

Sacramento Police Department - 2320
Chemical Agents Instructor Course – 21625
POST Certification II / Reimbursement Plan NA / 20 hours
EXPANDED COURSE OUTLINE

Statement of Purpose: At the completion of this course, students will demonstrate the ability to provide courses of instruction related to the safe operation of Pepper Spray (Oleoresin Capsicum) deployment systems, first aid/decontamination procedures, design safe and applicable courses of instruction, and provide coaching to law enforcement professionals.

- I. Minimum Topics / Exercises
 - A. Decontamination
 - B. Delivery Methods
 - C. Disposal of Aerosol Devices
 - D. First Aid Protocols
 - E. Gas Mask Application
 - F. Maintenance of Aerosol Devices
 - G. Adult Learning Concepts
 - H. Legal Issues
 - I. Performance Evaluation Techniques
 - J. Safety Protocols
 - K. Written, Demonstration Assessment

- II. Course Objectives
 - A. Using lectures, learning activities, and teach backs, the students will:
 - 1. Understand the delivery systems of Pepper Spray (Oleoresin Capsicum) along with their specifications.
 - 2. Effectively demonstrate and teach manipulations/deployment of Pepper Spray weapons.
 - 3. Demonstrate an understanding of the Use of Force Policy and other laws/policies pertaining to the use of Pepper Spray.
 - 4. Demonstrate an understanding of mandatory reporting and medical treatment protocol after deploying Pepper Spray.

- III. Course Overview and Schedule
 - A. Registration and orientation
 - 1. Class schedule
 - 2. Safety protocols

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- B. Equipment needs
 - 1. Live Pepper spray cannisters
 - 2. Inert Pepper spray cannisters
 - 3. Handgun and duty belt
 - 4. Eye protection
 - 5. Decontamination stations and supplies
 - 6. Teaching materials

- IV. Use of Force Guidelines (Lecture / Discussion) (H)
 - A. Three levels of force
 - 1. Lethal
 - 2. Intermediate
 - 3. Less than lethal
 - B. PC 835(a)
 - C. Peace officers may use objectively reasonable force
 - 1. To effect arrest
 - 2. prevent escape
 - 3. overcome resistance
 - 4. self defense
 - 5. defense of others
 - D. Review of PC835(a), as updated by AB392 and SB230
 - E. Officer not deemed the aggressor
 - F. Officer does not lose right to self defense
 - G. Officer need not retreat or desist
 - H. Tennessee v. Garner
 - 1. Fleeing Felon doctrine
 - 2. Use of deadly force is limited to situations that threaten serious bodily injury or death
 - 3. Use of reasonable force must be reasonably necessary
 - I. Graham v. Connor
 - 1. Objective reasonableness standard
 - 2. Totality of the circumstances
 - 3. Viewed from perspective of reasonable officer
 - J. 5 factors considered to establish reasonableness
 - 1. Immediate threat to officer or others
 - 2. Active resistance
 - 3. Circumstances tense, uncertain, rapidly evolving
 - 4. Severity of crime
 - 5. Attempting to evade arrest by flight
 - K. 8 officer/ subject factors regarding totality of circumstances

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1. Prior contacts
2. Number of officers vs. subjects
3. Age, size, gender, relative strength
4. Special knowledge or skill
5. Injury or exhaustion
6. Mental illness or drug use
7. Environmental factors
8. Proximity to potential weapons
- L. Moral Obligations
 1. Sanctity of human life
 2. Duty to enforce laws
 3. Duty to serve the public
 4. Discretion
- V. Legal Issues (Lecture / Discussion) (H)
 - A. Review of liability case law related to training
 1. Negligent training
 2. Lack of training
 - B. Civil liability
 1. Personal
 2. Vicarious
 3. Respondeat superior
 - C. Civil rights violations
 1. 4th Amendment
 2. 8th Amendment
 3. 14th Amendment
 4. Title 42 USC, section 1983
 - D. Case law review
 1. Young v. Providence
 - a. Documentation of training
 2. Canton, Ohio v. Harris
 - a. Deliberate indifference
 3. Sager v. City of Woodland Park
 - a. Negligent training
 4. Popow v. City of Margate
 - a. Relevant training
- VI. Adult Learning Concepts (Lecture / Discussion / Learning Activity) (G)

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- A. Learning activity- Group exercise: write down qualities of a good instructor and undesirable instructor qualities
- B. 5 essentials of communication
 - 1. The Sender
 - 2. The Message
 - 3. The method
 - 4. The receiver
 - 5. Feedback
- C. Learning activity- Individual exercise: Introduce yourself to the class, include:
 - 1. Name, years of service, prior law enforcement experience
 - 2. Most impactful learning experience
 - 3. What do you expect to take away from this course?
- D. 3 Learning styles:
 - 1. Auditory
 - 2. Visual
 - 3. Kinesthetic
- E. Power of 3
 - 1. Keep instructions to about 3 steps
 - 2. Try to appeal to all 3 learning styles
 - 3. Students should repeat psycho-motor skills 3 times perfectly in order to begin to internalize the lesson
- F. Four step instruction method
 - 1. Preparation
 - a. Prepare the student and create motivation
 - 2. Presentation
 - a. Present new information to the student
 - 3. Application
 - a. Gives students the opportunity to perform under supervision
 - b. Involves students in the learning process
 - c. Opportunity to correct errors before they become habits
 - 4. Evaluation
 - a. Evaluate the learning
 - b. Evaluate the teaching
- G. D. Four phases of learning
 - 1. Unconscious incompetence
 - 2. Conscious incompetence
 - 3. Conscious competence
 - 4. Unconscious competence
- H. E. Three step critique
 - 1. What went well?
 - 2. What didn't work?

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3. How can we improve?

- VII. Performance Evaluation (Lecture / Discussion) (G)
- A. Why is it important?
 1. Ensure understanding of lesson
 2. Identify weaknesses in performance
 3. Identify weaknesses in program
 4. Identify skill level of student
 5. Screen out candidates
 6. Requirement of course
 - B. How is performance evaluated?
 1. Pre-test
 2. Post-test
 3. Written examination
 4. Oral examination
 5. Skill demonstration
 6. Teach back
 - C. When should you evaluate performance?
 1. As directed (Policy)
 2. Beginning of program
 3. Continually
 4. End of program
 - D. What is important to you?
 1. Your organization
 2. Your program
 3. Your lesson
 4. Your course
 - E. Learning Activity: Students will divide into groups and create a presentation from one topic in section B.
- VIII. Lesson Plan Development (Lecture / Discussion) (G)
- A. What is a Lesson plan?
 1. Flexible framework that outlines a specific task
 2. A complete lesson plan has enough information so that another instructor can present the lesson the way the author intended
 - B. Parts of a lesson plan
 1. Cover page
 - a. Behavioral objective
 - b. Materials
 - c. References

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2. Middle pages
 - a. Preparation
 - b. Motivation
 - c. Presentation
 3. Last Pages
 - a. Application
 - b. Evaluation
 4. Diagram
 - a. Helps to fill in the blanks and answer questions
 - b. "A picture is worth a thousand words"
 - C. Preparation
 1. Prepares the student to learn the activity
 2. Motivates the student
 - D. Presentation (Skill)
 1. Teach the skills
 2. Say and show
 - E. Application (Drill)
 1. Students perform skill with supervision
 2. Students apply the lesson learned (They do it)
 - F. Evaluation (Competition)
 1. Students show that they comprehend the lesson:
 - a. Written test
 - b. Teach back
 - c. Manipulative skills demonstration
 - d. Active participation
 - e. Verbal quiz
 - f. Competition
 - g. Qualification
- IX. Pepper Spray
- A. Oleoresin Capsicum (Lecture / Discussion) (B)
 1. History
 2. Makeup
 3. Color code
 4. Effects
 5. Physiological effects
 6. Psychological effects
 7. Recovery time
 8. Uses
 - B. Effectiveness and Precautions

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1. General considerations
 - a. Standoff – hydraulic needle effect
 - b. Cross contamination
 2. Target areas
 - a. Face and eyes
- X. Delivery Methods (Lecture/Instructor Demo/Discussion / Learning Activity) (B)
- A. Liquid/Aerosols
 1. Handheld cannisters
 - a. Stream
 - b. Fog
 - c. Foam
 2. Large capacity sprayers
 - B. Projectiles
 1. 12 guage
 2. 40mm
 - C. Grenades
 1. Pyrotechnic
 2. Blast dispersion
 3. Aerosols
 - D. Deployment Considerations
 1. Weather conditions
 - a. Wind direction and speed
 - b. Rain
 2. Indoors
 3. Inside vehicles
 - E. Learning Activity: Students will be issued inert pepper spray cannisters and eye protection. Students will be lead through a series of drills including drawing the cannister from a duty belt, reholstering, and deploying inert pepper spray.
- XI. Maintenance, Storage, and Disposal of Aerosol Devices (Lecture / Discussion) (C,F)
- A. Maintenance
 1. Replace if expired
 2. Check the exterior for leakage/residue
 3. Ensure that nozzle is unobstructed
 4. Ensure safety/flip top is functioning
 - B. Storage
 1. Cool environment is possible
 2. Do not leave in hot car
 - C. Disposal

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1. Return to armorer for disposal
 2. Check General Orders
 - D. Learning Activity: Students will inspect various chemical agent devices and determine if the devices need maintenance or disposal.
- XII. Gas Masks (lecture / discussion / learning activity) (E)
- A. Inspection
 1. Mask Body
 2. Lens
 3. Straps
 4. Filter(s)
 5. Exhalation port
 - B. Fitting the mask
 1. Normal deployment
 - a. Prep straps ahead in pouch
 - b. Strap tightening order
 - c. Seal test
 2. Emergency deployment
 - a. Purging the mask
 - C. Cleaning/Decontamination
 1. Procedure
 - D. Learning Activity: Students will divide into pairs. One student will instruct their partner in proper donning of the gas mask. Students will switch roles upon completion.
- XIII. Safety Protocols (Lecture / Discussion) (J)
- A. Safety Briefing
 1. Ensure everyone who will be training is present
 2. "All Stop" command
 3. Go over safety rules and protocol
 4. Cover environmental issues
 5. Pre-existing injuries
 - B. Go over emergency action plan
 1. First aid emergencies
 2. Evacuation plan and rally point
 3. Code 3 transportation
 4. Location of nearest hospital
 5. Location of trauma kit
 6. Location of AED
 7. Emergency communications (2 different forms of communication)

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- C. Safety is of the utmost importance
 - 1. Create a safe environment in which your students can make mistakes and learn from them
 - 2. See the problem before it occurs and mitigate
 - 3. Be open minded and make changes to course if necessary for safety
 - 4. “COP PROOF” your course
 - 5. Do not allow horse play
 - D. Give all your instructors something to do
 - 1. Overall safety
 - 2. Dedicated Safety Officer to exposure area
 - 3. Safety Officer leading students to the Decontamination area
 - 4. Safety Officer at Decontamination area
 - 5. Supervise students not actively participating
 - E. Learning Activity: Students will practice giving a safety brief including protocols.
- XIV. Decontamination and First Aid Protocols (Lecture / Discussion) (A,D)
- A. Person
 - 1. Fresh air and water
 - 2. Decontamination aids
 - 3. Avoid lotions and oil based soaps
 - 4. Remove contact lenses
 - B. Clothing
 - 1. Remove contaminated clothing
 - 2. Laundering
 - C. Environment
 - 1. Indoors
 - 2. Vehicles
 - 3. Outdoors
 - D. Other injuries / medical issues
 - 1. Address life threatening first
 - 2. EMS
 - E. Medical treatment procedures
 - 1. On scene treatment
 - 2. Medical transport
 - 3. Intent to incarcerate form
 - F. Reporting procedures
 - 1. Advise supervisor
 - 2. Reportable use of force
 - 3. Documentation
 - 4. CSI

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- 5. Red border form
 - G. Learning Activity: Students will participate in setting up a decontamination station and practice the decontamination process.
- XV. Instructor Development (Learning Activity / Demonstration Assessment) (G)
- A. Student Presentations
 - B. Students will be provided with a Chemical Agent topic
 - C. Students will create an ECO and Lesson Plan
 - D. A student presentation will be done along with running fellow students through the training
 - E. Debrief
- XVI. Student Exposure to Pepper Spray (practical application exercise with demonstration assessment) (A,B,D,G,I,J,K)
- A. Training area setup including decontamination stations
 - B. Safety Brief / Safety Protocols
 - C. Student Exposures
 - D. Decontamination
 - E. Clean up
- XVII. Completion of Course (K)
- A. Written Test
 - B. Clean Up