Attachment A

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT - MODULE I

~~July 1, 2010~~August 1, 2013

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
04	Victimology/Crisis Intervention	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedures	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
18	Investigative Report Writing	~~24~~ 20 hours
19	Vehicle Operations	~~24~~ 40 hours
20	Use of Force	4 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	18 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	6 hours
32	Lifetime Fitness	~~44~~ 40 hours
33	Arrest Methods/Defensive Tactics	32 hours
35	Firearms/Chemical Agents	12 hours
37	People with Disabilities	6 hours
38	Gang Awareness	2 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	307 hours

The minimum number of hours allocated to testing in the Level I Module are shown below[1]

TESTS	HOURS
Scenario Tests - (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,24,25,30, and 37)	58 hours
Written Tests (13 hours test administration; ~~8~~ 6 hours examination review) Written Tests (LDs 9, 10, 11, 12, 19, 25, 26, 28, 37, 40 and 43)	~~21~~ 19 hours
~~Physical Skills Pilot Test~~	~~6 hours~~
POST-Constructed Comprehensive End-of-Course Proficiency Test (LDs 2,3,5,6,7,8,9,10,11,12,15,16,19,20,25,26,31,36,37,39,40, and 43)	2 hours
Total Minimum Required Hours	394 hours

NOTE: The following prerequisites are required for Module I (See PAM section D-1)

1. Successful completion of Modules III and II.
2. Current (within the last 3 years) in PC 832 Arrest and Firearms training requirements. Training must be current in conformance with the requirements of Regulation 1080.
3. Passage of the POST-Constructed Comprehensive Module II End-of-Course Proficiency Test within the preceding 12 months.

[1] Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) - STANDARD FORMAT

~~July 1, 2010~~August 1, 2013

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Policing in the Community	18 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	4 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedure	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	6 hours
18	Investigative Report Writing	~~52~~ 48 hours
19	Vehicle Operations	~~24~~ 40 hours
20	Use of Force	12 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	20 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	12 hours
31	Custody	2 hours
32	Lifetime Fitness	~~44~~ 40 hours
33	Arrest Methods/Defensive Tactics	60 hours
34	First Aid and CPR	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	2 hours
37	People with Disabilities	6 hours
38	Gang Awareness	2 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	16 hours
43	Emergency Management	16 hours
	Minimum Instructional Hours	560 hours
	The minimum number of hours allocated to testing in the Course are shown below[1]	
TESTS		HOURS
	Scenario Tests (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,25,30 and 37)	58 hours
	Written Tests (25 hours test administration; ~~15~~ 13 hours examination review) Pre-Course Test (Non-scored test administered prior to instruction) Written Tests(LDs 2,3,5,6,7,8,9,10,11,12,15,16,19,20,25,26,28,31,34,36,37,39,40, and 43)	~~40~~ 38 hours
POST-Constructed Comprehensives Tests		
	Mid-Course Proficiency Test (LDs 2,3,5,6,7,8,9,10,15,16, ,20, and 39)	
	End-of-Course Proficiency Test (LDs 2,3,5,6,7,8,9,10,11,12,15,16,19,20,25,26,31,36,37,39,40, and 43)	
~~Exercise Tests (Physical Skills Pilot Tests)~~		~~6 hours~~
Total Minimum Required Hours		664 hours

[1]Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #18
INVESTIGATIVE REPORT WRITING

~~July 1, 2012~~August 1, 2013

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X	X	X	X	X	X	
X	X	X	X	X	X	
X	X	X	X	X	X	
X			X	X	X	
X X X			X X X	X X X	X X X	

I. LEARNING NEED

A peace officer's ability to clearly document the facts and activities of an investigation not only reflects on the officer's own professionalism, but also on the ability of the justice system to prosecute the criminal case.

LEARNING OBJECTIVES

A. Explain the legal basis for requiring investigative reports

II. LEARNING NEED

Peace officers must recognize that the information gathered during their initial investigation in the field will become the foundation for their investigative reports.

LEARNING OBJECTIVES

A. Discuss the importance of taking notes in preparation for writing reports

B. Apply appropriate actions for taking notes during a field interview

C. Distinguish between:

1. Opinion
2. Fact
3. Conclusion

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X	X	X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	

III. LEARNING NEED

Peace officers must recognize in order for an investigative report to be of use in the judicial process, the report must be well organized, and include facts needed to establish that a crime has been committed and all actions taken by officers were appropriate.

LEARNING OBJECTIVES

A. Summarize the primary questions that must be answered by an investigative report

B. Identify the fundamental content elements in investigative reports, including:

1. Initial information
2. Identification of the crime
3. Identification of involved parties
4. Victim/witness statements
5. Crime scene specifics
6. Property information
7. Officer actions

IV. LEARNING NEED

Peace officers must recognize that an effective report must exhibit the writer's command of the language and be relatively free of errors in sentence structure, grammar, and other writing mechanics.

LEARNING OBJECTIVES

A. Apply guidelines for recommended grammar used in investigative reports, including use of:

1. Proper nouns
2. First person pronouns
3. Third person pronouns
4. Past tense
5. Active voice

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X		X	X		X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

B. Organize information within a paragraph for clarity and proper emphasis

C. Select language that will clearly convey information to the reader of the investigative report

D. Distinguish between commonly used words that sound alike but have different meanings

E. Proofread for content and mechanical errors, including:

1. Spelling
2. Punctuation
3. Grammar
4. Word choice
5. Syntax

V. REQUIRED TESTS

A. An exercise test that requires the student to prepare an investigative report including the arrest of one or more suspects as described below:

Given a depiction of a criminal situation, which requires investigation and the arrest of one or more suspects based upon a POST-developed video re-enactment or scenario, or an equivalent presenter-developed video re-enactment, simulation, or scenario, the student will write an acceptable report in class.

To be of sufficient complexity, the investigation must reflect an investigative report including the arrest of one or more suspects which minimally incorporates:

1. Elements of a crime
2. Reasonable suspicion or probable cause to stop
3. Justification for a pat down search
4. Probable cause to search/seize
5. Discovery, recovery, and disposition of evidence
6. Probable cause to arrest

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

7. Miranda admonishment and response of the suspect, if appropriate
8. Statements of victim(s) and/or witness(es)
9. Pertinent crime scene details

To be considered acceptable, the report must meet the following criteria:

1. The writing must be reasonably fluent, well developed, and well organized to clearly communicate to the reader
2. All essential information, including any facts needed to establish the corpus of the crime, must be included in the report
3. The report must be free of mechanical errors (i.e., grammar, punctuation, spelling and word choice) that significantly diminishes its evidentiary value or usefulness
4. The time required to complete the report must be reasonable and consistent with the expectations of a typical field training program

The student will demonstrate competency in the following performance dimensions:

1. Knowledge of Report Forms
2. Elements of Crime(s)
3. Narrative Organization
4. Narrative Content
5. Writing Mechanics

Presenters must use the POST-developed Investigative Report-Writing Competency Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

The POST-developed Investigative Report Writing Competency Test Form Accommodates two available grading processes

1. Pass/Fail using the LD 18 Investigate Report Writing Competency Test Scoring Matrix
2. Point deduction using the LD 18 Investigative Report Writing quantitative/numerical deduction scoring system based on overall award of 100 points per written exercise

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

with the minimum pass point set by the presenter

The presenter will determine which grading method will be used, and what the pass point is for the test report.

VI. REQUIRED LEARNING ACTIVITIES

A. Students will participate in a learning activity that requires the writing of five practice reports based on either POST-developed video re-enactments of crimes, investigations or law enforcement-related incidents, or based upon equivalent simulations, scenarios or videotape depictions developed by the presenter.

The events selected should require reports reflecting a progressive level of difficulty (e.g., from a simple incident or crime to more complex events involving the articulation of probable cause to stop, probable cause to arrest, statements of witnesses, etc.)

Each learning activity must incorporate:

1. Generation of appropriate field notes narrative

2. Formal feedback to the student regarding the quality of student writing. The purpose of requiring feedback is to provide ongoing evaluation and documentation of student strengths and weaknesses so that the student is able to progressively improve.

Assessment of the practice reports should address:

a. The adequacy of the decisions made by the student regarding the incident/crime. This includes:

(1) The determination of the existence or nonexistence of a crime
(2) If a crime has been committed, the proper identification of that crime
(3) The taking of proper safety measures

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
~~52~~48	2	8	20	~~24~~20	52	

(4) The preservation of evidence
(5) The capturing of all essential information

b. The ability of the report/narrative to communicate with the reader and employ proper format and conventions. This includes:

(1) The organization and development of the report
(2) The inclusion of relevant information
(3) The anticipation of possible defenses that might be asserted by the suspect
(4) The use of the active voice
(5) The use of the first person
(6) The proper use of grammar, punctuation, spelling, and word choice

B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* or other comparable sources regarding investigative report writing. At a minimum, each activity, or combination of activities must address the following topics:

1. Written communication as an expression of integrity, reliability, fairness and credibility
2. Effective reports as a demonstration of an officer's character, decision making, and courage
3. Potential stakeholders that may be positively or adversely affected by a well-written report (e.g. victims, suspects, courts, witnesses)
4. Consequences of an ineffective/inaccurate report to the officer, officer's agency, policing profession and the community

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on investigative report writing.

VIII. ORIGINATION DATE

January 1, 2001

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	

IX. REVISION DATE

January 1, 2004
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2012
August 1, 2013

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #19
VEHICLE OPERATIONS
~~January 1, 2012~~August 1, 2013

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	

I. LEARNING NEED

Peace officers need to know the importance of defensive driving principles and techniques in order to develop safe driving habits.

LEARNING OBJECTIVES

A. Determine a safe distance when following another vehicle

B. Identify the effect of speed on a driver's peripheral vision

C. Discuss how perception ~~and~~ reaction time ~~lapse~~ affects a vehicle's total stopping distance

D. Demonstrate appropriate actions to prevent intersection collisions ~~when entering intersections~~

E. Recognize potential hazards of freeway driving and appropriate actions to prevent collisions

F. Demonstrate appropriate actions to prevent collisions when operating a vehicle in reverse

G. Demonstrate the importance and proper use of safety belts in a law enforcement vehicle

H. Identify psychological and physiological ~~and psychological~~ factors that may have an effect on ~~an~~ peace officer's driving

I. Identify hazards of vari~~ed~~ous road conditions

RBC	Other Basic Courses					Requa I
	832	III	II	I	SIBC	
X		X		X	X	
X		X		X	X	
X		X		X		
X		X		X		X
X X		X X		X X		X X
X		X		X		
X		X		X		
X		X		X		
X		X		X		
X		X		X		

J. Discuss the ~~requirements~~ components of ~~for~~ a vehicle inspection

K. Demonstrate proper techniques for recognizing and coping with distractions ~~unique~~ while ~~to~~ operating a law enforcement vehicle

II. LEARNING NEED

Peace officers must recognize that emergency response (Code 3) driving demands a high level of concentration and instant reactions.

LEARNING OBJECTIVES

A. Identify the objectives of emergency response driving

B. Recognize the statute(s) governing peace officers when operating law enforcement vehicles in the line of duty

1. Rules of the road
2. Liability

C. Explain the importance of agency-specific policies and guidelines regarding emergency response driving

D. Identify the statutory responsibilities of non-law enforcement vehicle drivers when driving in the presence of emergency vehicles operated under emergency response conditions

E. Demonstrate the use of emergency warning devices available on law enforcement vehicles

F. Identify factors that can limit the effectiveness of a vehicle's emergency warning devices

G. Demonstrate the use of communication equipment

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X		X		X		
X		X		X		
X		X		X		X
X		X		X		X
X				X		X
X		X		X		X
X		X		X	X	

H. Identify the effects of siren syndrome

I. Recognize guidelines for entering an ~~controlled~~ intersection when driving under emergency response conditions

III. LEARNING NEED

All peace officers who operate law enforcement emergency vehicles must recognize that even though the purpose of pursuit driving is the apprehension of a suspect who is using a vehicle to flee, the vehicle pursuit is never more important than the safety of peace officers and the public.

LEARNING OBJECTIVES

A. Identify the requirements of Penal Code Section 13519.8

B. Recognize the risk to officer/public safety versus the need to apprehend

C. Discuss common offensive intervention tactics

D. Recognize conditions that could lead to the decision to terminate a vehicle pursuit

IV. LEARNING NEED

Peace officers must be proficient in the operation of the vehicle and know the dynamic forces at work. Proper steering control, throttle control, speed judgment, and brake use enhances driving expertise.

LEARNING OBJECTIVES

A. Distinguish between longitudinal and lateral weight transfer

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X		X		X	X	
X				X		

B. Demonstrate the ability to mitigate the effects of spring loading

C. Demonstrate proper techniques for two-handed shuffle steering

D. Demonstrate proper throttle control

E. Demonstrate proper roadway position and the three essential reference points of a turning maneuver

F. Explain the primary effects speed has on a vehicle in a turning maneuver

G. Demonstrate proper braking methods

H. Distinguish between and describe the causes of the following types of vehicle skids:

1. Understeer skid
2. Oversteer skid
3. Locked-wheel skid
4. Acceleration skid
5. Centrifugal skid

I. Identify the causes and contributing factors of vehicle hydroplaning

V. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #19.

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X	X	
						X
X		X		X	X	
X		X		X	X	
X X X		X X X		X X X	X X X	
X		X		X	X	
X		X		X	X	
X				X	X	

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be tested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

VEHICLE OPERATIONS SAFETY

All vehicle operations exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during vehicle operations training and testing.

H. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to ~~maintain~~ control ~~of~~ the vehicle during understeer and oversteer conditions.~~while it is skidding.~~

RBC	Other Basic Courses 832	III	II	I	SIBC	Requal	
X				X	X		The student will demonstrate competency in the following performance dimensions:
X				X	X		1. Safety
X				X	X		2. ~~Judgment/Decision making~~ Situational Awareness
X				X	X		3. Braking Technique(s)
X				X	X		4. Steering Technique(s)
X				X	X		5. Throttle Control
~~X~~				~~X~~	~~X~~		~~6. Speed Judgment~~
X				X	X		76. Control of Weight Transfer
X				X	X		87. Skid Control
X				X	X		8. Rate of Performance
X				X	X		9. Fluency of Performance
X				X	X		10. Level of Response
X				X	X		Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
X				X			I. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under emergency response (Code 3) conditions~~.~~ to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).
X				X			The student will demonstrate competency in the following performance dimensions:
X				X			1. Safety
X				X			2. ~~Judgment/Decision making~~Situational Awareness
X				X			3. Braking Technique(s)
X				X			4. Steering Technique(s)
X				X			5. Throttle Control
~~X~~				~~X~~			~~6. Speed judgment~~
X				X			76. Roadway Positioning
X				X			87. Operating Associated Equipment
X				X			98. Rate of Performance

RBC	Other Basic Courses 832	III	II	I	SIBC	Requal	
X				X			~~10~~9. Fluency of Performance
X				X			~~11~~10. Level of Performance
X				X			Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
X				X			J. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate the ability to safely drive and control the vehicle while operating under vehicle pursuit situations~~.~~ to include interacting with an interference vehicle driven by a qualified Driver Training Instructor (as defined in Regulation 1070).
X				X			The student will demonstrate competency in the following performance dimensions:
X				X			1. Safety
X				X			2. ~~Judgment/Decision making~~Situational Awareness
X				X			3. Braking Technique(s)
X				X			4. Steering Technique(s)
X				X			5. Throttle Control
~~X~~				~~X~~			~~6. Speed Judgment~~
X				X			~~7~~6. Roadway Positioning
X				X			~~8~~7. Operating Associated Equipment
X				X			8. Rate of Performance
X				X			9. Level of Performance
X				X			10. Fluency of Performance
X				X			Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
X				X			K. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a collision avoidance technique. Thirty five mph minimum speed, light indicator, minimum 4 out of 5 successful attempts.

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
~~X~~				~~X~~		
~~X~~				~~X~~		
X				X		
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. ~~Judgment/Decision making~~Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. ~~Speed Judgment~~
7. ~~Control of Weight Transfer~~

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

L. An **exercise test** that requires the student to drive a law enforcement vehicle and demonstrate a series of slow speed precision driving maneuvers, that include at least **three (3) tested maneuvers** contained in the Emergency Vehicle Operations Course Instructor Manual. The instructor manual slow speed maneuvers are listed as follows:

Turn around
Off set lane
Steering (forward and reverse)
Chicane
"T" Driveway
Parallel parking
Cul-De-Sac u-turn
Bootleg Turn
Angled driveway
Steering course
Reverse driving
"Y" driveway
Forward/Reverse driving
Vehicle Control
Braking in a turn

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. ~~Judgment/Decision making~~Situational Awareness
3. Braking Techniques(s)
4. Steering Technique(s)

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
~~X~~		~~X~~		~~X~~	~~X~~	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X		X		X	X	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

5. Throttle Control
6. Speed Judgment
7. Vehicle Placement
8. Backing
~~9. Roadway Positioning~~
9. Tactical Seatbelt Removal (TSR)
10. Rate of Performance
11. Fluency of Performance

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

M. An **exercise test** that requires a student to drive a law enforcement vehicle during which the student must reach a speed of at least 65 mph prior to entering a turn of sufficient radius to require a minimum 30 mph deceleration. This exercise test may be tested concurrent with emergency response or pursuit tests.

The student will demonstrate competency in the following performance dimensions:

1. Safety
2. Situational Awareness
3. Braking Techniques(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Fluency of Performance
9. Level of Response

Presenters must use the POST-developed Vehicle Operations Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X	X	
X				X	X	
X				X		

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that requires the student to participate in the use of a Law Enforcement Driving Simulator (LEDS) and after acclimation participate in at least two (2) different emergency responses and two (2) different pursuits.

~~A~~B. The student will participate in a learning activity that requires the student to brake suddenly and engage the Anti-lock Braking System (ABS)

C. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle during the hours of darkness (as defined in Vehicle Code Section 280) utilizing headlights. The activity must include emergency response and/or pursuit.

D. The student will participate in a learning activity that requires the student to drive a law enforcement vehicle, during which the student will demonstrate the ability to accurately steer and control the vehicle under high performance cornering conditions, including but not limited to:

1. Safety
2. Situational Awareness
3. Braking Technique(s)
4. Steering Technique(s)
5. Throttle Control
6. Speed Judgment
7. Roadway Positioning
8. Control of Weight Transfer

~~B~~E. The student will participate in one or more learning activities from the POST-developed Instructor's Guide to *Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding vehicle operations. At a minimum, each activity, or combination of activities must address the following topics:

1. Use of critical thinking and decision making to balance the apprehension of violators against the obligation to drive safely, tactically and responsibly
2. Effects of personal attitudes on emergency or pursuit driving and the interests of public

RBC	Other Basic Courses					Requa l
	832	III	II	I	SIBC	
X X				X X	X X	
~~24~~40		8		~~24~~40	12	2

safety

3. Community expectations that officers should be exemplary drivers
4. Accountability as it relates to officer actions during vehicle operation

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on vehicle operations. This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004
July 1, 2005
January 1, 2006
July 1, 2008
July 1, 2009
July 1, 2011
January 1, 2012
August 1, 2013

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE

~~July 1, 2010~~August 1, 2013

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code Sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

A. Recall the definition of domestic violence for legal mandates (Penal Code Section 13700)

B. Recall the definition of domestic violence for weapons seizure (Penal Code Section ~~12028.5~~18250)

C. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:

1. Willful infliction of corporal injury
2. Criminal threats
3. Stalking
4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
5. Preventing or dissuading a witness or a victim from testifying
6. Battery as applied to domestic violence
7. Spousal rape

D. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

II. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

LEARNING OBJECTIVES

A. Identify common characteristics of a victim and a batterer

B. Identify a peace officer's role in reducing domestic violence

III. LEARNING NEED

When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

LEARNING OBJECTIVES

A. Recognize the initial process for responding to a domestic violence call

B. Recognize under what circumstances an arrest should be made

C. Identify physical evidence to be collected

D. Recognize procedures for seizing firearms

E. Discuss resources available for victim protection

IV. LEARNING NEED

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

LEARNING OBJECTIVES

A. Identify the differences between the types of court orders to include:

1. Criminal protective/stay-away orders
2. Emergency Protective Orders
3. Restraining orders

B. Identify the validity of a restraining order

C. Identify the purpose for obtaining an Emergency Protective Order

D. Demonstrate how to enforce a court order

V. LEARNING NEED

A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.

LEARNING OBJECTIVES

A. Identify what information needs to be documented in a report

B. Identify how the peace officer can provide support for the victim

VI. REQUIRED TESTS

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	
X				X	X	
						X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #25.

B. The POST-Constructed Comprehensive Mid-Course Proficiency.

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

E. The POST-Constructed Module III End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

H. A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:

1. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
2. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
3. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
4. Problem Solving/Decision - Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
6. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

and establish understanding.

8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a Learning Activity relating to proper response to a domestic violence incident to include:

1. Felony arrests
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
5. Verification and enforcement of stay-away orders
6. Cite and release policies
7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit
9. Providing information card with local resources to victims at the scene

B. The student will participate in a Learning Activity requiring them to demonstrate the knowledge and ability to obtain an Emergency Protective Order (EPO).

1. Who is eligible for an EPO
2. Legal authority
3. Procedures for obtaining an EPO
4. Completion of the appropriate documentation
5. Scope and duration of the EPO
6. Service of the EPO
7. Data entry of the EPO into the Domestic Violence Restraining Order System (DVROS)
8. Distribution of forms

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
10				10	10	4

C. The student will participate in one or more Learning Activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence. At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g. PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response
2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident
3. How collaboration with the community builds trust and confidence in policing efforts
4. Discretion, flexibility and conflict resolution skills
5. Influence of officer's demeanor on persons present at the scene

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

IX. ORIGINATION DATE

January 1, 2001

X. REVISION DATE

January 1, 2002	January 19, 2007	August 1, 2013
January 1, 2004	July 1, 2008	
September 15, 2004	July 1, 2009	
January 1, 2006	July 1, 2010	

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #32
LIFETIME FITNESS

~~January 1, 2012~~August 1, 2013

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

I. LEARNING NEED

Officers need to know how to apply methods for evaluating and managing their physical fitness for a healthy lifestyle in order to safely and effectively perform peace officer duties.

LEARNING OBJECTIVES

A. Discuss the components of a personal physical fitness program to include:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power
   c. Endurance
3. Flexibility/Stability/Mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

B. Discuss techniques for evaluating personal fitness in the areas of:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIB C		
X				X	X		b. Power
X				X	X		c. Endurance
X				X	X		3. Flexibility/Stability/Mobility
X				X	X		4. Core
X				X	X		5. Acceleration and agility
X				X	X		6. Body composition vs performance
X				X	X		7. Recovery
X				X	X		C. Describe appropriate measures for improving an officer's performance within each of the seven components of a personal fitness program
X				X	X		D. Discuss principles of physical conditioning, including:
X				X	X		1. Specificity
X				X	X		2. Frequency
X				X	X		3. Intensity
X				X	X		4. Volume
X				X	X		5. Active recovery
X				X	X		6. Periodization/program design
X				X	X		a. Foundational phase
X				X	X		b. Conditioning phase
X				X	X		c. Peak performance phase
X				X	X		7. Progression
X				X	X		E. Describe minimum physical conditioning program requirements and components of a training session to include:
X				X	X		1. Warmup
X				X	X		2. Training phase
X				X	X		3. Recovery
X				X	X		F. Explain the two types of training injuries and appropriate treatment for each
X				X	X		1. Acute injuries
X				X	X		2. Chronic injuries

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

II. LEARNING NEED

Peace officers must recognize that proper nutrition is critical to maintaining body composition, physical conditioning, and reducing their risk of illness or injury.

LEARNING OBJECTIVES

A. Describe how to accomplish fitness goals using nutritional planning

B. Discuss the role of supplementation and accomplishing fitness goals

III. LEARNING NEED

Peace officers need to understand common health problems so they may use appropriate risk management techniques to ensure their health and physical fitness.

LEARNING OBJECTIVES

A. Discuss illnesses and injuries commonly associated with law enforcement officers

B. Discuss strategies for the prevention of illnesses and injuries commonly associated with law enforcement officers

IV. LEARNING NEED

Peace officers must recognize the causes of stress and how to manage it effectively in order to protect their personal health and ensure their ability to perform their duties.

LEARNING OBJECTIVES

A. Explain the signs and symptoms of elevated stress levels

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

B. Recognize that substance abuse is an inappropriate strategy for coping with physical and psychological stress

C. Describe the short and long term effects of abusing:

1. Alcohol
2. Tobacco
3. Caffeine
4. Supplements/performance enhancing drugs
5. Prescription, nonprescription, and illegal drugs

D. Explain the techniques for stress management

V. REQUIRED TESTS

A. The POST-developed Work Sample Test Battery (WSTB) or an equivalent physical abilities test approved by POST

1. Run a 99 yard obstacle course consisting of several sharp turns, a number of curb-height obstacles, and a 34 inch high obstacle that must be vaulted
2. Lift or drag 165 pound lifelike dummy 32 feet
3. Run 5 yards to a 6 foot chain link fence, climb over fence, continue running another 25 yards
4. Run 5 yards to a 6 foot solid fence, climb over continue running another 25 yards
5. Run 500 yards

VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a POST-approved physical conditioning program to include the following:

1. The program must consist of a minimum of 36 sessions
2. The 36 required sessions must be conducted within a period of 10 to 14 consecutive weeks with a minimum of two sessions per week
3. Each session must be a minimum of 60 minutes in length
4. Each session must consist of a warm-up, a training period, and recovery

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X				X	X	

5. Each student must participate in a minimum of 30 of the required 36 sessions
6. Individual accommodations must meet the functional equivalency of all components of the training session

B. The student will participate in a physical conditioning program designed to achieve proficiency in the following seven components:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power
   c. Endurance
3. Flexibility/stability/mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

C. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session, or equivalent learning activity, regarding health problems common to law enforcement officers and related risk reduction management techniques. At a minimum, the activity must address the following topics:

1. Illnesses and injuries commonly associated with law enforcement officers
2. The short-term and long-term effects of using/abusing alcohol, tobacco and supplements/performance enhancing drugs
3. The essential elements of lifetime fitness

D. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding proper nutrition. At a minimum, the activity must address the following topics:

1. The relationship between the proportion of calories consumed from each food group and body

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X				X	X	
X				X	X	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

composition

2. The nutritional characteristics of different foods (e.g., grains, legumes, meat, fish, dairy products) and the use of food selection in body composition management
3. The relationship between exercise and body composition management

E. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding techniques used to evaluate physical fitness. At a minimum, the activity must address techniques for evaluating the following types of physical fitness components:

1. Cardiovascular
   a. Aerobic
   b. Anaerobic
2. Muscular
   a. Strength
   b. Power
   c. Endurance
3. Flexibility/stability/mobility
4. Core
5. Acceleration and agility
6. Body composition vs performance
7. Recovery

F. The student will participate in a facilitated discussion, workbook assignment, computer-assisted training session or equivalent learning activity, regarding the principles of physical conditioning. At a minimum, the activity must address the following principles and techniques for developing a personal physical fitness program:

1. The relationship between the different components of physical fitness (i.e., cardiovascular, muscular, flexibility/stability/mobility, core, acceleration and agility, body composition vs performance, and recovery) and the physical conditioning activities that develop them
2. The basic principles of a physical conditioning program (e.g., specificity, frequency, intensity, volume, activity recovery, periodization/program design, and progression) and an exercise session (e.g., warmup, training phase, recovery)

RBC	Other Basic Courses					Requal
	832	III	II	I	SIB C	
X X X				X X X		
X X X X X X				X X X X X X		
X				X		
4440				4440	4	

3. Calculating the aerobic heart rate training zone
4. The components of a comprehensive fitness program for the tactical athlete
5. Evaluation and treatment of training injuries

G. The student will participate in a learning activity which requires them to take part in a physical fitness assessment during the foundational phase and the peak performance phase which shall minimally include:

1. Performance of the WSTB
2. Push-ups
3. Bent knee sit-ups
4. 1.5 mile run
5. Body composition measurement

H. The student will participate in a learning activity which requires them to train in techniques to tactically climb over the solid 6 foot wall wearing assigned/appropriate duty gear (e.g., duty belt with safety equipment, ballistic vest, utility uniform, duty footwear, etc.). The learning activity will provide the student with multiple opportunities to complete the solid fence climb in a tactically safe manner

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on lifetime fitness.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2004
January 1, 2006
January 19, 2007
July 1, 2009
January 1, 2012
August 1, 2013

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #34
FIRST AID AND CPR

~~July 1, 2010~~August 1, 2013

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X X		X X			X X	

I. LEARNING NEED

Peace officers must recognize they have a responsibility to act in good faith and to provide emergency medical services (EMS) to the best of their abilities and within the scope of their training.

LEARNING OBJECTIVES

A Identify the primary responsibilities of peace officers as EMS first responders at a medical emergency

B. Identify the links of the chain of transmission of infectious pathogens

C. Recognize precautions peace officers should take to ensure their own personal safety when responding to a medical emergency

D. Identify conditions under which a peace officer is protected from liability when providing emergency medical services

II. LEARNING NEED

Peace officers must be able to assess the immediate condition of a victim, a fellow officer, or themselves if they become injured prior to beginning any form of emergency medical services, including basic life support.

LEARNING OBJECTIVES

A. Demonstrate appropriate actions to take during ~~an~~ ~~initial~~ primary assessment for assessing a conscious victim~~'s~~:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

1. Responsiveness
2. Airway
3. Breathing
4. Circulation

B. Demonstrate appropriate actions to take during an primary assessment for an unconscious victim:

1. Responsiveness
2. Breathing
3. Circulation

~~B~~C. Identify assessment criteria for establishing priorities when assessing multiple victims at a single scene

~~C~~D. Recognize conditions under which an injured victim should be moved from one location to another

~~D~~E. Recognize proper procedures for moving a victim using the shoulder drag technique

III. LEARNING NEED

Peace officers may be required to provide basic life support for a victim, fellow officer, or themselves until additional medical services become available.

LEARNING OBJECTIVES

A. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, including:

1. Ventilation
2. Pulse location
3. Compression depth
4. Compression rate
5. Compression-to-ventilation ratio (one-person CPR)
6. Compression-to-ventilation ratio (two-person CPR)

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
X		X			X	
X		X			X	
X		X			X	

~~A~~B. Recognize circumstances under which a victim's airway should be opened by using a:

1. Head-tilt/chin-lift maneuver
2. Jaw-thrust maneuver

~~B~~C. Identify the difference between a mild and severe ~~and a complete~~ airway obstruction

~~C~~D. Perform procedures for clearing an obstruction from the airway of a conscious and unconscious:

1. Adult
2. Child
3. Infant
4. Pregnant or obese individual

~~D~~E. Demonstrate rescue breathing techniques when using a pocket ~~face~~ mask, bag valve mask or mouth-to-mouth maneuver with a barrier device

~~E. Demonstrate Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, including:~~

~~1. Ventilation duration~~
~~2. Pulse location~~
~~3. Compression depth~~
~~4. Compression rate~~
~~5. Compression-to-ventilation ratio (one-person CPR)~~
~~6. Compression-to-ventilation ratio (two-person CPR)~~

F. Distinguish between the ~~four~~ two primary bleeding control techniques

G. Demonstrate the general guidelines for controlling bleeding from an open wound

H. Identify indicators of shock

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

I. Perform first aid measures to treat shock

IV. LEARNING NEED

Peace officers are often first to respond to the scene of a traumatic incident. They must be capable of activating the EMS system, and providing appropriate first aid to victims, a fellow officer, or themselves of traumatic injuries.

LEARNING OBJECTIVES

A. Recognize indicators of a possible head injury

B. Recognize the appropriate first aid measures for treating injuries to the head

C. Recognize appropriate first aid measures for treating open and closed injuries to the:

1. Chest
2. Abdomen

D. Identify appropriate first aid measures for treating injuries to the bones, muscles or joints

E. Recognize appropriate first aid measures for treating:

1. Thermal burns
2. Chemical burns
3. Electrical burns
4. Radiation burns

V. LEARNING NEED

Peace officers must be able to provide basic first aid measures for a number of medical emergencies and conditions they may encounter.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

LEARNING OBJECTIVES

A. Recognize indicators of, and first aid measures for, a victim experiencing:

1. Cardiac emergency
2. Respiratory emergency
3. Seizure
4. Stroke

B. Differentiate between indicators and first aid measures for treating:

1. Insulin shock (hypoglycemia)
2. Diabetic coma (hyperglycemia)

C. Recognize appropriate first aid measures for a victim experiencing signs of poisons that have been ingested, inhaled, absorbed or injected

D. Differentiate between the indicators and first aid measures for treating:

1. Hypothermia and frostbite
2. Heat cramps, heat exhaustion and heat stroke

E. Recognize appropriate first aid measures for stings and bites

VI. LEARNING NEED

Peace officers must have a basic understanding of first aid measures to assist before, during and after childbirth in an emergency situation.

LEARNING OBJECTIVES

A. Recognize the signs of imminent birth

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

B. Recognize appropriate first aid measures for each of the following emergency situations that may occur in childbirth:

1. Excessive vaginal bleeding
2. Newborn fails to breathe

VII. REQUIRED TESTS

A. The POST-Constructed Knowledge Test on the learning objectives in Domain #34.

B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.

C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.

F. The POST-Constructed PC 832 Arrest Written Test.

G. The POST-Constructed Comprehensive Test for the Requalification Course.

H. An exercise test that requires the student to demonstrate competency in the following skills:

1. Assesses victim
2. Activates emergency response system
3. Checks for pulse
4. Delivery of high-quality CPR
5. Provides effective breaths

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
~~X~~		~~X~~			~~X~~	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	

Presenters must use the American Heart Association (AHA) Skills Test Form or a presenter-developed form approved by POST which minimally includes the skills used for this exercise test.

VIII. REQUIRED LEARNING ACTIVITIES

A. A learning activity that requires the student to conduct ~~an~~ ~~initial~~primary assessment. The ~~initial~~ primary assessment shall minimally include:

1. ~~Initial~~ Primary assessment
   a. Check for responsiveness
   b. Check airway
   c. Check for breathing
   d. Check pulse
   e. Look for serious bleeding

B. A learning activity that requires the student to demonstrate the following first aid techniques for controlling bleeding of a limb while using personal protective equipment (PPE):

1. Direct pressure
2. ~~Elevation~~
3. ~~Pressure bandage~~
4. ~~Pressure points~~
5. Tourniquet

C. A learning activity that requires the student to demonstrate the following basic life support techniques:

1. Clearing an obstructed airway on conscious and unconscious victims
   a. Adult or child
   b. Infant
   c. Obese or pregnant
2. Rescue breathing
   a. Adult
   b. Child

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X		X			X	
21		21			21	

c. Infant

3. Cardiopulmonary resuscitation
   a. Adult
   b. Child
   c. Infant

D. A learning activity that requires the student to treat a victim for shock and answer the following questions related to shock:

1. When should a victim be treated for shock?
2. What are the possible consequences of failing to treat for shock?
3. Are there circumstances under which the consequences of shock may be more dangerous than the injury that caused it?

E. The student will participate in a learning activity that will demonstrate how to bandage different injuries while using PPE to minimize the dangers associated with infectious diseases and wash hands and disinfect equipment after providing treatment in accordance with the following principles:

1. Use the cleanest material that is available
2. Expose the injury site
3. Cover the entire injury site
4. Bandage snugly but without impairing circulation
5. Leave victim's fingers and toes exposed
6. Immobilize injury site as necessary

IX. HOURLY REQUIREMENTS

Student shall be provided with a minimum number of instructional hours on first aid and CPR as required by Title 22, Division 9, Chapter 1.5, Section 100019~~8~~(a) of the California Code of Regulations.

X. ORIGINATION DATE

January 1, 2001

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

XI. REVISION DATE

October 1, 2001	July 1, 2008
January 1, 2004	July 1, 2009
January 1, 2006	July 1, 2010
January 1, 2008	August 1, 2013

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #35
FIREARMS/CHEMICAL AGENTS

~~July 1, 2011~~August 1, 2013

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

I. LEARNING NEED

Peace officers must know and practice all procedures for the safe handling of all firearms while on and off duty.

LEARNING OBJECTIVES

A. State the four fundamental rules of firearms safety

B. Explain basic safety guidelines to be followed at a firing range

C. Describe the safety precautions for proper storage of firearms

II. LEARNING NEED

Peace officers must know the workings, the capabilities, and limitations of firearms in order to operate them safely and effectively.

LEARNING OBJECTIVES

A. Describe the basic information about a semiautomatic pistol and magazine, including:

1. Primary components and their functions
2. Steps for loading/unloading
3. Steps for rendering the semiautomatic pistol safe

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
X	X	X			X	X	B. Describe the cycle of operation that takes place with each single pull of a semiautomatic pistol trigger
X	X	X			X	X	C. Describe the basic information about a revolver, including:
X	X	X			X	X	1. Primary components and their functions
X	X	X			X	X	2. Steps for loading/unloading
X	X	X			X	X	3. Steps for rendering the revolver safe
X			X		X	X	D. Describe the basic information about shotguns, including:
X			X		X	X	1. Advantages and limitations
X			X		X	X	2. Primary components and their functions
X			X		X	X	3. Steps for loading/unloading
X			X		X	X	4. Steps for rendering the shotgun safe
							III. LEARNING NEED
							Peace officers must know the capabilities and limitations of the ammunition they use in their firearms to operate them safely and effectively.
							LEARNING OBJECTIVES
X	X	X	X		X	X	A. State the guidelines for the safe handling of ammunition
X	X	X	X		X	X	B. Describe the primary components of firearm cartridges
X	X	X	X		X	X	C. Explain the chain of events that takes place when a projectile is discharged from a cartridge
X			X		X	X	D. Describe the primary components of a shotgun shell

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X	X		X	X
X	X	X	X		X	X
X	X	X	X		X	X

E. Define shot pattern as it relates to shotgun shells

F. Explain the correlation to the distance traveled by the shot and the size of the shot pattern

G. Describe the three ways shot placement can stop a threat, to include:

1. Central nervous system
2. Critical blood loss
3. Psychological

IV. LEARNING NEED

Peace officers must know how to properly inspect, clean, and care for their firearms to ensure that they function safely and effectively.

LEARNING OBJECTIVES

A. Describe the components that may prevent problems and that should be examined during a routine safety inspection

B. Describe the materials, equipment, and environment needed to properly clean firearms

C. Apply routine procedures for cleaning firearms

V. LEARNING NEED

Peace officers must comprehend and practice the fundamental skills of firing firearms to be effective in reactive and precision situations during live fire exercises.

LEARNING OBJECTIVES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X

A. Apply the proper steps for drawing and holstering

B. Demonstrate the following elements to accurately shoot a firearm:

1. Grip
2. Stance
3. Breath control
4. Sight alignment/sight picture
5. Trigger control
6. Follow-through

C. Describe the types of malfunctions and demonstrate clearing methods for:

1. Semiautomatic pistols
2. Revolvers
3. Shotguns

D. Describe limitations officers may encounter when shooting under low light/nighttime conditions

E. Describe conditions an officer may face when in a combat situation

F. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation

G. Explain steps officers can take to prepare themselves for the extreme stress of combat

VI. LEARNING NEED

Peace officers must know the terminology, capabilities, exposure symptoms, and decontamination procedures in order to safely and effectively handle and deploy chemical agents and gas masks.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X		X	X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

LEARNING OBJECTIVES

A. State the statutory requirements for the possession and use of chemical agents

B. Describe four methods used to deploy chemical agents

C. Describe environmental and physical conditions that can impact the effectiveness of a chemical agent

D. State the guidelines for safely carrying, drawing, and deploying hand-held canisters of chemical agents

E. Apply decontamination procedures that should be followed after a chemical agent has been used

F. Discuss the physiological and psychological effects of each of the following chemical agents used by peace officers:

1. OC (oleoresin capsicum)
2. CN (chloroacetophenone)
3. CS (otho-chlorobenzylidene-molononitrile)

G. Demonstrate proper procedures peace officers should follow when using gas masks, to include:

1. Inspection and proper fit
2. Cleaning and storage

VII. REQUIRED TESTS

Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states:

Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X		X	X	X	X	X
	X					
X		X	X	X	X	X
	X					
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

- An opportunity to review their test results
- A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest
- An opportunity to be retested on the failed test, if the student fails the second test, the student fails the course

Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student is enrolled in.

FIREARMS SAFETY

All firearms exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with the POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during firearms training and testing.

A. An **exercise test** that requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a **basic** course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X	X	X	X

5. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

B. An **exercise test** that requires the student to demonstrate competency in **basic** handgun shooting principles using a handgun, while wearing body armor and duty equipment, under **low light/night** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **basic** course of fire.

The student is required to shoot from multiple distances of 1 to 15 yards or greater using a presenter approved service handgun and fire a minimum of 50 rounds of service ammunition with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Basic Shooting Principles
5. Flashlight/Lighting System/Existing Light
6. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

C. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment, under **daylight** conditions on a

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	
X			X	X	X	

combat course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

D. An **exercise test** that requires a student to demonstrate competency in **combat** shooting principles and tactics using a handgun, while wearing body armor and duty equipment under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280) on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X	X	X	
X			X		X	X
X			X		X	X

field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions, and the use of cover and concealment.

The student is required to fire a minimum of 30 rounds of service ammunition using a presenter approved service handgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Lighting System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

E. An **exercise test** that requires the student to demonstrate competency in **basic** shotgun shooting principles using a shotgun, while wearing body armor and duty equipment, under **daylight** conditions on a **basic** course of fire.

The student is required to fire 20 rounds of service ammunition at multiple distances from 3 to 15 yards or greater, using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

exercise test.

H. An **exercise test** that requires the student to demonstrate competency in **combat** shooting principles and tactics using a shotgun, while wearing body armor and duty equipment, under **low light/night time** conditions (for outdoor ranges testing must be done during the hours of darkness as defined in Vehicle Code Section 280)on a **combat** course of fire.

The course of fire must simulate the physical and mental stress that would be most nearly created by actual field **combat** situations. The test will minimally include threat assessment, multiple targets, left and right handed shooting positions, multiple shooting positions and the use of cover and concealment.

The student is required to fire a minimum of 12 rounds of service ammunition using a presenter approved shotgun, with acceptable accuracy standards and under time restrictions established by the presenter.

The student is required to tactically load, unload and reload the shotgun and clear any malfunctions that may occur during the course of fire.

The student will demonstrate competency in the following performance dimensions:

1. Firearms Safety
2. Mechanical Functions
3. Manipulations
4. Judgment/Decision Making
5. Basic Shooting Principles
6. Combat Shooting Principles/Tactics
7. Flashlight/Light System/Existing Light
8. Accuracy

Presenters must use the POST-developed Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
	X	X					I. An **exercise test** developed by POST that specifically prescribes the PC 832/Module III course of fire, which requires the student to demonstrate basic handgun shooting principles under daylight conditions.
	X	X					Using a presenter approved handgun, the student must:
	X	X					- fire 36 rounds of service ammunition and
	X	X					- achieve a minimum score of 29 hits in the 7-ring on a
	X	X					- B-27 single target
	X	X					The PC 832 Handgun Course of Fire:
	X	X					- 12 rounds must be fired from a distance of 3 yards in 30 seconds
	X	X					- 12 rounds must be fired from a distance of 7 yards in 30 seconds
	X	X					- 12 rounds must be fired from a distance of 15 yards in 45 seconds
	X	X					The student is required to tactically load and reload the handgun using the loading device authorized by the presenter and successfully clear any malfunctions that may occur during the course of fire.
	X	X					The student will demonstrate competency in the following performance dimensions:
	X	X					1. Firearms Safety
	X	X					2. Mechanical Functions
	X	X					3. Manipulations
	X	X					4. Basic Shooting Principles
	X	X					5. Accuracy
	X	X					Presenters must use the POST-developed PC832/Module III Firearms Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
							VIII. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

A. Each student will participate in a simulation that requires exposure to a non-lethal, riot control chemical agent. The simulation must involve the following:

1. Exposure to a non-lethal, riot control chemical agent
2. Proper use of a gas mask including the pre-inspection, fitting and clearing of the mask
3. Decontamination techniques

B. Each student will participate in a simulation that requires exposure to a non-lethal, aerosol chemical agent. The simulation must involve the following:

1. Exposure to a non-lethal, aerosol chemical agent
2. Proper care, maintenance and deployment of a non-lethal, aerosol chemical agent
3. Decontamination techniques

C. Each student will participate in a learning activity designed to reinforce the ability to manipulate their assigned firearm.

If the firearm is a semiautomatic pistol, the learning activity shall minimally include the following techniques to safely and effectively manipulate the semiautomatic pistol in both the left and right hand:

1. Render the weapon safe
2. Release slide
3. Lock slide open
4. Rack slide
5. Holster weapon
6. Unholster weapon
7. Load weapon
8. Unload weapon from the holster
9. Clear any malfunctions
10. In battery reload
11. Out of battery speed reload

If the firearm is a revolver, the learning activity shall minimally include the following techniques to safely

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
72	24	28	44	12	72	20

and effectively manipulate the revolver in both the left and right hand:

1. Render the weapon safe
2. Open cylinder
3. Close cylinder
4. Holster weapon
5. Unholster weapon
6. Load/reload revolver with authorized loading device
7. Clear any malfunctions

D. The student will participate in a learning activity to reinforce the ability to inspect, clean and properly maintain their service handgun. The activity shall minimally include techniques to:

1. Visually inspect the weapon
2. Properly clean the weapon
3. Ensure the weapon is maintained according to the manufacturer's specifications

E. The student will participate in a learning activity to reinforce the ability to safely and effectively manipulate a shotgun. The activity shall minimally include techniques to:

1. Open the shotgun action and check for rounds
2. Inspect the functioning of the firing mechanism
3. Load and unload the shotgun properly when a round has been chambered
4. Load and unload the shotgun when no round is chambered and the weapon is cocked and uncocked

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on firearms/chemical agents.

X. ORIGINATION DATE

January 1, 2001

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

XI. REVISION DATE

January 1, 2004	July 1, 2008	July 1, 2010
July 1, 2005	January 1, 2009	July 1, 2011
January 1, 2006	July 1, 2009	August 1, 2013
January 19, 2007	January 1, 2010	