

Sacramento Police Department - 2320
DEFENSIVE TACTICS INSTRUCTOR COURSE

COURSE OUTLINE

Statement of Purpose: *The course will provide the student with advanced training in topics regarding instruction of law enforcement defensive tactics to develop and improve the knowledge and skills necessary for the student to survive and win a physical and lethal force encounter.*

I. REGISTRATION AND COURSE OBJECTIVES

- A. Registration
 - 1. Sign-in on the POST roster
 - 2. Complete Los Rios College registration forms
 - 3. Logistics, In case of emergency...
 - 4. Ensure no weapons are on-site
 - 5. Restrooms, breakroom, water
- B. Course Objectives
 - 1. Two-week course
 - 2. Potential Department/Academy ACT instructors
 - 3. Comprehension and development of teaching principles
 - 4. Maintain safety guidelines at all times
- C. Review updates to current case law, General Orders and Legislation (PC835a, AB392 and SB230, SPD GO 580.02 – Use of Force Policy)

II. PRINCIPLES OF DEFENSIVE TACTICS AND BATON

- A. Awareness
 - 1. Alertness to any potential threats a peace officer may face when approaching or interacting with a potentially dangerous subject or situation
- B. Balance
 - 1. The position that allows the officer to move in any direction with strength and coordination to maintain an advantage
- C. Control
 - 1. Maintaining composure to make sound judgments and decisions
 - 2. General Control
 - 3. Physical Control
- D. Body Physics and Dynamics
 - 1. Natural movements of the body
 - 2. Self-control under stress
 - 3. Outside influences

III. PRINCIPLES OF ADULT LEARNING

- A. Active Learning

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1. Using numerous approaches to education and training for the purpose of engaging students in their work to acquire and understand knowledge
- B. Understand the Learner-Centered environment
 1. Bloom's Taxonomy
 - a. Cognitive
 - b. Critical-thinking model
 2. GST Presentation Formula
 - a. Slice Presentation methods
 - b. Give feedback
 - c. Ask questions
 - d. Slow motion
 - e. Help each other
 3. Learning Modalities
 - a. Visual: Learns by observing
 - b. Audioty: Learns by listening
 - c. Tactile/Kinesthetic: Learns by touch/movement
- C. Lesson Design and Planning
 1. Activity-oriented, coverage and outcome-based design
 2. Using a planning template
- D. Principles of R.I.D.E.M.
 1. Relevance
 2. Involvement
 3. Discovery
 4. Experience
 5. Modeling

IV. LEGAL ISSUES

- A. Review of General Orders, Penal Code, Relevance Court Cases
 1. Review of PC835a, as updated by AB392 & SB230 (2020)
 2. Review of SPD GO 580.02 – Use of Force Policy, as updated by AB392 & SB230 (2020)
- B. Ethical Concerns as a new instructor
 1. Fraternalization with students
 2. Potential for harassment complaints
 3. Impaired objectivity with students
 4. Maintaining a safe training environment
- C. Legal ramifications and civil liability issues
 1. Consequences of improper teaching of techniques
 2. Modifying the authorized/approved techniques without notice
 3. Civil rights violations
 4. Department Policy must be followed
- D. Methods for reducing liability

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1. Documentation of training
2. Documentation of trainee performance
3. Documentation of remediation efforts
- E. Overview of Safety Guidelines & Protocols
 1. Ensure that all necessary Worker's Comp paperwork and First Report of Injury forms are completed, when appropriate
 2. Do not sacrifice safety guidelines to showboat techniques

V. INJURY PREVENTION

- A. Pre-existing injuries
 1. Ensure you are made aware of pre-existing injuries
 2. Make modifications if possible without sacrificing technique or safety
- B. Discussing ways to prevent future injuries
 1. Stretching
 2. Start slow, "By the numbers..."
 3. Maintain the Safety ratio
 4. Don't allow the students to deviate from the Instructor or move ahead of the instruction

VI. DEFENSIVE TACTICS BASICS

- A. Body Management
 1. Position of Safety
 - a. Officer's body position in relation to the suspect
 - b. Hand position in relation to the suspect
 2. Foot Movements
 - a. Ability to move in all directions smoothly and with fluidity
 - b. Ability to change angles and directions as it relates to the suspect
 3. Falling/Rolling
 - a. Practical reasons and avoiding injury
 - b. Forwards and backwards
 4. Ground movements
 - a. Basic movements
- B. Striking Techniques
 1. Discuss Department policies and guidelines
 2. Discuss parts of the body that can be used for striking
 3. Proper striking technique
 4. Effective use of hips to generate power
- C. Deflections
 1. Deflect attacks from outside and inside
 2. High, Middle, Low deflections
- D. Weaponless Defenses

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1. Discuss options
 2. Demonstrated assessment utilizing all techniques shown
- E. Prisoner Restraint
1. Hobble or Max Restraint Device
 2. Available options
 3. Technique for proper application
 4. Demonstrated proficiency at application of restraints

VII. REVIEW

- A. Questions from the Instructor Candidates
1. Principles of Defensive Tactics
 2. Principles of Baton
 3. Legal concerns and issues
 4. Defensive Tactics Basics

VIII. INTRODUCTION TO SEARCH FUNDAMENTALS

- A. Appropriate search technique to corresponding threat level
1. Reason for detention and/or arrest
 2. Number of subjects
 3. Suspect's appearance/actions
 4. Conditions at time of arrest
 5. Prior knowledge of subject
 6. Physical/emotional limitations
- B. Principles to apply during a search of a person
1. Awareness
 2. Balance
 3. Control
 4. Systematic method of searching
 - i. Communication with your cover officers
- C. Types of Searches
1. Cursory
 2. Standing Modified
 3. Kneeling
 4. Prone
- D. Handcuffing
1. Must have knowledge and skill in applying handcuffs
 2. Ideal placement of handcuffs on subject
 3. How to make adjustments on the handcuffs
 4. Double-locking the handcuffs
 5. Handcuff after searching first, when applicable

IX. BATON

- A. Types of Baton
1. Straight Baton

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- 2. Expandable Straight Baton (ESB)
 - B. Justifications for use
 - 1. The use of force is reasonable/appropriate to the threat
 - 2. Size difference between subject and officer
 - 3. Subject exhibits or states knowledge of training fighting skill
 - 4. Multiple subjects
 - 5. Tactical situations
 - C. Target Zones
 - 1. Appropriate target zones
 - 2. Inappropriate target zones
 - a. Must articulate reason for contact with less desirable/inappropriate area
 - D. Use of Force
 - 1. Drawing Techniques
 - 2. Blocking Techniques
 - 3. Stances
 - 4. Patterns of Movement
- X. CONDUCTED ELECTRICAL WEAPON (CEW)**
- A. Introduction
 - 1. SPD General Order 580.10
 - 2. History of CEW
 - B. CEW Definitions
 - 1. Passive Resister
 - 2. Active Resister
 - C. CEW Nomenclature
 - 1. TASER 7
 - D. Instructional Videos
 - E. Preparing a CEW training environment
 - 1. Safety concerns
 - 2. Eye protection
- XI. INTRODUCTION TO SELF-DEFENSE**
- A. Officers must understand basic principles
 - 1. Sudden primary attacks
 - 2. Secondary attacks
 - B. Defenses against sudden primary attacks
 - C. Defenses against secondary attacks
 - D. Weapon Takeaway
 - E. Weapon Retention

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XII. BATON TECHNIQUES

- A. Use of Force
- B. Baton Retention
- C. Heavy Bag Work/Free-Form
 - 1. Speed/Power/Timing Technique

XIII. GROUND CONTROL

- A. Basic Concepts
- B. Safety
 - 1. Tapping Out
 - 2. Unsafe movements for this training
- C. Basic conditioning/movement

- D. Defense from various positions

- E. Weapon Retention

XIV. REVIEW

- A. Ground Control Fundamentals
- B. Student Observations/Experience of the course

XV. BATON – TEACH BACK

- A. Instructor Candidates take the role of the instructor

XVI. CHOKE DEFENSE

- A. Introduction
 - 1. Defined- Neck restraint where the suspect uses compression of the carotid arteries to gain control of the officer
 - 2. Result- Flow of blood is temporarily restricted to the brain causing temporary loss of consciousness
- B. Dangers of the choke hold
 - 1. Parts of the body may be damaged from improper application of the hold
 - 2. Repeat applications
 - 3. Danger if officer goes unconscious
 - 4. Practical application

XVII. INTRODUCTION TO PERSONAL BODY WEAPONS

- A. Fundamentals
 - 1. Safety
 - 2. Department Policy

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3. Reason for implementation

B. Basic Offense/Defense

C. Learning Activity:

1. Shadow-boxing
2. Heavy bag work
3. Sparring

XVIII. INSTRUCTOR DEVELOPMENT

A. Review of Learning Modalities

1. How does a person learn?
2. Visual – Learns by observing
3. Auditory – Learns by listening
4. Tactile/Kinesthetic – learns by touch and manipulation, physical movement

B. Team-Teaching

1. Two instructors share teaching block
2. One is considered primary, the other is secondary
3. Allows for different learning modalities to be covered

C. Initial Instruction Learning Methods

1. Demonstration by instructor
2. Breakdown of the technique
3. Drills by the student
 - a. By the numbers...
 - b. Chunking skills
 - c. Linking skills
 - d. Graduated/variable speed
4. Review of drills

D. Enhancing the Training Effect

1. Flash Review
2. Mind Lab – Solo work
3. Giving the training prescription
4. Searches with hidden weapons/different clothing
5. Integrated force
6. Triad training
7. Freeform

E. Training Implementation Plan

1. Do research to support/enhance current training
2. Have a training plan, lesson plan, and lesson agenda
3. Understand that learning occurs at different rates

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4. Patience and tolerance key virtues of training
 5. Build personal accountability in your students
 6. Make sure you are technically competent in skills you are presenting
 7. Don't teach what you are not certified to teach
 8. Do not add, delete from the curriculum without department approval
- F. Instructor Conduct and Responsibilities
1. Present yourself properly
 2. Hygiene/grooming standards
 3. Wear appropriate attire for instruction
 4. Enjoy the class, but remember you are "on duty"
 5. Maintain control of the class:
 - a. Do not allow racist, or sexist comments
 - b. Maintain discipline over your comments
 - c. Do not condone or allow horseplay
 - d. Ensure all students have reviewed and signed the safety guidelines
 - e. Ensure that all training equipment is serviceable and in good repair
 - f. Ensure the training area is clean, free of hazard, and properly equipped
 - g. Check cleaning supplies for sanitizing mat area
 - h. Have first aid kit available
 6. Remember to show them what THEY can do, not just what YOU can do
 7. Positive and negative reinforcements- know when it is appropriate and when it is not appropriate. Do NOT demean your students
 8. How to deal with adverse peer pressure- (In-Service training)
 9. Don't get baited into arguments/playing the "what if" game, unless it fits in the training prescription.
 10. Be a ROLE MODEL.
- G. Common Instructor Pitfalls
1. Frustration
 2. Blaming the learner
 3. Self-fulfilling prophecy
 4. Burnout
- H. Common Learner Problems
1. Emotional interference
 2. Fear/anxiety
 3. Lack of assertiveness
 4. Lack of attentiveness

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- 5. Avoiding contact
- I. Giving Criticism
 - 1. Focus on the behavior, not the person
 - 2. Don't allow personal biases or play favorites
 - 3. Don't use personality traits to explain the problem ("You're dumb..." or lazy, unmotivated to learn, etc)
- J. Performance Evaluation Techniques
 - 1. Written
 - 2. Oral
 - 3. Demonstrated
 - 4. Scenario

XIX. FINAL TEST

- A. Practical Testing of Defensive Tactics Techniques
 - 1. The lead instructor will assign pairings
 - 2. Lead and assistant instructors will share in proctor duties
 - 3. Instructor candidates will demonstrate competency in all areas of instruction
 - 4. Failure to demonstrate competency will result in a failure which must be remediated successfully in order to receive instruction certification.
 - 5. Failing to pass the remediation will result in receiving a certificate of attendance
- B. Practical testing of Defensive Tactics Instruction Techniques
 - 1. Lead and Assistant instructors shall observe instructor candidates present Defensive Tactics techniques to their class
 - 2. The presentation of each technique shall be limited to 5 minutes
 - 3. The instructor shall evaluate the new instructor in the following areas:
 - a. Effective demonstration of the technique
 - b. Effective oral breakdown of the technique
 - c. Class structure, supervision, and safety
 - d. Ability to effectively drill students of a specific technique
 - e. Include a brief review of each student's performance

XX. FINAL DEBRIEF AND CERTIFICATE ISSUANCE

- A. Get feedback from the instructor candidates about their experience
- B. Answer any questions from the new instructors
- C. Address any concerns, if any, seen during training. Individually or as a group, if necessary
- D. Presentation of certificates that include the following:

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1. Title of the course
 2. Dates of the course
 3. Hours completed
 4. POST Course control number
- E. Reinforce key learning points of the course
- F. Discuss incorporation of new instructors into In-Service and Academy training cadre