

Sacramento Police Department – 2320

Critical Decision-Making Model (CDM)

Statement of Purpose: The purpose of this course is to introduce the concepts of the critical decision-making model to Police Recruits.

- I. Introduction
 - a. Instructor introductions
 - b. Goals of the Critical Decision-Making Model
 - c. Discussion: SPD Old Sacramento UOF video
- II. Critical Decision-Making Model (CDM)
 - a. History
 - b. Impacted by:
 - i. Ethics
 - ii. Proportionality
 - iii. Sanctity of Life
 - iv. Values
 - c. Model
 - i. Collect Information
 - ii. Assess Situation Threats/Risks/Escape
 - iii. Consider Law & Policy
 - iv. Identify Options/Determine Course of Action
 - v. Act, Review, & Re-Assess
 - d. UOF Statistics
 - i. Nationally
 - ii. Locally
- III. Police Executive Research Forum (PERF) ICAT Model
 - a. Integrating Communications, Assessment and Tactics (ICAT)
 - i. A system of combining several disciplines to improve and outcome of a police and citizen integration.
 - ii. Guide takes the essential building blocks of critical thinking, crisis intervention, communications, and tactics, and puts them together in an integrated approach to training.
 - b. Critical Decision-Making (CDM)
 - i. Anchor to ICAT
 - ii. Five-step critical thinking process which built around the core values of the department and the policing profession.
 - iii. These systems provide a framework to enhance officers integrated responses to situations they face on the job.
 - iv. Agencies using it: BART Police Department, Monterey Police Department, Watsonville Police Department
 - c. How does CDM benefit me?

- i. Strengthen report writing
 - ii. Enhance testimony
 - iii. Improves incident debriefing
- IV. OODA Loop
 - a. Observe
 - b. Orient
 - c. Decide
 - d. Act
 - e. Slow vs Fast Thinking
 - f. Growth vs Fixed Mindset
- V. Critical Decision-making Model... and what it isn't:
 - a. Not appropriate for all situations;
 - b. Not about putting officers in unwinnable situations;
 - c. Does not prevent officers from using force (including lethal force);
 - d. Does not limit options for officers;
 - e. Does not solve all of the world's problems
- VI. Critical Decision-making Model... what it is:
 - a. Method to more safely deal with dangerous people and/or situations
 - b. Creates a clear path to problem resolution
 - c. Clarifies exactly when, where, and how force is justified
 - d. Concept that provides additional options for officers to consider
 - e. Something that can be utilized everyday
 - f. Used at various levels
 - g. Ultimately... it is a tool to help us improve the things that we can control!
- VII. Discussion
 - a. What factors can the responding officer's control on this call?
 - b. What factors are out of the officer's control?
 - c. What is the desired outcome of this call?
- VIII. The Road to Force
 - a. Both parties
 - i. Can affect the speed in which there is a physical interaction and/or a use of force
 - ii. Can also take an "off-ramp" to avoid a physical interaction and/or a use of force
 - b. Options
 - i. Police
 - 1. Wait for Back-Up
 - 2. Show Less Lethal
 - 3. De-Escalation
 - 4. Tactical Repositioning
 - ii. Other party
 - 1. Comply

- 2. Run Away
 - 3. Talk or Ask for Help
 - iii. Key Take-aways
 - 1. Identify previously “unseen” options
 - 2. Improve decision-making
 - 3. Protect officers from civil liability
- c. Discussion: Ohio State Police Trooper video

IX. Scenarios

- a. Scenario #1 – Possibly suicidal and/or violent subject call armed with a knife/gun/weapon
 - i. Plan/response
 - ii. Communication
 - iii. De-escalation
 - iv. Tactical considerations
 - v. CDM Debrief
- b. Scenario #2 – Incident at a School
 - i. Plan/response
 - ii. Communication
 - iii. De-escalation
 - iv. Tactical considerations
 - v. CDM Debrief
- c. Scenario #3 – Despondent subject at the end of a vehicle pursuit
 - i. Plan/response
 - ii. Communication
 - iii. De-escalation
 - iv. Tactical considerations
 - v. CDM Debrief
- d. Scenario #4 – Subject in a business causing a problem armed/not armed
 - i. Plan/response
 - ii. Communication
 - iii. De-escalation
 - iv. Tactical considerations
 - v. CDM Debrief

Sacramento Police Department – 2320

Swing Shift Patrol Day

Statement of Purpose: The purpose of this course is to emulate working swing shift patrol by providing the Police Recruits with various scenarios. The purpose of each scene manager is to act as a FTO, not an evaluator, during each scenario.

- I. Briefing
 - a. Scene manager brief
 - i. Safety check
 - b. Role player brief
 - i. Safety check
 - c. Police Recruit Roll Call
 - i. Safety check
- II. Scenes
 - a. Traffic Stop
 - i. The goal of this scenario is for the Police Recruit to observe a vehicle code violation and safely conduct a vehicle stop.
 - b. Felony Assault / First Aid
 - i. The goal of this scenario is for the Police Recruit to respond to a felonious assault, stabilize the scene, provide first aid, collect evidence, and complete the necessary report(s).
 - c. Dead Body
 - i. The goal of this scenario is for the Police Recruit to properly respond to the scene of a deceased person and to complete the necessary report.
 - d. Disturbance
 - i. The goal of scenario is for the Police Recruit to properly handle a dispute between two people when no crime has occurred.
 - e. Mental Disability
 - i. The goal of this scenario is for the Police Recruit to properly handle a call involving a subject that is suffering from mental illness.
 - f. Domestic Violence
 - i. The goal of this scenario is for the Police Recruit to safely handle a domestic violence call and complete the necessary report.

- g. Deadly Force / De-Escalation
 - i. The goal of this scenario is for the Police Recruit to properly identify the scenario as a deadly force encounter and to effectively use de-escalation techniques to resolve the call.
 - h. Weapons Call
 - i. The goal of this call is to properly handle a call regarding a subject armed with a weapon while maintaining situational awareness.
 - i. Burglary in Progress
 - i. The goal of this call is for the Police Recruit to properly respond to a burglary in progress and safely clear the building.
 - j. Additional Scenarios
 - i. If time allows additional scenarios are available depending on the amount of time available.
- III. De-Brief
- a. Role Players
 - b. Scene Managers
 - c. Police Recruits

SACRAMENTO POLICE DEPARTMENT - 2320

ACADEMY DRIVER TRAINING (PIT)

EXPANDED COURSE OUTLINE

Statement and Purpose:

The course will provide the student with the minimum knowledge of vehicle dynamics involved in the Pursuit Immobilization Technique (PIT), the legal limitations, and the officer safety aspects required to successfully complete a pit maneuver.

Learning Outcomes:

Upon completion of the training the student will demonstrate the ability and knowledge to perform a PIT maneuver.

Minimum Content and Exercise:

- A. Necessity of the Legal Intervention
- B. Legal Intervention Techniques
- C. Pursuit Immobilization Technique (PIT)
- D. Officer Safety

Learning Objectives:

The trainee will:

1. Demonstrate the ability to properly rotate a specifically equipped PIT training vehicle within legal requirements.
 - A) Follow the suspect vehicle, pull up to the right or left side of the vehicle, and match speed.
 - B) Know the contact points of both vehicles.
 - C) Perform and demonstrate a touch and hold to both sides of the vehicle.
 - D) Upon successful completion of touch and hold the student will perform the PIT maneuver.
 - E) Know responsibilities at the conclusion of the PIT maneuver.
 - F) Minimum of two pits on both sides of the vehicle will be performed at speeds between 15 and 35 MPH.

Expanded Course Outline:

1) Introduction

- A) Orientation
 - 1) Academy Rules and Guidelines
 - 2) Course Overview and Expectations
- B) Injury Prevention
 - 1) Safety Policy/ Orientation

2) Emergency Medical Service (EMS) Location and Contact Information

I. **What is a PIT Maneuver?**

- A. A Pursuit Immobilization Technique (PIT) is a tool used to help terminate a pursuit by making contact with the offender's vehicle, causing the offenders vehicle to spin. This will disorient the offender and may stall the engine of the offender's vehicle.

II. **Mechanics of PIT**

- 1. Finesse, smooth contact
- 2. Points of contact regarding both vehicles
- 3. Amount of steering required to rotate the offender's vehicle
- 4. Speeds 35 MPH or less
- 5. Acceleration or braking adjustments
- 6. Drive through and avoid crossfire after PIT maneuver

Legal Aspects of Pit

- A) PIT is considered to be a legal intervention.
- B) Speeds at or below 35 MPH
- C) Available roadway
- D) Current caselaw

Officer Safety Aspects

- A) Primary officers vehicle drives past offenders' vehicle
- B) Secondary vehicles perform felony stop
- C) Unique situations
 - 1. Armed vehicles
 - 2. All wheel/front wheel drive
 - 3. DUI

Training and Evaluation

- A) Each student will demonstrate the ability to successfully cause a suspect vehicle to rotate by using the Pursuit Immobilization Technique (PIT)
- B) Each student will be proficient in PIT with a right and left side approach
- C) Each student will be proficient in PIT at speeds between 15-35 MPH

Teaching

- A) Classroom Briefing
 - 1) Pit Technique
 - 2) Case Law
 - 3) Agency Policy

Conclusion

- A) Review / Critique / Evaluation of course
 - 1) Oral questions or feedback from students
 - 2) Written evaluations

SACRAMENTO POLICE ACADEMY -2320
DRIVERS TRAINING – MULTI-UNIT PURSUIT
Expanded Course Outline

STATEMENT OF PURPOSE

The recruits will participate and be evaluated in a learning activity that requires the recruit to drive a law enforcement vehicle, during which time they will perform a vehicle pursuit of a violator, with another law enforcement vehicle.

LEARNING OUTCOMES

Upon completion of the exercise, the recruit will display the necessary knowledge to participate in a vehicle pursuit which includes more than one law enforcement vehicle. This will include being the primary pursuing recruit and the secondary pursuing recruit.

LEARNING OBJECTIVE

The recruit will demonstrate a multi-unit pursuit and control the vehicle under high stress conditions, including but not limited to:

- A. Safety
 - 1. Follow facility rules and regulations
 - 2. Follow instructor's directions
 - 3. Uses provided safety equipment properly
- B. Situational awareness
 - 1. Demonstrate appropriate visual horizon
 - 2. Takes appropriate action when encountering interference vehicles
 - 3. Follows at a safe distance while driving
 - 4. Properly clears blind intersections
- C. Breaking Technique
 - 1. Demonstrates appropriate straight line breaking
 - 2. Demonstrates smooth braking and acceleration throughout evaluation
- D. Steering Technique
 - 1. Demonstrates appropriate hand position
 - 2. Appropriate steering input and recovery
 - 3. Demonstrates smooth steering while braking and accelerating
- E. Throttle Control
 - 1. Drive at an appropriate speed
 - 2. Demonstrates speed control while utilizing other vehicle controls
- F. Roadway Positioning
 - 1. Show appropriate road positioning. High entry, low apex, high exit.
 - 2. Demonstrates appropriate vehicle placement when encountering interference
 - 3. Maintains vehicle position within the boundaries of the course. (e.g. leaving roadway or hitting cones)

- G. Operating Associated Equipment
 - 1. Proper use of vehicle radio
 - 2. Proper use of emergency lights and siren
- H. Rate of performance
 - 1. Performs activities at an appropriate pace to meet the demands of the incident
- I. Fluency of performance
 - 1. Actions are well formulated and performed in a timely manner with each other
- J. Level of Response
 - 1. Maintains contact with the violator vehicle

MULTIPLE UNIT PURSUIT CONSIDERATIONS

- A. Primary unit functions
 - 1. Concentrate on contact with violator vehicle
 - 2. High visual horizon for interference, blind intersections, and obstacles recognition
 - 3. Speed control and following distance between violator and pursuing vehicles
- B. Secondary unit functions
 - 1. Control radio communication for pursuit
 - 2. Safe following distance behind primary vehicle
 - 3. Secondary check on hazards cleared by primary unit
- C. Both units are responsible for communicating and safely transitioning from primary to secondary at any given time.

INSTRUCTION AND EVALUATION

- A. At minimum each recruit will participate in the following:
 - 1. Classroom lecture on multi-unit expectations and considerations
 - 2. A multi-unit pursuit with an instructor in the vehicle. The recruit will be the primary and secondary unit during this pursuit.
 - 3. A multi-unit evaluation pursuit with an instructor in a following vehicle. The recruit will be evaluated as the primary and secondary unit during this evaluation.
- B. Recruits not meeting the necessary learning objectives for the exercise will remediate at a later date.

SACRAMENTO POLICE DEPARTMENT - 2320
ACADEMY DRIVER TRAINING (STOP STICKS)
EXPANDED COURSE OUTLINE

STATEMENT OF PURPOSE

This course will provide the recruit with the knowledge and techniques, legal limitations and safety considerations to safely deploy stop sticks.

LEARNING OUTCOMES

Upon completion of the class, the recruit will display the necessary knowledge to safely deploy the stop sticks during an active pursuit, understand the legal limitations, tactical considerations, and any safety aspects required to safely deploy the stop sticks.

LEARNING OBJECTIVES

The recruit will:

1. Demonstrate the ability to safely deploy stop sticks during a pursuit.
 - a) Choose a safe location for deployment
 - b) Placement of patrol vehicle
 - c) Stop stick deployment and placement on roadway
 - d) Pulling stop stick into path of suspect
 - e) Safe recovery of the stop stick device
2. Recognize that stop stick deployment is legal intervention
3. Identify the circumstances when legal intervention during a pursuit would be appropriate.
4. Recognize if stop stick deployment is authorized by recruit's agency

EXPANDED COURSE OUTLINE:

I. INTRODUCTION

A. Orientation

1. Housekeeping Items
2. Academy Rules and Guidelines
3. Course Overview / Expectations

B. Injury Prevention

1. Safety Policy / Orientation
2. Emergency Medical Service (EMS) Location and Contact Information

C. Terminology

II. APPROPRIATE USE OF LEGAL INTERVENTION

A. Students will recognize the definition of legal intervention.

1. Legal intervention defined

B. Continued movement of the pursued vehicle

1. Place others in danger

C. Apparent risk of harm to others

1. So great as to outweigh the risk of harm in making the forcible stop

D. Conditions for Use:

1. Stop sticks should not be used on:
 - a. Motorcycles, mopeds, or bicycles
 - b. Vehicles posing an unusual hazard
 - c. Buses with passengers
2. Stop sticks should not be used in locations where specific geographic features increase the risk of serious injury to the officer, violator or public.
3. The location for deployment should have a reasonable visibility distance to allow traffic and the approaching pursuit to be seen.

III. LEGAL INTERVENTION TECHNIQUES / OFFICER SAFETY CONSIDERATIONS

A. Utilizing a learning activity and facilitated discussion, students will memorize when forcible stops are authorized by their department

1. PIT maneuver
2. Stop sticks
3. Ramming
4. Use of Firearms

B. Utilizing a learning activity and facilitated discussion, the students will identify safety considerations while deploying the stop sticks

1. Deployment location

- a. Should provide adequate visibility
- b. Should provide the use of solid cover
- c. Deploying units should never overtake the pursuit in order to deploy

2. Placement of patrol vehicle

- a. Out of sight if possible
- b. Should not be used as cover

3. Use of Cover

- a. Deployment should be made from behind a solid structure that would provide a shield from being struck by the suspect vehicle
- b. If no solid structure is available, increase distance from roadway using the 100' of available string.

4. Pre-deployment of stop sticks

- a. Stop sticks should be deployed well ahead of the pursuit to maximize officer safety
- b. Stop sticks can be dropped or thrown across the roadway

5. Stop stick retrieval

- a. Recruit should never wrap cord around wrist, fingers or grab cord in any way as suspect vehicle passes

IV. TACTICAL CONSIDERATIONS

A. Officers that are not actively involved in the pursuit should consider maneuvering to an area where they can deploy stop sticks

- 1. Whenever possible supervisory permission should be acquired prior to deployment
- 2. Stop stick deployment location and timing should be clearly communicated to units

V. STOP STICK DEPLOYMENT

A. Utilizing a learning activity, recruits will demonstrate their ability to successfully deploy stop sticks during an active pursuit.

- 1. Locate a safe area for deployment
- 2. Safely deploy stop sticks on roadway
- 3. Pull assembly into the path of the fleeing vehicle

4. Once ran over by fleeing vehicle, recruit will use only the handle to pull stop sticks from roadway and out of the path of the pursuing officer.

B. Instructors will critique the recruit on their performance of stop stick deployment

1. If recruits' performance is below acceptable level, instruction is to continue until an acceptable performance level is reached by the recruit as this is not a tested exercise.

VI. CONCLUSION

A. Review / Critique

1. General review of the program material and activities
2. Oral feedback from students

Sacramento Police Academy - 2320

Standardized 5 Mile Run

Statement of Purpose: The purpose of this test is to evaluate cardiovascular fitness to include endurance and stamina of each individual recruit.

- I. 5 Mile Run on a designated course.
 - a. Each recruit must accomplish the run within the standards set by the Sacramento Police Academy.
 - i. Each recruit must complete the 5-mile run in under 60 minutes.