

**Sacramento Police Department - 2320
DEFENSIVE TACTICS UPDATE (DEFTAC) COURSE**

COURSE OUTLINE

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

I. COURSE OBJECTIVES

Trainees will:

- A. Demonstrate knowledge of their individual Department Use of force/firearms policy and approved tactics and techniques.
- B. Demonstrate a minimum standard of tactical skills proficiency with every technique, exercise to include:
 - 1. Judgment and decision-making.
 - 2. Weapons safety/retention
 - 3. Basic presentation techniques
 - 4. Body control
 - 5. Target/ Non-Target identification.
 - 6. Decision making under high stress physical scenarios
- C. Review updates to current case law, General Orders and Legislation (PC835a, AB392 and SB230, SPD GO 580.02-Use of Force Policy)

II. INTRODUCTION/ORIENTATION

- A. Registration, Orientation, Introductions
- B. Course Overview
 - 1. Purpose
 - a. Designed to improve and advance the student's officer safety, survival and defensive tactics
 - b. Skill Development in:
 - 1. Mindset
 - 2. Ground Control Defense
 - 3. Field Contacts
 - 4. Legal Awareness
 - 5. Tactical Awareness
 - 2. Course Schedule
 - a. Daily and weekly course schedule
 - 3. General Rules and Expectations
 - a. Course Expectations
 - b. Student and Instructor Expectations

III. MINDSET

- A. Purpose
 - 1. Lecture designed to orient the student to the importance of the mindset needed to maintain focus and determination when approaching and surviving a violent and combative encounter.

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- B. Technique
 - 1. Lecture will be a combination of instructor dialog with relative audio and video aids
- C. Mindset: Lecture Outline
 - 1. Defined as:
 - a. Hero Mentality
 - b. Continuous Training
 - c. Awareness
 - 2. Awareness
 - a. Self-Awareness
 - b. Resource Awareness
 - c. Surrounding
 - d. Levels of Awareness
 - 3. Importance of Mindset

IV. SPRAWL

- A. Purpose
 - 1. To instruct the officer/recruit to defend themselves against a tackle or lower leg grab
- B. Technique
 - 1. Learning Activity:
 - a. Drills

V. GROUND CONTROL

- A. Introduction to Ground Control
 - 1. The purpose is to give police officers basic movement and self-defense techniques associated with fighting on the ground. Officers should be able to defend themselves from the ground and transition to other force options.
- B. Safety Guidelines
 - 1. Training of this nature shall occur in an area, which allows the unobstructed activity of multiple students. The size of the facility shall consider the need for search and handcuffing, self-defense and takedowns, baton techniques, control holds, ground fighting and dynamic integrated force simulations.
 - 2. A first aid kit and decontamination kit shall be readily available.
 - 3. Students shall wear appropriate physical training clothes. This shall include appropriate undergarments, along with suitable tops (i.e., dri fit t-shirts, under armour tops), bottoms (i.e., sweat pants, shorts), and shoes specific for physical training (i.e. wrestling shoes).
 - 4. Mats are intended to prevent or reduce the possibility of injury during ground impact events. Mats alone cannot prevent injury. Instructors and students must remain alert and conscientious of all

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safety regulations, in order to prevent injury. Students unable or unwilling to follow safety procedures shall not use this equipment.

5. At no time shall students engage in unauthorized activities or horseplay.
6. Students shall advise instructors of their injuries. Students who have questions or concerns shall speak with the instructor.
7. Use proper teaching sequence: explain, demonstrate, and participate. Don't teach techniques out of context.
8. Schedule breaks at regular intervals.
9. Advise student to immediately report any injury. If an injury is reported, follow the internal procedure for documentation and treatment.
10. By its nature, Use of Force training (self-defense & ground control) has certain dangers and risks, but many of these dangers and risks can be prevented and/or minimized. The verbal command "STOP ACTION!" shall be taught and used by instructional staff and students. The command shall be given to immediately stop unnecessary danger.

C. Learning Activity:

1. Officers will be lead through a basic warm up to loosen up joints and muscles to prevent injury.
2. Officers will learn and demonstrate basic ground movement such as back shrimp and side shrimp.
3. Officers will learn and demonstrate basic falling/rolling movement. This may be a refresher for most. Proper falling/rolling will prevent injuries.

D. Basic guard position

E. The mount and side mount position

V. CHOKER DEFENSE

A. Purpose (Learning Need/Objective)

1. This block of instruction is designed to demonstrate to the officer proper defense against the choke hold in the prone, supine and standing positions; in order to assist officers in maintaining consciousness during violent encounters with suspects.

2. Practical Objective

- a. Officers will demonstrate how to defend against the choke hold.

B. Describe/Instruct/Demo

C. Safety

1. Discuss with officers safety concerns associated with defending against the choke hold (ie: Trachea deviation, Hyoid bone fracture)
2. Discuss submission examples ie: physical tapping out, auditory

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tapping out.

3. Instructors shall be the only authorized staff placing holds on students for drill/practice purposes

D. Learning Activity:

1. Drills

E. Debrief

VI. CLINCH

A. Purpose

1. To maintain or gain control of a subject that is actively attacking or has grabbed onto you. Clinch works well in close quarters.

B. Learning Activity:

1. Drills

VII. TWO-OFFICER CONTACTS

A. Purpose

1. To instruct the student in the importance of communications while attempting to arrest a passive resisting subject.

VIII. SAFETY GUIDELINES

A. Instructor Safety

1. Communicate with each other
2. Clear all weapons and persons at the beginning of the training session
3. No Live Ammo
4. No CED Cartridges
5. Once class resumes after breaks, clear weapons as a class again.
6. Instruct that every time the student switches partners or when they are not in immediate control of their gear and pistol, they shall clear their weapon with their partner against the cement wall
7. Have their partner visibly and physically clear the weapon
8. Holster while still facing the wall
9. This shall be done with either a partner or a secondary subject
10. If students need to leave the class during the class session, they need to let the instructor know upon leaving and returning. You MUST ensure the weapons are clear upon returning.
11. Stress the importance of remaining in the room during class session
12. Be aware of physical difficulties and again stress the importance of the individual knowing their physical limitations
13. Prior to class gather the med kit and a portable radio from the Staff Office

IX. LEGAL AND ADMINISTRATIVE OVERVIEWS

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- A. Administration/Orientation
 - 1. Intro of Instructor and safety assistants
 - 2. Meet outside agency personnel
 - 3. Give verbal outline/goals for the course
- B. Report Writing Overview – Use of Force
 - 1. Discuss the importance of documentation
 - 2. Totality of the circumstances
 - 3. Descriptions of / things to take into consideration when writing your report:
 - a. Before the call/contact/cover call
 - i. Importance of calling for cover
 - b. Knowledge of subject/situation/area
 - c. En route to the call/cover call
 - d. What the officer hears, sees, feels, reads on the computer, hears the officer saying
 - e. Arriving On Scene
 - i. What they see, how they feel, what they perceive at that time
 - f. On scene
 - i. What they see, how they engage.
 - ii. Be Specific in action description.
 - iii. Even if you don't know the name of the technique, describe what it was you were doing and why. Even if it doesn't work.
 - iv. What your thoughts were. Why you weren't able to use one option, but utilize another. Describe where you implemented, how the subject reacted at each step if you can remember.
 - v. What you saw your partner doing. Where you were. How your balance was. Did you have control and balance? What the subject balanced. Were they tensing and what is throwing you off balance? Did you feel you were losing? Was the person responding to you or the actions you were taking?
 - g. After the incident
 - i. Was the subject still fighting? How?
 - ii. What was the after-force care? Pictures of suspect, even if they do not have injuries. Full body pictures, depicting the size of the subject that day you had to use force. (3 years from now they may look totally different). If they change their behavior and are no longer combative or assaultive, why not take a picture next to the assailant?
 - 4. Use of Force Options

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- a. Verbal, Hands, Less Lethal, Lethal Force spectrum
 - i. Command presence
 - ii. Verbal
 - iii. Control holds
 - iv. Chemical Agents
 - v. Impact Weapons
 - vi. Lethal force
- C. Supporting Case Law
 - 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)
 - 3. Tennessee vs. Garner
 - a. Fleeing Felon Doctrine
 - b. The court held that deadly force may not be used to stop a fleeing felon UNLESS it is to stop the escape AND the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others...or he has committed a crime involving the infliction or threatened infliction of serious physical harm and the ability to carry out that action or threat.
 - c. Deadly Force
 - d. Use of deadly force is limited to situation that threatened death or serious bodily injury to:
 - i. 1st party- you the officer
 - ii. 2nd party- anyone else
 - iii. 3rd party- projected threat, what may happen SBI/Death if not stopped based on what officer knows at the time
 - 4. Graham vs. Conner
 - a. Objective Reasonableness
 - b. Use of force decision based on facts and circumstances known to the officer at the time the force was used. Officers state of mind will be taken into consideration, whether evil or good intentions. Factors weighed in determining objective reasonableness:
 - i. Scope of intrusion (degree and extent of force used)
 - ii. Manner of intrusion (type of force used)
 - iii. Where intrusion occurred
 - iv. Need to perform official duties (what was the officer doing-on/off duty)
 - v. Justification for intrusion (why was force being used)
 - vi. Facts and circumstances

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- vii. Severity of crime
- viii. Did the suspect pose immediate threat to officer or others?
- ix. Did the suspect actively resist?
- c. Did the suspect attempt to evade arrest by fleeing?

X. SCENARIOS

- A. Final Scenario
 - 1. Scenario Briefing
 - a. Students will be tested on a combination of the techniques taught throughout the course.
 - 2. Role Players
 - a. Course instructor(s) will be the suspects with additional instructor(s) acting as the safety officers and role player.
 - 3. Learning Activity:
 - a. Demonstrated scenarios