balance and Movement
 1. How to fall to the ground safely and assume a position of advantage
 2. Access to equipment on duty belt while in a position of advantage and on the ground
- VII. SEARCH/HANDCUFFING **III(f,g,k)**
- A. Search
 1. Visual Search (plain view)
 2. Pat Down
 3. Incident to Arrest/complete search
 - B. Handcuffing Techniques from
 1. Standing
 2. Kneeling
 3. Prone
 - C. Assess for Officer and Suspect Injuries
 1. Render First Aid or request additional medical as needed
 2. Document
- VIII. CONTROL HOLD/ TAKE DOWNS **III(i, k)**
- A. Control Hold
 1. Joint Manipulation
 2. Pain Compliance
 - B. Take Downs
 1. Various Positions

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- a. Handcuffed
- b. Non-cuffed
- 2. Single Officer
- 3. Multiple Officer
- C. Assess for Officer and Suspect Injuries
 - 1. Render First Aid or request additional medical as needed
 - 2. Document

IX. DE-ESCALATION OF FORCE **III(d)**

- A. Verbal Commands
 - 1. Tone of voice
 - 2. Gain voluntary compliance
 - 3. Single communicator
- B. Assessment
 - 1. Ability
 - 2. Opportunity
 - 3. Intent
 - 4. Recognize when to escalate vs. de-escalate
 - a. When verbal commands fail – time to take action
 - b. Use of force warning when feasible
- C. Tactics
 - 1. Distance plus cover equals time
 - 2. Resources
 - 3. Contiguously Plan

X. STUDENT RECOVERY **III(k)**

- A. Cool Down
 - 1. Stretching
 - 2. Hydration
- B. Injuries
 - 1. Treat
 - 2. Document

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XI. TESTING/REMEDICATION

III(j)

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.