

**PSL 2**  
**Building the Confident and Competent Leader**

**DAY 1**  
**Module I – Introduction**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To remind students of what they have previously learned and to introduce them to the instructor cadre.

**Learning Objective:** Students will participate in a facilitated discussion about the “Building the Community Leader” course and hot topics in law enforcement.

**I. Introduction**

**0600-0700 (60 min)**

- A. Instructor cadre
  - 1. Name
  - 2. Previous experience
  - 3. Reasons for joining the PSL2 cadre
- B. Building the community leader review
  - 1. Image and impression management
  - 2. Fair and impartial policing
  - 3. Purposeful communication
  - 4. Initial investigator
  - 5. Legal and technology update
  - 6. Successful prosecution
  - 7. Care of victims and witnesses
  - 8. Investigations
  - 9. Procedural justice
  - 10. Use of force philosophy
  - 11. Use of force mindfulness
  - 12. Tactical ownership
  - 13. Command and control
  - 14. Community relationship development
  - 15. Leadership skills
  - 16. Public trust
  - 17. Peak performance
- C. Hot topics in law enforcement
  - 1. Racial tension between police and the community
    - a. Civil unrest
    - b. Prosecution of officers
    - c. Increased accountability
    - d. Increased oversight
  - 2. Reverence for human life
  - 3. Excessive use of force
  - 4. Community policing
  - 5. Body cameras
  - 6. Social media
    - a. Facebook

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- b. Twitter
- c. YouTube
- D. Overview of PSL 2
  - 1. Day 1 (EP)
    - a. De-escalation Techniques
    - b. Use of Force Policy Update
    - c. Safety Orientation
  - 2. Day 2 (ARTC)
    - a. Cooperative Suspect Tactics
    - b. Arrest and Control Update
  - 3. Day 3 (EP)
    - a. Professionalism and Ethics
    - b. Procedural Justice and Use of Force
    - c. Procedural Justice and First Aid
  - 4. Day 4 (EP)
    - a. Impression Management During Tense Encounters
    - b. Final Evaluated Activity
    - c. Certificates/Evaluations
- E. Participation in training
  - 1. You only get out what you put in
  - 2. This course is student centered and requires that you take it seriously and participate
  - 3. Do your best and don't worry about making mistakes
    - a. It is better to make mistakes in a controlled environment than in the field
    - b. The class will critique each other only for the purpose of learning and getting better

**DAY 1**

**Module II – De-Escalation Techniques**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To teach recruit officers how to use de-escalation techniques to reduce the intensity of an encounter with a suspect.

**Learning Objective:**

- Students will use de-escalation techniques to reduce the intensity of an encounter with a suspect during a reality-based role-play scenario.
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.

By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.

**II. De-Escalation Techniques**

**0700-1200 (300 Min)**

- A. Reverence for human life
  - 1. Guiding principle in any use of force situation
  - 2. It is both moral and ethical to place the highest value on human life

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3. Not policy, but a philosophy for how to approach police work
  4. Consistent with the department's mission, vision, and values
  5. Helps build public trust
  6. Using tactical de-escalation techniques and reasonable force demonstrates this principle
- B. Definition of tactical de-escalation
1. The use of techniques
  2. To reduce the intensity of an encounter with a suspect
  3. And enable an officer to have additional options
  4. To gain voluntary compliance
  5. Or mitigate the need to use a higher level of force
  6. While maintaining control of the situation
- C. Officer safety considerations
1. Tactical de-escalation does not require that an officer compromise his or her safety
  2. Nor increase the risk of physical harm to the public
  3. De-escalation techniques should only be use when it is safe and prudent to do so
- D. Purpose of de-escalation
1. Overall objective of any tactical situation
    - a. Safely gain control
    - b. Resolve the situation
  2. Reverence for human life
    - a. Public
    - b. Suspects
    - c. Victims
    - d. Officers
  3. Increases the likelihood of safely and successfully resolving a situation
    - a. If voluntary compliance is attained, safety for all parties increases
    - b. Can increase the amount of time the officer has to make good decisions
  4. Managed response
    - a. Use technique and tactics to reduce conflict
    - b. Or avoid the escalation of a conflict
    - c. Includes the transition from one force option to a lower level force option, thereby reducing the intensity of the encounter
  5. Build public trust
- E. Tactical de-escalation policy
1. Officers shall attempt to control an incident
  2. By using time, distance, communications, and available resources
  3. In an effort to de-escalate the situation
  4. Whenever it is safe and reasonable to do so
- F. Elements of de-escalation
1. Planning
    - a. Arrive with a coordinated approach
      - 1) Based upon initial information
      - 2) Pre-existing knowledge of the suspect or involved parties
    - b. Tactical plans must be flexible
      - 1) Adapt as information becomes known
      - 2) Coordinate with other officers

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- c. Contact and cover
    - 1) Contact officer responsibilities
      - a) Make physical or verbal contact with the suspect
        - (1) Distance from the suspect
          - (a) Ideal distance is 6-8 feet
          - (b) Use patterns of movement to stay within this range
          - (c) Increase the distance to 10-12 feet if it is a high-risk suspect
          - (d) Increase distance further if feasible and the suspect has a weapon
        - (2) Verbalize with the suspect
          - (a) Ask questions
          - (b) Give commands
            - i Use command presence
            - ii Clear, firm voice
            - iii Loud and confident, but not yelling
          - (c) Obtain information
      - b) Communicate with your partner
        - (1) Notify your partner of possible weapons or other contraband
        - (2) If you move a suspect or ask them to move, tell your partner first
    - 2) Cover officer responsibilities
      - a) Security and awareness
        - (1) Maintain constant observation of the overall situation
        - (2) Be aware of potential dangers
        - (3) Protect the searching officer from possible interference by onlookers or associates of the subject
      - b) Assist the contact officer
        - (1) Restrain the suspect if necessary
        - (2) Take possession of any found weapons or contraband
      - c) Radio broadcasts
    - 3) Multiple suspect responsibilities
      - a) Contact officer
        - (1) Order all suspects to a position of disadvantage
        - (2) Move suspects back one at a time away from the other suspects
        - (3) Search suspects one at a time
      - b) Cover officer
        - (1) Radio broadcasting
        - (2) Request additional units if needed
        - (3) Keep eyes on the additional suspects
2. Assessment
  - a. Continuously reassess as new information is received
  - b. The situation may change at any time
  - c. Assess the suspect's behavior
    - 1) Visual search
      - a) Not a search in the legal sense of the term
      - b) Does not require reasonable suspicion or probable cause
      - c) Part of an officer's general awareness
      - d) Areas to be aware of

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- (1) The suspect's clothing
- (2) The location of the subject's hands
- (3) The proximity of the subject's obvious or potential weapons
- (4) Any additional subjects
- (5) Failing to comply with orders
- 2) Pre-fight indicators
  - a) Discernable pre-fight indicators
    - (1) Closing the distance
    - (2) Clenched fists
    - (3) Tightened jaw/clenched teeth
    - (4) Use of expletives
  - b) Subtle pre-fight indicators
    - (1) The adrenaline effects
    - (2) Erratic head turning
    - (3) Avoiding eye contact
    - (4) Single words/verbal compression
    - (5) Blading their stance
    - (6) Unwarranted smile
    - (7) Eye widening
    - (8) Splaying of arms
    - (9) Dropping of chin
    - (10) The pause
- d. Attempt to assess the motive for the lack of compliance
  - 1) Is it a deliberate attempt to resist?
  - 2) Is the suspect attempting to escape?
  - 3) Is it an inability to comply due to present conditions?
    - a) Environmental
    - b) Physical
    - c) Cognitive
    - d) Other conditions that could limit the suspect's ability
3. Time
  - a. Essential element of de-escalation
  - b. Allows officers the opportunity to communicate with the suspect
  - c. Allows officers the opportunity to refine tactical plans
  - d. Allows officers the opportunity to call for additional resources
  - e. Provides an opportunity for the suspect to reconsider his actions and decisions
  - f. Distance plus cover equals time
    - 1) Distance
      - a) 6-8 feet standard for pedestrian stops
      - b) 10-12 feet standard for high risk pedestrian stops
      - c) Something to be aware of, but not always feasible
      - d) When initiating contact, the availability of distance should be a consideration in when and where to contact the suspect
      - e) If a suspect's behavior escalates, it may be necessary to create more distance
    - 2) Cover
      - a) Cover refers to a physical barrier that could stop a bullet

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- b) Allows officers to increase their personal safety
- c) Concealment is not necessarily cover
  - (1) Keeps the officer out of sight
  - (2) But still vulnerable to a bullet
  - (3) May still be effective as a tactical strategy and a component of de-escalation
- 3) Distance management strategies during a physical altercation
  - a) Whoever controls the distance controls the damage
  - b) Creating distance
    - (1) Use proper stances and patterns of movement
      - (a) Do not turn your back on the suspect
      - (b) Do not cross your feet
      - (c) Maintain base and balance whenever possible
    - (2) Stay outside of the effective striking range of the suspect
      - (a) Double arm distance minimum
      - (b) More distance is desirable, if feasible
    - (3) Utilize a force option to create the necessary distance
      - (a) Strikes and kicks
      - (b) Impact weapons
      - (c) Push off and use patterns of movement
  - c) Closing distance
    - (1) Based on the suspect's actions and behavior
    - (2) It may not be possible to create distance
    - (3) Should be used when the suspect's actions place officers within their effective striking range
    - (4) When creating distance is not feasible
      - (a) Based on the environment
      - (b) The nature of the initial contact
      - (c) The number of suspects
      - (d) Size, stature, and speed of the suspect
      - (e) Type of aggression the suspect uses
    - (5) Examples of closing the distance
      - (a) Clinch control when a suspect attacks with punches
      - (b) Sprawl and take the back when a suspect attempts to tackle an officer
      - (c) Body lock control from various positions on the bottom of a ground fight
      - (d) Team takedown of an unarmed, combative suspect
      - (e) Overtaking and catching a fleeing suspect
- 4. Redeployment and or containment
  - a. Can afford officers the added benefit of time and distance
    - 1) Reassess
    - 2) Communicate
    - 3) Request additional resources
    - 4) Deploy other tactics
  - b. May reduce the likelihood of injury to both the public and officers
  - c. May mitigate any potential ongoing threats

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- d. Redeployment should not enable a subject to gain a tactical advantage, arm himself/herself, or flee and pose a greater danger to the public or officers
- 5. Other resources
  - a. Added personnel
    - 1) Additional unit request
    - 2) Backup
    - 3) Help call
    - 4) Air unit
    - 5) Supervisor request
  - b. Tools
    - 1) Beanbag shotgun
    - 2) Taser
    - 3) Breaching tools
    - 4) Patrol rifle
    - 5) Slug shotgun
- 6. Lines of communication
  - a. Maintain open communication
    - 1) Between officers involved
    - 2) With the parties involved
      - a) Suspect(s)
      - b) Victim(s)
    - 3) With supervisors and the incident commander
  - b. Every situation is fluid and unique and requires ongoing communication
  - c. Keeps officers well organized, professional, and working as a team
    - 1) May influence suspect not to flee
    - 2) May influence suspect not to fight
  - d. May slow down the incident, creating time to plan
  - e. Example of communication tactics that may be used
    - 1) Verbal warnings
    - 2) Persuasion
    - 3) Defusing
    - 4) Empathy
    - 5) Redirecting
    - 6) Advisements
    - 7) Building rapport
    - 8) Asking open ended questions
    - 9) Giving clear and direct orders
- G. De-escalation is not always a viable option
  - 1. Tactical situations vary greatly
  - 2. There is no single solution to resolving every incident
  - 3. There are situations that cannot be de-escalated
    - a. Some situations require an immediate response
    - b. De-escalation techniques may not be viable or effective
  - 4. The safety of all parties involved is of the highest priority
    - a. Officers should never sacrifice their safety in an attempt to de-escalate

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- b. The suspect's actions and other environmental factors must be considered when utilizing de-escalation strategies
  - c. De-escalation strategies should guide officers' actions when those strategies will increase the officers' safety
- H. Reasons why officers may be reluctant to de-escalate
- 1. Ego
    - a. Peer pressure to prove yourself
    - b. Feeling of needing to show toughness
    - c. Shows weakness to de-escalate
    - d. Desire to test your abilities
  - 2. Past police culture
    - a. Suspects who run get beat
    - b. Street justice
    - c. Bias towards using force
  - 3. Physiological responses
    - a. Adrenaline rush
    - b. Overwhelmed emotionally by the intensity of the situation
    - c. Lack of managed, mature, competent critical thinking
    - d. Tunnel vision
  - 4. Fear
    - a. That not using force may result in injury to officers
    - b. Of condemnation from co-workers if you choose not to use force
    - c. Of losing a tactical advantage by allowing time
    - d. Of being ridiculed for not using force

**LUNCH**

**1200-1300 (60 min)**

**DAY 1**

**Module III – Use of Force Policy Update**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To review use of force options, law and policy.

**Learning Objectives:** Students will participate in a facilitated discussion about use of force options, law, and policy.

**III. Use of Force Policy Update**

**1300-1600 (240 min)**

- A. Law and policy review
  - 1. 835(a)PC
    - a. Effect an arrest
    - b. Prevent escape
    - c. Overcome resistance
  - 2. Graham v. Connor

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- a. Objective reasonableness guidelines
    - 1) Judged through the perspective of a reasonable officer
    - 2) Based on the totality of facts known to the officer at the time that the force was applied
    - 3) Based on the facts known to the officer without regard to the underlying intent or motivation
    - 4) Based on the knowledge that the officer acted properly under established law at the time
  - b. Reasonable officer standard
    - 1) Another officer with similar training and experience
    - 2) Facing similar circumstances
    - 3) Act the same way or use similar judgment
    - 4) Does not have to be the best decision, just a reasonable decision
  - c. Factors used to determine reasonableness
    - 1) The seriousness of the crime or suspected offense
      - a) The crime that the officer is responding to with force
      - b) Not necessarily the original crime
    - 2) The level of threat or resistance presented by the subject
    - 3) Whether the subject was posing an imminent threat to officers or a danger to the community
    - 4) The potential for injury to citizens, officers, or subjects
    - 5) The risk or apparent attempt by the subject to escape
    - 6) The conduct of the subject being confronted (as reasonably perceived by the officer at the time)
    - 7) The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable
    - 8) The availability of other resources
    - 9) The training and experience of the officers
    - 10) The proximity or access of weapons to the subject
    - 11) Officer vs subject factors
      - a) Age
      - b) Size
      - c) Relative strength
      - d) Skill level
      - e) Injury or exhaustion
      - f) Number of officers vs number of suspects
      - g) Environmental factors or other exigent circumstances
3. LAPD use of force chart
- B. Safety considerations during a use of force
- 1. Radio communication
    - a. At-scene notification
    - b. Location
      - 1) Address
      - 2) Update with specifics as necessary
        - a) Which room within a location
        - b) Which side or corner of the building

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- c) If outside, what landmarks are nearby
  - c. Additional units if necessary
- 2. Equipment check
  - a. Impact weapons
  - b. TASER
  - c. Bean bag shotgun
- 3. Discernable pre-fight indicators
  - a. Closing the distance
  - b. Clenched fists
  - c. Tightened jaw/clenched teeth
  - d. Use of expletives
- 4. Subtle pre-fight indicators
  - a. The adrenaline effects
  - b. Erratic head turning
  - c. Avoiding eye contact
  - d. Single words/verbal compression
  - e. Blading their stance
  - f. Unwarranted smile
  - g. Eye widening
  - h. Splaying of arms
  - i. Dropping of chin
  - j. The pause
- C. Available force options
  - 1. Control holds
    - a. Definition
      - 1) Method for physically controlling a subject
      - 2) By manually applying pressure to a particular part of the body
      - 3) Until the peace officer has control
    - b. Joint lock definition
      - 1) Specific class of control hold
      - 2) Involves manipulation of a subject's joints
      - 3) Joint reaches the maximal degree of motion
    - c. Primary objective
      - 1) Gain control of a subject
      - 2) Using objectively reasonable force
    - d. Benefits
      - 1) Effectively control a subject
      - 2) Guide a subject in a desired direction
      - 3) Control a subject for searching
      - 4) Control a subject for handcuffing
      - 5) Prevent escape
    - e. Considerations when using a control hold
      - 1) A control hold may be used to transition to another technique to gain compliance
      - 2) Once compliance is achieved, the control hold should be reevaluated
      - 3) The force must be objectively reasonable
      - 4) Communication is important for coordinating multiple officers

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2. OC Spray
3. TASER
4. Bean bag shotgun
5. Takedowns
  - a. Definition
    - 1) Method for taking a suspect to the ground
    - 2) To control the suspect and the situation
    - 3) The primary objective is to gain control
  - b. Benefits
    - 1) Defuse a situation
    - 2) Achieve greater control over a suspect
    - 3) Reduce the ability of the suspect to effectively attack, strike, or escape
  - c. Considerations when using a takedown
    - 1) Close proximity of the officer and the suspect
    - 2) Officers must be ready to transition to ground control techniques to gain complete control of the suspect
    - 3) The force must be objectively reasonable
    - 4) Communication is important for coordinating multiple officers
6. Impact weapons
  - a. Justification for use
    - 1) Peace officers may draw their baton whenever reasonable
    - 2) Size of suspect compared with the size of the officer
    - 3) Suspect exhibits a trained fighting skill
    - 4) Number of suspects
    - 5) Crowd control or riot situation
  - b. Types of batons
    - 1) Side-handle baton
    - 2) Collapsible baton
  - c. Verbalization
    - 1) Give verbal commands when feasible
      - a) Clear and concise commands
      - b) Tell the suspect what to do
    - 2) Giving a verbal warning
      - a) If you don't stop, I will use my baton, and it may cause serious injury
      - b) You shall give the warning when feasible
  - d. Target areas
    - 1) Primary – outer bony areas
    - 2) Secondary – center body mass
    - 3) Vulnerable areas
      - a) Face
      - b) Head
      - c) Neck
      - d) Throat
      - e) Spine
      - f) Kidneys
      - g) Groin

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7. Personal weapons
  - a. LAPD policy – Special Order 14
  - b. Be aware of the suspect using personal weapons
    - 1) Punches are one of the most common suspect attacks
    - 2) Especially during ground control situations where you are in close contact
  - c. Body parts a peace officer can use as a personal weapon
    - 1) Hand/fist
    - 2) Elbow
    - 3) Forearm
    - 4) Knee
    - 5) Shin
    - 6) Foot
8. Ground control
  - a. Advantages
    - 1) Control
    - 2) Ability to handcuff
    - 3) Injury to the suspect
    - 4) Perception of the community
      - a) Impact on the department
      - b) Civil liability
    - 5) Energy efficiency
  - b. Safety considerations during a ground fight
    - 1) Hard objects/surfaces in the vicinity
      - a) Concrete/asphalt ground
      - b) Curbs
      - c) Walls
      - d) Furniture
      - e) Countertops
    - 2) Availability of makeshift weapons
9. Carotid restraint control hold
10. Firearm

**DAY 1**

**Module IV – Force Options Safety Orientation**

**Course Goal:** To develop police officers who can confidently and competently use de-escalation strategies and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To ensure that all students participate safely in force options training.

**Learning Objectives:** Students will participate in a facilitated discussion about safety during force options training

**IV. Safety Orientation**

**1600-1700 (60 min)**

- A. First aid resources
  1. First aid kits on the wall of the mat room

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2. AED in the ARCON office
3. Medical facilities locations listed in Safety Plan
- B. Notifications of an injury
  1. Notify a supervisor immediately
  2. Rescue ambulance if necessary
- C. Awareness during training
  1. Boundaries of the mats
  2. Other students
  3. Be aware of your own body and your personal limitations
  4. Always exercise self-control
- D. Safety equipment
  1. Mouth guard
  2. Padded gloves
- E. Evacuation
  1. Exits
  2. Meeting location
- F. Safety in training
  1. Leave your ego at the door
    - a. Work together with your partner to facilitate their learning
    - b. You are not competing against your partner
    - c. Your job is to be a good training partner, not an opponent
  2. Tapping out
    - a. Tap your partner's body
    - b. Do not tap the mat
    - c. Say "tap" if you cannot use your hands
    - d. Tap early to avoid injury
  3. Practice slow
    - a. Start slow and increase speed only when both students are comfortable with the technique
    - b. Only go as fast as perfect technique allows

**DAY 2**

**Module V – Cooperative Suspect Tactics**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To teach students how to safely take a cooperative suspect into custody.

**Learning Objectives:** Students will take a cooperative suspect into custody and complete a pat down search, given a reality-based scenario and a role-player.

**V. Cooperative Suspect Tactics**

**0600-0800 (120 min)**

- A. Stances
  1. Field interview stance
    - a. Key points
      - 1) Always keep your primary side (gun side) leg back

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- 2) Knees slightly bent
- 3) Feet slightly wider than shoulder width apart
- 4) Support side heel aligned with primary side toes
- 5) Keep your hands up just over your gun belt
- b. Common mistakes
  - 1) Feet bladed away
  - 2) Feet too narrow
  - 3) Hands down
- 2. Fighting stance
  - a. Key points
    - 1) Always keep your primary side (gun side) leg back
    - 2) Knees slightly bent
    - 3) Feet slightly wider than shoulder width apart
    - 4) Support side heel aligned with primary side toes
    - 5) Lower your center of gravity and widen your base
    - 6) Keep your rear heel off the ground and your chin tucked
  - b. Common mistakes
    - 1) Feet bladed away
    - 2) Feet too narrow
    - 3) Hands down
- B. Patterns of movement
  - 1. Key points
    - a. The foot closest to the direction of movement must move first
    - b. Both feet move the same distance
    - c. Keep your weight on the balls of your feet
    - d. Keep your rear heel loaded
  - 2. Most common mistakes
    - a. Crossing your feet
    - b. Failing to maintain your base and balance
- C. Pedestrian stop tactics
  - 1. Contact and cover
    - a. Distance from the suspect
      - 1) Ideal distance is 6-8 feet
      - 2) Use patterns of movement to stay within this range
      - 3) Increase the distance to 10-12 feet if it is a high-risk suspect or is suspected of carrying weapons
    - b. Communicate with your partner
      - 1) Determine who is contact and who is cover
      - 2) Notification of pedestrian traffic
      - 3) Observations of possible weapons or other contraband
    - c. Positioning for a pat down frisk search
      - 1) Suspect positioning
        - a) Facing away
        - b) Feet spread wide
          - (1) Off balance
          - (2) No base

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- (3) Harder to escape
    - c) Hands controlled
      - (1) Behind the back
      - (2) Behind the head
  - 2) Officer positioning
    - a) Contact officer directly behind the suspect
    - b) Cover officer offset in "L" configuration
- 2. Commands
  - a. Order of commands
    - 1) Stop, Police.
    - 2) Put your hands up.
    - 3) Higher.
    - 4) Lock out your elbows.
    - 5) Spread your fingers.
    - 6) Slowly, turn around.
    - 7) Stop. (When the suspect is facing away from you.)
    - 8) Spread your feet.
    - 9) Wider.
    - 10) Put your hands behind your back, palms together.
    - 11) Interlace you fingers.
    - 12) Point your toes outward.
    - 13) Don't move.
  - b. Use good command presence
    - 1) Clear, precise commands
    - 2) Loud, but not yelling
  - c. Place the suspect in a position of disadvantage
  - d. Conduct a visual search while giving commands
- D. Pat down search
  - 1. Searching technique
    - a. Spider crawl technique
    - b. Slow and methodical
  - 2. Search sequence
    - a. Purpose
      - 1) Same sequence for every search
      - 2) Prevents missing an area
      - 3) Maintain contact
        - a) Sequence must allow constant contact
        - b) Intuitive and easy to remember
    - b. Order of sequence
      - 1) Rear waistband
      - 2) Front waistband
      - 3) Rear pocket
      - 4) Rear groin
      - 5) Front pocket
      - 6) Front groin
      - 7) Up the stomach

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**Building the Confident and Competent Leader**

- 8) Up the chest
  - 9) Front collar
  - 10) Rear collar
  - 11) Outside of the arm
  - 12) Inside of the arm
  - 13) "W" across the back
  - 14) Armpit
  - 15) Side/ribcage
  - 16) Down the outside of the leg
  - 17) Ankle/foot
  - 18) Up the inside of the leg
- E. Speed cuffing
1. Purpose for handcuffing
    - a. Maintain control
    - b. Minimize the possibility of a situation escalating to a point that would necessitate a higher level of force or restraint
  2. Key points
    - a. Utilize a secure grip on the suspect's hands
    - b. Pistol grip on the cuffs with single edge facing out
    - c. Cuff pinky side first
    - d. Place the cuff on the smallest portion of the suspect's wrist bone
    - e. Do not slam cuffs on
    - f. Ensure that the first cuff is latched before applying second
    - g. Do not switch hands when taking cuffs off
  3. Most common mistakes
    - a. Cuffing with thumb side first
    - b. Poor grip on the hands prior to cuffing
    - c. Switching hands before applying second cuff
    - d. Cuffing the wide portion of the wrist
  4. Removal of handcuffs
    - a. Use a full, strong pistol grip with your right hand
    - b. Remove the left cuff first
    - c. Step back, bring the right cuff up with the pistol grip, and remove the second cuff
- F. High risk pedestrian stop tactics
1. Key points
    - a. Ideal distance is 10-12 feet from the suspect
    - b. Immediately draw your weapon, keeping the muzzle just below the suspect's waistband
    - c. Give clear commands to prone out the suspect (see next page for a list of commands)
    - d. Ensure that your muzzle tracks down with the suspect
    - e. Visually scan the suspect's body for signs of a possible weapon
    - f. Offset to one side
    - g. Align yourself with the suspect's armpit, outside of the legs, prior to approaching
    - h. Give a nonverbal signal to your partner that you are ready to make contact
  2. Common mistakes
    - a. Improper distance
    - b. Failure to draw your weapon



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- c. Failure to put the suspect in the correct prone position
- d. Moving forward while offsetting
- 3. Commands
  - a. Stop, Police!
  - b. Put your hands up!
  - c. Higher!
  - d. Lock out your elbows!
  - e. Spread your fingers!
  - f. Slowly, turn around!
  - g. Stop! (When the suspect is facing away from you.)
  - h. With your hands up, slowly come down to your knees!
  - i. With your hands out in front of you, slowly come down to your stomach!
  - j. Put your forehead on the ground!
  - k. Put your arms straight out to your sides, palms up!
  - l. Spread your feet!
  - m. Wider!
  - n. Put your heels on the ground!
  - o. Turn your head to the left!
  - p. Don't move!
- G. High risk prone handcuffing
  - 1. Key points
    - a. Secure 3 points of contact simultaneously
    - b. Pin the suspect's torso with your inside knee below their shoulder blade
    - c. Pin the suspect's arm with your inside hand at the triceps tendon
    - d. Scoop under the suspect's hand and secure a wrist lock
    - e. Use your inside knee as a pivot point to pivot around the suspect's arm
    - f. The hand closest to the suspect's head gets a finger flex
    - g. 50/50 weight distribution between your knees and feet
    - h. Search the waistband and clear the sleeves prior to handcuffing
    - i. Handcuff from head to toe, palm to palm
    - j. Roll the suspect to a seated position
    - k. Maintain a c-grip at the suspect's elbow, and obtain a wrist lock on the same side hand
    - l. Order the suspect to bend one leg, and allow them to stand up on their own
    - m. Complete a pat down search for weapons
  - 2. Common mistakes
    - a. Grabbing the wrist instead of a wrist lock
    - b. Lifting the arm off the ground during the 3 points of contact
    - c. Standing up to move around the suspect's arm instead of pivoting on your knee
    - d. Incorrect hand for finger flex

**DAY 2**

**Module VI – Arrest and Control Update**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**PSL 2**  
**Building the Confident and Competent Leader**

**Module Goal:** To teach students how to use various force options when de-escalation strategies fail or are not appropriate based on the suspect's combative behavior.

**Learning Objectives:** Students will take an assaultive suspect into custody, given a reality-based force options scenario and a role-player.

**VI. Arrest Control Update**

**0800-1100 (180 min)**

**LUNCH**

**1100-1200 (60min)**

**Arrest Control Update Continued**

**1200-1700 (300 min)**

- A. Resistant suspect
  - 1. C-grip position of advantage
    - a. Key points
      - 1) Keep your hands up when approaching within striking range
      - 2) Both hands blanket the suspect's shoulder
      - 3) Place your inside hand on the front of the suspect's shoulder
      - 4) Your rear hand goes to the back of the suspect's shoulder
      - 5) The back-hand slides down to the suspect's elbow
      - 6) The front hand slides down to the wrist
      - 7) Both hands utilize a relaxed C-grip, with the thumb and middle finger
      - 8) Triangulate your shoulders, hips, and feet at a 45-degree angle to the suspect
      - 9) Your feet should be slightly wider than shoulder width apart
    - b. Common mistakes
      - 1) Hands down on approach
      - 2) Gripping the suspect too tightly
      - 3) Incorrect angle, being directly to the side of or behind the suspect
  - 2. Rear arm finger flex
    - a. Key points
      - 1) Take the arm further and faster than the suspect intended
      - 2) Pull at the elbow, push at the wrist
      - 3) Drive the suspect's hand behind their back
      - 4) Pivot to face perpendicular to the suspect
      - 5) Misalign the suspect's spine
      - 6) Stay tight, do not give any space for escape
      - 7) Seat the elbow above your belt buckle
      - 8) Apply a wristlock if necessary to expose the fingers for a finger flex
      - 9) Give a verbal distraction by telling the suspect to place their free hand on their head
      - 10) Transition to a finger flex after the verbal distraction
      - 11) Grab high on the suspect's finger tips and pull back to apply the control hold
    - b. Common mistakes
      - 1) Too much space for suspect to escape
      - 2) Losing control of the arm
      - 3) Suspect standing straight
      - 4) No base/off balance
- B. Assaultive suspect
  - 1. Clinch control

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- a. Key points
    - 1) Use your forearms to create a frame to protect your face
    - 2) Lower your center of gravity
    - 3) Step in towards the suspect using patterns of movement
    - 4) Make contact with the suspect's chest with your forearms
    - 5) Wrap your arms just above the suspect's hips and pull them in tight
    - 6) Keep your head tight to the center of the suspect's chest
    - 7) Keep your hips close to the suspect's hips
    - 8) Angle off at approximately 45\*
    - 9) One arm wraps, your other arm grabs your own wrist with a thumbless grip
    - 10) Keep your gun side back if possible
  - b. Common mistakes
    - 1) Ineffective forearm frame
    - 2) Hips too far from suspect's hips
    - 3) Poor balance/no base
2. Body fold takedown
- a. Key points
    - 1) Time the takedown with the suspect's punch
    - 2) Bend at the knees and lower your center of gravity
    - 3) Pull the suspect's hips in
    - 4) Drive your shoulder into the suspect to take away their base
    - 5) Take a big step with the outside leg to control the descent
    - 6) Finish in the mount
  - b. Common mistakes
    - 1) Poor timing
    - 2) Failure to control the descent
    - 3) Ineffective hip control
3. Mount control
- a. Key points
    - 1) Keep your hips heavy
    - 2) Use your back leg as an anchor hooking the suspect's thigh
    - 3) Base your front knee out wide but keep your foot close to the suspect's buttocks
    - 4) Your legs switch first when changing directions
    - 5) One arm under the head, one arm out as a kickstand
    - 6) Utilize the low swim for arm wrap prevention
    - 7) Utilize the high swim if the suspect bench presses you
  - b. Common mistakes
    - 1) Weak torso alignment
    - 2) Keeping your knees on the ground and hips light
    - 3) Hands switching before legs
    - 4) High swim with both hands at once
4. Side control
- a. Key points
    - 1) Control under the suspect's head with the closest arm
    - 2) Underhook the suspect's far arm
    - 3) Lock hands with a thumbless palm to palm grip

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- 4) Use the underhooked hand as base point (kickstand) when necessary
- 5) Keep your hips low and legs wide for base
- 6) Stay perpendicular to the suspect, chest to chest
- 7) Primary side back if possible
- 8) Use shoulder pressure, kickstand, and knee drive to transition to the mount
- b. Common mistakes
  - 1) Slow front hand base – arm gets trapped
  - 2) Too much space – hips too high
5. Knee on belly control
  - a. Key points
    - 1) Push off the suspect's chest and slide your shin across the stomach
    - 2) Keep your foot hooked near the suspect's hip
    - 3) Post your other leg straight out, one arm length from suspect's shoulder
    - 4) Keep your knee open, not pointed down
    - 5) Use your hands to base out or connect to the suspect for control
    - 6) Use the suspect's stomach as a pivot point
    - 7) Use your hands to help maintain control
    - 8) Absorb the push off/bench press
    - 9) Keep your hands posted and feet hidden during side to side transition
  - b. Common mistakes
    - 1) Weak base points
    - 2) Too rigid
    - 3) Improper top foot positioning
6. Twisting arm cuffing
  - a. Key points
    - 1) Both hands grab one arm
    - 2) Double overhand c grips at the wrist
    - 3) Pull the arm across your body
    - 4) Simultaneously post the foot in the direction of the roll
    - 5) Keep the arm bent at a 90\* angle
    - 6) Push behind the elbow
    - 7) Walk your foot out, removing your leg from beneath the suspect's arm
    - 8) Use push/pull leverage to roll the suspect into the handcuffing position
    - 9) The twisting arm cuffing technique can also be applied from key lock finish and knee on belly control
  - b. Common mistakes
    - 1) Allowing the arm to straighten
    - 2) Ineffective wrist control
    - 3) Ineffective push/pull movement of the suspect's arm
7. Take the back from mount
  - a. Key points
    - 1) Effective modified mount transition
    - 2) Post your foot in the direction the suspect is rolling
    - 3) Slide your back knee up high behind the suspect's head
    - 4) Allow the suspect to roll
    - 5) Keep your hands wide for base

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- 6) Immediately insert the back hook as soon as the space is created
- 7) The hook goes in and then straight to the ground
- 8) Keep your hands and toes on the ground and shift your weight back
- 9) Wrap one arm over the suspect's shoulder
- 10) The other arm goes under the suspect's armpit
- 11) Use a thumbless grip on your own wrist
- b. Common mistakes
  - 1) Too slow modifying the mount
  - 2) Poor base during roll
  - 3) Too far forward on the back
  - 4) Slow back hook entry
8. Lateral head displacement
  - a. Key points
    - 1) Slide one knee up, trapping the shoulder
    - 2) Place your forearm to the ground opposite of the trapped side
    - 3) Put your palm flat on the ground
    - 4) Keep your triceps tight to the suspect's neck
    - 5) Elevate the suspect's head by pushing with your triceps
    - 6) Maintain a 90\* bend in your arm
    - 7) Grab the suspect's wrist and roll your knuckles to the ground
    - 8) Keep your arm straight like a pry bar
    - 9) Post your opposite hand out at an angle for base
    - 10) Use the suspect's shoulder as a fulcrum to leverage the arm out
    - 11) You may use your baton as the pry bar instead of your arm if necessary
  - b. Common mistakes
    - 1) Failure to block the shoulder
    - 2) Bending your arm
    - 3) Using strength not leverage
  - c. Baton assisted lateral head displacement
    - 1) Used when standard lateral head fails
    - 2) Use a baton in place of your arm to pry the suspect's arm out
    - 3) Ideally used with multiple officers
9. Carotid restraint control hold
  - a. Key points
    - 1) Wrap the suspect's neck and align your elbow with the suspect's chin
    - 2) Grab your shirt at the shoulder or your opposite bicep with the controlling arm
    - 3) Lock in the carotid by shooting the non-controlling arm behind the suspect's head
    - 4) Ensure that the non-controlling arm is on top of the controlling arm
    - 5) If applying a full carotid, use a thumbless palm to palm grip
    - 6) Keep your head down opposite of the controlling arm
    - 7) Adjust the suspect's chin if necessary
    - 8) Squeeze using your back muscles
    - 9) Breathe during the squeeze and expand your chest
    - 10) Can be applied with either arm
  - b. Common mistakes
    - 1) Excessive movement in any direction

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**Building the Confident and Competent Leader**

- 2) Too much arm strength, not enough back
  - 3) Forearm across the throat
  - 4) Placing the controlling arm on top of the non-controlling arm in the locked carotid
10. Trap and roll escape from the punch
- a. Key points
    - 1) Obtain a body lock
    - 2) One arm wraps around the suspect's midsection
    - 3) One arm grabs an overhand thumbless grip on your own wrist
    - 4) Keep your head tight to the suspect's chest and do not allow any space
    - 5) Post your feet and bridge your hips to break suspect down
    - 6) One hand at a time slides up to the suspect's shoulders
    - 7) Slide the suspect's hips over your hips, moving yourself under the suspect
    - 8) Trap an arm with an overhook
    - 9) Prevent the suspect from basing their hand out to stop the roll
    - 10) Trap the same side leg and open your knee in the direction of the roll
    - 11) Keep your foot as possible to prevent escape
    - 12) Bridge and roll up at an angle to the trapped side
  - b. Common mistakes
    - 1) Ineffective bridge
    - 2) Not turning your head in the direction of the roll
    - 3) Beginning the bridge with your feet too far from your body
    - 4) Failing to trap an arm and leg on the same side
    - 5) Rolling straight to the side
11. Shrimp drill
- a. Key points
    - 1) Roll to one side
    - 2) Keep your bottom leg flat and your top leg posted on the ball of your foot
    - 3) Use your shoulder as a pivot point, pinned to the ground
    - 4) Push off the posted foot and shoot your hips out
    - 5) From the L or shrimp position, realign your head to the I position
  - b. Most common mistakes
    - 1) Staying flat and sliding
    - 2) Not keeping the shoulder pinned to the ground
    - 3) Posting the bottom leg
12. Shrimp escape – block and shoot
- a. Key points
    - 1) Immediately face the suspect
    - 2) Block the suspect's torso at the hip and shoulder
    - 3) Use your hands to pull as if you are slamming a window sideways
    - 4) Shoot both of your legs together towards the suspect
    - 5) Wedge your bottom leg across the suspect's waistband
    - 6) "Bite" the suspect's back with the heel of your top foot
    - 7) Hook over the suspect's triceps to block punches
    - 8) Grab the back of the suspect's head to control posture
    - 9) Extend your head away from the suspect's head
    - 10) Post the wedged foot on the ground between the suspect's knees

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- 11) Shrimp out towards the trapped foot to free that leg
- 12) Pull the suspect into stage 1 control of the punch block series
- b. Common mistakes
  - 1) Staying flat instead of being on your side, facing the suspect
  - 2) Not shooting both legs together
  - 3) Poor punch protection
  - 4) Shrimping the wrong direction to free the trapped foot
13. Guard getup
  - a. Key points
    - 1) Squeeze knees together and extend your guard
    - 2) Push the suspect's head away with both hands
    - 3) Break your guard and post a foot on the ground
    - 4) Shrimp your hips out away from the suspect's head
    - 5) Place your bottom foot on the suspect's hip
    - 6) Align your head with the suspect's head
    - 7) Post the other foot on the ground close to your body
    - 8) Rock up on your forearm and then your hand for base
    - 9) Stand up in base
  - b. Common mistakes
    - 1) Failing to effectively control the suspect's head
    - 2) Poor shrimp, not getting your hips out
    - 3) No base/balance when standing up
14. Sprawl
  - a. Key points
    - 1) Control the suspect's head
    - 2) Be sure to push the head, not the neck or upper back
    - 3) Shoot your legs back
    - 4) Your lead leg shoots straight back
    - 5) Drive your hips down towards the ground
    - 6) Keep your hips heavy
    - 7) Keep chest to back pressure
    - 8) Spin to the suspect's back
  - b. Common mistakes
    - 1) Poor head control
    - 2) Hips too close to the suspect
15. Team takedown
  - a. Key points
    - 1) Contact officer engages the suspect verbally
    - 2) Contact officer makes first contact
    - 3) Control the head with one hand
    - 4) Use your other hand as a hook on the suspect's bicep for punch protection
    - 5) Cover officer executes a rear double leg takedown
    - 6) Cover officer immediately controls the legs
    - 7) Contact officer establishes back control
    - 8) Communicate with each other throughout
  - b. Common mistakes

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- 1) Poor punch protection upon initial contact
  - 2) Not following the suspect down and maintaining control immediately
  - 3) Not communicating with your partner
- C. Command and control during a use of force
1. Review of command and control basics
    - a. Begins prior to the arrival of the first officer
    - b. Requires a coordinated response
    - c. Proper control during the initial response
      - 1) Ensures greater control of its outcome
      - 2) Creation of a manageable event state
    - d. Supervisors or team leaders
      - 1) Must direct officers' actions and UOF response
      - 2) Incident command
        - a) When supervisor is not at scene
          - (1) An officer at any rank
          - (2) Should take charge of the tactical incident
          - (3) Until relieved by a superior officer
        - b) Any established plan
          - (1) Must be effectively communicated
          - (2) To officers at scene
          - (3) In advance whenever possible
          - (4) Officers must be prepared to modify the plan as the tactical situation unfolds.
  2. Application during a use of force incident
    - a. Have access to as many force options as possible
      - 1) Impact weapons
      - 2) Less lethal devices
      - 3) OC spray
    - b. Be aware of all the needs of the incident
      - 1) Crowd control
      - 2) Traffic control
      - 3) Radio communication
      - 4) Ingress/egress
      - 5) Additional resources
    - c. Do not get tunnel vision and focus only on the suspect
    - d. Communicate with other officers on scene
      - 1) What jobs need to be done
      - 2) How can you be helpful?
      - 3) Can you direct other officers who are arriving at the scene
  3. Reverence for human life
    - a. Use the minimal amount of force necessary to gain control
    - b. Be prepared to intervene if you observe excessive use of force
      - 1) Stop the actions immediately
      - 2) Report it to a supervisor
      - 3) This is an officer safety issue
        - a) The officer's livelihood is at stake



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**Building the Confident and Competent Leader**

- b) Their life and family is at stake
- c. Do not let your ego interfere with ethical behavior
  - 1) You do not have to use force just because other officers are using force
  - 2) Using force only when it is necessary and helpful to gain control of the tactical situation
  - 3) Do not fall into the “us vs them” mindset
  - 4) Do not take the suspect’s actions personally
- d. Builds public trust
  - 1) Showing reverence for human life during a UOF incident has a dramatic effect on the community
  - 2) Many UOF incidents are high profile
    - a) Our actions during these incidents make a big impact
    - b) One poor decision can negatively affect thousands of officers
    - c) One good decision can positively affect thousands of community members
  - 3) The more that is at stake during an incident, the more opportunity we have to build trust amongst our communities

**DAY 3**

**Module VII – Professionalism and Ethics**

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To each student to value professionalism and ethics in their policing.

**Learning Objective:** The students will write a 2-page magazine article on ethical decision-making strategies.

**VII. Professionalism and Ethics**

**0600-0900 (180 min)**

**A. Professionalism in policing**

**1. Definition**

- a. Consistency in standards by which officers behave
- b. Training, study, and mastery of knowledge and skills
- c. Includes a set of performance standards
- d. Includes high ideals
  - 1) Mission
  - 2) Vision
  - 3) Values

**2. Factors that impact public trust**

- a. Previous experiences with law enforcement
- b. Police/community partnerships
- c. General public apathy and prevailing attitudes
- d. Impact of the family structure
- e. Social and/or economic conditions
- f. Situations that promote high levels of fear
- g. A sense of collective victimization
- h. Media treatment of law enforcement events

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### Building the Confident and Competent Leader

3. Community expectations
    - a. Keep the community safe
    - b. Respond promptly to calls for service
    - c. Demonstrate professional and ethical behavior
    - d. Protect human rights
    - e. Address crime and disorder
    - f. Solve problems in fair and impartial manner
  4. Benefits of professional behavior for the peace officer
    - a. Self-esteem and personal worth
    - b. Personal and professional satisfaction in doing the right thing
    - c. Gaining respect and confidence of co-workers
    - d. Establishing a higher personal and professional reputation
      - 1) In the community
      - 2) Within the department
- B. Ethics in policing
1. Benefits to the department
    - a. Improves morale
    - b. Improves agency respect within the profession
    - c. Makes every community contact better
    - d. Less complaints for officers
    - e. Facilitates a relationship with the community
  2. Benefits to the community
    - a. Receives equitable law enforcement
    - b. Sense of security and trust
    - c. Increases partnerships
    - d. Fosters community mobilization
  3. Effects of unethical conduct
    - a. Disciplinary action within the department
    - b. Civil or criminal liability
    - c. Embarrassment to stakeholders
    - d. Erodes the image of the profession as a whole
    - e. Reinforces negative stereotypes
    - f. Reduces the effectiveness of other community policing efforts
    - g. Diminishes public trust and cooperation
    - h. Compromises officer safety
- C. Intervention on an officer's behalf
1. Officers may need to intervene on another officer's behalf
    - a. When unreasonable force is being used
    - b. An arrest is made without probable cause
    - c. The constitution is violated by an officer
    - d. There is a reasonable opportunity to prevent harm from occurring
    - e. Other unlawful or unethical behavior is occurring
      - 1) Theft
      - 2) Inappropriate language
      - 3) Etc.
  2. Factors inhibiting intervention

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### Building the Confident and Competent Leader

- a. The officer is a friend of the involved officer
  - b. The officer is inexperienced with the proper action
  - c. Feeling that it is someone else's responsibility
  - d. Peer pressure not to do anything
  - e. Fear of consequences
    - 1) Being ostracized
    - 2) Losing respect from peers
  - f. Lack of trust in the process and administration
  - g. The officer is psychologically unprepared to intervene
3. Types of intervention
- a. Advance intervention
    - 1) Taking action before an inappropriate action is committed
    - 2) Discussion of expectations
    - 3) Command presence
  - b. Immediate intervention
    - 1) Either verbally or physically
    - 2) Offering to take over
    - 3) Stepping in between the offending officer and the other person
    - 4) Physically restraining the offending officer
  - c. Delayed intervention
    - 1) After an incident has occurred
    - 2) Discussion or admonishment
    - 3) Referral/training
    - 4) Reporting the incident
- D. Ethical decision-making strategies
- 1. Consider the consequences of every decision
    - a. Use the CAPRA problem solving model
    - b. Align your decisions with the department's mission, vision, and values
    - c. Know and believe in the code of ethics
  - 2. Do not allow ego or emotions to dictate actions
  - 3. Be the beginning of a culture change
    - a. Never compromise your integrity out of fear or peer pressure
    - b. Understand that one poor decision can affect all of law enforcement
      - 1) Police officers work in a fishbowl
      - 2) Social media/body cams are changing public perception
  - 4. Consider your intent and the ideal outcome
    - a. Ask yourself if you have all the facts
    - b. Are any alternative decisions available?
  - 5. Always be ready and willing to change
    - a. Be humble if you discover that you made a wrong decision
    - b. It is okay to admit a mistake and seek to rectify the problem
    - c. Flexibility is important in ethical decision making because new information may come to light

## DAY 3

### Module VIII. Procedural Justice and Use of Force

Building the Confident and Competent Leader 2

ECO 2/27/19 (IDU, ISTD)

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## PSL 2

### Building the Confident and Competent Leader

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To teach students to police with procedural justice before, during, and after a use of force.

**Learning Objective:** Students will demonstrate policing with procedural justice during a reality-based role-play scenario that includes a use of force.

#### VIII. Procedural Justice and Use of Force

0900-1200 (180 min)

- A. Procedural justice definition review
  - 1. When people perceive the justice system and process to be fair
  - 2. They are more likely to comply and obey laws in the future
  - 3. They are more likely to be satisfied with law enforcement actions
  - 4. They are less likely to file complaints
  - 5. Regardless of the outcome of the incident
  - 6. Perceived fairness during the process is the key point in procedural justice
- B. Elements of procedural justice preceding a use of force
  - 1. Use sound tactics
    - a. Stay current on tactics training
      - 1) Key point in reducing use of force
      - 2) May allow officers to use less force
      - 3) Keeps all involved parties safer
    - b. Engage in conversation with fellow officers
      - 1) Creating a plan helps coordinate your response
      - 2) May calm nerves and adrenaline by articulating a plan of action
    - c. Take an interest in debriefing as many tactical incidents as possible
      - 1) Investing the time now may decrease the time needed to make sound decisions in a tense, uncertain incident
      - 2) There is always something new to learn
      - 3) Be a student of tactics
    - d. Be open minded about learning new strategies
      - 1) Learn from other officers
      - 2) Different specialized units may have unique strategies to dealing with issues
    - e. Seek out department publications regarding tactics
      - 1) Know what the policy says
      - 2) Tactics are always evolving and changing
  - 2. Implement de-escalation strategies
    - a. Be guided by these principles during any tactical situation
    - b. Requires conscious thought
    - c. Changes public perception about the fairness of the result
  - 3. Exercise command and control
    - a. Creates a safer scene for the officers involved
    - b. Improves public perception when the response is well coordinated
    - c. Prevents any unnecessary uses of force

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- 1) Contagious fire
- 2) Officers stepping on each other and impeding each other
- d. Ensures that each officer is actually doing something helpful to managing the scene
4. Improve competencies in various skills
  - a. Seek out in-service training courses
    - 1) LETAC
    - 2) ARCON
    - 3) Critical thinking courses
    - 4) First aid skills
  - b. Train in arrest and control skills or martial arts
    - 1) These are perishable skills
    - 2) You should not rely on the academy training alone
  - c. Stay physically fit
  - d. Seek to improve your firearms skills
- C. Elements of procedural justice during a use of force
  1. Constant assessment
    - a. Avoid getting tunnel vision by paying attention to the suspect's behavior
    - b. Identify what they suspect is attempting to do
    - c. The best force option will be determined by the specific circumstances the officer faces
      - 1) Size and stature of the suspect
      - 2) Environmental factors
      - 3) Type of crime
      - 4) Weapons involved or within close access
      - 5) Suspect's access to victims
    - d. Know when you are in danger and when you are not
      - 1) Is the suspect attempting to flee or fight?
      - 2) Are you in the suspect's effective punching range?
      - 3) Has the suspect been searched?
      - 4) Has the suspect made any statements of intent?
    - e. Identify the result of any force used
      - 1) Each force option used should be assessed to determine effectiveness
      - 2) Correctly identifying the result of the force option used will help officers make sound judgments for further use of force
      - 3) Is there still a threat the safety of victims or officers
      - 4) Is the suspect responding to pain compliance
        - a) Drugs, alcohol, or mental illness may diminish the effectiveness of pain compliance force options
        - b) Joint locks, strikes and kicks, impact weapons, and the bean bag shotgun are all primarily pain compliance force options
        - c) It may be necessary to physically control the suspect
        - d) If pain compliance is not working, select a different force option

## PSL 2

### Building the Confident and Competent Leader

2. Transitioning between force options
  - a. Always be ready to transition from one force option to another
  - b. It may be necessary to increase or decrease the amount of force used based on the suspect's actions
    - 1) When a force option proves to be effective you may need to quickly lower the amount of force used
    - 2) The goal is to gain control, not to inflict damage
      - a) Once control is gained, immediately stop using force
      - b) Seek to place the suspect in handcuffs
        - (1) Handcuffing is our most effective tool for gaining control
        - (2) Practice handcuffing from a variety of positions
  - c. Be mentally and physically prepared for a force option to fail
  - d. Just because a force option usually works, does not mean it always will
  - e. Effectively transitioning from one option to another requires competence a variety of force options
  - f. Plan ahead what you will do if a force option fails
    - 1) Discuss plans with your partner ahead of time
    - 2) Brainstorm various use of force scenarios and think about the best options
    - 3) Take training seriously when you have the opportunity to attend
    - 4) Do not be surprised when a force option does not work exactly how you trained
      - a) Having a plan will help you stay calm in a tense situation
      - b) If you expect something to work every time you will experience fear when it does not work
- D. Elements of procedural justice after a use of force
  1. Explaining officer's actions
    - a. To suspects
      - 1) Helps them understand why we used to force
        - a) This could lead to a perception of fairness
        - b) Educates them on when and why officer's must use force
        - c) May lead to less force being required in the future
      - 2) Allows them to keep their dignity and respect
      - 3) May change their view of law enforcement as a whole
        - a) May affect their next encounter with law enforcement
        - b) Can improve the rest of the process
          - (1) Booking
          - (2) Interrogation
      - 4) Educates them of the process
        - a) May misunderstand the legal process
        - b) May not understand law enforcement's role correctly
        - c) Helps them comprehend what is happening and why
    - b. To victims

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### Building the Confident and Competent Leader

- 1) Understanding the process helps victim's cope
  - 2) Helps them understand the limitations of law enforcement
    - a) They may not understand the law
    - b) Explain what we can and cannot do and why
  - 3) Helps them make sense of a scary situation
  - 4) Gives a sense of security that they are being respected and served
- c. To witnesses
- 1) Wits are community members just like everyone else involved
  - 2) As much of our community contact comes in the form of witnesses as it does victims and suspects
  - 3) Some explanation can make a huge impact on future police contacts
    - a) There is a limit to what information can be shared
    - b) Even explaining basic processes of the legal system may help
  - 4) Gives the community a sense of ownership and responsibility when they are involved in an investigation
- d. To the media
- 1) Shows that the department is transparent
  - 2) May change the view of biased media
  - 3) Humanizes law enforcement
  - 4) Demonstrates legitimacy as a department/profession
2. Listening to others
- a. Victims
- 1) Will help them feel served and cared for
  - 2) Improves community relations
  - 3) Ensures that they will cooperate with future law enforcement contact
  - 4) Breaks down stereotypes on both sides
  - 5) May help change implicit biases
  - 6) Encourages them to call us in the future
- b. Suspects
- 1) Helps them feel that their side of the story is being heard
  - 2) Will increase compliance in the future
  - 3) Moves the relationship out of us vs them
  - 4) Gives them a voice
    - a) Dignity
    - b) Respect
  - 5) Improves their perception of fairness
- c. Witnesses
- 1) Demonstrates that we need help from our communities
  - 2) Makes them feel respected and involved in the justice process in their community
  - 3) May improve future contacts when they are a victim or a suspect

## PSL 2

### Building the Confident and Competent Leader

- 4) Improves the perception of fairness
- 5) Shows that we are servants of our communities
- 6) Every contact can be a positive contact for law enforcement and build public trust

### Day 3

LUNCH

1200-1300 (60 min)

#### Module IX. Procedural Justice and First Aid

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To teach students to police with procedural justice and reverence for human life by providing basic life support.

**Learning Objective:** Students will provide basic life support during a reality-based role-play scenario

#### IX. Procedural Justice and First Aid

1300-1700 (240 min)

- A. Relationship between first aid and procedural justice
  1. Directly related to our mission statement
    - a. Safeguard lives
    - b. Enhance public safety
    - c. Improve quality of life
    - d. Honor and integrity
    - e. Highest ethical standards
    - f. Maintain public confidence
  2. First aid is an action-oriented demonstration of reverence for human life
    - a. The victim's life
    - b. The suspect's life
    - c. Other officer's lives
  3. A failure to provide care may be perceived as unfair
    - a. Leading to a perception that there is no procedural justice
    - b. Which may hinder public trust
    - c. Undermines community policing efforts
- B. Department policy on providing first aid
  1. No specific provision of first aid or basic life support is mandated by policy
  2. There are certain circumstances when officers shall call an RA
    - a. TASER when the suspect loses consciousness
    - b. OC spray if suspect experiences difficulty breathing
    - c. Hobble when the suspect has difficulty breathing or shows signs of unconsciousness
    - d. Transportation of an extremely violent suspect requiring restraint to the extent that he/she must be supine
      - 1) Or if the suspect is physically ill or injured such that they need immediate medical treatment
      - 2) At least one officer shall accompany the RA

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### Building the Confident and Competent Leader

- e. Bean bag shotgun only when a medical emergency exists
  - f. Baton only when a medical emergency exists
  - g. Carotid restraint control hold only if the suspect fails to regain consciousness immediately
  - h. Suspect shot
  - i. Narcotics ingestion is reasonably believed
  - j. Agitated delirium when the suspect shows signs of difficulty breathing or unconsciousness
  - k. Strikes and kicks only when a medical emergency exists
  - l. Subject requests an RA
- C. Peace officer roles and responsibilities
- 1. Primary responsibilities
    - a. Ensure peace officer safety as well as the safety of ill or injured individuals and the public
    - b. Evaluate the emergency situation
    - c. Take necessary enforcement actions
    - d. Initiate actions regarding the well-being and care of ill or injured persons
  - 2. En route to the scene
    - a. Quickly
    - b. Safely
  - 3. Scene size-up
    - a. Location
      - 1) Exact address
      - 2) Conditions present at the scene
        - a) Large numbers of bystanders
        - b) Vehicle traffic
        - c) Remote location
      - 3) Potential hazards
        - a) Fire
        - b) Gas/chemical leak
        - c) Hazardous materials
    - b. Type of emergency
      - 1) Vehicle collision
      - 2) Victim with severe chest pain
      - 3) Shooting
      - 4) Officer's use of force
    - c. Nature of ill/injured persons
      - 1) Number of victims
      - 2) Apparent age
      - 3) Conscious or unconscious
      - 4) Appearance of injury
        - a) Heavy bleeding
        - b) Exposed bone
        - c) Location of wound
    - d. Additional resources

## PSL 2

### Building the Confident and Competent Leader

- 1) Fire department
  - 2) Additional units
  - 3) Rescue ambulance
  - 4) Public utility services
  - 5) Specialized units
    - a) HAZMAT
    - b) SWAT
    - c) Search and rescue
4. Law enforcement actions
- a. Document initial observations
  - b. Protect evidence
  - c. Identify and isolate witnesses and involved parties
  - d. Record statements and information
  - e. Note whether items were moved to render EMS
    - 1) Record what was touched
    - 2) By whom
    - 3) Any other investigation actions required
- D. Basic life support skills
1. Cardiopulmonary Resuscitation (CPR)
    - a. Definition
      - 1) Method of artificially restoring and maintaining a victim's breathing and circulation.
      - 2) Key element of basic life support
      - 3) Clinical death
        - a) The moment breathing and circulation stop
        - b) May be reversible if basic life support techniques are initiated
      - 4) Biological death
        - a) Breathing and circulation stop
        - b) Brain cells die due to lack of oxygen
        - c) Irreversible changes take place
        - d) Vital organs begin to deteriorate
        - e) If any doubt exists as to whether or not the victim is alive, CPR should be started
      - 5) Do not resuscitate (DNR)
        - a) A valid DNR or no CPR directive is a reason for not beginning CPR
        - b) If there is doubt that the order may not be valid, start CPR
    - b. Adult CPR
      - 1) One-person
        - a) Determine responsiveness
          - (1) Tap and shout
          - (2) Assess for breathing
          - (3) Activate EMS
          - (4) Get AED if available

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**Building the Confident and Competent Leader**

- b) Pulse check
  - (1) Check the carotid pulse
    - (a) Locate the trachea, using 2 or 3 fingers
    - (b) Slide fingers into the groove between the trachea and the muscles at the side of the neck
  - (2) Check pulse for 5-10 seconds
  - (3) If you do not definitely feel a pulse
    - (a) Begin CPR
    - (b) Starting with chest compressions
- c) Chest compressions
  - (1) Position yourself at the victim's side
  - (2) Make sure the victim is lying supine
    - (a) Firm, flat surface
    - (b) If a head/neck injury is suspected, keep the head, neck, and torso in a line when rolling the victim
  - (3) Put the heel of one hand on the center of the victim's chest on the lower half of the breastbone
  - (4) Put the heel of your other hand on top of the first hand
  - (5) Straighten your arms and position your shoulders directly over your hands
  - (6) Push hard and fast
    - (a) Press down at least 2 inches with each compression
    - (b) Deliver compressions at a rate of at least 100 per minute
    - (c) At the end of each compression, make sure you allow the chest to recoil completely
  - (7) Minimize interruptions
- d) Ventilation
  - (1) Open the airway
    - (a) Head-tilt/chin-lift
    - (b) Jaw thrust
  - (2) Give 2 breaths
    - (a) 1 second
    - (b) Chest should visibly rise
  - (3) If the breaths do not go in
    - (a) Reposition the head
    - (b) Give 2 more breaths
- e) Compression cycle
  - (1) 30 compressions
  - (2) 2 breaths

## PSL 2

### Building the Confident and Competent Leader

- (3) Reassess after 5 cycles (approximately 2 minutes)
- 2) Two-person
  - a) More efficient than one person
    - (1) Chest compressions are interrupted less
    - (2) Rescuers do not tire as easily
  - b) Determine responsiveness
  - c) Pulse check
  - d) Chest compressions
  - e) Compression cycle
    - (1) 30 compressions to 2 breaths
    - (2) Every 5 cycles (approximately 2 minutes) duties should be switched
    - (3) Switching duties with the second rescuer should take less than 5 seconds
  - f) All findings, counting, etc. should be announced clearly and out loud to avoid confusion between the assisting
- c. Child CPR
  - 1) 1 year to puberty
  - 2) One person
    - a) Determine responsiveness
      - (1) Assess for breathing
      - (2) Shout for help
      - (3) If someone responds
        - (a) Send them to activate EMS
        - (b) Send them to get an AED
      - (4) If alone and the child collapsed in front of you
        - (a) You may leave the child to activate EMS
        - (b) Obtain an AED
      - (5) If unwitnessed
        - (a) Perform CPR for 5 cycles (approximately 2 minutes)
        - (b) Activate EMS
    - b) Pulse check
      - (1) Check the carotid pulse
      - (2) Check no longer than 10 seconds
      - (3) If no pulse, or less than 60 beats per minute with poor perfusion, start compressions
    - c) Chest compressions
      - (1) For small children you may use either 1 or 2 hands
      - (2) Start compressions within 10 seconds of recognition of cardiac arrest
      - (3) At least 1/3 the depth of the chest (or approximately 2 inches)
    - d) Ventilation

## PSL 2

### Building the Confident and Competent Leader

- e) Compressions cycle
  - (1) 30 compressions to 2 breaths
  - (2) After 5 cycles
    - (a) Activate EMS
    - (b) Get an AED
    - (c) Use the AED as soon as it is available
    - (d) You can leave the victim to activate EMS and get an AED
- 3) Two-person
  - a) Determine responsiveness
  - b) Pulse check
  - c) Chest compressions
  - d) Ventilation
  - e) Compression cycle
    - (1) 15 compressions to 2 breaths
    - (2) Every 5 cycles (approximately 2 minutes) duties should be switched
    - (3) Switching duties with the second rescuer should take less than 5 seconds
- d. Infant CPR
  - 1) One person
    - a) Determine responsiveness
    - b) Pulse check
      - (1) Brachial pulse
        - (a) Place 2 or 3 fingers on the inside of the upper arm
        - (b) Between the infant's elbow and shoulder
        - (c) Press the index and middle fingers gently on the inside of the upper arm
        - (d) Check no longer than 10 seconds
        - (e) If no pulse, or less than 60 beats per minute with poor perfusion, start compressions
    - c) Chest compressions
      - (1) Place the infant on a firm, flat surface
      - (2) Place 2 fingers in the center of the infant's chest just below the nipple line
      - (3) Do not press on the bottom of the breastbone
      - (4) At least 1/3 the depth of the chest (approximately 1 ½ inches)
    - d) Ventilation
    - e) Compression cycle
      - (1) 30 compressions to 2 breaths
      - (2) After 5 cycles

## PSL 2

### Building the Confident and Competent Leader

- (a) Activate EMS
- (b) Get an AED
- (c) Use the AED as soon as it is available
- (d) You can leave the victim to activate EMS and get an AED

#### 2) Two-person

- a) Determine responsiveness
  - (1) Assess for breathing
  - (2) Send second rescuer to activate EMS and get AED
- b) Pulse check
- c) Chest compressions
  - (1) Place both thumbs side by side in the center of the infant's chest on the lower half of the breastbone
  - (2) Encircle the infant's chest and support the infant's back with the fingers of both hands
  - (3) Use both thumbs to depress the breastbone approximately one third the depth of the infant's chest (approximately 1 ½ inches)
  - (4) After every 15 compressions, pause briefly for the second rescuer to open the airway with a head tilt-chin lift and give 2 breaths
- d) Ventilation
- e) Compression cycle
  - (1) 15 compressions to 2 breaths
  - (2) Every 5 cycles (approximately 2 minutes) duties should be switched
  - (3) Switching duties with the second rescuer should take less than 5 seconds

#### e. Stopping CPR

- 1) The victim's breathing resumes
- 2) The officer is relieved by an equally or higher medically trained person
- 3) The officer is too exhausted to continue
- 4) Environmental hazards endanger the rescuer

#### 2. Airway obstructions

##### a. Opening an airway

- 1) Head tilt/chin-lift
  - a) Provides maximum airway opening
  - b) Place one hand on the victim's forehead
  - c) Technique
    - (1) Place the fingers of the other hand under the bony area at the center of the victim's lower jaw

## PSL 2

### Building the Confident and Competent Leader

- (2) Tilt the victim's head back
    - (3) If necessary, use the thumb of the hand supporting the chin to pull open the victim's mouth
  - d) Do not use the head-tilt/chin-lift if there are any indications of possible head, neck, or spinal cord injury
  - e) Do not place thumb or finger(s) inside the victim's mouth
- 2) Jaw-thrust
  - a) Use when a head, neck, or spinal injury is suspected
  - b) To open an airway on an unconscious victim
  - c) Allows airway to be opened without moving the victim's head or neck
  - d) Technique
    - (1) Place one hand on each side of the victim's head
    - (2) Place your fingers under the victim's lower jaw and lift with both hands
    - (3) Place thumbs on the victim's cheeks
    - (4) Stabilize the victim's head
    - (5) Gently push the victim's jaw forward
    - (6) If necessary, use thumb to pull open the victim's lips
  - e) Do not tilt or rotate the victim's neck if airway does not open
- 3) Special considerations when attempting to open a victim's airway
  - a) Infants and Children
    - (1) Trachea is narrower, softer, and more flexible than adults
    - (2) Over extension of an infant's/child's neck may occlude the trachea
    - (3) Tongue takes up more space in the mouth
    - (4) Airways are smaller and easily obstructed
  - b) Facial injuries
    - (1) Severe swelling
    - (2) Bleeding
  - c) Dental appliances
    - (1) Full/partial dentures should be left in
    - (2) Remove only if they have become dislodged and endanger the victim's airway
- b. Mild airway obstructions
  - 1) The victim is able to speak or cough
  - 2) There is adequate air exchange to prevent respiratory failure

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### Building the Confident and Competent Leader

- 3) A victim who is conscious with a mild airway obstruction should be encouraged to cough forcefully to dislodge and expel the object
  - a) Do not interfere with the victim's attempts to cough
  - b) Do not pound on the victim's back
- 4) Treat as a severe airway obstruction if
  - a) The obstruction cannot be removed by coughing and the victim has labored breathing
  - b) The victim is making unusual breathing sounds, or is turning blue/grey
- c. Severe airway obstructions
  - 1) The victim is unconscious and unable to be ventilated after the airway has been opened
  - 2) Conscious but unable speak, cough, or breathe
- d. Removing obstructions
  - 1) Finger sweep
    - a) Only if the object can be seen
      - (1) Do not use a blind finger sweep
      - (2) The object must be seen clearly
    - b) Open the victim's mouth by grasping the tongue and lower jaw between the thumb and index fingers
    - c) Insert index finger of the other hand down along the cheek in a hooking motion
    - d) If the object can be felt, grasp it and remove it
  - 2) Abdominal thrust
    - a) Conscious adult or child
      - (1) Determine that the victim is choking
      - (2) Inform the victim before taking action
      - (3) Stand or kneel behind the victim and wrap your arms around the victim's waist
      - (4) Make a fist with one hand
      - (5) Place the thumb side of the fist against the victim's abdomen
        - (a) In the midline slightly above the navel
        - (b) Well below the breastbone
      - (6) Grasp your fist with your other hand and press your fist into the victim's abdomen with a quick, forceful upward thrust
      - (7) Give each new thrust with a separate, distinct movement to relieve the obstruction
      - (8) Do not use on infants, pregnant women, or obese patients
    - b) Conscious adult or child becomes unconscious
      - (1) Activate the EMS system
      - (2) Place the victim in a supine position
      - (3) Open the victim's airway



## PSL 2

### Building the Confident and Competent Leader

- (4) Look inside the victim's mouth
  - (5) Conduct a finger sweep if you see the object
  - (6) Attempt to ventilate
  - (7) If the breaths do not go in, reposition the head and attempt to ventilate again
  - (8) If airway remains obstructed, give 30 chest compressions
  - (9) Repeat until chest rise is achieved
- 3) Chest thrust
- a) Used when the victim is
    - (1) Pregnant
    - (2) Obese
  - b) Conscious adult
    - (1) Determine that the victim is choking
    - (2) Inform the victim before taking action
    - (3) Take a position behind the victim
    - (4) Slide arms under the victim's armpits and encircle the victim's chest
    - (5) Form a fist with one hand
    - (6) Place the thumb side of fist on the midline of the victim's sternum, level with the armpits
    - (7) Grasp the fist with the free hand
    - (8) Direct thrusts straight back toward the victim's spine
    - (9) Use care not to direct the thrusts up, down, or to either side
    - (10) Repeat thrusts until the object is expelled or victim loses consciousness
  - c) Infants
    - (1) Conscious choking infant
      - (a) Kneel or sit with the infant in your lap
      - (b) If it is easy, remove clothing from infant's chest
      - (c) Deliver up to 5 back slaps
        - i. Forcefully
        - ii. Between the infant's shoulder blades
        - iii. Using the heel of your hand
        - iv. Deliver each slap with sufficient force to attempt to dislodge the foreign body
      - (d) Place your free hand on the infant's back, supporting the back of the head
      - (e) Turn the infant as a unit while carefully supporting the head and neck
      - (f) Hold the infant face up



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### Building the Confident and Competent Leader

- (1) Roll the victim onto their left side toward the rescuer
  - (2) Keep the victim's body in one unit with the spine straight
  - (3) Move the victim's lower arm up and bend at the elbow
  - (4) Move the victim's top leg toward the victim's chest
  - (5) Continue to monitor the victim's breathing
- c) Provide care for shock
- 2) Officer is relieved by an equally or higher medically trained person
  - 3) Officer becomes too exhausted to continue
  - 4) Unable to detect a pulse after 2 minutes of rescue breathing
  - 5) Victim is declared dead by an authority
- g. Gastric distention
- 1) When air is forced into the victim's stomach as well as lungs
  - 2) Reposition the airway
  - 3) Give smaller, slower breaths
- h. Vomiting
- 1) Turn the victim on left side
  - 2) Turn the entire body, not just the head
  - 3) Wipe vomit from the victim's mouth
  - 4) Return the victim to the supine position
  - 5) Open the airway
  - 6) Continue rescue breathing
  - 7) This process should take less than 10 seconds
4. Bleeding control
- a. Direct pressure
- 1) Most common and effective technique
  - 2) Should be used first before other bleeding control options
  - 3) Use a clean dressing or pressure bandage
    - a) A dressing is any material applied to a wound to control bleeding and prevent contamination
    - b) A bandage is any material used to hold a dressing in place
- b. Tourniquet
- 1) Use a device to close off all blood flow to and from a limb
  - 2) Should only be used for life-threatening conditions when direct pressure has failed
  - 3) Can be made of any material wide enough (2 inches)
  - 4) Apply close to the wound
    - a) Between the wound and the victim's heart
    - b) Not over a joint
  - 5) Wrap tightly until bleeding is stopped
  - 6) Note the time the tourniquet is placed

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### Building the Confident and Competent Leader

- 7) Self-application is the best option because a second officer is not removed from the tactical situation
- c. Secondary bleeding control techniques
  - 1) Elevation
  - 2) Pressure points
  - 3) Direct pressure and/or tourniquet should be used as the primary bleeding control technique
5. Shock
  - a. Shock is a life-threatening condition
  - b. Inadequate perfusion leads to shock
  - c. Indicators
    - 1) Altered mental status
    - 2) Pale, cool moist skin
    - 3) Profuse sweating
    - 4) Thirst, nausea, vomiting
      - a) Do not give anything to drink
      - b) Fluids given orally may lead to vomiting
    - 5) Blue/grey lips, nail beds, tongue, ears (cyanosis)
    - 6) Dull eyes, dilated pupils
    - 7) Rapid, weak pulse
    - 8) Abnormal respiration rate
    - 9) Shallow, labored breathing
  - d. All victims of traumatic or medical emergencies should be treated for shock upon initial contact
  - e. Fainting
    - 1) Form of shock characterized by sudden unconsciousness
    - 2) Caused by dilation of blood vessels resulting in reduced flow of oxygenated blood to the brain
  - f. Treatment
    - 1) Control all external bleeding and treat other injuries
    - 2) Be alert for vomiting
    - 3) Maintain the victim's body temperature
    - 4) Place the victim in a position to help maintain blood flow
    - 5) Reassure the victim
    - 6) Continue to monitor the victim and be prepared to take action if necessary
  - g. Positioning the victim
    - 1) Spinal or head injuries
      - a) Do not elevate the legs
      - b) Consider immobilizing the spine
    - 2) Stroke
      - a) Elevate the victim's head
      - b) Elevate the victim's shoulders
    - 3) Difficulty breathing
      - a) Place the victim in a semi-sitting position
      - b) A position of comfort

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### Building the Confident and Competent Leader

- 4) Fracture of lower limb
  - a) Do not elevate the legs
  - b) A position of comfort
- 5) Any other injuries or conditions
  - a) Place the victim in a supine position
  - b) Elevate the legs approximately 6-12 inches

## Day 4

### Module X. Impression Management During Tense Encounters

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To teach students to manage their impression during tense encounters by developing their communication, emotional intelligence, and conflict resolution skills.

**Learning Objective:** Students will use impression management techniques during a reality-based role-play scenario.

### X. Impression Management During Tense Encounters 0600-1000 (240 min)

- A. Image and impression management review
  1. Image management
    - a. Definition
      - 1) Taking responsibility for how you see yourself
      - 2) Ability to be conscious of one's self-image
    - b. Self-monitoring
    - c. Carefully choosing and affirming a positive self-image
    - d. Live congruently (with integrity) to that image
  2. Impression management
    - a. Taking responsibility for how others see you
    - b. Awareness of impact on others
      - 1) Behavior
      - 2) Appearance
      - 3) Mannerisms
    - c. Choosing behavior intentionally to alter impact
    - d. Bring forward positive images of self
- B. Communication skills review
  1. Active Listening
    - a. Checking for what others intend to mean
    - b. Letting them finish speaking
    - c. Clarifying their intent
  2. Attending
    - a. Giving undivided attention
    - b. Makes people feel valued
  3. Questioning
    - a. Appropriate gathering of information
    - b. If overused it can put others on the defensive

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**PSL 2**  
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4. Assertiveness
    - a. Speaking honestly and kindly
    - b. And with self-control
    - c. Sending your thoughts (frame of reference) to others
    - d. To achieve a goal
  5. Confrontation
    - a. Tell the truth about unacceptable behavior
    - b. Focused on other people's behaviors or attitudes
  6. Challenging
    - a. Helping others to see strengths and opportunities
    - b. To move towards positive change
  7. Responding with understanding
    - a. Getting on the inside
    - b. Powerful, personal, and intimate skill
    - c. Requires great expertise and sensitivity
- C. Emotional intelligence
1. Definition
    - a. The ability to identify and manage
    - b. Your own emotions
    - c. And the emotions of others
    - d. Refers to emotional maturity and confidence
  2. Emotional awareness
    - a. Identify your emotions
    - b. Identify others' emotions
    - c. The ability to discriminate between feelings
  3. Harnessing emotions
    - a. Apply them to tasks
    - b. Such as critical thinking and problem solving
    - c. Using emotions to guide thinking and behavior
  4. Managing emotions
    - a. Regulating your own emotions
    - b. The ability to change another's emotions
      - 1) Cheer them up
      - 2) Calm them down
    - c. The ability to adjust emotions
      - 1) To adapt to an environment
      - 2) To achieve a goal
  5. EI as a leadership skill
    - a. May be as important as technical expertise and IQ
    - b. Drives leadership performance
  6. Applicability to law enforcement
    - a. Be aware of emotional triggers
      - 1) Which may instigate a suspect
      - 2) Or instigate you as the officer
    - b. Emotional intelligence is a component of effective conflict resolution
    - c. Stress management

## PSL 2

### Building the Confident and Competent Leader

- 1) On the job
  - 2) Off duty
7. Emotional intelligence is a perishable skill
- a. Positive, habitual self-awareness training is necessary
  - b. Experiential learning is necessary
  - c. Self-reflection is required
  - d. Must be practiced in real-time
- D. Conflict resolution
1. Furlong's Circle of Conflict
    - a. Data
      - 1) Causes
        - a) Lack of information
        - b) Misinformation
        - c) Differing views on relevance
        - d) Differing interpretations of information
      - 2) Solutions
        - a) Provide correct data
        - b) Agree on what info is relevant
        - c) Agree on process to collect data
        - d) Use third party to gain outside opinion
    - b. Relationship
      - 1) Causes
        - a) Strong emotions
        - b) Misperceptions or stereotypes
        - c) Poor communication or miscommunication
        - d) Repetitive bad behavior
      - 2) Solutions
        - a) Control expression of emotion through ground rules
        - b) Legitimize emotions
        - c) Clarify perceptions and build positive perceptions
        - d) Improve quality and quantity of communication
    - c. Interest
      - 1) Causes
        - a) Perceived or actual competitive interests
        - b) Substantive interests
        - c) Procedural interests
        - d) Psychological interests
      - 2) Solutions
        - a) Focus on interests not positions
        - b) Look for objective criteria
        - c) Look for solutions that address needs of all parties
        - d) Search for ways to expand options or resources
    - d. Values
      - 1) Causes
        - a) Different criteria for evaluating ideas or behavior
        - b) Exclusive intrinsically valuable goals

## PSL 2

### Building the Confident and Competent Leader

- c) Different ways of life, ideology, and religion
- 2) Solutions
  - a) Avoid defining problem in terms of value
  - b) Allow parties to agree and disagree
  - c) Search for subordinate goal that all parties can agree on
- e. Structural
  - 1) Causes
    - a) Unequal control or distribution of resources
    - b) Unequal power or authority
    - c) Geographic, physical, or environmental factors
    - d) Time constraints
  - 2) Solutions
    - a) Reallocate ownership or control of resources
    - b) Establish a fair and mutually acceptable decision-making process
    - c) Change physical or environmental relationships of parties
    - d) Modify means of influence used by parties
    - e) Change time constraints
- 2. Application in law enforcement
  - a. Resolving disputes with citizens
    - 1) Family disputes
    - 2) Landlord/tenant dispute
    - 3) Domestic violence
    - 4) Possible suicide subjects
    - 5) Neighbor disputes
    - 6) Mentally ill subjects
    - 7) Traffic collision investigations
    - 8) Disputes between officers and citizens
      - a) Traffic citations
      - b) Pedestrian stops
      - c) Arrests/detentions
      - d) Other police vs citizen contacts
  - b. Resolving disputes between you and a coworker
    - 1) Conflict with your partner
    - 2) Conflict with your supervisor
    - 3) Other officers, units, or detectives
  - c. Resolving disputes between other officers
    - 1) Vital leadership skill
    - 2) Helpful for future supervisory roles
    - 3) Particularly applicable to specialized units
    - 4) Necessary to create a cohesive unit

LUNCH

1000-1100 (60 min)

## DAY 4

### Module XI. Critical Incident Adjudication Process

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## PSL 2

### Building the Confident and Competent Leader

**Course Goal:** To develop police leaders who can confidently and competently use de-escalation techniques and reasonable force options while policing with fairness and procedural justice.

**Module Goal:** To enlighten students of what they can expect if they are ever involved in a Critical Incident and to introduce them to the investigative process.

**Learning Objective:** Students will participate in a Critical Incident Use of Force Review Board role-play and identify performance issues, compliance with tactical directives, and deficiencies.

- XI. Critical Incident Adjudication Process** **1100-1700 (360 min)**
- A. Incident Investigation
    - 1. Policy Review
    - 2. Investigative Workflow
    - 3. Common Performance Issues
      - a. Tactical Directives
      - b. Identify Deficiencies
  - B. Categorical Use of Force Investigation
    - 1. Force Investigation Division Response
      - a. Parallel Investigation
        - 1) Criminal Section
          - a) Conducts compelled interviews and on-scene walk-throughs with the percipient officer(s) only
          - b) Interviews all witnesses
          - c) Investigates potential criminal culpability, if any, of the involved officer(s) and presents any finding to the District Attorney's Office for filing consideration
        - 2) Administrative Section
          - a) Conducts compelled interviews and on-scene walk-throughs with the involved and percipient officer(s)
          - b) Presents investigative finding(s) to the internal Use of Force Review Board
            - (1) Use of Force Review Board will then make recommendations to the Chief of Police regarding
              - (a) Tactics leading up to, during, and after the CUOF
              - (b) Un-holstering and holstering
              - (c) The actual Use of Force
      - b. Investigative Support
      - c. Criminal Apprehension Team
    - 2. Adjudication Process
      - a. Rationale
      - b. Findings