

Los Angeles Police Department
Handgun Instructor Training School
1850- 21460
Expanded Course Outline

Prerequisite: Student must be a current Los Angeles Police Department (LAPD) Bonus Course Expert or must have successfully shoot a ring score of 285 or above on the LAPD Combat Qualification Course within the year prior to being placed on the waiting list. In both cases, the student must have declared their intent to “shoot a score” for Handgun Instructor Training School (HITS) and the qualification receipt must reflect “For HITS” in the notes box. Shooter must also have successfully passed a Striker Fired pistol manipulations test administered by an approved Firearms (FTS) instructor with a score of 90% or better prior to the first day of the school. The pre-requisite HITS manipulations test may only be attempted once a day. Outside agency students must be approved by the Officer in Charge (OIC), FTS.

Instructional Goal: To provide officers with the ability and certification to safely provide Department standardized handgun instruction.

Performance Objectives: Using group discussion, learning activities, practical application and tests the student will:

- Administer handgun manipulation tests
- Administer live fire tests and qualification courses
- Administer the LAPD Range Safety Officer course (4 hours)
- Apply diagnostic drills and adult learning methodologies to train students in effective pistol manipulation and marksmanship
- Demonstrate an advanced understanding of pistol functions, techniques, advantages and limitations
- Demonstrate an understanding of legal issues and risk mitigation involved in conducting firearms training
- 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 police, philosophy, and tactical planning.

Upon successful completion of the course, the student will begin a 40-hour apprenticeship under the guidance of a senior firearms instructor. At the end of the 40 hours, the student will be considered a full member of the Handgun Instructor Cadre and will be certified to teach 1850 – 31810 (Firearms Semi Auto Pistol) and 1950 – 00100 (LD 35 Semi Auto Pistol); provided the student has completed the Academy Instructor Certification Course (AICC). If the student has not completed AICC, they must complete it before they are considered fully certified instructors.

Instructor Requirements: To remain a member of the Handgun Instructional Cadre in good standing, the instructor must provide 24 hours of handgun instruction every two years. The instructor must also receive eight hours of instructor development training every two years.

If an instructor falls out of compliance with either requirement, they may make up one cycle in order to re-certify. If an instructor falls out of compliance for more than one cycle, they must re-take the Handgun Instructor course.

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DAY 1

I. Firearms Semi Auto Instructor Introduction and Overview (classroom) (1 hour)

A. DISTRIBUTE: Lesson plans and manuals that the course covers

1. Regular Basic Course (RBC) Learning Domain 35
 - a. LAPD Firearms Manual
 - b. LAPD Training Division Safety Manual
 - c. POST LD 35 Workbook
2. LAPD Range Safety Officer Lesson Plan
3. LAPD Striker fired semi-automatic pistol lesson plan
4. LAPD Pistol with Attached Light (PWAL) lesson plan
5. LAPD 5 shot revolver lesson plan
6. LAPD Handgun Instructor Training School Manual

NOTE: This course is designed to be principal based. The current issue pistol for the LAPD is a striker fired pistol (Glock or Smith and Wesson M&P) wherein the “striker” is contained in the pistol and there is no exposed hammer. Some students from other agencies may be issued a pistol with an exposed hammer, either a traditional double action (like the Smith and Wesson 4506) or a traditional single action (like a 1911). Where applicable, this outline addresses the correct teaching methods for those types of pistol, although every effort has been made to make the course as “weapon neutral” as possible. For LAPD employees, there are further courses required (De-cocker and 1911 Train the Trainer) before LAPD personnel are certified to instruct those systems

B. Roll Call/Sign in

1. Distribute POST roster
2. May only miss 10% of the course to receive credit

C. Instructor and Student Introductions

1. Supervisor should make initial introduction of the primary instructor and instructional staff.
 - a. Primary Instructor should generally wear class “A” uniform for classroom portion of instruction if appropriate
 - b. Instructional staff should be uniform in appearance
 - c. Instructional Staff should wear full Sam Brown equipment belt
 - d. Primary Instructor should give the most detailed introduction
 - e. Instructional staff should keep introductions brief
2. Student introductions
 - a. Directed by Primary Instructor
 - b. Should be kept brief
 - 1) Name
 - 2) Assignment
 - 3) Experience

D. HITS requirements and continuing education requirements

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1. HITS requirements
 - a. Administer all physical, written, and safety tests
 - b. Provide basic recruit firearms instruction as well as in-service firearms instruction
 - 1) Using diagnostic trigger drills
 - 2) Using target evaluation and diagnosis
 - 3) Evaluating and diagnosing shooter errors in relation to the seven elements of marksmanship
 - c. Promote and adhere to all firearms safety rules even when not on Department ranges. Firearms safety as a core value.
 - d. Maintain a high level of firearms proficiency
2. Continuing Education Standards for firearms instructors
 - a. Shall attend 8 hours of instructor training every (2) years
 - b. Shall conduct 24 hours of instruction every (2) years
 - c. Shall attend regular curriculum updates and adhere to the updated curriculum

E. Course overview

1. DISTRIBUTE: Hourly distribution, Striker fired manipulation test, Striker Fired Extended Course Outline (ECO)
2. Written test
 - a. Must score 100% on all safety topics and questions
 - b. Must score 90% on all multiple-choice questions
 - c. Must understand and appropriately administer the written test
3. Striker Fired Manipulations Test
 - a. Right Handed must score 90%
 - b. Left Handed must score 90%
 - c. Must understand and appropriately administer a Striker fired manipulations test
4. Assigned instructional topic
 - a. Five-minute presentation
 - b. Must utilize teaching aide(s)
 - 1) Inert weapons
 - 2) Home-made props
 - c. No "lecture only" presentations
5. Trigger drill administration
 - a. Must successfully administer all trigger drills
 - b. Must be able to clearly articulate the methodology behind each trigger drill
6. Target diagnosis
 - a. Must be able to diagnose a target and identify potential shooter errors
 - b. Must be able to recommend the appropriate course(s) of action to correct shooter errors
7. Safety
 - a. Identify key ideas behind the four basic safety rules
 - b. Must be able to identify potential safety and legal issues with firearms at home

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- c. Must be able to identify potential safety issues on the range
- d. Must be able to construct safe, effective drills on the range
- e. Understand the components of a good safety brief
- f. Must be able to conduct a safety brief incorporating all of the above information

F. Instructor Resumes

- 1. Student will fill out by hand
- 2. Primary Instructor will ensure that the resumes are turned into the FTS administration cell upon the student's successful completion of the course
- 3. FTS administration personnel will ensure entry onto the Students TEAMS report upon student's successful completion of the apprentice requirements

II. SAFETY(Classroom)

(1 hour)

A. The Four Basic Firearm Safety Rules

(PSP I a,b)

Procedure: Large Group Facilitated Discussion

- 1. Conduct a tabletop discussion facilitated by an instructor. Each group will review the four basic safety rules per the LAPD Manual of Arms and the LAPD Safety Manual. Discuss the details of each
 - a. **All guns are always loaded**
 - 1) Give every firearm the respect that it is due
 - 2) Check every weapon every time you take possession of it
 - 3) Never assume a weapons condition
 - 4) Familiarity breeds contempt and complacency
 - b. **Never allow the muzzle to cover anything you are not willing to shoot**
 - 1) Including parts of your own body (re-holstering, drawing)
 - 2) Removal of violators from the line
 - c. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - 1) Most violated rule
 - 2) Must be enforced when on target (finger on) as well as when off target (finger off)
 - d. **Be sure of your target**
 - 1) Know what it is
 - 2) Know what is behind it
 - 3) Know what is around it
- 2. Ensure that the students understand and can articulate the importance of the safety rules in a tactical environment, such as the importance of muzzle direction and finger position during moments of high stress

B. Ensure that the students understand the moral and legal responsibilities of home firearm storage as well as California Penal Code section 12035

- 1. States "Storage of a loaded or unloaded firearm in a manner that results in a child under 18 years of age obtaining or discharging it, or taking it off the premises or to a school, is punishable as either a misdemeanor or a felony

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depending on the circumstances and degree of any injury or whether there is a death”

2. Some precautions to discuss could be
 - a. Keeping ammunition secure and separate from the firearm
 - b. Keeping the firearm in a locked container, such as a safe
 - c. Utilization of a trigger locking device
 - d. Disassembly of the weapon

- C. These safety rules are not designed solely for range use
 1. They are designed for anyone who uses a firearm in any circumstance
 2. That being said, they should have a special meaning for anyone who is armed professionally
 3. They should be an ingrained part of every instructor’s character

- D. Discuss the difference between an accidental discharge and a negligent discharge
 1. Negligent Discharge: A discharge resulting from a violation of the safety rules
 2. Accidental Discharge: an unintended discharge when all safety rules are followed, e.g. a mechanical breakdown of the weapon

- E. Review instructor responsibilities regarding specific range rules **(PSP I a)**
 1. Range rules for Los Angeles Police Department Ranges are located in Chapter 1 of the LAPD Manual of Arms
 2. The following are included in this ECO to foster a facilitated discussion in regard to HITS. However, The Manual of Arms should be consulted before beginning any independent training as the rules may have evolved
 3. With pistols so equipped, the de-cocking lever shall be in the down position before performing these three manipulations in a non-combat situation
 - a. Checking the chamber
 - b. Loading the chamber
 - c. Unloading the firing chamber
 4. Handguns will be in one of three places
 - a. On the firing line aimed at the target
 - b. On the firing line in a low ready or close contact position
 - c. In the holster
 5. All firearms training will be adequately supervised by someone in authority
 - a. All safety precautions must be adhered to and absolutely enforced
 - b. HITS qualified officer must be on the range during operation
 6. Strict discipline must be maintained
 7. Never anticipate a command
 8. Immediately upon picking up a firearm, open the cylinder or action to ensure it is unloaded
 9. Never give a firearm to or take a firearm from any person if the cylinder or action is not open, unless told to do so by an instructor on the firing line
 10. Ensure there are no obstructions in the barrel of a firearm before loading
 11. When manipulating a firearm, keep it pointed in a safe direction at all times
 12. Do not permit the muzzle of the weapon to touch the ground

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13. Never go in front of the firing line until the firing line has been cleared or otherwise declared safe and the command to go forward is given
14. Do not dry fire on the range, except under the supervision of or with the approval of an instructor
15. Holster all handguns and secure all shoulder firearms before picking up dropped ammunition or equipment
16. Pay strict attention to the range officer
17. While not actually on the firing line, all handguns shall be carried holstered or empty with cylinder open, or magazine removed and with slides locked back
18. Anyone participating in training, whether shooter, observer, or instructor, has the authority to call a "cease fire" if they observe an unsafe action or condition that may cause injury or death and/or damage to facilities
19. No smoking, eating, or drinking on the firing line
20. No student will be permitted on the range if there is knowledge or reason to believe such person has consumed alcoholic beverages, drugs or medication which might impair the student's ability to comprehend instructions and handle a weapon safely
21. No talking on the firing line except by the instructors or to answer a direct question asked by an instructor or as necessary when acting as a student coach
22. While a firearm is being cleaned, live ammunition shall not be allowed in the cleaning area

F. Range safety plan

1. Overview Range Safety Plan: Illness and Injury Prevention Program (IIPP) DISTRIBUTE and discuss safety guidelines handout **(PSP I a)**
 - a. IIPP safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potentially hazardous situations and how to avoid them
 - b. All personnel should be instructed that a copy of the IIPP is located in the training supervisor's office at that particular training site
 - c. Anyone participating in the training, whether student, observer, or instructor, has the authority to "STOP" the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities
 - d. Protective eyewear and hearing protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same
 - e. Students shall immediately notify an instructor(s) or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - 1) Render first aid and obtain appropriate medical assistance. Notify the Fire Department rescue ambulance (213-485-6185) via telephone, cellular phone, or police radio. Give specific directions to the location of the incident

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- 2) In case of a serious injury, all IIPP notifications and protocol shall be followed
- 3) At each training location, there is a notebook located in the training unit's office also containing the emergency plan that is in place
- 4) The supervisor will ensure that the necessary worker compensation forms (PDAS-43) and other reports (Employee Notification Form 15.7) are completed in a timely manner
- 5) Transport to the local hospital for a minor injury

Granada Hills Facility:

Providence Holy Cross Medical Center
15031 Rinaldi Street
Mission Hills, CA 91345
(818) 365-8051

Elysian Park Facility:

Glendale Adventist Medical Center
1530 E. Chevy Chase Drive
Glendale, CA 91206
(818) 409-8000

Harbor Range Facility:

San Pedro Peninsula Hospital
1300 West 7th St
San Pedro, CA 90732
(310) 832-3311

2. Off-site locations
 - a. Must be inspected and approved by Medical Liaison Section
 - b. Must have an offsite safety plan at the actual location
3. Safety Equipment
 - a. American National Standards Institute (ANSI) eye and hearing protection is required for any live fire or blank fire training
 - b. Basic first aid kit for incidental, non-serious injuries
4. Safety when utilizing steel targets
 - a. Examine targets carefully for unsafe conditions
 - b. Steel targets with bullet holes in them are unsafe due to penetration and ricochet concerns
 - c. Steel targets with have been dented by powerful projectiles (as opposed to shallow surface dimpling caused by handgun projectiles) are unsafe due to inconsistent deflection and ricochet concerns
 - d. Steel targets that have been warped into convex or concave shape through heavy use or abuse are unsafe due to inconsistent deflection

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and ricochet concerns. Ensure that the steel targets are fairly flat and uniform across their surface area before using

- e. Steel targets must be emplaced at an angle less than 90 degrees to the ground
 - f. Steel targets must be emplaced a minimum of 10 yards from the shooter or any bystanders
 - g. If steel targets are angled to each other, there must be a minimum distance of 10 yards between each target
 - h. Body armor and a ballistic helmet are recommended in addition to eye and hearing protection
5. Medical Emergency Plan
- a. In place in case of accident or emergency
 - b. May require an ambulance or an air unit
 - c. Designate the appropriate Hospital
 - d. Make sure all students know where it is
 - e. Select and discuss the designated route for non-emergency transportation
 - f. Identify the two officers best qualified to render aid in the event of an accident or emergency (I/e, Paramedic, combat medic, or EMT training)
6. Safety Briefing at training sites
- a. Basic safety and range rules review
 - b. Medical plan review and assignments if needed.
 - c. Instructor Ratios
 - 1) 1 to 8 for dry practice
 - 2) 1 to 5 on the line for live fire
 - 3) 1-1 if moving

G. Los Angeles Police Department color coding of weapons

(PSP I a,b)

- 1. Unmarked
 - a. No color code
 - b. Lethal weapon
- 2. Orange
 - a. "Inert" or non-firing
 - b. Demonstration model
- 3. Red weapon
 - a. Laser equipped
 - b. Inert training
- 4. Blue
 - a. Inert
 - b. Marking or paint projectile
- 5. Yellow
 - a. Inert
 - b. Capable only of firing blank cartridges
- 6. Bright Green (**Less Lethal only**)
 - 1) Bean bag
 - 2) Rubber or foam projectile

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III. ROLES AND RESPONSIBILITIES, HOW WE TEACH (classroom)(1 hour)

A. Instructor responsibilities

1. Present the training philosophy of the firearms training program
 - a. To provide officers the tools necessary to do their jobs effectively and safely
 - b. Ongoing, consistent, current and timely
 - c. Supportive of Department goals and policies
 - d. Responsive to the needs of the officers and current equipment
 - e. High quality
 - f. Mentor/Instructors must be committed to training and must be willing to train
2. Identify the positive impact of the training program
 - a. Meet the needs of the officers
 - b. Increase in moral
 - c. Enhance skills and abilities of the officers

B. Outline the skills and qualities needed to become a Firearms Instructor

1. Exemplary role model in both formal and informal situations
2. Able to interact with a wide variety of people
3. Is committed to a careful replication of Department approved techniques
4. Is able to demonstrate
 - a. Effective lesson preparation
 - b. Incorporate the necessary lesson element
 - c. Effective management of the training environment
 - d. Teamwork
 - e. Participation

C. Legal ramifications and civil liability issues

(PSP I d)

1. Consequence if techniques are taught improperly
 - a. Legal Ramifications (fines or prison)
 - b. Professional ramifications (suspension or demotion)
2. Modifying the authorized and approved techniques is not
3. Civil rights violations
4. Agency specific policy must be adhered to
5. Accountability

D. Methods for reducing civil liability

(PSP I d)

1. Documentation of all training
2. Rosters provide documentable proof of who was at the training in the event that an officer becomes involved in an action that involves subpoena of training records
3. An archive of lesson plans will show what material was taught to each class, as lesson plans often evolve. The version (date) of the lesson plan should be documented on the class roster in the event that those documents are subpoenaed. This also allows course coordinators to maintain consistency throughout the program.

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E. Adult learning concepts

1. Instructor must get students prepared to receive new information
2. Have students utilize the handout material during the review of the material
3. Ensure to clarify any questions the students have
4. Ask the students to provide definitions of each block
5. Provide an opportunity for the students who have used team teaching and facilitation an opportunity to share their positive personnel experiences
6. Achieve a higher level of thinking (Blooms Taxonomy)
 - a. Remembering (Lowest Level)
 - b. Understanding
 - c. Applying
 - d. Analyzing
 - e. Evaluating
 - f. Creating (Highest level)

F. Learning modalities

1. Refers to the perceptual channels or senses through which a person receives and processes information
2. Visual – learns by observing (readers and observers)
3. Auditory – learns by listening (listeners and/or talkers)
4. Tactile – learns with tactile assistance (feel & touch)
5. Kinesthetic – learns with kinesthetic support (movement/muscle memory)
6. Most individuals use a combination of modalities in any learning situation

G. Team teaching

1. Two individuals “share” the classroom during a teaching block
2. One instructor is considered primary and the other secondary
3. Allows for different learning modalities to be comfortably used in the classroom

H. Lecture versus Facilitation

1. Lecture is generally used to impart “new” information to the students
2. Facilitation is very effective with adult learners who hear new information or review past and are allowed to discuss, practice or apply this information immediately

I. Facilitation

1. Utilizing student’s knowledge, skills and ability to assist in the exchange of information
2. Understanding that most adult learners have a tremendous experience base to pull information from during training sessions
3. Learning to “tap into” the students experience to discover innovative ways of handling problems identified within their profession

J. Facilitation Techniques/friendly reminders

1. Students work together in large or small groups to resolve the problem
2. Facilitators tap into the student’s knowledge, skills and ability, rather than “tell” them the answers

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3. Facilitators reframe and rephrase questions to elicit responses from the students

K. Common instructor pitfalls¹

1. Frustration
 - a. Instructors can become frustrated with students lack of knowledge and forget that they were once just learning the material
 - b. Instructors can also become frustrated if students do not seem to be interested in the material being taught
2. Blaming the learner
3. Self-fulfilling prophesy
 - a. Making a snap judgment about a student can prejudice the instructors' ability to successfully convey information, thus the "self-fulfilling prophecy"
 - b. Instructors should always strive to be impartial and to not allow personal bias to interfere with the teaching process
4. Burnout

L. Common learner problems

1. Emotional interference
 - a. Learner allows an emotional response to overshadow the information
 - b. Often related to earlier experiences
2. Fear/anxiety
 - a. Of public speaking
 - b. Of failing in public
3. Lack of assertiveness
4. Lack of attentiveness

M. Giving criticism

1. Focus on the behavior not the person
2. Describe the behavior accurately
3. In giving criticism, it's important to avoid alienating the student by relying on personality traits to explain problems. The Instructor should always find something to praise before making a correction and then give praise after the student has made the correction
4. Instructors should avoid making multiple corrections at one time. Break the corrections into smaller, easier to make pieces

N. Training preparation

1. Point out the importance of preparing in advance for training
 - a. Allows better time management
 - b. Allows a smoother presentation
 - c. Ensures that all necessary information is being provided
2. Ensure that all the needed materials are available
 - a. Ammunition
 - b. Targets and related items

¹ Coaching Process, Dr. Nels Klyver

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- c. Inert weapons
- d. Role players/actors
- e. Equipment: vehicles, radios
- f. Handouts
- g. Flip charts

O. Primary Instructor

- 1. Responsible for the material presented to the class
- 2. Responsible for time management
- 3. Assigns duties and tasks
- 4. Completes documentation

P. Line coach/line safety

(PSP I a)

- 1. 1 instructor to 5 students on the firing line
- 2. 1 instructor to 1 student during shooting on the move drills
- 3. Work directly with students
- 4. Advises primary instructor of the progress of assigned students
- 5. Does not address the class unless primary instructor has approved information
- 6. Range master
 - a. Responsible for operations of the range
 - b. No instructing
 - c. Typically running drills or qualification courses

Q. Techniques to preempt uncooperative shooters

- 1. Have someone in authority introduce instructor
- 2. Introduction should establish instructor's credibility
- 3. Should be stated that the instructor is the representative for the highest ranking officer who has approved the training
- 4. Acknowledge the experience and skill level of the students
 - a. Helps to bring the peer leaders on board with you and your class
 - b. They can interact with their experiences reaffirming lessons

R. Assignment of teaching topic

- 1. All students will be assigned a “teach back” topic and will need to present the topic in front of the class
- 2. Topics assigned should include but are not limited to:
 - a. Elements of marksmanship
 - b. Manipulations
 - c. Safety rules and procedures
- 3. Topics are assigned early on the first day, and presentations will be done towards the end of the third day
- 4. Presentations may include props, handouts, and multi-media options

S. EYE DOMINANCE

- 1. Eye dominance test
 - a. Model the Eye Dominance test
 - 1. Point out to the student instructors how to conduct the test

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2. Some shooters are cross eye dominant and many are not aware they are, i.e. right handed and left eye dominant or left handed and right eye dominant
 3. If a right hand shooter who is left eye dominant attempts to aim with the right eye without closing the left eye, the shots will probably go off to one side of the target
 4. All students, including experienced shooters, should be checked for eye dominance
- b. If a shooter is discovered to be cross eye dominant, the following aiming options should be explained
1. Modify the shooting stance to bring the dominant eye in line with the sights, being careful not to unlock the wrist or cant the hand at an angle
 2. Keep the dominant eye closed when shooting
 3. Learn to shoot the pistol with the other hand which is on the same side as the dominant eye
2. TEST: The Eye Dominance Test (Commands and procedures)

Note: As the title indicates, this is a test to identify the student's dominant eye

1. Do not anticipate my instructions or go ahead on your own. Make a small circle between your hands and thumbs
 - a. Hold your hands in front of your body at waist level
 - b. Pick out a small object in the distance
 - 1) Keep both eyes open
 - 2) Focus your vision on the object
 - c. Keeping both eyes open, raise your hands and center the object in the circle
 - d. Now close your left eye
 - 1) If the object remained centered in the circle, you are right eye dominant
 - 2) If the object moved out of the circle you are left eye dominant
2. Lower your hands
 - a. With both eyes open, focus your vision on the object
 - b. Keeping both eyes open
 - 1) Raise your hands and center the object in the circle
 - 2) Close your right eye
 - a) If the object remained centered in the circle, you are left eye dominant
 - b) If the object moved out of the circle you are right eye dominant
3. Lower your hands again and keep both eyes open.
 - a. Raise your hands and center the object in the circle
 - b. With both eyes open, slowly bring your hands to your face until your hands touch your face
 - c. The eye you are looking through the opening with is your dominant eye"
4. If you did not obtain the same answer (right or left) all three times, raise your hand

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5. The instructor then conducts the tests one on one with the instructor covering the students' eyes one at a time

IV. ELEMENTS OF MARKSMANSHIP (Classroom) (1hr 30 min)

- A. Instructor will review the seven elements of marksmanship as in the Manual of Arms, and point out to the student instructors how to teach these concepts and how to be aware of the areas where students struggle
1. Grip
 - a. Crossed thumbs
 - 1) Crossed thumb grip works best with the Weaver stance as it places the shooters wrists and hands in the most stable position with all of the bones and muscles aligned
 - 2) The primary hand grips the pistol high on the back-strap, into the tang
 - 3) The primary thumb remains high, pointed towards the target
 - 4) The support hand is placed on top of the primary hand, with the knuckles and fingers aligned into the ridges of the primary hand. The support hand should be as high as the pistol allows
 - 5) The support thumb crosses over the primary thumb and locks behind the first knuckle on the thumb. This positioning will force the bases of each thumb together, completely encircling the stocks of the pistol
 - 6) The support thumb can point up or bend down on top of the primary thumb
 - b. Thumbs forward
 - 1) Thumbs forward grip works best with the isosceles stance, as it takes advantage of that stances "arms forward" positioning, with all of the bones and muscles of the wrists, hands, and forearms aligned
 - 2) The primary hand grips the pistol high on the back-strap, into the tang
 - 3) The primary thumb remains high, pointed towards the target
 - 4) The support hand is placed on top of the primary hand, with the knuckles and fingers aligned into the ridges of the primary hand. The support hand should be as high as the pistol allows
 - 5) The support thumb and the base of the support thumb should be pressed high into the pocket created by the primary thumbs encircling of the stocks
 - 6) The knuckle of the primary thumb should be placed just below the tip of the primary thumb. This positioning takes advantage of the shape of the hands and will aid in recoil control
 - 7) The positioning of the hands should completely encircle the stocks of the pistol with no empty spaces or voids between the stocks and the shooters hands

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2. Shooting stances

(PSP I e)

- a. Varying builds, physical strength, physical limitations, anatomical differences, and levels of fitness can all affect an officer's stance and ability to utilize their duty sidearm
- b. In keeping with basic tactical principles, officers are first taught to position their lower extremities squared to the threat
 - 1) The shooter's feet should be placed slightly wider than shoulder width apart
 - 2) The primary foot is placed slightly behind the support foot with the knees slightly bent
 - 3) The shooter's weight is placed on the balls of their feet. This stance allows for the maximum amount of mobility in any direction and also allows the officer to seamlessly deploy and transition between all available force options
 - a) An additional benefit to this technique is that it places the maximum amount of the officer's body armor toward the threat
 - b) This stance is not labeled either "Weaver" or "Isosceles"
 - c) It is a natural fighting stance and affords the officer the best opportunity to either draw their firearm or swiftly transition to another force option
- c. From the waist up, the individual shooter must make an informed decision on which set of principles work best for them.
 - 1) As previously stated, it is the instructor's responsibility to impart the knowledge that allows the shooter to make that decision.
 - 2) For the sake of uniformity, we have provided a list of "Weaver" principles and "Isosceles" principles.
 - 3) These principles are to be used as a tool to assist shooters in finding their best overall shooting stance.
- d. Weaver Principles
 - 1) Allows quick follow-up shots by using isometric muscle tension to control the recoil
 - 2) The support elbow is bent downward at approximately a 90 degree angle to the ground
 - 3) A "crossed thumbs" grip works best with the Weaver, as it allows natural bone and muscle alignment in the shooter's hands, wrists, and arms
 - 4) Isometric tension is applied by pushing forward with the primary hand and simultaneously pulling to the rear with the supporting hand
 - 5) Weaver principles are easily integrated with the Harries flashlight technique
 - 6) Recoil reduction will be most obvious when firing multiple shots with full power ammunition, as in a typical field shooting
- e. Isosceles Principles

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- 1) The essence of isosceles is the control of recoil through static tension rather than isometric tension
- 2) Isosceles is natural to assume, with both arms evenly extended towards the threat
- 3) A “thumbs forward” grip works best with the Isosceles, as it places the hands, wrists, and arms in the strongest and most natural bone and muscle alignment
- 4) Isosceles is easier to transition from target to target
- 5) Isosceles may benefit shooters with a large build
 - a) It has been collective experience of professional firearms trainers that smaller shooters tend to benefit more from the application of Weaver principles
 - b) Both the Weaver and Isosceles principles have their pros and cons and neither is superior
 - (1) It is important that the instructor work as a coach in assisting the shooter to find what works best for them
 - (2) The instructor should avoid interjecting personal biases. Once the individual shooter finds a stable, effective and comfortable shooting stance, changes should be avoided

3. Breath control **(PSP I e)**
- a. Proper breath control assists the shooter in the completion of an accurate shot or series of shots
 - b. This is especially true when shooting at long range, or at a small target
 - c. The shooter should inhale normally and exhale normally, taking advantage of the natural respiratory pause between inhalation and exhalation
 - d. The natural respiratory pause is a 2-4 second window during which the shooter has ample oxygenated blood circulating and the lungs are static, allowing for minimal, consistent thoracic movement
 - e. Pushing this window past 4 seconds can lead to a lack of ability to focus on the front sight
 - f. This importance of this element is minimized during close range and full speed engagements where time is measured in milliseconds

4. Sight alignment **(PSP I e)**
- a. Relationship between the shooter's eye, the front sight, and the rear sight
 - b. Correct sight alignment will consist of the front sight being centered in the rear aperture with equal distance on both sides of the front sight and level across the top
 - c. Proper sight alignment also includes eye focus being placed on the front sight

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- d. The most common error is looking over the top of the rear sight blade rather than looking through the rear sight notch, often resulting in high shot placement

5. Sight picture

(PSP I e)

- a. Relationship between the shooter's eye, the front sight, the rear sight and the target
- b. The correct sight picture will have the properly aligned sights centered on the desired area of the target with the front sight in sharp focus
- c. Proper sight picture consists of the front sight blade being centered in the notch of the rear sight, with the top of the front sight "level" with the top of the rear sight
- d. Concentration and eye focus should be on the target or the suspect until a decision to shoot has been made
- e. When the decision to shoot is made and the pistol has been raised to eye level, eye focus instantly shifts from the target to the sights
- f. The sharpest focus on the front sight blade
- g. The shooter focusing their eyes on the target or suspect rather than the front sight often causes poor shooting on the range and in the field. Since the eye is incapable of focusing on multiple objects at different distances at the same time, the sights are out of focus, making it impossible for the shooter to properly align the sights
- h. Just like in sight alignment, one of the most common errors involves the shooter looking over the sights (in this case to focus on the target). This will cause the shots to be high, often "haloing" the target in a semi-circular pattern

6. Trigger control

(PSP I e)

- a. Trigger control is defined as: A smooth continuous press, straight to the rear, while maintaining the sight picture, achieving a surprise break, and completing follow-through
- b. The most important component of marksmanship, without it, even if the other elements are perfect, the result will be a poor shot
- c. A great majority of shooter errors can be related to improper trigger control
 - 1) Jerking or snatching the trigger
 - 2) Uneven pressure rearwards
 - 3) Inability to separate the trigger finger from the master grip
- d. The goal is to smoothly press the trigger straight to the rear without disturbing the sight picture, in order to achieve a surprise break
- e. Trigger control is the most important and often the most difficult aspect of basic shooting principles to learn
- f. No matter how perfectly the shooter assumes his stance and aligns the sights, if they slap or mash the trigger, in anticipation of the discharge, they will not hit the target with any consistency
- g. The exact moment of the hammer/striker fall and subsequent discharge of the firearm must be a surprise

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- 1) This is known as the surprise break and is defined as not knowing when the hammer is going to fall so that the discharge is not anticipated
- 2) Anticipating the moment the shot will be fired will generally cause the shooter to push the muzzle downward in an effort to compensate for the recoil
 - a) Can be a systemic, or “whole body” reaction
 - b) Can be localized in the wrists and hands
 - c) Can be a “flinch” reaction in which the shooter actually closes their eyes and moves their head away in anticipation of the shot
- h. Anticipation and subsequent pushing of the pistol downward will result in misalignment of the sights just as the bullet is being fired, resulting in a poor shot, and often missing the target
- i. When shooting slowly or teaching trigger control to a new shooter, the trigger should be held to the rear momentarily after the shot has broken and then moved forward to the point of “reset”, at which time the shooter can slowly begin the trigger press again
- j. The shooter will need to learn to only apply the amount of force necessary to activate the trigger. In cases of a duty pistol with a heavier than normal trigger, it becomes very difficult to manipulate a trigger weighing 9 pounds when the pistol itself only weighs two pounds. This can lead to crossover problems with the shooters trigger finger and master firing grip competing for dominance. Often times, this causes shots to break low and towards the shooters primary hand. (Low-right for a right-handed shooter)
- k. Often times, shooters have trouble manipulating their trigger finger without influencing the rest of their hand. Often, this error is confused with an anticipation issue as the rounds generally impact the target low. Instructors should pay special attention to this aspect of trigger control if the shooters shots are impacting low on the target.

7. Follow Through

(PSP I e)

- a. Follow-through is the continuation of all the fundamentals of marksmanship after the shot is fired
- b. Concentration on the front sight must be constant throughout the firing sequence, up to and including after the projectile has left the barrel
- c. The second aspect of follow-through is to maintain the trigger position after the weapon discharges
 - 1) The trigger is held in the rearward position until the weapon is brought out of recoil and the sight picture is reacquired
 - 2) Proper trigger follow-through must be learned during slow fire before progressing to rapid fire
- d. Removing the finger completely off the trigger then bringing it back onto the trigger is inefficient and can exacerbate existing shooter errors such as “slapping” the trigger

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- 1) Even when shooting fast, the trigger finger should remain in contact with the trigger
- 2) The training maxim “reset fast, press slow” is great for the range and is a good training tool, but is only a means to an end. We want our shooters to be able to do both quickly in a gunfight

B. Clarify any questions that the students may have regarding how to teach marksmanship

V. MODERN COMBAT TECHNIQUES

(1 hour) (PSP I e)

A. Historical evolution of police shooting stances

1. Until 1973, the LAPD only taught a one-handed revolver shooting stance, in 1964 the LAPD experimented with a two-handed shooting stance. It was rejected as being unnatural
2. In 1973 the LAPD authorized the option of a two-hand stance of the officer's preference, this eventually evolved into the traditional isosceles stance taught by Training Division until 1985
3. In 1980 the Weaver Stance was adopted by Metro and SWAT
4. In 1985 the Weaver Stance was approved as an optional shooting stance Department wide
5. In 1991 the Weaver Stance was required for recruit training and was taught by Training Division
6. The Weaver Stance was the only two-handed eye-level stance taught by the LAPD until 2009, when the Modern Isosceles stance was approved
7. The primary exception is the close contact or weapon retention shooting position

B. Modern combat techniques / Five Count Presentation and Holstering

1. Count one
 - a. Both hands move at the same time
 - b. The support hand is placed on the centerline of the torso (the belt buckle can be used as a tactile indicator for new students although anywhere on the centerline of the torso is acceptable)
 - c. Obtain a shooting grip on the pistol with the primary hand.
 - d. Defeat the retention devices. Defeating the retention devices (snaps, hoods, etc.) is part of acquiring the grip, not a separate movement
2. Count two (Close contact position)
 - a. Draw the pistol from the holster and once the muzzle has cleared the holster, the pistol is rocked forward until the wrist is above the holster and firmly in contact with the body
 - b. The wrist is locked, and the barrel is in line with the wrist and forearm
 - 1) The muzzle is slightly elevated
 - 2) The weapon is canted slightly away from the body so that the shooter's clothing does not interfere with the cycling of the slide

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- c. The trigger finger remains on the frame
 - 3. Count three
 - a. Extend the primary hand forward into the low ready position and obtain a two-hand shooting grip on the pistol
 - b. As the hands meet, a master firing grip is achieved
 - c. The barrel is at an angle of approximately 45 degrees for range work, but this can vary due to the dynamic situations encountered in the field
 - 4. Count four (on target) **(PSP I e)**
 - a. The pistol is raised to eye level
 - b. Eye focus is brought to the front sight and the sight picture is verified
 - c. The trigger finger is placed on the trigger
 - 5. Count five
 - a. The trigger is pressed
 - b. Follow through
 - c. Repeat as necessary
- C. Holstering (reverse of drawing, starting on target at Count 4)
 - 1. Count four (on target)
 - a. The pistol is at eye level
 - b. Eye focus is brought to the front sight and the sight picture is verified
 - c. The trigger finger is placed on the trigger
 - 2. Count three
 - a. The finger is removed from the trigger
 - b. The muzzle is lowered to an angle of approximately 45 degrees for range work, but this can vary due to the dynamic situations encountered in the field. Any time the pistol is brought back to a ready position from on target, officers should scan the area while assessing for additional threats
 - 3. Count two (Close contact position)
 - a. The pistol is brought back to the shooters body
 - b. The shooters wrist is in contact with the shooters body. The wrist is locked, and the barrel is in line with the forearm
 - 1) The muzzle is slightly elevated
 - 2) The weapon is canted slightly away from the body so that the shooter's clothing does not interfere with the cycling of the slide
 - c. The trigger finger remains on the frame
 - 4. Count one
 - a. The pistol is re-holstered
 - b. All holster retention devices are secured
- D. Flash Sight Picture **(PSP I e)**
 - 1. A flash sight picture is the terminology we use to describe the balance of speed and accuracy. If time is not an issue, then obviously the shooter can take the time to acquire a perfect sight picture. However, in most field shootings, the amount of time that the officer has to make a shot is compressed

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2. Within this window of compressed time, the flash sight picture allows for a coarse sight picture, with the front sight imperfectly aligned in relation to the rear sight notch and both sights superimposed on the approximate center mass of the target
 - a. Appropriate when initially acquiring the sights during a field shooting
 - b. Appropriate when re-acquiring the sights for subsequent shots out of recoil

E. Compressed Surprise Break (Compressed Trigger Press) (PSP I e)

1. Defensive shootings are usually decided within the span of mere seconds. In order to prevail within this compressed time frame, the shooter must be able to press the trigger as quickly as possible without unduly or negatively influencing the trajectory of the fired round
 - a. Rounds fired quickly in a defensive shooting scenario will not generally “group” like rounds fired in a slow fire range session
 - b. Every shooter will have a “minimum time frame” in which they can deliver rounds in to the target effectively. It is up to the instructor to identify that time frame so that the shooter understands their abilities and limitations
 - c. It is also up to the instructor to improve the shooters ability to effectively deliver rounds into the target within that compressed time frame
2. When teaching new shooters, we emphasize a slow press and a surprise trigger break. Shooting quickly is different. Although it is a progression of the slow fire surprise break technique, it must be recognized that truly mastering the compressed trigger press requires a unique methodology **(PSP I e)**
 - a. The original terminology of “surprise break” as coined by Jeff Cooper was put in place to denote an absence of anticipation, not an actual “surprise”
 - b. When shooting quickly, the breaking of the shot is not a surprise. The “surprise break”, as it is taught by the LAPD, is a means to an end. It is a tool that instructors use to ingrain a smooth trigger press and to remove any outside influences from the act of pressing the trigger
 - c. The vast majority of shooter errors that occur when shooting quickly or under stress, result from an inability to separate a fine motor movement (trigger press) from several gross motor movements (firm grip, moving the feet, activating the core muscles, etc.), not from “anticipation” as it is commonly understood
 - d. The compressed trigger press requires that the shooter applies only the minimum amount of pressure required to activate the trigger
 - 1) The compressed time frame often causes less experienced shooters to apply more force than necessary to the trigger
 - 2) This can cause the force of the trigger press to overcome other elements, causing the shot(s) to miss
 - e. Slow fire trigger control **must** be mastered before attempting to master a Compressed Trigger Press

VI. DEFENSIVE RESPONSE OPTIONS (DROs) (Classroom) (30 minutes) (PSP I i, j)

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A. Use of cover

1. Cover is something that will stop your opponent's bullets
2. Whenever possible officers should utilize cover when involved in an armed encounter
3. Officers should be aware of what kind of cover is required to stop handgun, shotgun, and rifle fire
4. If a serious malfunction occurs, cover should be obtained prior to attempting to clear the malfunction
5. When utilizing cover, an officer must weigh the ability to shoot quickly and accurately against vulnerability to a suspect's gunfire
6. Firing around cover is usually tactically safer than firing over the top of cover

B. Concealment

(PSP I i)

1. Concealment is something that prevents the suspect from observing the officer
2. **CONCEALMENT WILL NOT STOP BULLETS**
3. Stepping into a dark shadow may provide concealment (avoid silhouetting yourself)
4. A hollow core interior door or foliage may provide concealment

C. Single Shot

(PSP I e)

1. Firing one carefully well-placed single shot can be a valid technique in field shooting situation. The following is a list (by no means definitive) of some examples
 - a At long range an officer must shoot more slowly and carefully in order to hit
 - b At long range, the tactical situation may change before the officer recovers and fires a second shot
2. The suspect is wearing body armor or is holding a hostage, presenting the Officer with a limited target. In such cases (I/e the North Hollywood Bank of America shooting or the Rampart Division Mexican Consulate shooting), a single, well-aimed shot has proven successful
 - a The suspect is behind cover and
 - b The officer is presented with a small target

D. Multiple Single Shots

1. While firing a well-placed single shot can be a viable option, it is recognized that certain tactical situations may require multiple shots in order to stop an imminent threat of death or serious bodily injury
2. Field shootings are dynamic, rapidly unfolding tactical events. Officers may fire multiple single shots to stop a suspect's deadly behavior
3. This process includes an ongoing and continuous assessment during the tactical event, wherein the officer takes more than one single shot within the tactical event

E. Firing in pairs

(PSP I e)

1. Firing in pairs means shooting two shots in quick succession

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2. During field shootings, firing a long burst of over 5 shots is generally not recommended and usually results in numerous missed shots. Firing in "pairs," when the suspect is threatening to cause serious bodily injury or death, is more usually more appropriate
3. When struck by a pistol bullet, a suspect may have what has been termed a "body alarm reaction"
 - a. This phenomenon unconsciously releases adrenaline into the blood stream
 - b. It also causes an increase in blood pressure, heart and respiratory rate
 - c. These physiological changes mobilize all the body's resources for a "fight or flight" situation
 - d. The human body has the ability to resist shock after initial injury
4. Firing at the torso after two solid hits have failed to incapacitate may not be immediately effective
5. Additionally, a shooter who fires all of his ammunition at one time places himself at a tactical disadvantage, requiring a reload or deployment a back-up handgun
6. Every officer is held accountable for every shot fired
 - a. Controlled and selective fire is mandatory
 - b. Officers must be able to articulate why each shot was fired and explain the necessity for firing each shot
 - c. When firing in pairs it must be made clear that the second shot is being fired because the threat is still present after the first shot was fired

F. Accelerated and Controlled pairs

1. A controlled pair consists of firing two rounds with the sight picture verified before firing both rounds
2. The accelerated pair is a close-range technique designed to allow the officer to place their second shot on the target faster than if firing a controlled pair
 - a. The difference between the two concepts comes down to speed. The tactical situation, the distance and the shooters skill level are going to define the speed at which the shooter is able to deliver a pair of shots to center mass. The closer the target, the coarser the sight alignment can be while still maintaining combat effectiveness
 - b. At very close range the sights can be registered on a very basic level, without the sharp focus required at further distances
 - 1) As shooters become more proficient, this can develop into more of a general awareness of the sights rather than a conscious focus on them
 - 2) This has everything to do with the shooters competency and nothing to do with "target focus" or "point shooting". The LAPD only teaches unsighted fire in cases of extreme close quarters combat and weapon retention, i/e the "close contact" position

G. Failure Drill (Last Resort)

(PSP I e, f, h)

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1. When torso hits have failed to stop a suspect's threat, a shot directed to the head may be required to save the life of the officer or innocent third party
2. A center head shot will often stop the suspect by shutting down the central nervous system
 - a. The center portion of the head is small and will be a difficult target under field shooting conditions
 - b. A confident shooter who can maintain self-control can accomplish this shot, as evidenced by the fact that this type of shot has been intentionally made in a number of actual field shootings
3. **Explain how to teach failure drills on the range**
 - a. **Emphasize to the students that the head shot is the drill.**
 - 1) Instructors should ensure that the students are aware that in field shootings, there is no minimum number of shots to the body required before attempting the head shot
 - 2) Officers must only be able to articulate that the body shot(s) were ineffective or impractical before attempting the head shot
 - b. On the range, and under the direction of an instructor, the shooter draws and fires a directed number of shots at the center mass of the target
 - c. Simulating that the torso shots have failed to stop the threatening suspect, the final shot is fired at the center of the head

H. Multiple target techniques

(PSP I e, f)

1. Many officers involved in shootings have encountered more than one armed suspect
2. Officers must be trained in the principles of multiple threat engagement
3. If confronted by more than one armed suspect and the use of deadly force is necessary, officers should be trained to engage the suspect which possess the greatest threat first
4. The following factors may be used to evaluate the order of engagement:
 - a. The distance to the suspect(s)
 - b. Type of weapon(s) the suspect(s) possess, e.g. shotgun, rifle, handgun, knife
 - c. The suspect's demeanor
 - d. The suspect's attention

I. Movement with pistols

(PSP I c,i)

1. Tactical movement is often necessary while the weapon is in the low ready position
2. This is especially true in a special response team concept or when moving to position of tactical advantage
3. Safety is a major consideration when moving with the pistol
4. The trigger finger is to remain on the frame during all movement
5. To safely move with the drawn pistol
 - a. Assume a low ready position, the trigger finger is on the frame of the weapon and that the muzzle is pointed in a safe direction
 - b. The muzzle moves with the eyes in a search pattern

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- c. Flex the legs during movement to create a stable shooting platform if necessary
- d. The upper torso is erect without crouching
- 6. At any time during movement, it is possible to assume the prone or kneeling positions as necessary to engage a threat

VII. MANIPULATIONS (small group instruction) (RANGE) (2 HOURS) (PSP I b, c)

A. Students will break into small groups (no more than 4 students to 1 instructor) and work on the following manipulations, both right and left handed

B. Chamber Check

- 1. Keep the pistol pointed in a safe direction with the trigger finger on the frame
- 2. Maintain the primary hand grip
- 3. The thumb of the support hand is placed against the right rear portion of the slide while the support hand middle finger is curled down and on the left rear side of the slide. Pressure is applied with the thumb and middle finger while the support side index finger is on top of the slide
 - a. The support side index finger does not apply any pressure on the pistol
 - b. If the student is unable to apply the necessary pressure to open the slide, the support side index finger may curl alongside the support side of the pistol
 - c. Pressure is still applied between the support side middle finger and thumb
- 4. The slide is then retracted approximately 1/2 inch and slightly canted to the left by applying rearward pressure with the support hand
- 5. The chamber is then visually examined
- 6. If it is too dark to see inside the chamber, the low light chamber check is used
 - a. The low light chamber check is performed by retracting the slide to the rear as before, with the exception that the support hand index finger is extended towards the barrel hood
 - b. Inserting the support hand index finger into the ejection port to feel the chambered cartridge
- 7. Push the slide forward with the support hand allowing the slide to return to battery

C. Load

- 1. Place a loaded magazine in the pistol
- 2. Present the pistol to a low ready position (count three of the pistol presentation), keeping the pistol pointed in a safe direction and the trigger finger on the frame during the entire loading procedure
- 3. Conduct a chamber check
 - a. If the chamber is loaded, holster the pistol
 - b. If the firing chamber is not loaded, continue with the following steps.
- 4. Keep the pistol pointed in a safe direction; assume an overhand grip on the rear portion of the slide with the support hand. The slide is grasped between

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the heel of the support hand and finger tips. The thumb does not contact the slide

5. Pulling rearward with the support hand, roll the pistol to the right, placing the ejection port towards the ground and retract the slide fully to the rear. As the slide reaches its rearmost position, the support hand will slip off and slap the primary shoulder.
 - a. If the shooter struggles with this manipulation, an acceptable alternative is to have them push the gun with the primary hand as they retract the slide. This is a helpful training tool with smaller or weaker shooters, but should only be considered as a “stopgap” until the shooter gains more upper body strength
 - i. This action occurs in one continuous motion
 - ii. Do not guide the slide forward as this may create a malfunction with the pistol
6. Conduct another chamber check to verify that a cartridge has been chambered. If the chamber is empty, check the magazine to verify that it is fully seated and locked, then cycle the slide again and perform another chamber check
7. Holster the pistol
8. Add one cartridge to the magazine in the pistol to bring it up to full capacity

D. Unload

(PSP I g)

1. Draw the pistol to the low ready position (count three of the presentation). Keep the muzzle pointed in a safe direction and the trigger finger on the frame during the entire unloading procedure
2. Conduct a chamber check to verify the condition (loaded or unloaded) of the chamber
3. Remove the magazine from the pistol
4. Place the magazine into the support side pocket
5. Keep the pistol pointed in a safe direction and rotate the pistol over to a horizontal position with the right side of the pistol parallel with the ground drawing it in close to your body
 - a. In order to keep the muzzle in a downrange direction, it may require the shooter to rotate his / her upper body clockwise
 - b. Caution should be used in order to keep the muzzle from covering the support arm
6. Maintain upward pressure on the bottom of the slide stop with the right thumb (right hand shooter) or left index finger, (left hand shooter)
7. Obtain a modified overhand grip on the slide covering the ejection port. Left hand shooters grasp the slide with the support (right) thumb pointing toward the front sight
8. Lock the slide to the rear and capture the cartridge in the palm of the hand. It is more important to lock the slide to the rear than to catch the cartridge
9. Secure the round in the support side pocket. Do not allow the support hand to cross in front of the muzzle
10. Visually inspect the chamber and magazine well to verify the pistol is unloaded
11. Guide the slide forward

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12. Conduct a final chamber check to verify the chamber is empty

E. In Battery Speed Reload

1. Place the trigger finger along the frame
2. The pistol is positioned in the primary hand so that the tip of the thumb is on the magazine release button
3. Bring the primary elbow into the body while the support hand obtains a fresh magazine utilizing a proper three-finger grip. A proper three-finger grip is achieved by trapping the magazine between the thumb and middle finger. The index finger is placed in front of the first bullet in the magazine and utilized to guide the magazine to the magazine well
4. Eject the magazine from the pistol by pressing the magazine release button
 - a. If the magazine does not fall freely from the magazine well during the speed reload, the magazine may be stripped out using the little finger or ring finger of the support hand
 - b. The little and ring fingers may also be used if a magazine has lost its floor plate and needs to be stripped from the magazine well
5. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well
6. The magazine is then rocked forward until it is aligned with the magazine well and the support hand index finger contacts the butt of the pistol
 - a. The magazine insertion is then completed by seating the magazine into the magazine well with the raised heel portion of the support hand in one motion
 - b. Attempting to seat the magazine with the middle of the palm of the support hand may result in a failure to lock the magazine and a subsequent malfunction
7. The shooter then reacquires a two-hand shooting grip on the pistol, finishing on target with the finger on the trigger

F. Out of Battery Speed Reload

1. Focus remains downrange, although a fast visual confirmation is needed to verify the condition of the weapon
2. Place the trigger finger along the frame
3. The pistol is positioned in the primary hand so that the tip of the thumb is on the magazine release button
4. Bring the primary elbow towards the body while the support hand obtains a fresh magazine
5. The muzzle remains pointed downrange, although the muzzle may be slightly elevated
6. Eject the magazine from the pistol by pressing the magazine release button
7. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well. The magazine is then rocked forward until it is aligned with the magazine well and the support hand index finger contacts the butt of the pistol
8. The magazine insertion is then completed by seating the magazine into the magazine well with the raised heel portion of the support hand in one motion

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9. Acquire an overhand grip on the rear of the slide with the support hand. The slide is grasped with the heel of the hand and the fingertips. Retract the slide fully to the rear, then release it and follow through by slapping the primary shoulder in one continuous motion
10. The shooter then reacquires a two-handed shooting grip on the pistol finishing on target with the finger on the trigger

G. Tactical reload

1. Assess the area and the situation to ensure that there are no immediate threats. The Tactical reload is best performed from behind cover. If there is the remotest possibility of a threat remaining, a speed reload is appropriate, not a tactical reload
2. The shooters focus remains downrange
3. The pistol is positioned in the primary hand so that the tip of the thumb is on the magazine release button
4. Bring the primary elbow towards the body while the support hand obtains a fresh magazine utilizing a three-finger grip
 - a. As the magazine is drawn from the pouch, the primary finger moves from the front of the magazine to the left side (as the shooter is looking at it) of the magazine
 - b. The support thumb is held at its "open most" position
 - c. The support hand thumb and primary finger are placed directly below the magazine well of the pistol
5. The magazine button is depressed, allowing the used magazine to eject from the pistol into the space between the support thumb and the support index finger. Left-handed shooters may use the tip of the index finger, or their middle finger to press the magazine release button
6. The support thumb and the support index finger grasp the used magazine with positive control
7. The support hand withdraws the used magazine from the pistol
8. The support hand rotates outboard, placing the fresh magazine below the magazine well
9. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well. The magazine is then rocked forward until it is aligned with the magazine well and the support index finger contacts the butt of the pistol
10. The magazine is seated with the raised heel of the support hand in one motion
11. The partially loaded magazine which has been removed from the pistol is then placed in the pocket, **not in the magazine pouch**, for future use if necessary
12. Assume a ready position and assess the situation and area

H. Flashlight Techniques

1. Chapman Technique
 - a. **Count one:** The support hand and flashlight (pointed down range) go to the belt buckle. The support thumb and support index finger encircle the flashlight, with the thumb on the activation switch. At the

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same time, the primary hand unsnaps the holster and achieves a shooting grip on the weapon

- b. **Count two:** The weapon is drawn to the close contact position. The support hand with the flashlight remains by the belt buckle
- c. **Count three:** The pistol is extended from the body and the support hand meets the primary hand away from the body at abdomen level. The free fingers on the support hand contact the primary hand and form a shooting grip.

2. Harries Flashlight Technique

- a. **Count one:** The support hand and flashlight go to the belt buckle with the flashlight vertical, lens down. The support hand encircles the body of the flashlight with the support hand small finger resting on the activation switch. At the same time, the primary hand unsnaps the holster and achieves a shooting grip on the weapon
- b. **Count two:** The weapon is drawn to the modified close contact position. The support hand with the flashlight remains by the belt buckle
- c. **Count three:** Extend the primary hand and weapon out to the ready position. The support hand with the flashlight comes underneath the primary arm into the Harries flashlight position, with the back of the hands meeting and producing lateral isometric tension

- I. After modeling the manipulations for the students, the small group instructor will walk the students through the manipulations test, emphasizing all of the prior points that instructors need to monitor. The students will go through the test both right and left-handed. After going through the test several times (no fewer than two), the students will pair up and run each other through the test as an instructor/student

VIII. ELEMENTS AND DROs (small group instruction) (Range) (1 hour) (PSP I e, i, j)

- A. Small group instructors will model the seven elements of marksmanship as well as the modern techniques (see XII above) and the applicable Defensive Response Options. The instructor will then reverse roles with each student and purposely make errors (such as misaligning the sights or gripping the pistol incorrectly)
- B. The student instructor will then make the appropriate corrections. If the student instructor is unable to identify the errors and make the appropriate corrections, the instructor will provide on the spot instruction so that the student instructor is able to apply the correction techniques immediately
- C. Student instructors should rotate through a minimum of 3 times, identifying different issues correctly each time

IX. TARGET DIAGNOSIS (small group instruction) (Range) (1 hour) (PSP I b, h, f)

- A. Instructors will present LAPD form 70-13.05.03 (9/95) (target diagnosis card) to their small group and discuss the benefits and limitations of using the shooter's target to help identify issues. This lesson will segue way into the first lesson the next day, Trigger Drills

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- B. With any of these diagnoses, there is the possibility that the sights are not installed properly on the pistol. The instructor should inspect and shoot the pistol to ensure that the sights are installed and sighted in correctly
- C. The following are general guidelines and provide only a partial picture into the window of shooter errors. These guidelines only provide a starting point for the instructor. No shooter errors were ever fixed solely based on target diagnosis
1. Shots are high on the target **(PSP I b, d, h, e)**
 - a. Misaligned sights (improper sight picture)
 - 1) Verify by using trigger drill 1
 - 2) Corrective measures include taping the top of the rear sight with clear tape (placing the thin tape across the top of the rear sights gives a minute reference point to allow the student to adjust the top of the front sight)
 - a. Using the dots on a three dot sight set up
 - 1) Verify by asking the student “are you using the dots or are you using the tip of the front sight”
 - 2) Corrective measures include blacking the dots out with a Sharpie type permanent marker (the marker can be removed with cleaning solvent before returning to the field)
 - b. Pushing the gun up, or “heeling”
 - 1) Instructor must diligently observe the student while the student slowly shoots the pistol. This can also relate to a shooters inability to use their trigger finger independently from their master grip
 - 2) Corrective measures include slow fire trigger drills utilizing the skip loading protocol (see section XII) as well as hand strengthening exercises that allow the shooter to develop the ability to use their trigger finger excusive from their master grip
 2. Shots are low on the target **(PSP I b, e, f)**
 - a. Can be a trigger control issue, a grip issue, or even a stance issue. This requires a series of steps to isolate the issue. We generally identify trigger issues by utilizing our “skip loading protocol”, but target identification is important as well
 - b. If the shots are low, but grouped together, check for misaligned sights (improper sight picture)
 - 1) Verify by using trigger drill 1
 - 2) Corrective measures include taping the top of the rear sight
 - c. If the shots are low, infrequently low, or low and spread out (not grouped) check for trigger control, anticipation or grip issues
 - 1) Verify by carefully observing and using skip loading protocol
 - 2) Correct by using trigger drills and skip loading protocol
 - d. If the shots are low and tend to be pushed or pulled to one side or the other, check for the following
 - 1) Interference from the support hand (pushing or pulling)
 - a) Identify via observation and trigger drills

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- b) Correct by using the skip loading protocol and trigger drills/dry practice
 - 2) Too much pressure on the trigger-the force on the trigger is overcoming the shooters grip
 - a) Identify via observation and trigger drills
 - b) Correct by using the skip loading protocol and trigger drills/dry practice
 - c) Another correction is through conditioning programs that develop hand strength and coordination (l/e, the ability to use the trigger finger independently of the master grip)
 - 3) An unbalanced stance- shooter is hunched to one side or the other. While stance is a non-issue in most dynamic gunfights, it can impact a novice shooters ability to smoothly press the trigger or even to correctly align the sights
- e. Shots are to the right or left of the target **(PSP I e)**
- 1) Generally, shots to either side of the target are a sight alignment/picture issue
 - 2) Identify by using trigger drills
 - 3) Correct by using skip loading, trigger drills, and dry practice
 - 4) Infrequently, lateral placement of the shots can be attributed to improper trigger press or uneven grip pressure
 - a) The identification and correction of these issues is the same as above, however
 - b) The instructor must be able to observe and identify these issues independently of the others in order to give the student the appropriate information

DAY 2

**X. MANIPULATION REVIEW AND COACHING, SMALL GROUP WORK (Range)
(30 MINUTES) (PSP I b, g, f)**

- A. Review the manipulations from the day before
- B. Review the coaching techniques in small groups
 - 1. Oftentimes, students have questions regarding the prior days training evolution. Use this time to answer those questions and to foster a discussion
 - 2. If there are no questions, quickly move through the manipulations

**XI. TRIGGER DRILLS, SKIP LOADING AND DRY PRACTICE (Range) (4.5 HOURS)
(PSP I b, f, g)**

- A. DEMONSTRATION: Instructor will demonstrate and discuss Trigger Drills
 - 1. Trigger Drills are used to break down the mechanics of marksmanship into individual, integral portions, thus making it easier for a shooter to grasp and retain the components when placed into the whole of marksmanship.

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- a. Trigger drills are also very useful for diagnosing shooter error and are a foundation for safe, effective handgun instruction
 - b. These drills are the backbone for the LAPD Handgun Instructor School and their usefulness does not only apply to coaching novice shooters, but also to coach intermediate and advanced shooters
 - c. These drills will not only make a poor shooter good, but they will also make a good shooter great
2. After watching the primary instructor present each drill (listed below), the students and line instructors will break back up into small groups and take turns as the coach and the student, conducting each trigger drill as prescribed and under the supervision of the line coach
- B. **LOADING/UNLOADING THE PISTOL FOR SKIP LOADING DRILLS:** Skip loading drills by their very definition are “hot” or loaded drills. Prior to the beginning of class, all students will unload their pistols at the loading/unloading barrels which will allow the students to reload their pistols in a manner which best suits the drills being conducted
- C. Generally, the pistol is drawn on to target utilizing the five count presentation. However, this is left out of the following portion of the expanded course outline as the small group instructors and the Primary Instructor may have the students start from alternate positions
- D. **Trigger Drill One** **(PSP I e)**
1. The Student holds the pistol and aligns the sights on target
 2. The instructor presses the trigger
 3. This drill allows the instructor to diagnose whether or not the shooter is aligning the sights correctly
 4. Trigger drill 1, explained
 - a. Shooter stands at least 7 yards from the target
 - b. Instructor stands on whichever side allows the instructor to use their primary trigger finger
 - c. Count the student from the presentation to the low ready
 - d. Instruct the student to come up on target, but leave the trigger finger on the frame
 - e. Verify that the student has a proper firing grip while on target
 - f. Advise the student to maintain a correct sight picture, while the instructor presses the trigger
 - g. If the results are satisfactory (a centered group of no fewer than 5 rounds) then move on to another exercise
 - h. If the results are not satisfactory
 - 1) “Cap” the rear sight with clear tape or an empty casing to allow the student to have a visual verification that the front sight is centered vertically and horizontally within the rear sight notch
 - 2) Get verbal verification from the student that the sights are aligned properly
 - 3) Proceed with the drill one more time, ensuring that the rear sight is “capped” each time

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- 4) If the results are satisfactory, repeat the drill without the sights capped
 - a) If the student is unable to obtain satisfactory results without the sights capped, the instructor should “tape” the top of the rear sight, making a semi-permanent “cap” to allow the shooter to learn proper sight picture.
 - b) After several sessions, the shooter should be able to remove the tape and obtain satisfactory results

E. Trigger Drill Two

(PSP I e)

1. This drill allows the instructor to model a correct trigger press to the student
2. The instructor holds and aims the pistol at least 7 yards from the target
 - a. If the pistol is equipped with a double action mechanism, manually cock the hammer
 - b. Advise the student to stand on the instructor’s support side
 - c. Advise the student to place the last pad of their index finger lightly on the trigger without actually pressing the trigger
 - d. The instructor then places their trigger finger over the top of the student’s finger
 - e. The instructor then presses the trigger, modeling a correct trigger press, surprise break and follow through
 - f. When the pistol discharges (hammer falls/striker releases, for dry practice), ask the student if they knew that the pistol was going to discharge
 - 1) The student will probably answer "no". If the student answers “yes”, then keep repeating this step until the student is able to allow themselves to be “surprised” by the discharge
 - 2) The instructor should tell the student "neither did I"
 - 3) Reinforce the concepts of trigger follow through and reset by explaining each one before demonstrating it
3. The instructor then has the option to demonstrate a trigger mash or jerk while aiming the pistol just to the right or left of the target
 - a. This will give the student an idea of how not to press the trigger
 - b. Ask the student if they felt the difference, if they did, discuss the importance of maintaining proper fundamentals during the shooting sequence
 - c. If the student was unable to identify the difference
 - 1) Repeat the exercise, exaggerating the bad press
 - 2) Ensure that the student observes the errant shot on the target
 - d. When transitioning the pistol between the shooter and the instructor, ensure that range safety protocols are diligently followed, and the pistol remains pointed downrange

F. Trigger Drill Three

(PSP I e)

1. The student holds the pistol and aligns the sights, the instructor presses the student’s finger which is on the trigger
2. This drill allows the student to monitor proper trigger press while maintaining sight alignment

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- a. The target should be at a minimum distance of 7 yards
- b. Command the student on to the target with their finger on the trigger, but not pressing. If the pistol is equipped with a hammer, ensure that it is cocked
- c. While the student maintains sight alignment, the instructor places their trigger finger on top of the student's trigger finger
- d. The instructor then presses the students finger smoothly and straight to the rear, gradually building pressure until the shot breaks
- e. After the shot breaks, the instructor holds the trigger to the rear for a moment before allowing the trigger to move forward to its reset point. This models proper follow through and reset

G. Trigger Drill Four

(PSP I e)

1. The student holds the pistol on target, aligns the sights, and presses the trigger with the instructor's finger between the trigger and the students trigger finger
2. This drill provides the student the opportunity to combine all of the necessary elements of marksmanship while giving the instructor the opportunity to ensure that the student is applying all of the elements properly
 - a. The target should be at a minimum distance of 7 yards
 - b. Command the student on to target and instruct them to place their trigger finger along the frame
 - c. The instructor informs the student that they are placing the finger on the trigger
 - d. If the pistol is equipped with a hammer, ensure that it is cocked
 - e. The instructor then stands on the students support side and places a finger (usually the support side trigger finger) on the trigger of the student's pistol
 - f. The instructor instructs the student to place their finger on top of the instructor's finger
 - g. The student then presses the trigger smoothly and straight to the rear, gradually building pressure until the shot breaks, demonstrating a correct trigger press to the instructor
 - h. The student then holds the trigger to the rear momentarily until allowing the trigger to move forward to the reset point. This allows the student to model proper follow through and reset

H. Trigger Drill Five (Dry Practice)

(PSP I e)

1. The student holds the pistol on target with their finger on the trigger. The student then presses the trigger and the instructor cycles the slide by hand. This allows the student to feel the trigger break and experience the trigger-reset point. Prior to starting this drill, all ammunition should be moved off of the firing line. A magazine filled with dummy rounds may be used, or the pistol may be completely empty depending on the training environment, pistol attributes, or available resources
 - a. With the pistol "on target", the student slowly presses the trigger to the rear

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- b. After the trigger breaks and the hammer falls or striker moves forward, the student maintains the trigger position all the way to the rear (Follow through). Ensure the student is not using excessive pressure on the trigger. If the trigger requires 5.5 pounds of pressure to activate, the student should be maintaining 5.5 pounds of pressure on the trigger at its most rearward position
 - c. The instructor or partner then cycles the slide all the way to the rear and allows it to return into battery under spring tension
 - d. The student allows their trigger finger to move forward only far enough to re-set the trigger
 - e. The coach's hands should remain close enough to the students to minimize time between presses. The instructor's hands should never obstruct the students view or move in front of the student's muzzle
 - f. Done with a good coach, this drill will allow the student to dry practice a complete course of fire, allowing them to focus on all of the elements without the distraction of actual gunfire.
 - g. Repeat as necessary
2. The student may use this drill as a solo skill building exercise. As a personal skill building exercise, this drill allows the student to work on several fundamental skills, including trigger reset. It also allows the student to develop a feel for a new trigger or a new weapons system. Done as a solo drill, it can be done on-target or, if the student desires, a neutral position
- a. The student will sight in and either thumb-cock the pistol or retract the slide far enough to the rear to reset the trigger
 - b. If performed with dummy rounds, the student must ensure that they do not retract the slide to the point that it either causes a stoppage or turns into a malfunction clearance drill
 - c. The student will then either sight in and press the trigger or, if in the neutral position, simply ensure the pistol is pointed in a safe direction and press the trigger
3. **NOTE:** performing this drill in the neutral position (pistol below the line of sight, off target, pointed in a safe direction with the primary hand obtaining a master grip and the support hand running the slide) is an advanced variation that is best reserved for experienced shooters attempting to develop a feel for a new trigger or weapon. Novice shooters should only perform this exercise as prescribed by and conducted under the supervision of a coach

I. Trigger Drill Six (skip loading)

(PSP I e)

1. Skip Loading (Concepts)

- a. Focuses on the principle of surprise break and follow-through
- b. Any superfluous movement of the pistol by the shooter when the hammer falls constitutes a failure to achieve a "Surprise break"
- c. If the shooter is moving the pistol when the hammer falls or striker releases on a dummy round, then he is also moving the pistol when the hammer falls on a live round
- d. Movement (anticipation) on a live round often cannot be observed because the pistol immediately recoils, masking the mistake
- e. Magazine loaded with a mixture of live rounds and dummy rounds

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- 1) To identify trigger control problems, high ratio of live rounds to snap caps
 - 2) To correct trigger control problems, low ratio of live rounds to snap caps
 - 3) A beginner marksmanship program should start with a high ratio of dummy to live. Brand new shooters should have at least a 2 dummy to 1 live ratio
 - 4) As the shooter progresses, the ratio should gradually change to 2 live to 1 dummy. Sustainment training should begin at 1:1
 - f. During skip loading drills, the command "Make ready for live fire" will not be given. The shooter will start with an empty chamber
 - g. Skip loading shall not be conducted under time constraints, skip loading with time limits becomes a rapid "Class One" malfunction clearing drill and little or no attention is paid to identifying or correcting trigger control
 - h. The coach observes the shooters trigger finger and if the shooter takes their finger off the trigger after a live round, the coach should stop them and remind him to use proper fundamentals
2. Skip Loading (execution)
- a. Have the student stand approximately 7 yards from the target. The instructor stands on the shooters support side
 - b. Count the student through the presentation to count four, on target
 - c. Advise the student with a de-cocker system pistol to press the trigger smoothly to the rear. Instruct the student that after the hammer falls and follow-through is completed, move the trigger forward only far enough to reset it (approximately 1/8 inch)
 - d. With a striker fired system, advise the student to press the trigger smoothly to the rear. Advise the student that after the striker releases, they shall hold the trigger to the rear and cycle the slide
 - e. If the hammer/striker falls on a live cartridge, verify that the shooters trigger finger remains in contact with the trigger (follow through)
 - f. If the hammer/striker falls on a snap cap, observe if the shooter induces movement in the pistol
 - 1) Ensure that the student recognizes whether it was a good press or a bad press
 - 2) When the hammer/striker falls on a dummy round, the shooter holds the trigger to the rear and tells the coach, "Good press" or "Bad press"
 - 3) The coach verbally confirms or corrects the shooter's call
 - g. If it was a confirmed "good press"
 - 1) The shooter removes his trigger finger from the trigger guard and taps the bottom of his magazine and with his support hand
 - 2) The coach blocks the shooter's view of the pistol by placing their hand in front of the shooter's eyes. This ensures that the student cannot cheat by looking into the chamber to verify whether or not the next round is live
 - 3) The shooter racks the action, slapping their shoulder in the process

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- 4) The coach withdraws their hand
- 5) The shooter re-grips the pistol, aims, and presses the trigger again
- h. If it was a confirmed “bad press”
 - 1) The coach will either “thumb cock” or slightly retract the slide in order to “re-set” the trigger
 - 2) The shooter will re-apply the fundamentals and achieve three good presses in a row before being allowed to move forward in the exercise
- i. When the shooter presses the trigger and a live round is discharged no effort is made to determine if the press was good or bad, although the Coach should be observing the shooter to ensure that the fundamentals being applied correctly. The Coach should be observing the shooter, not the target
- j. After a live shot the shooter merely resets the trigger and presses again

XII. MALFUNCTION CLEARANCE (small group instruction) (RANGE) (2.5 HOURS)
(PSP I f, g)

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper malfunction clearance, not just to perform them. This is an instructor course, not on operator course
 1. For each clearance technique, the small group instructor will demonstrate multiple times while “talking through” the technique
 2. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 3. Students will exchange roles frequently while the small group instructor supervises
 4. After the small group instructor is satisfied with the level of instruction, the instructor will perform the technique with a student acting as coach
 5. The instructor will intentionally make mistakes (such as improperly aligning the sights, over-gripping, “slapping” the trigger, etc.), testing the student coach as to whether or not they can make the appropriate corrections. If the student is unable to identify the mistakes, the Instructor needs to take the time to correct the student and allow them to work on identifying the errors
- B. For the following exercises, the students may set up their own malfunctions or, if the instructor wishes, the students may set up each other’s malfunctions
- C. Generally, the pistols are drawn on to target and holstered up per the five count presentation. However, this may be modified at the discretion of the small group or primary instructor
- D. Failure to fire/misfire **(PSP I f, g)**
 1. Identify the malfunction by feeling normal trigger movement with no corresponding discharge of the firearm
 2. Place the trigger finger along the frame

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3. Firmly tap the bottom of the magazine with the heel of the support hand to ensure that it is properly seated
4. Grasp the rear of the slide with the support hand in an overhand grip between the heel of the hand and the fingertips
 - a. Do not allow the support hand to pass in front of the muzzle
 - b. Do not place the thumb of the support hand on the slide
 - c. Grasp the slide as far to the rear as possible to avoid covering the ejection port
5. Rotate the pistol clockwise so that its right side is horizontal to the ground
6. Retract the slide fully rearward then release it and follow through by slapping the primary shoulder in one continuous motion
 - a. "Slapping the shoulder" ensures that the slide retracts to its furthest point, allowing the widest opening of the ejection port and preventing "short stroking" (the slide failing to completely pick up the next round in the magazine)
 - b. "Slapping the shoulder" also allows the recoil spring to compress fully, sending the slide forward with maximum spring tension
7. Finish on target with the appropriate firing grip and the finger on the trigger

E. Failure to eject (vertical or horizontal stovepipe), primary technique **(PSP I f, g)**

1. Identify the malfunction by feeling a "static" trigger (no movement) and observing partially ejected casing protruding from the ejection port
2. Place the trigger finger along the frame
3. Firmly tap the bottom of the magazine with the heel of the support hand to ensure that it is locked in place
4. Grasp the rear of the slide with the support hand in an overhand grip between the heel of the hand and the fingertips
 - a. Do not allow the support hand to pass in front of the muzzle
 - b. Do not place the thumb of the support hand on the slide
 - c. Grasp the slide as far to the rear as possible to avoid covering the ejection port
5. Rotate the pistol clockwise so that its right side is horizontal to the ground
6. Retract the slide fully rearward then release it and follow through by slapping the primary shoulder in one continuous motion
 - a. "Slapping the shoulder" ensures that the slide retracts to its furthest point, allowing the widest opening of the ejection port and preventing "short stroking" (the slide failing to completely pick up the next round in the magazine)
 - b. "Slapping the shoulder" also allows the recoil spring to compress fully, sending the slide forward with maximum spring tension
7. Finish on target with the appropriate firing grip and the finger on the trigger

F. Feed-way stoppage **(PSP I f, g)**

1. Identify the malfunction, the slide will be out of battery and the trigger will be static (Glock or 1911) or spongy (de-cocker, Smith M&P)
2. Place the trigger finger along the frame

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3. (For double action and 1911 pistols only) Lock the slide to the rear by simultaneously pushing up on the slide lever with the primary thumb (left hand shooters use the trigger finger) and pulling the slide to the rear with the support hand
4. Depress the magazine release button and strip the magazine from the pistol
 - a. The magazine will not eject from magazine well due the malfunction and will have to be forcefully stripped out
 - b. Discard the magazine to the ground. Do not use the same magazine unless it is the last one available
5. Depress the slide lever allowing the slide to go forward under full spring tension
 - a. Do not guide the slide forward with the support hand
 - b. Cycle (fully rearward then fully forward) the slide three times using the support hand
 - c. To ensure clearance of the stoppage be sure that the support hand does not cover the ejection port
6. Insert a fresh magazine into the magazine well
7. Using the support hand, retract the slide fully rearward and release it under full spring tension, chambering a cartridge
 - a. The support hand should slap the primary shoulder after releasing the slide
 - b. If utilizing a 1911 ensure that the safety is disengaged
 - c. If utilizing a de-cocker equipped pistol, ensure that the de-cocking lever is up
8. Assess and evaluate the tactical situation
9. Under ideal conditions, this malfunction can require anywhere from 5 to 10 seconds to clear. An Officer who experiences a feed-way stoppage in a field shooting should
 - a. Seek cover
 - b. Deploy a back-up weapon
 - c. Communicate with their partner
 - d. Clear the malfunction

G. Miscellaneous Malfunctions

(PSP I f, g)

1. The following are malfunctions that are often limited to specific weapon platforms
2. De-cocking lever down (De-cocker equipped pistols)
 - a. Identified by a spongy trigger and visually, by observing that the de-cocking lever is down
 - b. Finger off the frame
 - c. Push the de-cocking lever up with the primary thumb
 - d. Assess and evaluate the tactical situation
3. Failure to fully chamber, AKA the “high type 2” or “breech over base”
 - a. Identify the malfunction, round not fully chambered and often wedged between the breech-face at the bottom and the top of the chamber at the top, slide out of battery
 - b. Place the trigger finger on the frame

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- c. Firmly tap the bottom of the magazine with the heel of the support hand. Often, this will result in the pistol going fully into battery. If not;
 - d. Grasp the rear of the slide with the support hand in an overhand grip between the heel of the hand and the fingertips
 - 1) Do not allow the support hand to pass in front of the muzzle
 - 2) Retract the slide fully rearward and release it. Follow-through by slapping the primary shoulder
 - e. Acquire an appropriate shooting grip
 - f. If the pistol is so equipped, verify that the de-cocking lever is up
 - g. Assess and evaluate the tactical situation
4. Magazine dis-connect malfunction (Smith and Wesson 3rd Generation pistols)
- a. Identify the malfunction. The trigger is spongy, but the de-cocking lever is up
 - b. Place the trigger finger along the frame
 - c. Using the heel portion of the support hand, firmly contact the bottom of the magazine, fully seating it
 - d. Assume an appropriate shooting grip
 - e. Assess and evaluate the tactical situation

XIII. SUPPORT SIDE MANIPULATIONS (Small Group Instruction) (Range) (1.5 Hours)
(PSP I f, g, j)

- A. Small group methodology is used to ensure that students can not only perform each pistol manipulation with their support side, but that they also understand how to effectively teach each manipulation correctly **(PSP I g)**
- B. Special care should be taken by the line instructors to ensure that the students have multiple opportunities to work through each manipulation and that the students are articulating through each manipulation
- C. Generally, the pistols are drawn and holstered per the five count presentation. However, this can be modified at the discretion of the small group or primary instructor **(PSP I g)**
- D. The following manipulations should be done with dummy rounds, but live rounds can be substituted as the students become more proficient **(PSP I g)**
- E. After the pistols have been drawn safely, they should be carefully transferred to the support hand by placing the support hand palm up and placing the pistol into the upturned palm with the primary hand **(PSP I g)**
- F. Chamber Check **(PSP I f,g)**
 - 1. Keep the pistol pointed in a safe direction with the trigger finger on the frame
 - 2. Maintain the primary hand grip
 - 3. The thumb of the support hand is placed against the left rear portion of the slide while the support hand middle finger is curled down and on the right rear

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side of the slide. Pressure is applied with the thumb and middle finger while the support side index finger is on top of the slide

- a. The support side index finger does not apply any pressure on the pistol
 - b. If the student is unable to apply the necessary pressure to open the slide, the support side index finger may curl alongside the support side of the pistol
 - c. Pressure is still applied between the support side middle finger and thumb
4. The slide is then retracted approximately 1/2 inch and slightly canted to the right by applying rearward pressure with the support hand
 5. The chamber is then visually examined
 6. If it is too dark to see inside the chamber, the low light chamber check is used
 - a. The low light chamber check is performed by retracting the slide to the rear as before, with the exception that the support hand index finger is extended towards the barrel hood
 - b. Inserting the support hand index finger into the ejection port to feel the chambered cartridge
 7. Push the slide forward with the support hand allowing the slide to return to battery

G. Load

(PSP I g)

1. Place a loaded magazine in the pistol
2. Present the pistol to a low ready position (count three of the pistol presentation), keeping the pistol pointed in a safe direction and the trigger finger on the frame during the entire loading procedure
3. Conduct a chamber check
 - a. If the chamber is loaded, holster the pistol
 - b. If the firing chamber is not loaded, continue with the following steps
4. Keep the pistol pointed in a safe direction; assume an overhand grip on the rear portion of the slide with the support hand. The slide is grasped between the heel of the support hand and finger tips. The thumb does not contact the slide
5. Pulling rearward with the support hand and pushing forward with the primary hand, roll the pistol to the right and retract the slide fully to the rear. As the slide reaches the furthest rearmost position the support hand will slip off and slap the primary shoulder. The primary hand with the pistol will continue forward until it is in a full extended and locked position
 - a. This action occurs in one continuous motion
 - b. Ensure that the pistol moves forward, not upwards
 - c. Do not guide the slide forward as this may create a malfunction with the pistol
6. Conduct another chamber check to verify that a cartridge has been chambered. If the chamber is empty, check the magazine to verify that it is fully seated and locked, then cycle the slide again and perform another chamber check
7. Holster the pistol
8. Add one cartridge to the magazine in the pistol to bring it up to full capacity

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H. Unload

(PSP I g)

1. Draw the pistol to the low ready position (count three of the presentation). Keep the muzzle pointed in a safe direction and the trigger finger on the frame during the entire unloading procedure
2. Conduct a chamber check to verify the condition (loaded or unloaded) of the chamber
3. Remove the magazine from the pistol
4. Place the magazine into the support side pocket
5. Keep the pistol pointed in a safe direction and rotate the pistol over to a horizontal position with the right side of the pistol parallel with the ground drawing it in close to your body
 - a. In order to keep the muzzle in a downrange direction, it may require the shooter to rotate his / her upper body clockwise
 - b. Caution should be used in order to keep the muzzle from covering the support arm
6. Maintain upward pressure on the bottom of the slide stop with the right thumb (right hand shooter) or left index finger, (left hand shooter)
7. Obtain a modified overhand grip on the slide covering the ejection port. Left hand shooters grasp the slide with the support (right) thumb pointing toward the front sight
8. Lock the slide to the rear and capture the cartridge in the palm of the hand. It is more important to lock the slide to the rear than to catch the cartridge
9. Secure the round in the support side pocket. Do not allow the support hand to cross in front of the muzzle
10. Visually inspect the chamber and magazine well to verify the pistol is unloaded
11. Guide the slide forward
12. Conduct a final chamber check to verify the chamber is empty

I. In Battery Speed Reload

1. Lower the pistol slightly below the line of sight, keeping your focus down range
2. Place the trigger finger on the magazine release button
3. Bring the primary elbow into the body while the support hand obtains a fresh magazine utilizing a proper three-finger grip. A proper three-finger grip is achieved by trapping the magazine between the thumb and middle finger. The index finger is placed in front of the first bullet in the magazine and utilized to guide the magazine to the magazine well
4. Eject the magazine from the pistol by pressing the magazine release button
 - a. If the magazine does not fall freely from the magazine well during the speed reload, the magazine may be stripped out using the little finger or ring finger of the support hand
 - b. The little and ring fingers may also be used if a magazine has lost its floor plate and needs to be stripped from the magazine well
5. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well

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6. The magazine is then rocked forward until it is aligned with the magazine well and the support hand index finger contacts the butt of the pistol
 - a. The magazine insertion is then completed by seating the magazine into the magazine well with the raised heel portion of the support hand in one motion
 - b. Attempting to seat the magazine with the middle of the palm of the support hand may result in a failure to lock the magazine and a subsequent malfunction
7. The shooter then reacquires a two hand shooting grip on the pistol, finishing on target with the finger on the trigger

J. Out of Battery Speed Reload

1. Focus remains downrange, although a fast visual confirmation is needed to verify the condition of the weapon
2. Place the trigger finger on the magazine release button
3. Bring the primary elbow towards the body while the support hand obtains a fresh magazine
4. The muzzle remains pointed downrange, although the muzzle may be slightly elevated
5. Eject the magazine from the pistol by pressing the magazine release button
6. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well. The magazine is then rocked forward until it is aligned with the magazine well and the support hand index finger contacts the butt of the pistol
7. The magazine insertion is then completed by seating the magazine into the magazine well with the raised heel portion of the support hand in one motion
8. Acquire an overhand grip on the rear of the slide with the support hand. The slide is grasped with the heel of the hand and the fingertips. Retract the slide fully to the rear, then release it and follow through by slapping the primary shoulder in one continuous motion
9. The shooter then reacquires a two handed shooting grip on the pistol finishing on target with the finger on the trigger

K. Tactical reload

1. Assess the area and the situation to ensure that there are no immediate threats. The Tactical reload is best performed from behind cover. If there is the remotest possibility of a threat remaining, a speed reload is appropriate, not a tactical reload
 - a. The shooters focus remains downrange
 - b. The pistol is positioned in the primary hand so that the tip of the trigger finger is on the magazine release button
 - c. Bring the primary elbow towards the body while the support hand obtains a fresh magazine utilizing a three finger grip
 - 1) As the magazine is drawn from the pouch, the primary finger moves from the front of the magazine to the left side (as the shooter is looking at it) of the magazine
 - 2) The support thumb is held at its "open most" position

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- 3) The support hand thumb and primary finger are placed directly below the magazine well of the pistol
 - d. The magazine button is depressed, allowing the used magazine to eject from the pistol into the space between the support thumb and the support index finger. Left-handed shooters may use the tip of the index finger, or their middle finger to press the magazine release button
 - e. The support thumb and the support index finger grasp the used magazine with positive control
 - f. The support hand withdraws the used magazine from the pistol
 - g. The support hand rotates outboard, placing the fresh magazine below the magazine well
 - h. The fresh magazine is then started into the magazine well by placing the back of the magazine on the back of the magazine well. The magazine is then rocked forward until it is aligned with the magazine well and the support index finger contacts the butt of the pistol
 - i. The magazine is seated with the raised heel of the support hand in one motion
 - j. The partially loaded magazine which has been removed from the pistol is then placed in the pocket, **not in the magazine pouch**, for future use if necessary
 - k. Assume a ready position and assess the situation and area
- L. After modeling the manipulations for the students, the small group instructor will walk the students through the manipulations test, emphasizing all of the prior points that instructors need to monitor. The students will go through the test both right and left-handed. After going through the test several times (no fewer than two), the students will pair up and run each other through the test as an instructor/student. At this time, the test is used as a guideline and is not pass or fail

**XIV. ADMINISTRATION OF MANIPULATION TEST (small group instruction) (Range)
(1 Hour) (PSP I b, f,g, h)**

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper malfunction, not just to perform them
1. This is an instructor course, not on operator course
 2. For each manipulation, the small group instructor will demonstrate multiple times while “talking through” the technique
 3. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 4. Students will exchange roles frequently while the small group instructor supervises
 - a. After the small group instructor is satisfied with the level of instruction, the instructor will perform the manipulation with a student acting as coach

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- b. The instructor will intentionally make mistakes (such as forgetting chamber checks, skipping steps, etc.), testing the student coach as to whether or not they can make the appropriate corrections
 - 1) Once the small group instructor judges the student-coaches performance satisfactory
 - 2) The instructor will pair up with each student in time and assist in giving each student their instructor Level Manipulations test

- B. While on the range, instructors will review the manipulations test. Each event on test is worth a maximum of 5 points **(PSP I e, f, g, h)**
 - 1. 5 points= Perfect manipulation
 - 2. 4 points= Excellent manipulation
 - 3. 3 points= Good manipulation, no major errors
 - 4. 2 points= Weak manipulation, needs improvement, accomplished the procedure slowly with at least one mistake
 - 5. 1 point= Failed to complete manipulation without assistance, was unsafe or procedure used was totally incorrect

- C. Explain how to deal with safety violations **(PSP I i, j)**
 - 1. Any major violation (such as covering someone with the muzzle of the weapon) of the four basic safety rules will result in an immediate failing grade on the manipulation test
 - 2. Smaller safety infractions (such as finger on the trigger at the low-ready) while manipulating the pistol will result in points being deducted from the manipulation being attempted as well as from the safety events (#17 through #20) on the Manipulation test
 - a. A score of one (1) point, or less, in any event #17 through #20, which address safety issues, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
 - b. Two (2) scores of two (2) points in any events #17 through #20, which address safety issues, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
 - c. Two (2) scores of one (1) point in any event #1 through #16 shall result in an automatic failure of the manipulations test, regardless of the cumulative score

- D. Administration **(PSP I b)**
 - 1. The test should be performed with live ammunition and actual shooting whenever possible
 - 2. Ideally, the test should be administered by two instructors who should be watching the student from multiple angles
 - a. Instructors should use non-verbal communication to inform each other of the students score (hand signals)
 - b. If more communication is necessary, the instructors should speak out of earshot of the student
 - c. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say

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- E. Learning Activity (Manipulations Test Administration) (PSP I a, b, j)**
1. This is an instructor course, not an operator course. Care should be taken that the students are administering the tests at an appropriate level
 - a. Instructors watch and monitor the student manipulating the pistol as per the Manipulations test.
 - b. Because this test involves the performance of physical skills, and their level of execution could be perceived as subjective, the test should ideally be monitored and graded by two instructors watching from different angles. Instructors should use non-verbal communication to inform each other of the students score (hand signals, 1-5)
 - i. If more communication is necessary, the instructors should speak out of earshot of the student
 - ii. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say
 - c. Corrections are not made during the test, but rather at the end. This is to ensure that students aren't gaining an advantage during the test, as some skills repeat.
 - d. Points are assigned to each manipulation per the following standards:
 - i. (1) Considered a complete failure, the manipulation had several major errors, the student failed to complete the manipulation, or the student was unsafe and violated one of the 4 safety rules
 - ii. (2) Considered less than satisfactory, more than one small error
 - iii. (3) Considered satisfactory, one small error or the manipulation was performed hesitantly.
 - iv. (4) Considered above average, no errors and performed smoothly
 - v. (5) Considered to be "instructor quality". Manipulation performed correctly, smoothly, crisply and with precision.
 2. While the course is instructor oriented, it is understood that instructors must be able to perform manipulations at a higher level than students. If a student is found to be deficient on either test (primary or support side) they will be remediated until they are deemed proficient by the Primary Instructor and a Firearms and Tactics Section supervisor. A student is considered "instructor quality" if they pass the test with a 90 percent or better
 3. Students partner up and under the supervision of the line instructor, take turns administering primary and support side manipulation tests.
 - a. Break the group into pairs
 - b. Students are divided and assigned a number 1, 2, or 3
 - c. Number 1's will be the student
 - d. Number 2 and 3 will be the instructors
 - e. Upon command, number 1's (student) will conduct a proper support side manipulation test
 - f. Numbers 2 and 3 (Instructors) will observe number 1's (student) to ensure that the proper manipulation is conducted

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- g. Numbers 2 and 3 will observe that the student is properly manipulating the weapon and will document the manipulations on the LAPD Firearms and Tactics Section Striker Fired Manipulations Test form. Numbers 2 and 3 will ensure that they are looking at the student from multiple angles and will communicate via hand signals the students score
- h. The line Instructor will watch Numbers 2 and 3 administer the test and ensure that they are following established Firearms and Tactics Section protocols as well as whether or not the grades documented for each manipulation are consistent with the students actual physical manipulation

DAY 3

XV. GENERAL ADMINISTRATIVE TASKS (Classroom) (1 hour)

- A. Record Keeping (PSP I d)**
- 1. POST rosters must be filled out completely
 - a. All necessary information must be filled in
 - b. POST ID numbers are mandatory, serial numbers are no longer adequate
 - c. Rosters must be signed by attending instructors
 - 2. POST resumes must be filled out prior to the end of the course
 - a. Completely filled out, if the form is incomplete, any training the student provides as an instructor will not be official
 - b. Completed forms must be turned in to the FTS admin cell at Davis Training Facility
 - 3. Electronic and hard copies of all relevant rosters and testing.
 - a. Electronic documentation is easier to record and transfer
 - b. Hard copies are important in the event that the records are subpoenaed, especially if signed
 - c. All blank testing materials and answer keys need to be secured and available only to instructors and relevant supervisors
- B. SQUAB (Shooting Qualification And Bonus) system**
- 1. General overview
 - a. Used to keep track of Officers Bonus and Qualification history
 - b. May be used to pull up records from 1996 through present
 - 2. Limitations
 - a. Operators have less access than supervisors and are locked out of making changes to a shooter's score after an hour
 - b. Records prior to 1996 are unavailable

XVI. USE OF FORCE REVIEW (Classroom) (1 hour) (PSP I c, I, j)

Purpose: Revisit basic training in the area of use of force considerations, policy, legal issues, moral and ethical dilemmas to include De-

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Escalation and Reverence for Human Life.

Procedures: Small group activity

(PSP I j)

1. Break students into small groups
2. **DISTRIBUTE:** Case Study 1 (Juvenile) to half of the groups and Case Study 2 (Person with mental illness) to the other half (if the class is large enough to do so)

Case Study 1 – C-37 Vehicle

“415 man in front of the convenience store in a vehicle. Suspect is playing his car stereo loud. The disturbance has been going on for an hour.”

Upon arrival, the officers observe the suspect sitting inside the vehicle along with a ten-year-old juvenile. The music is loud and disturbing the peace, the officer’s stop and exit their vehicle. As they are walking up on the vehicle, (20 ft. away) the officers run the license plate which comes back as a reported stolen vehicle. The suspect has not seen the officers yet.

Enhancement: Upon awareness of the presence of the officers, the suspect exits his vehicle and walks towards the trunk stating, “you will not take my kid from me again.” Suspect begins to open the trunk and states, “I have something here for you.”

Enhancement: Suspect retrieves a handgun from the trunk and points it in the direction of the officers.

Case Study 2 - Person with a Mental Illness

While on uniformed patrol at 1300 hrs, you receive a radio call "See the woman, "Wife states her husband is in their home breaking objects inside the house. Wife states her husband is mentally ill and has failed to take his medicine for the past 3 days.

Upon arrival officers meet the P/R who states her husband is inside their house right now breaking the furniture and decorations. Officer's see that the P/R has a cut on her right arm. P/R states that her husband accidentally cut her with a knife as she attempted to stop him, before calling the police. You request back-up and a supervisor along with a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then make contact with the suspect inside his residence. You observe the suspect standing in the doorway between the living room and the kitchen. The suspect states to you "All of you get out of my house now, I cannot deal with this". At this time, you see the suspect enter the kitchen and walk toward a cutlery block on the counter. The suspect who is approximately 15 to 18 feet from you, then reaches out and arms himself with a large butcher knife from the block. The suspect turns toward the

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officers and re-states "I told you I cannot deal with this". The suspect then takes the butcher's knife and begins to slash himself across his torso with the knife.

3. Ask each group to discuss the following:
 - a. What tactical concerns should the officers have as they respond to the area?
 - b. What force options are available?
 - c. What LAPD policy requirements should be considered?
 - d. What De-Escalation techniques were used?

4. **DISTRIBUTE:** Directive No. 1.2, Use of Force Policy, October 2020; Directive No. 16, Tactical De-Escalation Techniques, October 2016.

5. Advise the groups to utilize the directives during the activity and to analyze the situation and prepare to report findings.
 - Articulate the actions/behavior of the individual in the situation
 - Articulate the actions/behavior of an officer in the situation

6. As the groups are discussing the question, draw three columns on the white board or flip chart and title as follows:
 - Policy Issues
 - Use of Force Options
 - Tactical Issues/De-Escalation²

7. Instructor should monitor the groups during the activity making notes of any concerns to incorporate in the debrief if not brought out by the groups

8. Debrief each case study and write the responses in the appropriate column
The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column
Ensure that the following points are covered in large group discussion:
 - a. Tactical considerations
 - 1) 4 C's of tactics
 - a) Containment
 - b) Control
 - c) Communication
 - d) Coordinate
 - 2) Edged Weapons
 - a) Distance + Cover = Time to make a decision

² LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

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- b) Time allows for the possibility to utilize less lethal options
 - c) Knives do have the capability to cause serious bodily injury or death
 - d) Knives often constitute a deadly force situation
 - 3) Other reasons for non-compliance by the individuals **(117c)**
 - a) Language barriers
 - b) Disabilities
 - 4) Critical points **(112)**
 - When communicating with individuals always be aware of cover, concealment and distance
 - Distance from the threat equates to time to react to the threat
 - The goal of the use of force is to gain control of the individual
 - Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
 - Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.
- b. Policy/Legal Issues **(117e)** **(PSP I d)**
- 1) California Penal Code Section 835(a)³
 - a) Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
 - b) Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - (1) Effect the arrest,
 - (2) Prevent escape, or
 - (3) Overcome resistance

³ California Penal Code Section 835a, January 1, 2020

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- c) The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
 - d) A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, “retreat” does not mean tactical repositioning or other de-escalation tactics.
- 2) Drawing of the firearm⁴
- a) Based on the tactical situation and the officer's reasonable belief that the situation may escalate to the point where deadly force may be justified
 - b) Once the risk no longer presents itself the officer shall, as soon as practical, holster or secure the firearm
- 3) Using Force⁵
- a) It is the policy of this Department that personnel may use only that force which is “objectively reasonable” to:
 - (1) Defend themselves;
 - (2) Defend others;
 - (3) Effect an arrest or detention;
 - (4) Prevent escape; or,
 - (5) Overcome resistance.
 - b) Law enforcement officers shall use deadly force upon another person only when the officer reasonably believes, based on the totality of circumstances, that such force is necessary for either of the following reasons:
 - c) “Deadly force” means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.

⁴ LAPD Manual-1/556.80, Drawing or Exhibiting Firearms

⁵ Use of Force-Tactics Directive No. 1.2, Use of Force Policy

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- d) "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
- e) A threat of death or serious bodily injury is "imminent" when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
- f) A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

Note: The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with California Penal Code Section 835(a) as well as the factors articulated in *Graham v. Conner*.

4) **Proportionality**⁶

- Officers may only use a level of force that they reasonably believe is proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance.

5) **Rendering Aid.** After any use of force, officers shall immediately request a rescue ambulance for any person injured. In addition, officers shall promptly provide basic and emergency medical assistance to all members of the community, including victims, witnesses, subjects, suspects, persons in custody, subjects of a use of force and fellow officers:

⁶ LAPD Use of Force-Tactics Directive No. 1.2, Use of Force Policy, October 2020

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- a) To the extent of the officer's training and experience in first aid/CPR/AED; and
 - b) To the level of equipment available to an officer at the time assistance is needed.
- 6) **Requirement to Intercede when Excessive force is observed**
- An officer shall intercede when present and observing another officer using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, taking into account the possibility that other officers may have additional information regarding the threat posed by a subject.
- 7) **Requirement to report potential excessive force**
- An officer who is present and observes another officer using force that the present and observing officer believes to be beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances based upon the totality of information actually known to the officer, shall report such force to a superior officer.
- 8) **Vulnerable Populations** - include, but are not limited, children, elderly persons, people who are pregnant, and people with physical, mental, and developmental disabilities.
- a) Age is not a legal consideration
 - b) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
 - c) Nothing in the use of force policy is intended to reduce the degree of care required in such cases
- 9) **Tactical De-Escalation Techniques**
- a) Guided by the principal of reverence for human life.
 - b) The use of techniques to:
 - (1) Reduce the intensity of an encounter with a suspect; and,
 - (2) Enable an officer to have additional options to gain voluntary compliance; or,
 - (3) Mitigate the need to use a higher level of force.
 - (4) All while maintaining control of the situation.

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- c) Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public.
- d) Tactical de-escalation techniques should only be used when it is safe and prudent to do so.
 - **P**lanning
 - **A**ssessment
 - **T**ime
 - **R**edeployment and or Containment
 - **O**ther Resources
 - **L**ines of Communication

10) Command and Control⁷

- a) The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
- b) Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
 - (1) Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
 - (2) Reduce over-response or over-deployment to specific duties and responsibilities.
 - (3) Maintain officer safety through personnel location and assignment.

c. Force Options (117e) (PSP I i)

Use of force incidents are fluid and ever changing. Officers should use any of the options or combinations listed below in order to gain control of the situation

1) Less-Lethal Force Clarification⁸

- a) Less-Lethal force options (OC Spray, baton, TASER, Beanbag Shotgun, 40mm Less-Lethal Launcher (LLL) and Less-Lethal munitions) are only permissible when:
 - (1) An officer reasonably believes the suspect or subject is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.

⁷ LAPD Training Bulletin, Volume XLVII Issue 4, *COMMAND AND CONTROL*, July 2016

⁸ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification, January 22, 2018

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- b) Less-Lethal force options shall not be used for a suspect or subject who is:
 - (1) Passively resisting, or
 - (2) Merely failing to comply with commands.
 - c) Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
 - d) In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.
- 2) Oleoresin Capsicum (OC)⁹
- a) OC primarily affects the eyes, the respiratory system and the skin.
 - b) The ideal range for OC is 3-12 feet
 - c) Advantages
 - d) Disadvantages
- 3) Electronic Control Device (TASER)¹⁰
- a) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
 - b) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
 - c) Advantages
 - d) Disadvantages
- 4) Beanbag Shotgun¹¹
- a) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
 - b) No minimum range, but recommended deployment is from 5-30 feet
 - c) Advantages
 - d) Disadvantages
- 5) 40mm Less-Lethal Launcher (LLL)¹²
- a) Recommended deployment is from 5-110 feet.
 - b) Advantages
 - c) Disadvantages
- d. Moral/Ethical Dilemmas **(117f)** **(PSP I b)**
- Expected Responses:
- 1) Shoot or no shoot situation

⁹ LAPD Use of Force-Tactics Directive No. 5.2, Oleoresin Capsicum

¹⁰ LAPD Use of Force-Tactics Directive No. 4.6, Electronic Control Device TASER

¹¹ LAPD Use of Force-Tactics Directive No. 6.4, Beanbag Shotgun

¹² LAPD Use of Force-Tactics Directive No. 17, 40mm Less-Lethal Launcher

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- 2) Youthful offenders
 - 3) Consequences of not using lethal force
 - 4) Public perception
 - 5) Police/peer perception
 - 6) Family's perception
 - 8) "Suicide by Cop"
 - 9) Subject uses the officer as an instrument of the suicide
 - 10) Mental illness is not a criminal offense
 - 11) Consequences of using lethal force on someone who is hurting themselves
 - 12) What identifies an ethical dilemma
 - Right vs. Right?
 - Driven by Values and Principles
 - Complexity of issues
 - Realities and pressures
 - More than one right option
 - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.
- 9 Assembly Bill 48 – Penal Code 13652.1
- a. Law Enforcement agency shall within 60 days of each incident publish a summary of Less Lethal on their website
 - 1) Can extend for a period of 30 days, but no longer than 90 days from the time of the incident
 - b. The report will contain:
 - 1) Description of the assembly, protest, demonstration or incident
 - 2) Crowd size
 - 3) Number of officers involved
 - 4) Type of Less Lethal deployed
 - 5) Number of rounds or quantity of Chemical Agent
 - 6) Justification for the use of Less Lethal
 - a) De-escalation tactics or other measures taken to de-escalate tension and avoid necessity to use Less Lethal
 - c. DOJ shall post on its website a compiled list linking each law enforcement agency's reports

XVII. INSTRUCTIONAL PRESENTATIONS (Classroom) (3 hours)

(PSP I a, b, j)

- A. Each student will conduct a five minute presentation based on the topic that was assigned the first day of the course
- B. Props, multi-media presentations, and other teaching aids may be used. Set up time needs to be kept to minimum
- C. Hand-outs are acceptable

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- D. After each presentation, the floor will be opened for five minutes for instructor and peer comments
- E. While subjective, if the Primary Instructor feels that the presentation was not acceptable, they may reassign a topic and require the student to submit another presentation prior to being given a passing grade in the course

**XVIII. ONE HANDED SHOOTING AND MANIPULATIONS, (small group instruction) (Range)
(2 hours) (PSP I c, d, e, f)**

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper malfunction, not just to perform them.
 - 1. This is an instructor course, not an operator course. For each manipulation, the small group instructor will demonstrate multiple times while “talking through” the technique
 - 2. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 - 3. Students will exchange roles frequently while the small group instructor supervises
 - a. After the small group instructor is satisfied with the level of instruction, the instructor will perform the manipulation with a student acting as coach
 - b. The instructor will intentionally make mistakes, testing the student coach as to whether or not they can make the appropriate corrections
- B. Drawing and holstering the pistol are done at the discretion and on the command of the small group or primary instructor, per the steps outlined in section D. Most manipulations will be completed as single events and will not involve drawing and holstering
- C. Primary Hand Only Shooting
 - 1. Drawing and holstering the pistol is the same as in the five count presentation, without using the support hand
 - 2. Do not move the feet but remain in your normal shooting stance
 - 3. When shooting, a very slight canting of the pistol towards the centerline of the shooter's body can be beneficial for some shooters
- D. Support Hand Only Shooting
 - 1. Reach across the body with your support hand and unsnap or rotate the holster retention device
 - 2. Grasp the weapon in an upside down grip (index finger near base of magazine)
 - 3. Draw the weapon straight up and then rotate the magazine end of the pistol away from the body until the magazine end is facing forward and still partially in the holster
 - 4. Re-grip the pistol with your support hand in a one hand shooting grip
 - 5. Draw the pistol from the holster straight towards the threat. Rotate the pistol until the sights are aligned on the target
 - 6. To re-holster, the pistol is brought to the low-ready and the shooter scans the area, checking for additional threats
 - 7. The pistol is then placed in the holster, butt forward

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8. Using the support hand, the pistol is then rotated in the holster, into its' correct position
 9. The holsters retention devices are then secured with the support hand
- E. Out of Battery Speed Reload (support hand only) (This manipulation is completed from the "on target" position)
1. Eject the empty magazine
 2. With the slide locked to the rear, place the pistol in the holster with the magazine well facing forward or clamp the pistol between the knees with the magazine well forward and the muzzle away from the shooters body
 3. Draw a fresh magazine and seat it in the pistol
 4. Acquire a shooting grip
 5. Draw the weapon and hook the rear sight onto the heavy leather portion of the equipment belt
 6. The pistol is pushed down and away from the shooters body, allowing the slide to cycle under full spring tension
 7. Finish by coming up on target, finger on the trigger
- F. In Battery Speed Reload (support hand)
1. Eject the empty magazine
 2. Place the pistol in the holster with the magazine well facing forward or clamp the pistol between the knees with the magazine well forward and the muzzle away from the shooters body
 3. Draw a fresh magazine and seat it in the pistol
 4. Acquire a shooting grip on the pistol and draw out straight to the target, rotating the pistol to align the sights with the finger on the trigger
- G. Failure to Fire (one handed) **(PSP I f, h)**
1. Identify the malfunction
 2. Place the trigger finger on the frame
 3. Ensure that the magazine is fully seated by tapping the magazine base on the thigh. Make sure that the muzzle is pointed in a safe direction and the shooters balance is not compromised
 4. The pistol is rotated and the rear sights are hooked on the equipment belt, ensuring that the ejection port is clear of the shooters body
 5. The pistol is pushed down and away from the shooters body, allowing the slide to cycle under full spring tension
 6. The pistol is then driven back onto the target with the finger on the trigger
- H. Stovepipe malfunction (failure to eject)(one handed) **(PSP I g)**
1. Identify the malfunction
 2. Place the trigger finger on the frame
 3. Ensure the magazine is seated by tapping the magazine base on the thigh
 4. The pistol is rotated and the rear sights are hooked on the equipment belt, ensuring that the ejection port is clear of the shooters body
 5. The pistol is pushed down and away from the shooters body, allowing the slide to cycle under full spring tension
 6. The pistol is then driven back onto the target with the finger on the trigger

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- I. Feed-way Stoppage (failure to extract) (one handed) **(PSP I g)**
 - 1. Identify the malfunction. Ensure that it is an actual feed-way stoppage and that the pistol is not simply out of ammunition. If the pistol is out of ammunition, see **out of battery speed reload**
 - 2. Place the trigger finger on the frame and move to cover while declaring the malfunction
 - 3. Press the magazine release and strip the magazine from the weapon by hooking the front lip of the magazine on the belt buckle and pushing down and away
 - 4. Hook the rear sight on the equipment belt or other solid object and push down and away three times, allowing the slide to cycle under full spring tension, clearing the feed-way
 - 5. Place the weapon in the holster
 - 6. Obtain a fresh magazine and place it into the pistol
 - 7. Draw the weapon and rotate it, hooking the rear sight onto the equipment belt and pushing down and away, allowing the slide to cycle under full spring tension, chambering a round
 - 8. The pistol is then driven back onto the target with the finger on the trigger

XIX. CLOSE CONTACT SHOOTING (small group instruction) (range) (1 hour)
(PSP I d, e, h, I)

- A. Before breaking into small groups, the Primary Instructor will discuss the importance of weapon retention and situational awareness **(PSP I i)**
 - 1. Is a perishable skill that must be maintained
 - 2. Can vary according to body types and methods of carry
- B. The Primary Instructor will also discuss the importance of maintaining proficiency in close contact shooting methods as well as the realities and limitations of using unsighted (body indexed) fire **(PSP I h)**
 - 1. The close contact shooting position is the only position or situation where the LAPD advocates unsighted fire, instead relying on body indexing.
 - 2. Body indexing
- C. This is also a good time for the Primary Instructor to discuss the importance of distance in relation to sound tactics and decision making
- D. Once broken into small groups, the small group instructor will demonstrate and “talk through” the close contact position (see below F), emphasizing the instructional points and nuances of the technique **(PSP I b, g)**
 - 1. Shooters will then pair up and take turns being the shooter and the coach under the small group instructor’s supervision
 - 2. After several rotations, the instructor will shoot from the close contact while each of the students acts as the coach
 - 3. The instructor will intentionally make small errors (such as incorrect muzzle direction or incorrect thumb position), giving the student coach an opportunity to make corrections and apply teaching techniques

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- E. Drawing and holstering will be done at the discretion of and on the command of the small group and primary instructors

- F. Close Contact (live fire) **(PSP I b, c, d, e, f, g, h, i)**
 - 1. Primary hand acquires a firing grip on the holstered pistol, simultaneously; the support hand moves to parry an incoming blow. For the sake of demonstration, have the shooter make a 90-degree angle at the elbow and place the support hand and arm above their eyes.
 - 2. The pistol is drawn to “count 2” of the presentation, with the shooters wrist attached to their ribs
 - a. The slide should be canted away from the body, so as to not induce a malfunction
 - b. The muzzle should be slightly elevated, so that the rounds impact the intended target in center mass
 - c. The finger is on the trigger. This is now a shooting position
 - d. Rounds are fired and then the shooter moves backwards or laterally to make space and give distance in order to take a well-aimed head shot if necessary
 - e. Dry practicing the technique with a replica pistol is a valid teaching method if the time and resources are available
 - f. Discuss the proper indexing of the primary wrist and elbow to adjust the impact of the rounds if necessary

XX. ALTERNATIVE SHOOTING POSITIONS & SHOOTING ON THE MOVE (range)
(1.5 hours) (PSP I b, d, e, f, g, h, i)

- A. The Primary Instructor will discuss the benefits and usefulness of alternative shooting positions and shooting on the move
 - 1. Taking advantage of cover
 - 2. Reducing the officers outline
 - 3. Moving to cover

- B. Once broken into small groups, the students will practice the various positions under the supervision of the small group instructor.
 - 1. After demonstrating proficiency, the shooters will alternate between shooting and coaching while the small group instructor provides feedback.
 - 2. Shooting on the move will be done as a large group activity due to range logistics

- C. All drawing and holstering is done at the discretion of and on command from the small group and primary instructor. Generally, drawing and holstering is done prior to assuming an alternative shooting position

- D. Alternative Shooting Positions (live fire) **(PSP I b, d, e, f, g, h, i)**
 - 1. Double Kneeling
 - a. Shooter maintains body position and rolls down gently onto both knees

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- b. Can be used with any weapon
 - c. Works across the entire spectrum of distance
 - 2. Speed Kneeling
 - a. Shooter draws their pistol and steps forward with the support foot
 - b. Support foot stays pointed at the target
 - c. Primary knee drops to the ground
 - d. The arms remain in the normal shooting position and do not come in contact with any other part of the body. The weapon is fired in the normal manner
 - 3. Supported/Braced Kneeling
 - a. Beginning in an unsupported kneeling position, the shooter drops their weight onto the primary heel
 - b. The support elbow is placed just forward of the support knee, avoiding bone-to-bone contact. The hollow located just below the triceps muscle should rest on the knee.
 - 4. Roll-over Prone
 - a. From a low ready position, the shooter lowers themselves to both knees
 - b. The support hand reaches forward and braces the shooter as the shooter lowers themselves completely to the ground
 - c. The primary arm remains forward of the body and pointed at the target
 - d. The support hand re-acquires a shooting grip as the shooter rolls to the support side
 - e. The primary leg is drawn upward, lifting the diaphragm off the ground
 - f. The primary foot is crossed over the back of the support knee
- E. Shooting on the Move **(PSP I d, e, f, g, h, i)**
- 1. Emphasize smooth, continuous movement
 - a. Roll from heel to toe
 - b. Keep feet slightly more narrow than a regular shooting stance
 - c. Keep the knees bent, allowing the legs to act as natural “shock absorbers”
 - 1) Do not exaggerate the bend in the knees, we do not use the “Groucho Marx” technique
 - 2) The bent knee lowers the profile, but not at the expense of moving smoothly
 - d. Keep the arms straight and at eye level
 - e. Do not stop the feet while pressing the trigger.
 - f. Do not stop while reloading
 - g. Do not attempt to shoot rhythmically, shoot when the sights are right
 - 2. When conducting training exercises that utilize shooting on the move, it is a 1-1 instructor ratio
 - 3. Live Fire - For the sake of this exercise, one shooter will act as a coach while the other shooter shoots. The coach will maintain positive control of the shooter at the equipment belt, allowing the coaches to keep the shooters on line and safe

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- a. Start at the 17 yard line, shooting and moving forward to the 5 yard line
 - b. After at least two evolutions, and at the discretion of the Primary Instructor, this can be shot moving backwards, from the 5 yard line to the 17 yard line
4. Small group instructors will stay behind their small groups, providing feedback throughout the exercise

XXI. QUALIFICATION COURSES (Range) (30 Minutes) (PSP I a, b, d, f, h)

- A. Explain the qualification cycles and the BONUS course and medals
1. Refer to the LAPD manual of Arms
 2. Refer to the LAPD Manual, Volume 3, section 258-259
- B. Discuss the difference between qualification and training
1. Training is the learning of new skills or reinforcement of existing skills.
 2. Qualification is simply a diagnostic event that provides documentable proof to the Department that the qualifying Officer meets minimum Department standards
- C. **LEARNING ACTIVITY**
1. Shoot an LAPD combat qualification course for score per the LAPD manual
 - a. Discuss minimum passing scores
 - 1) 105 each target
 - 2) 210 total
 - b. Discuss scoring targets
 - 1) Ring score (the scoring ring where the bullet strikes is the value of the round)
 - 2) Combat score (all bullet strikes in the torso and head count as 10 points)
 2. Shoot a bonus qualification for score
 3. Ensure entry into SQUAB

Day 4

**XXII. INDIVIDUAL WEAPON TRAIN THE TRAINER CURRICULUM (range) (4 hours)
(PSP I b, d, e, g, h)**

- A. Students will complete the train the trainer curriculum for whichever weapons system the Primary Instructor has decided upon, based on the needs of the Department
- B. Per the Train The Trainer outline for that weapon system (all TTT documents and lesson plans are issued the first day)

**XXIII. REVOLVER AND BACK UP GUN TRAIN THE TRAINER (range) (2 hours)
(PSP I b, d, e, g, h)**

- A. Revolver Nomenclature (review using non firing demonstration revolver)

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1. Crane
 2. Yolk
 3. Cylinder
 4. Cylinder release
- B. Revolver Manipulations (live fire, completed with revolver in hand, no drawing or holstering) **(PSP I b, e, g)**
1. Unloading
 - a. Activate cylinder release with primary thumb
 - b. Swing cylinder outward with support hand
 - c. Maintain control of the revolver with the support hand and rotate the back of the revolver towards the ground
 - d. Depress the yoke with the support thumb or the primary hand, ejecting the casings
 2. Loading
 - a. Rotate the muzzle forward, towards the ground
 - b. Insert the rounds into the cylinder with the primary hand
 - c. Reacquire a master grip with the primary hand
 - d. Close the cylinder with the support hand
 - e. Reacquire a firing grip
- C. Trigger drills with the revolver **(PSP I b, e, g)**
1. Emphasize continuous smooth press
 2. Full length of travel for reset
 3. Modified grip for back-up/revolvers may be necessary
 4. Skip load the back-up course with the revolvers, starting with 1 live and progressing to 4 live
- D. Shoot the backup qualification course¹³ **(PSP I b, d, e, f, h, i)**
- E. Discussion **(PSP I b, d, e, g, h)**
1. Carrying the backup gun while on duty
 - a. Strongly recommended
 - b. Firearms instructors must set the example
 2. Maintaining proficiency
 3. Limitations
 - a. More difficult to shoot accurately
 - b. More difficult to manipulate under stress
 - c. Ammunition is generally less effective than full size choices

XXIV. PISTOL WITH ATTACHED LIGHT (PWAL) and LOW LIGHT CONDITIONS (range)
(2 HOURS) (PSP I b, d, e, g, h, i)

- A. Review PWAL lesson plan with students (provided at start of class)

¹³ LAPD Manual of Arms "Back-up Qualification Course"

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- B. PWAL Manipulations per the lesson plan
 - 1. Dry practice as shooter
 - 2. Dry practice as coach

- C. PWAL Live Fire (**PSP I b, d, e, g**)
 - 1. Complete combat qualification with PWAL
 - 2. Complete documentation
 - 3. Ensure entrance into SQUAB

- D. Low Light lecture (range) (**PSP I b, d, e**)
 - 1. Night Sights
 - a. Tritium sights do not replace the flashlight, they supplement the flashlight
 - b. Tritium sights provide an officer with the ability to obtain proper sight alignment in a low light situation where target identification has been accomplished (i.e. the suspects deadly threat has been verified)
 - 2. Back-light/Contrast Sight Alignment
 - a. An officer may be in a low light field shooting with no tritium sights, no flashlight, insufficient ambient light to visually verify the sights, and the suspect, although identifiable, is in an area that is not well illuminated
 - b. If there is an illuminated area somewhere behind the suspect an officer may observe the outline of the sights against the illuminated area
 - c. When sight alignment has been achieved the officer can then move the pistol on to the target, press the trigger, and expect a reasonable degree of accuracy
 - d. The sight alignment for subsequent shots can be verified in the flash of the muzzle, as described in next section
 - 3. Muzzle Flash Sight Correction Technique
 - a. When an officer fires their pistol in a low light environment, the outline of the sights may be seen against the light created by the muzzle flash
 - b. If no other techniques are available for visually verifying sight alignment an officer may check their sight alignment at the moment of discharge and make an adjustment prior to firing the second shot
 - 4. Flashlight Techniques (covered earlier in the lesson)
 - a. Harries
 - b. Chapman
 - 1) Both work and both are taught by the Department
 - 2) Because some students only know one or the other technique, instructors must be proficient in both techniques
 - c. Instructors will shoot a qualification with both techniques and then act as a coach for both techniques

XXV. DEBRIEF (classroom)

(1 hour)

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- A. Final comments
 - 1. Instructor feedback
 - 2. Reinforce the 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
 - 3. Ensure that the students understand how the application of this training is in keeping with our Department's UOF police, philosophy, and tactical planning
 - 4. Student feedback

- B. Class awards
 - 1. High shooter
 - 2. Best presentation

- C. Course questionnaires

- D. Certificate presentation