

LOS ANGELES POLICE DEPARTMENT
Firearms/Tactical Handgun
1850- 32095
POST Perishable Skills Program
Expanded Course Outline

Instructional Goal: To review Department policy and legal issues regarding the use of deadly force practice proper handgun manipulations and make force options decisions. This course provides updated legislative content of Penal Code Section 835a.

Performance Objectives: Using group discussions, learning activities, practical application and testing, the student will:

- ❑ Review Department policy and legal issues in the use of deadly force
- ❑ Discuss all force options available to an officer in a tactical situation
- ❑ Discuss De-Escalation and Reverence for Human Life
- ❑ Demonstrate manipulation of duty handgun and make “shoot” or “no-shoot” decisions

References: Instructors, facilitators and training supervisors shall ensure that the most current references are utilized

This course provides current Penal Code Section 835a content

I. COURSE OVERVIEW

(60 MIN)

A. Introduction & Course Overview

B. 0 min) Instructor (s)

- a. Name, Assignment
- b. Experience
- c. Distribute POST roster

2. Brief overview of the training schedule

- a. Summary of Hour 1
 - 1) Course Overview and Safety Guidelines
 - 2) Firearms Safety Rules
 - 3) Sequence of Marksmanship
- b. Summary of Hour 2
 - 1) Use of Force Case Studies
- c. Summary of Hour 3
 - 1) Practice pistol manipulation skills
 - 2) Reload drills
 - 3) Malfunction clearance drills
 - 4) Live-fire drills
- d. Summary of Hour 4
 - 1) Tactical live-fire drills
 - 2) Fire the Combat Qualification Course
 - 3) Range clean-up and Debrief

3. Overview Safety Plan: Illness and Injury Prevention Program (IIPP)

(PSP I a)

- a. Distribute and discuss safety guidelines handout
- b. 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.
- c. All personnel should be instructed that a copy of the IIPP is located in the training supervisor’s office at that particular training site.

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- d. 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.
- e. 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.
- f. 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 **(PSP I a)**
 - 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.
 - 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
Tel. # (818) 365-8051
 - Elysian Park Facility: Glendale Adventist Medical Center
1530 E. Chevy Chase Drive
Glendale, CA 91206
Tel. # (818) 409-8000
 - Harbor Range Facility: San Pedro Peninsula Hospital
1300 West 7th St
San Pedro, CA 90732
Tel. # (310) 832-3311

B. GROUP DISCUSSION: The Four Basic Firearm Safety Rules

Purpose: To review the Four Basic Safety Rules by causing the student to think about and consider their importance and application on the range as well as in the field.

Procedures: Large group discussion **(PSP I a, b, j)**

1. Conduct an open discussion that will cause the student to review and think about the importance of the Four Basic Firearm Safety Rules
 - a. All guns are always loaded.
 - b. Never allow the muzzle to cover anything you are not willing to shoot.
 - c. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot.
 - d. Be sure of your target

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2. Point out that these rules apply to tactical situations and exercises such as unintentionally covering an officer, building searches, and car stops
3. Consider asking the class questions about the application of the Four Basic Firearms Safety Rules and solicit their responses. Use the following examples or some of your own.
 - a. Which of the Four Basic Firearm Safety Rules:
 - do you think is the most important one and why?
 - is most violated on the range the most and why?
 - is most violated in the field the most and why?
 - is most violated in the home the most and why?
 - b. Reinforce that the range safety rules apply at home and in the field as well

C. GROUP DISCUSSION: Sequence of Marksmanship **(PSP I e)**

Purpose: Review the three elements of marksmanship in sequence as a mental checklist and a requirement to reliably, accurately and quickly fire the semi-auto pistol

Procedures: Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship: Grip, Trigger finger placement, Sight picture
Advise students that these skills will be incorporated in the slow fire drills

1. Grip – two aspects or components
 - a. The proper placement of both hands on the pistol
 - b. The amount of tension or pressure applied by the hands to the handgun
 - 1) Low-ready grip tension (40-50%)
 - 2) Firing grip tension (80-90%)
 - 3) Must acquire the proper grip tension on the pistol before firing and must maintain a consistent grip tension while firing.
 - 4) A proper firing grip tension will promote the following:
 - Proper pistol functioning and reliability
 - Reduced group size on the target
 - Faster follow-up shots
 - 5) Ensure that the grip matches the stance. Generally, a thumbs forward grip works best with an isosceles stance, while crossed thumbs works better with a Weaver stance. There are exceptions to the rule, but this is the norm
2. Trigger Finger Placement
 - a. The trigger finger must be placed properly on the trigger
 - 1) When shooting pistols, the middle of the last pad of the trigger finger is generally the optimum spot for trigger placement.
 - 2) Based on hand size and other physical factors, the first distal joint of the trigger finger may also be appropriate
 - b. The trigger finger should be placed on the trigger immediately after the decision to fire has been made and the gun has initiated its movement onto the target
3. Sight Picture¹
 - a. Properly aligned sights must be placed on the part of the target you intend to shoot
 - 1) Front sight centered into rear notch with equal distance on both sides of the front sight and level across the top

¹ LAPD Handgun Instructor Training School (HITS) ECO

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- 2) With eye focus being placed on the front sight
- b. Time is the limiting factor regarding the level of precision in which the sights can be aligned. The closer the target and the faster the engagement, the coarser the sights can be aligned and still allow for a combat accurate shot. This balance of speed and accuracy is referred to as the “flash sight picture”

D. LEARNING ACTIVITY: Use of Force Policy Case Studies (50 min) (117)

Purpose: Revisit basic training in the area of use of force considerations, policy, legal issues, moral and ethical dilemmas to include Tactical De-Escalation, Command and Control and Reverence for Human Life.

Procedures: Small group activity (PSP I b, c, d)

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

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a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then contact 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's knife from the block. The suspect turns toward the 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.

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:** Use of Force-Tactics Directive No. 1.2, Use of Force Policy (October 2020); Directive No. 16, Tactical De-Escalation Techniques, October 2016; Training Bulletin Volume XLVII Issue 4, Command and Control, July 2018; Office of Administrative Services Notice 1.3, Use of Less-lethal Force Clarification, January 2018.

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
5. 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
 - Command and Control
6. 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
7. 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
 - b) Time allows for the possibility to utilize less lethal options

² LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques, October 2016

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- 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
- 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
 - 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

³ California Penal Code Section 835a,

⁴ 2020 LAPD Manual-1/556.80, Drawing or Exhibiting Firearms

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- 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:
 - (1) To defend against an imminent threat of death or serious bodily injury to the officer or another person; or,
 - (2) To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
***Note:** In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible.*
 - 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.
 - 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

⁵ Department Manual, 1/556.10, Policy on the Use of Force

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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) Proportionality⁶
 - 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:
 - 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, considering 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.

⁶ Department Manual, 1/556.10, Policy on the Use of Force

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- 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.
- 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.

Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.

Reduce over-response or over-deployment to specific duties and responsibilities.

Maintain officer safety through personnel location and assignment.

- c) Force Options (**117e**) **(PSP d, 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

Less-Lethal Force Clarification⁸

11) Deployment of Less Lethal Weapons

1. Assembly Bill 48 – Penal Code 13652

- a. Less-Lethal munitions are categorized as kinetic energy projectiles and chemical agents
- b. All officers utilizing any of these weapons must be trained according to POST policy and procedure. Those not trained and certified shall not be assigned to utilize less lethal
- c. Deployed only to defend against a threat to life or serious bodily injury to any individual, including a peace officer, or to bring an objectively dangerous and unlawful situation safely and effectively under control

2. Less-lethal munitions deployment situations/criteria

⁷ LAPD Training Bulletin, Volume XLVII Issue 4, *COMMAND AND CONTROL*, July 2018

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

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- a. De-Escalation efforts have failed
 - b. Multiple announcements given announcing intent to use Kinetic energy Projectiles or Chemical Agents
 - c. Given time to leave and disperse
 - d. Effort to remove persons involved in violent acts
 - e. Not deployed indiscriminately into crowd
 - f. Deployment only proportional to the threat and objectively reasonable
 - g. Minimize impact on medical personnel, journalists, and unintended targets
 - h. Attempt efforts to extract person in distress
 - i. Promptly request medical assistance or provide medical aid when it is reasonable and safe to do so
 - j. Not aimed at head, neck, or vital organs
 - k. Not deployed solely for violation of curfew, verbal threats, or non-compliance with law enforcement directives
- B. Less Lethal Munitions for Dispersal Only
- 1. 37 mm 20F multi projectile foam rubber projectile with Incident Commander approval
 - 2. All 37mm munitions used for crowd dispersal only
 - 3. Chemical Agents⁹
- C. Less Lethal Munitions for Target Specific Only (never for dispersal)
- 1. 40mm exact impact sponge munitions
 - 2. Chemical Agents
 - a) Oleoresin Capsicum (OC)¹⁰
 - 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
 - b) Electronic Control Device (TASER)¹¹
 - 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
 - c) Beanbag Shotgun¹²
 - 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, by recommended deployment is from 5-30 feet.
 - c) Advantages
 - d) Disadvantages
 - d) 40mm Less-Lethal Launcher (LLL)¹³
 - a) Recommended deployment is from 5-110 feet.
 - b) Advantages

⁹ LAPD Emergency Operations Guide, Guidelines for Crowd Management and Crowd Control

¹⁰ LAPD Use of Force-Tactics Directive, Oleoresin Capsicum

¹¹ LAPD Use of Force-Tactics Directive, Electronic Control Device TASER

¹² LAPD Use of Force-Tactics Directive, Beanbag Shotgun

¹³ LAPD Use of Force-Tactics Directive, 40mm Less-Lethal Launcher

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c) Disadvantages
Moral/Ethical Dilemmas (117f)

(PSP I b, j)

Expected Responses:

- 1) Shoot or no shoot situation
- 2) Youthful offenders
- 3) Consequences of not using lethal force
- 4) Public perception
- 5) Police/peer perception
- 6) Family's perception
- 7) "Suicide by Cop"
- 8) Subject uses the officer as an instrument of the suicide
- 9) Mental illness is not a criminal offense
- 10) Consequences of using lethal force on someone who is hurting themselves
- 11) 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.

II. HANDGUN MANIPULATION SKILLS

(60 MINS)

A. *LEARNING ACTIVITY:* Handgun Manipulation Skills - Demonstration

Procedures: Large group activity

1. This activity is conducted on the range
2. Ensure that the instructor to student ratio is 1:5¹⁴
3. Have the students bring the necessary equipment, including eye and ear protection, to the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate their handgun
6. Reinforce the importance of safety, especially keeping the trigger finger off the trigger during all pistol manipulations
7. The instructor will demonstrate the following handgun manipulation skills set to the students as set forth in the LAPD HITS ECO¹⁵
 - a. Pistol presentation
 - Drawing the weapon
 - Holstering the weapon
 - b. Chamber checks
 - Daytime

¹⁴ 2017 LAPD Handgun Instructor ECO, Section II, safety

¹⁵ 2017 LAPD Handgun Instructor ECO, Section IX, manipulations

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- Low-light
 - c. Loading
 - d. Unloading
 - e. Tactical reload
 - f. In-battery speed reload
 - g. Out-of-battery speed reload
8. After the demonstration, clarify any areas of concern

B. PRACTICAL APPLICATION: Handgun Manipulation Skills - Drills

Purpose: As the instructor, your goal is to observe whether the students have developed and maintained the skills necessary to competently and safely handle their handguns, as well as to determine if they are ready to move on in the training.

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with the necessary equipment
2. Begin handgun manipulation skills drill sequence **(PSP I g)**
 - a. Pistol presentation
 - Drawing the weapon
 - Count 1 – Firing grip, deactivate all retention devices
 - Count 2 – Close contact, wrist to ribs
 - Count 3 – Low ready, two hands in firing grip, 45 degrees to the ground
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. Reloading
3. As the drills continue to build, monitor and aid as needed
4. The drills should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during qualification, as well as in the field. This should be a positive learning experience for all involved.
5. Reinforce the correct handgun manipulation skills set throughout the drills.

C. PRACTICAL APPLICATION: Pistol Reloads – Drills

Procedures: Individual activity

1. Tactical Reloads
 - a. Remind the students to keep the trigger finger off the trigger during all reloads
 - b. The students should load all their magazines to full capacity
 - Magazines should be loaded to capacity to simulate the difficulty of reloading a fully loaded magazine
 - c. Shooting is done at the seven or ten-yard line
 - d. The students will fire controlled pairs and failure drills **(PSP I e, f)**
 - e. Have the students conduct tactical reloads upon the command of the instructor

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- f. The instructor should have the students conduct as many tactical reloads as necessary until the students demonstrate proficiency
- g. The instructor should also remind the shooters that tactical reloads should only be done from a position of cover or after the officer believes that the gunfight is over.
2. In-Battery and Out-of-Battery Speed Reloads
 - a. The students should load all their magazines to full capacity
 - b. Shooting is done at the seven-yard line
 - c. The students will fire controlled pairs and accelerated pairs to the body along with failure drills **(PSP I e, g)**
 - d. Have the students conduct in-battery speed reloads upon command of the instructor
 - e. Remind the student that they should immediately conduct an out-of-battery speed reload if their pistol is out of ammunition with the slide locked back
 - f. The instructor should repeat this drill as many times as necessary until the students demonstrate proficiency
 - g. The instructor may also utilize other magazine loading combinations and firing sequences to vary the sequence in which the student experiences the two-different speed reloads

D. *LEARNING ACTIVITY:* Pistol Malfunction Clearances - Demonstration

Procedures: Group activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate the proper procedures for clearing the following four types of malfunctions with a semi-auto pistol as set forth in the LAPD HITS ECO
 - a. Failure to Fire
 - b. Failure to Eject
 - c. Failure to Extract/Double feed
 - d. Class Four malfunction – De-cocking Lever Down
 - e. Class Five malfunction – Magazine dis-connect (Gen 3 Smith & Wesson pistols only)
3. Instructor Note – d and e above will only be demonstrated on an “as needed” basis, as these pistols are becoming less common
4. The students should now return to their assigned shooting lanes and wait for commands by the lead instructor

E. *PRACTICAL APPLICATION:* Pistol Malfunction Clearances - Drills

Procedures: Individual activity

1. Shooting is conducted at the seven-yard line on a silhouette target
2. When utilizing empty shell casings or dummy rounds to create pistol malfunctions, remind the students that the first round and last round loaded into each magazine shall be a live round
 - Ensure that the student uses empty shell casings that correspond to the caliber of their specific pistol during malfunction clearance drills
3. The lead instructor will give commands to direct the students to set up specific malfunctions and conduct the malfunction clearance drills
4. Begin drill sequence

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- a. The student will fire on target based on the range officers' commands while clearing each of the malfunctions **(PSP I f, g)**
- b. Continue this activity until all students have demonstrated proficiency in the different types of malfunction clearances

III. LIVE FIRE DRILLS

(60 MINS)

- Throughout the live fire drills, the student will remain on and conduct the drills on their previously assigned shooting lane
 - Utilize a six pie-plate target and begin the shooting drills on the top-left circle from the 10-yard line
- A. **PRACTICAL APPLICATION:** Slow-Fire Drills (30 min)

Purpose: Emphasizing the Sequence of Marksmanship

Procedures: Individual activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate each of the following marksmanship drills using a clean, demonstration target
 - a. One-handed shooting with no grip tension on the pistol with proper sight alignment and trigger control
 - b. One-handed shooting with a firing grip tension on the pistol with proper sight alignment and trigger control
 - c. Two-handed shooting with a firing grip tension on the pistol with proper sight alignment and trigger control
3. Begin drill sequence
 - a. The students will then return to their assigned shooting lanes
 - b. The lead instructor will give commands to conduct the marksmanship drills
 - c. The student should use a clean circle target for each of the marksmanship drills **(PSP I d)**
 - d. Assisting instructors should physically check the shooter's grip tension during the drills
 - e. Upon completion of these drills, the student, along with an instructor, should compare the group sizes in each of the circles to identify any marksmanship problems

B. **PRACTICAL APPLICATION:** Live-Fire Tactical Drills

(PSP I a, h)

Procedures: Individual Activity (30 min)

1. Have the students exit the range and assemble outside to receive instructions for the live-fire tactical drill
2. While the students are assembled, and receiving their instructions outside of the range, have the assisting instructors randomly place shoot/no shoot targets in the target frames. Each shooting lane will randomly have one or two "shoot" targets, or two "no-shoot" targets
3. Before the students return to the range, face the targets away so the students cannot see what type of targets are on each lane

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4. Give the students the following instructions to follow to complete the live-fire tactical drills
 - a. The students should load 3 magazines with 8-12 rounds
 - b. The student will react to the target(s) when the targets present and decide how to fire at the target(s)
 - 1) A “shoot” target should be considered a continuous threat if it is facing the shooter
 - 2) When a single target (threat) is presented, the student should fire a failure drill
 - 3) When two targets (threats) are presented, the student should fire a pair to each body and, if time permits, a headshot on each target
 - c. The student should use their own judgement to determine when to reload and what type of reload to utilize during the drill to keep their pistol loaded and capable of reacting to the next threat **(PSP I h, i)**
 - d. Before moving to another lane, the student must safely holster their pistol
 - e. The students will repeat this drill several times by moving two lanes to the right to encounter an unknown “shoot/no shoot” combination of targets
 - f. The students should wait for commands from the lead instructor before recovering their magazines from the ground or moving to the next lane
 - g. The two students on the far right of the range will move to lane one and two respectively when it is time to rotate and change lanes
 - h. If a student has shot to slide-lock with their third magazine, they should then clear and holster their pistol and step back and off the firing line
 - i. Point out to the students that the purpose of this drill is for them to make the right decision as to which target(s) to shoot and how they will fire at the target(s)
 - j. Answer any questions the students may have about the drills
5. Begin drill sequence **(PSP I e, g)**
 - a. The students will then return to their individual shooting lanes
 - b. The lead instructor will then give commands to conduct the drills
 - c. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate to the next set of targets
 - d. The lead instructor will make the determination when to conclude the drill based on when most the students have run out of ammunition and can no longer continue
 - e. The lead instructor should conduct the drills from the low ready and from the holster. He may repeat the drill as time permits
6. Upon completion of the drill, remind participants that it is equally important for them to know:
 - Proper and safe weapon manipulation
 - Marksmanship and target acquisition when shooting
 - Proper decision making when shooting

IV. COMBAT COURSE OF FIRE

(60 MINS)

A. DIAGNOSTIC TEST: Combat Course

(PSP I h, I, j)

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire the LAPD 30-round Combat course of fire.

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3. The student must pass with a minimum passing score of 70%. 70% is defined as 105 points on each target for each relay fired.¹⁶
 - If Combat course is conducted under night-time conditions with reduced lighting, then the minimum passing score is 60% or 90 points on each target
4. The time that will be required to fire one relay of the 30-round combat course and score it will be approximately 20 minutes.
5. The instructor will evaluate the targets for proper sight alignment, trigger control and accuracy
6. The instructors will score the targets and record the scores on a qualification score sheet.
7. Upon completion of test clean up the range by policing up the brass casings and putting away all the targets.

B. CLOSING

Reinforce key learning points:

1. The importance of safety when handling their handgun, whether in the field, on the range or at home
2. Maintain their proficiency with their handgun by continuing to practice the principles of safety and marksmanship they reviewed during their training today
3. Importance of understanding the moral obligations involved in force option decision making

¹⁶ LAPD Manual-3/258.12, Combat and Night Combat Courses, Required Score