

**LOS ANGELES POLICE DEPARTMENT**  
**Stand Alone 07 – LD 35 Firearms**  
**Session No. 12 – Modern Combat Techniques/Range Drills**

Hours: 3

**LD 35 (RBC Calendar Location Week 8)**

LOCATION: Range

TRAINING NEEDS: None

HANDOUTS: None

**LD 35 III.G1-3; V.E,F,G**

**Learning Objectives:**

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

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

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

**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.**

**I. Conduct drills to reinforce the previously taught pistol manipulation skills**

**(1/2 hour)**

**A. Assemble the class on the range and conduct training drills to reinforce the following pistol manipulation skills that have been previously taught.**

1. Drawing and Holstering
2. Chamber Checks: Daytime and Low-Light
3. Loading and Unloading
4. Tactical Reload
5. In-Battery and Out-of-Battery Speed Reloads
6. Harries Flashlight Technique
7. Failure to Fire Malfunction
8. Failure to Eject Malfunction
9. Failure to Extract Malfunction
10. Field Stripping and Lubrication Points

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**II. Introduction to Handgun Combat Techniques (1/2 Hour)**

- A. Assemble the group in a class circle and explain the following information regarding handgun combat techniques.
1. Combat techniques provide officers with advanced principles of defensive shooting.
  2. When combined with the fundamentals of marksmanship, an understanding and application of combat techniques improve the officer's safety and survival in a defensive shooting situation.
- B. **Describe the three ways shot placement can stop a threat, to include:**  
**(LD35 IIIG.1-3)**
1. **Central Nervous System**
    - a. Any projectile that strikes the brain or spinal cord is capable of causing immediate incapacitation.
  2. **Critical Blood Loss**
    - a. Blood loss from damaged organs and vessels can lead to a drop in blood pressure causing the person to lose consciousness.
    - b. Highly dependent on bullet size and design
    - c. Damage caused by tearing flesh or shearing muscle will result in blood loss.
    - d. Unless the heart, vena cava, or aorta are damaged, blood loss may be slow and will not incapacitate a person for some time.
  3. **Psychological**
    - a. During a confrontation, some people are not aware they have been shot.
    - b. Others may overreact to minor wounds and collapse.
    - c. There is no true way to realistically assess a person's reactions to being shot and officers cannot count on psychological impact to cause incapacitation.
- C. **Describe conditions an officer may face when in a combat situation.**  
**(LD35 V.E)**
1. Rapid threat assessment
  2. Shoot/no shoot decisions
  3. Multiple targets
  4. Moving targets
  5. Varying target distances
  6. Multiple shooting positions
  7. Movement
  8. Use of cover or concealment

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**D. Describe possible physiological and psychological responses an officer may experience under the stress of a combat situation (LD 35 V.F)**

1. Physiological effects on motor skills
  - a. Gross
    - i. Blood supply to the major muscle groups is increased
    - ii. An individual's strength and endurance potential is increased
    - iii. Skills can be performed optimally under extreme levels of stress
  - b. Fine
    - i. Blood supply to the extremities is decreased
    - ii. Accuracy and dexterity of fine skills are impaired under extreme levels of stress
  - c. Complex
    - i. Blood supply to the extremities is decreased
    - ii. Accuracy and dexterity of fine skills are impaired under extreme levels of stress
2. Other physiological effects
  - a. Auditory changes
    - i. Inability to hear shots being fired or other loud noises
    - ii. Hearing sounds that would normally be impossible to hear
  - b. Tunnel Vision
    - i. Distorted or impaired peripheral vision
  - c. Color distortion
    - i. Seeing colors that are different from what they actually are
  - d. Time distortion
    - i. A sense of time and motion slowing down
  - e. Physical detachment
    - i. A sense of watching oneself function
  - f. Other
    - i. Dizziness
    - ii. Profuse perspiration
    - iii. Tremors
    - iv. Extreme thirst
    - v. Urination/defecation
    - vi. Vomiting
3. Psychological Responses
  - a. Reasonable fear
  - b. Anger
  - c. Post combat responses

**E. Explain steps officer can take to prepare themselves for the extreme stress of combat (LD35 V.G)**

1. Mental preparation
  - a. Visualizing possible threats and worst-case scenarios allows officers to identify possible responses
  - b. Discussing possible scenarios with other officers can also help one officer benefit from another's experiences

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2. Physical conditioning
  - a. Regular exercise is critical to ensure that an officer will be physically capable of performing adequately when placed in a combat situation
  - b. Use of tobacco or tobacco related products will compromise an officer's lung capacity and that officer's ability to breath as well as place the officer at risk of serious illness
3. Proper nutrition
  - a. Following good nutritional practices can greatly affect an officer's performance under stress
  - b. Caffeine can accelerate the heart rate and should be used in moderation
4. Equipment maintenance
  - a. Knowing that a firearm is well maintained and always ready for operation is critical for officer safety and the safety of others
5. Confidence Building
  - a. Confidence is a mindset that is based upon past experiences and observations
  - b. Confidence can be enhanced by learning new skills while maintaining or increasing the level of proficiency in existing skills
  - c. Confidence in personal abilities may lower heart rate during confrontation allowing for optimum performance
6. Initial and Ongoing training
  - a. Skills that are learned in a static, non-stressful environment translate best to reactionary motor skills in a dynamic environment
  - b. All motor skills, gross and fine, require constant practice in order to maintain adequate levels of performance
  - c. Additional or refresher training can correct problems that may have developed over time as well as improve current levels of ability and enhance self-confidence
7. Support groups
  - a. Many agencies have some form of support for an officer involved in a critical incident
  - b. Support groups may be comprised of fellow officers who have experienced similar occurrences
  - c. One-on-one counseling may also be available

**III. Live-Fire Range Drills: Skip Loading**

**(2 hours)**

- A. Assemble the recruits in a class circle, and give them specific skip loading instructions for this session.
- B. The magazines should be loaded with a reduced ratio of snap caps to live ammo as the drill progresses.
- C. Have the recruits skip load one or two magazines per evolution, depending on how many snap caps are used in each magazine. This is due to the limited amount of snap caps each recruit possesses. For example, magazines could be loaded 6 snap caps and 6 live rounds in each magazine if recruits each have 12 snap caps.
- D. Instruct the recruits to fire the skip loaded magazine on a particular silhouette target.

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- E. It is recommended that the recruits clear and holster an empty weapon when they have completed firing a skip loaded magazine to avoid the possibility of having an unintentional discharge when holstering a loaded pistol. As the recruits develop and demonstrate more proficiency with live-fire drills, they will be allowed to perform out-of-battery speed reloads and holster a loaded pistol.
- F. When the line has been declared safe, have the recruits move forward and mark the holes with an assigned mark on the target. Have the line instructors evaluate the targets and give feedback to the recruits they are overseeing.
- G. Repeat the skip loading process, as time permits. As the class progresses, reduce the ratio of snap caps to live ammo.
- H. The instructor may choose to increase the number of controlled presses on a snap cap by having the recruits press an additional one or two times on a snap cap by having the recruits perform chamber checks to reset the trigger.
- I. Advise the recruits that they may need to rest at the low ready after clearing the chamber of the snap cap to avoid fatigue, which can lead to poor marksmanship. At this time, no time limit should be imposed on the recruits.

**IV. Live-Fire Range Drills: Assessment Drill at the 45 foot line**

- A. The last drill for this session will be 10 slow-fire body shots fired from the 45 foot line on one, clean silhouette target.
- B. Instruct the recruits to load one magazine with 10 live rounds and report to the 45 foot line.
- C. Instruct the recruits to insert the magazine into their holstered pistol, draw to the low ready and then begin firing, with an empty chamber, all 10 body shots on the clean silhouette target. When they have finished, have them stand by at the low ready with their slides at slide-lock awaiting an inspection by an instructor.
- D. When the line is declared safe, instruct the recruits to move forward and inspect their target. Have the instructors ring-score each target and mark the score on the right side of the target. Have the recruits record their score in their field officer's notebook while the primary instructor records the scores on a class score sheet.
- E. Clean up and Conclusion
  - 1. Pick up all snap caps and magazines. Conduct a visual inspection of all magazines before having the recruits put them away in their range bags.
  - 2. Have the recruits return their pistols to the gun boxes.
  - 3. Remind the recruits to practice their pistol manipulations, as well as dry fire practice at home.