

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**Instructional Goal:**

To provide the student with an overview of the Mounted Platoon purpose, history, functions, and objectives. To teach students how to better integrate tactical de-escalation techniques, less lethal devices and command and control tactics to preserve human life, reduce the intensity of tense encounters with violent suspects, and mitigate the need for higher levels of force.

**Performance Objective:**

- To identify the students' responsibilities as a Mounted Platoon officer and what will be expected of them during the school and what will be required of them after completing the school as an active member of the Platoon.
- Review Use of Force Policy and Guidelines
- Students will discuss tactical de-escalation techniques to reduce the intensity of an encounter with a suspect and mitigate the need for a higher level of force.<sup>1</sup>
- 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.<sup>2</sup>
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.<sup>3</sup>
- To review the basic principles of Command and Control, including:
  - Active Leadership
  - Using Available Resources
  - Accomplishing Tasks
  - Minimize Risks<sup>4</sup>

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

**This course provides current Penal Code Section 835a content**

**DAY 1:**

This class is given by lecture, videotapes of various past Mounted Platoon functions, (crowd control, crime suppression details) and a live demonstration.

**I. ORIENTATION**

**(30 min)**

- A. Creation of Mounted Platoon
  - 1. Primarily for crowd control
  - 2. Additional duties, (crime suppression, static displays)
- B. Reasons for horses in crowd control
  - 1. People are intimidated by their size
  - 2. Able to move/push large groups with a relatively small number of horses.

---

<sup>1</sup> Use of Force Tactics Directive No. 16, De-escalation Techniques

<sup>2</sup> Use of Force Tactics Directive No. 16, De-escalation Techniques

<sup>3</sup> Use of Force Tactics Directive No. 16, De-escalation Techniques

<sup>4</sup> Training Bulletin, Command and Control

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 3. Reduce use of force through intimidation.
- C. Crime suppression details
  - 1. Officer safety in field
    - a. Able to establish and maintain a safe position in relation to field interview situations, etc.
- D. Static Displays
  - 1. The horses are often used (Department wide) to establish and maintain better public relations by displaying them at various community events.

**Instructional Goal:**

- To provide the student with basic knowledge of equine anatomy. The basic nature of horses and introduction to the Universal Training Technique, "Pressure and Release."

**Performance Objective:**

- To introduce the students to the basic nature of horses (how they think and react) and familiarize students with terminology specific to parts of the horse.

**Required Learning Activity:**

This class includes lecture, handout material and live demonstration.

**II. BASIC ANATOMY AND PSYCHOLOGY OF HORSES**

**(30 mins)**

- A. Equine Anatomy
  - 1. Terminology of various parts of horses
  - 2. Familiarize students with parts of horses that tend to create medical problems due to type of work we do.
    - a. Back
    - b. Hocks
    - c. Fetlocks
    - d. Pasterns
    - e. Hooves
  - 3. Vision and hearing capabilities
    - a. Actual vision is somewhat blurred but horses pickup movement very well even at long distances.
    - b. Excellent hearing (sensitive to loud noises)
- B. Psychology
  - 1. Herd animals
    - a. Don't like being left alone
  - 2. Prey as opposed to predator mentality
  - 3. Natural reactions, i.e. when scared, turn and run
- C. Pressure and Release
  - 1. Universal Training Technique to acquire conditioned responses from horses to certain cues. The cue being the pressure and the proper response earning the release.

**Instructional Goal:**

- To provide the student with the ability and confidence to handle and manipulate a horse on the ground.

**Performance Objective:**

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- ❑ To enable the students to control a large animal in a safe, effective and quiet manner utilizing their positions and demeanor to gain required responses. These skills will be used on a daily basis throughout the 5-week school.

Students will learn groundwork through lecture, live demonstrations, practical exercise and repetition.

**III. GROUNDWORK**

**(420 mins)**

- A. Catching
  - 1. Pre-positioning halter in hands
  - 2. Entering the stall
    - a. Position of horse (facing handler)
  - 3. Haltering the horse
    - a. Condition of stall (droppings, water/feed)
  - 4. Leading out of stall
- B. Leading
  - 1. Position horse behind your right side
  - 2. Horse should lead, stop and stay well behind handler (5-6') and slightly to the right.
  - 3. Lead rope shall be carried in hand, but never looped around hand or arm (or any body part)
- C. Backing
  - 1. Students will learn to back the horse to the end of the rope with a minimum cue (shaking the rope)
- D. Turning
  - 1. Execute turns to the right and left on forehand and on hindquarters.
- E. Flexing
  - 1. Flex horses head around to both sides with horse standing still and quiet and also flex horses head at the poll, dripping head towards ground.
- F. Lunging
  - 1. Able to lunge horse in both directions (walk and trot in circle around student)
- G. Tying
  - 1. Properly tie up a horse to a tie rail, in cross ties, to a trailer or any other object suitable to securing a horse.
  - 2. Teach students the proper knots for tying up horses and appropriate places on the facility to tie up.
  - 3. Safety Factors
    - a. Keep fingers out of loops while tying
    - b. Length of rope to allow horse (don't want animals head to reach ground)
    - c. Make sure nothing is in reach that the horse can get hooked up on.
- H. Loading
  - 1. How to properly load, unload and tie

**DAY 2:**

**Instructional Goal:**

- ❑ To provide the students with knowledge and skills to properly groom, saddle and bridle a horse.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**Performance Objective:**

- Provide the students with the ability to properly prepare a horse to be ridden in a safe, efficient manner.

**Required Learning Activity:**

This class is taught by live demonstrations, practical exercise by the student and repetition on a daily basis throughout the school.

**IV. GROOMING AND TACKING**

**(240 mins)**

1. Mane/Tail
  - a. Specific mane/tail brush
  - b. Use of detangler
2. Body
  - a. Body brush
  - b. Curry comb
  - c. Shedding blade
  - d. Softer brush for head/face
  - e. Critical areas to be cleaned (under saddle, girth)
3. Feet
  - a. How to pickup feet safely
  - b. Use of hoof pick to clean feet
  - c. Inspection of shoes
4. Saddling
  - a. Pads
    1. How to properly pad each individual horse to protect horses back and wither.
  - b. Saddles
    1. Includes class on saddles (parts and terminology)
    2. How to properly place and secure saddle to the horse
    3. Different types of saddles are discussed and different trees (i.e. quarter horse bars, semi quarter, etc.) with importance on fit.
5. Bridles and Bits
  - a. Discussion on different types of bridles and bits, and the types we use and why.
  - b. Difference between snaffle bits and curb bits are discussed along with direct rein (two handed) and indirect rein (one handed) techniques.
  - c. Hands on class on putting on and fitting the bridle and bit to horse.

**Instructional Goal:**

- To enable the student to safely complete all of the Mounted Platoon's various functions in the field in a safe and efficient manner.

**Performance Objective:**

- In a word, "Horsemanship." The ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**Required Learning Activity:**

Students will begin to learn this through live demonstrations, various practical exercises and countless hours in the saddle.

**V. BASIC RIDING SKILLS**

**(240 mins)**

- A. Basic riding skills
  - 1. Mounting and dismounting
    - a. Hand position
    - b. "Gather" (Slight contact with horse's mouth)
    - c. Face forward
    - d. Proper use of "Get down rope"
  - 2. Turning
    - a. Direct/indirect rein
    - b. Leg pressure
    - c. Turn on forehand/hindquarter
  - 3. Backing
    - a. Seat/leg position
    - b. Pressure and release
  - 4. Stopping
    - a. Proper position with seat, legs, and hands to get a smooth solid stop from walk, trot or lope.
      - 1. Require students to use their seat and leg position to cue the stop and be as subtle as possible with hands.
  - 5. Walking/Jogging
    - a. Seat, legs, and hand position. Separation of above to allow rider to maintain position and balance while giving cues to maintain pace and direction.
      - 1. Lean forward and squeezing with calves to increase pace.
      - 2. Sitting back and quieting legs to decrease pace.
      - 3. Sitting farther back, feet forward, pick up rein to stop and back

**DAY 3:**

**Instructional Goal:**

- To enable the student to safely complete all of the Mounted Platoon's various functions in the field in a safe and efficient manner.

**Performance Objective:**

- In a word, "Horsemanship." The ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.

**Required Learning Activity**

Students will begin to learn this through live demonstrations, various practical exercises and countless hours in the saddle.

**IV. REVIEW OF IV. GROOMING AND TACKING**

**(60 mins)**

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**V. REVIEW OF V. BASIC RIDING SKILLS (MOUNTING/DISMOUNTING, TURNING, BACKING STOPPING, WALKING/JOGGING) (180 min)**

**VI. BASIC RIDING SKILLS (Transitions, Leg Yields) (240 mins)**

A. Basic Riding Skills

1. Transitions
  - a. Transitions from stop to walk to jog to walk to stop.
2. Leg yields
  - a. Applying pressure to side of horse with leg tells the horse to move away.
    1. Squeeze with right leg to move horse to the left and vice versa. Continuing forward motion while doing this allows rider to move the horse laterally (side pass and two track)

**DAY 4:**

**VII. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI (480 mins)**

**Instructional Goal:**

- To enable the student to safely complete all of the Mounted Platoon's various functions in the field in a safe and efficient manner.

**Performance Objective:**

- In a word, "Horsemanship." The ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.

**Required Learning Activity:**

Students will begin to learn this through live demonstrations, various practical exercises and countless hours in the saddle.

**DAY 5:**

**VII. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI (240 mins)**

**VIII. BASIC RIDING SKILLS (240 mins)**

A. Basic Riding Skills

1. Loping (Cantering)
  - a. Transitions from walk and jog to the lope, loping circles in round pen and arena.
    - i. Leads. A horse should be loped on the inside lead (i.e. left lead if going to the left) for balance and control.
      - 1) Left lead. Left front leg and left rear leg extend farther in the stride than the right and reverse for the right lead.
      - 2) To pick up a lope on the correct lead (left if going to the left, right if going to the right). Pick up the inside rein (slight pressure on rein) and squeeze or press with outside leg.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**DAY 6:**

**IX. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII (480 mins)**

**DAY 7:**

**Instructional Goal:**

- To enable the student to safely complete all of the Mounted Platoon's various functions in the field in a safe and efficient manner.

**Performance Objective:**

- In a word, "Horsemanship." The ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.

**Required Learning Activity:**

Students will begin to learn this through live demonstrations, various practical exercises and countless hours in the saddle.

**IX. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII (240 mins)**

**X. INTERMEDIATE RIDING SKILLS (240 mins)**

A. Intermediate riding skills

1. Patterns (specific courses around cones or barrels to improve rider's control of pace and direction)
  - a. Students must maintain good position while negotiating at a walk, jog and lope (seat, legs, and hands)
2. Obstacle courses
  - a. Various obstacles students must ride their horse over, under, or through to further increase their ability to control their mount.
  - b. These courses can contain elements that visually or audibly distract or stress the horse to test the student's ability to manage the animal.
3. Rollbacks (an abrupt change of direction done at the lope)
  - a. Can be done in round pen or arena
  - b. Rider turns the horse into fence and makes an immediate 180 degree turn at lope and continues loping in the opposite direction.
  - c. This exercise will quickly build a novice rider's ability to keep his seat and balance on a horse.
4. Get downs (dismounting a moving horse)
  - a. Practice dismounting with a get down rope while walking, jogging, or loping.

**DAY 8:**

**Instructional Goal:**

- Officers will understand how to use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation.

**Performance Objectives:** Using lecture, group discussion, and handout materials, students will:

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- ❑ Demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.
- ❑ By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.

**XI. TACTICAL DE-ESCALATION**

**(PSP IV a,d,c,b)**

**(30 min)**

A. Tactical De-escalation defined (handout)

Tactical de-escalation involves the use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation

1. Tactical de-escalation techniques<sup>5</sup>
  - a. Planning
  - b. Assessment
  - c. Time
  - d. Redeployment and/or cover
  - e. Other resources
  - f. Lines of communication

B. Presence

1. Presence: The ability to project a sense of ease, poise, and self-assurance, especially the quality or manner of a person's bearing before an audience
  - a. Character
    - i. Who are you as a person
    - ii. What factors have contributed to who you are and your abilities
  - b. Ability
    - i. Ability to speak to others **(PSP IV d, c)**
    - ii. Ability to interact with others
    - iii. Ability to empathize with others
    - iv. Physical skill level
    - v. Knowledge
    - vi. Education
    - vii. Experience
2. Command Presence: Presence as it applies to influencing or controlling individuals in a policing environment
  - a. Character
    - i. Who are you as a person
      - 1) Biases
      - 2) Life experiences
      - 3) Empathy
      - 4) Respect for people
    - ii. How has being a police officer effected your character
  - b. Ability
    - i. Physical skill level
    - ii. Training
      - 1) Education

---

<sup>5</sup> LAPD, Directive No. 16, Tactical De-Escalation Techniques

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 2) Experience
  - c. Interaction with the public (PSP IV d,h)
    - i. Tactical/Strategic communication
    - ii. Intent
    - iii. Body language
    - iv. Appearance
    - v. The public's perception of your intent
  - d. Quality through continuous improvement
    - i. Personal responsibility
    - ii. The ability to adapt to an ever-changing environment
- C. Control
- 1. Control
    - a. Control of a suspect
      - i. Control vs. illusion of control
        - 1) Force
          - (1) Physical superiority in numbers or strength
          - (2) A restrained individual
        - 2) Compliance
          - (1) An individual who is willingly submitting to an officer's directions
          - (2) Physical superiority in numbers or strength
      - ii. While control is often elusive, the goal is to influence others to submit to your required actions with the least amount of resistance possible
    - b. Control of the scene
      - i. Assessment of the situation
      - ii. Planning
      - iii. Communications
      - iv. Proper amount of resources for the given incident
    - c. Control of yourself
      - i. Self-control (3 C's): The only thing that can truly be controlled is your self
        - 1) Competent
          - (1) Do you have the knowledge
          - (2) Can you apply what you have learned
          - (3) Have you maintained your skills
        - 2) Confident
          - (1) Do you believe that you can perform as required
          - (2) Have you trained to maintain your skills
        - 3) Control
          - (1) Having a clear goal allows for the formation of a plan of action, plans may change as the situation changes but understand what you are attempting to achieve
          - (2) Understanding the effects of adrenaline
          - (3) Remaining professional under stress
          - (4) Physiology of combat
- D. Influence
- a. Tactics
    - i. Physical advantage
    - ii. Perceived advantage

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- b. Body language
  - c. Communication
  - i. Verbal
  - ii. Non-verbal
  - d. Appearance
  - i. Professional
  - ii. Ready to handle the situation
  - E. Force
  - a. Non-lethal
  - b. Less lethal
  - c. Lethal
- (PSP IV d)

**Instructional Goal:**

- To provide the students a better understanding of, and accountability for, Command and Control, and how it is used to manage incidents.

**Performance Objective:**

- Officers must always be guided by our overarching value of reverence for human life. Command and Control must be established as quickly as possible to contain, de-escalate, and minimize the negative impact of an incident.
- To provide officers a better understanding of, and accountability for, Command and Control, and how it is used to manage incidents.

**XII. COMMAND AND CONTROL**

**(30mins)**

- A. Command and Control<sup>6</sup>
  - 1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
  - 2. *Command* uses active leadership to establish order, provide stability and structure, set objectives and create conditions under which the function of control can be achieved with minimal risk.
  - 3. *Control* implements the plan of action while continuously assessing the situation, making necessary adjustments, managing resources, managing the scope of the incident (containment), and evaluating whether existing Department protocols apply to the incident.
- B. The Four Key Components of Command and Control:
  - 1. **Active Leadership** – Using clear, concise, and unambiguous communication to develop and implement a plan, direct personnel, and manage resources.
  - 2. **Using Available Resources** – Identifying and managing those resources that are needed to plan and implement the desired course of action.
  - 3. **Accomplishing Tasks** – Breaking down a plan of action into smaller objectives and using personnel and resources to meet those objectives.
  - 4. **Minimize Risk** – Taking appropriate actions to mitigate risk exposure to those impacted by the incident, including the community and first responders.
- C. Reverence for human life is the primary consideration in developing tactics and strategies to resolve critical incidents.

---

<sup>6</sup> LAPD, Training Bulletin Command and Control Volume XLVII Issue 4

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**IX. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII, X (420 mins)**

**DAY 9:**

**IX. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII, X (480 mins)**

**DAY 10:**

**Instructional Goal:**

- Officers are selected to the Mounted Platoon from Metropolitan Division and already have years of experience in basic field tactics and officer safety issues. The goal of this class is to demonstrate how to safely perform field police work from the back of a horse, while recognizing the advantages and disadvantages of the elevated platform during a variety of tactical scenarios.

**Performance Objective:**

- To ensure students can manage various field situations in a tactically sound manner while deployed on horseback. The tactics described in this module are presented as a guide to assist officers in safely controlling, detaining and apprehending suspects.
- Police work by nature is unpredictable and the tactics utilized by officers are often determined by the actions of the suspect(s), environmental concerns, available resources, and other unforeseen factors. Nothing in this module is intended to replace an officer's training, experience and common sense. Officers are expected to use their best judgment with respect to their safety, the safety of the horses, and the safety of the public when contacting suspects.

**Required Learning Activity:**

Many factors contribute to sound tactics and officer safety in the field. One of the most important is maintaining a position of advantage in relation to the suspect(s). All of the horsemanship and riding skills presented will be needed to ensure officers can maneuver their mounts and maintain a position of advantage. This module will include lecture, videotapes of past crime suppression details, live demonstrations, and practical exercise.

**IX. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII, X (240 mins)**

**XIII. TACTICS (240 mins)**

**A. Procedural Justice**

1. When community members perceive the justice system and process is fair they are more likely to comply and to obey laws
2. Community members are less likely to file complaints when they see the process is fair and impartial
3. Perceived fairness is key point involving procedural justice.
  - a. Respect for people, by demonstrating respect for others, we will earn respect for the Los Angeles Police Department<sup>7</sup>
  - b. Treat everyone as you would want your family to be treated (**PSP IV b,g,d**)
  - c. All parties are treated with dignity and respect
  - d. Community members' voices should be heard

---

<sup>7</sup>2010 Los Angeles Police Department Manual 1/110.50 Core Value: Respect for People

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- e. Be as friendly as the situation permits
  - f. Be tolerant of verbal abuse **(PSP IV e,c,d)**
  - g. Maintain composure **(PSP IV f)**
  - h. Utilize verbal persuasion techniques to generate voluntary compliance **(PSP IV d)**
  - i. Be aware of the indirect or implied messages that your behavior maybe sending
  - j. Ensure you maintain neutrality and your decisions are unbiased and trustworthy.
  - k. In order to obtain the community's trust, decisions should be sincere and honest about the basis for the actions
  - l. Understand how decisions are made between officers and the community
  - m. Take a genuine interest and empathize with the individual(s) and the situation
  - n. Perception is everything **(PSP IV a f,d)**
- B. Implementation Strategies**
- 1. Humanize the experience
  - 2. Explain what you are doing and why you are doing it
  - 3. Create dialogue for community members to be heard
    - a. Be objective and reasonable in making decisions
- C. Pedestrian Stop**
- 1. Approach
    - a. Officers will separate by several feet and approach suspect(s) on a diagonal utilizing a 2-track movement with their horses (see diagram).
  - 2. Dismount
  - 3. The contact officer will dismount, hand off get down rope to the guarding officer and approach the suspect(s) on foot. (See diagram). Depending on the circumstances, the guarding officer will also dismount and assist.
  - 4. Remount
    - a. Officers remount facing towards suspect(s).
- D. Suspect Come-along **(PSP IV a,d)****
- 1. Dismounting in certain situations can create a tactical disadvantage for mounted officers while making contact with a suspect and simultaneously controlling the horse from the ground (i.e. heavy crowd on Venice Beach Boardwalk). In these situations, officers should consider guiding a passive resistant suspect a short distance to a location where the officers can more safely conduct their investigation.
  - 2. To execute such a maneuver while mounted, the officer will approach the suspect on the officer's support side, obtain a firm grip on the suspect, then walk their horse and suspect to a more tactically advantageous location.
  - 3. When utilizing this tactic, officers should consider the resistance level of the suspect, agitation level of their horse, surface conditions and other pertinent factors.
- E. High Risk Stop **(PSP IV a,d)****
- 1. Approach
    - a. Officers' tactical plan should be flexible and adapt plan as additional information or factors become known.
    - b. Officers should separate slightly and approach suspect(s) on a diagonal as in the pedestrian stop situation. In a high-risk situation, however, officers need to be more aware of the distance between themselves and the suspect(s) being sure to take advantage of any available cover. With no available cover, officers should dismount immediately and draw their

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

weapons if necessary as they step out in front of their mounts. Once the suspect(s) is prone, one officer will re-holster, approach and handcuff the suspect.

- c. Maintaining open and effective lines of communications with the suspect is critically important when managing a potentially dangerous encounter.
- d. Firearms: The drawing of a firearm and/or use of deadly force is currently governed by Department policy, as well as State and Federal law, however, there are some unique concerns for officers engaged in mounted patrol duties. Officers confronted with deadly force in the field, or the strong possibility of the same, are encouraged to dismount before drawing or using their firearm. The reasons are obvious; shooting one handed from a probable moving platform will greatly compromise accuracy. Of course an immediate point-blank attack may require an immediate response before dismounting. These possibilities are discussed and situational training is set up and presented so officers learn how horses might react to this type of situation.

**F. Aggressive Suspect(s)**

**(PSP IV c,b)**

- 1. If a suspect(s) becomes aggressive and combative towards an officer while the officer is still mounted, officers are instructed in methods of self-defense unique to the Mounted Platoon.
  - Note:** An officer's use of the horse to control a suspect(s) will be guided by Department policy regarding a reportable use of force incident.
- 2. Officers' tactical plan should be flexible and adapt plan as additional information or factors become known.
- 3. Movement: Officers utilizing all the horsemanship and riding skills they have learned can keep their position of advantage to a suspect (approximately 45-degree angle to horse's shoulder) while continually moving the horse to keep a safe distance.
- 4. Continuously assess the situation as circumstances change and new information is received.
- 5. If a suspect reaches in to try and grab the officer, the officer can use his horse to move/push the suspect away.
  - a. A quick turn on the forehand will cause the hindquarters of the horse to move the suspect away, giving the officer time and room to either draw his bokken or dismount.
- 6. While officers have at their disposal a multitude of methods, tools and training to take action regarding the control of aggressive/combative suspects from horseback, officers are encouraged to dismount when tactically advantageous. The primary discretion, however, rests with the officer on scene.
- 7. Maintaining open and effective lines of communications with the suspect is critically important when managing a potentially dangerous encounter.

**G. Foot Pursuits**

- 1. If a suspect runs from officers while both officers are mounted, and the totality of the situation dictates the suspect should be pursued, officers will use their horsemanship skills to pursue and contain the suspect until officers can dismount and tactically contact the suspect. Officers will generally not make contact with the suspect while dismounting. Officers will also request assistance from the assigned chase unit and other mounted units and consider tactically tracking suspect, advising divisional units

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

and setting up a perimeter. In accordance with California Penal Code Section 835(a) officers can use their horse to block the path of a suspect to prevent escape.

**Note:** While pursuing suspect on horseback, officers will maintain a safe speed and consider the surface conditions, horse's traction, traffic conditions and other pertinent factors.

2. If a suspect runs from officers after one or both officers have dismounted, officers can opt to pursue suspect on foot or on horseback. If an officer on the ground decides to pursue a suspect on foot, his/her partner will take control of both horses and assist in the pursuit. If officers decide to pursue suspect on horseback, neither officer will begin pursuit until both officers are mounted.
  3. In **extreme** circumstances, both officers may decide to immediately pursue a suspect on foot. Officers will broadcast foot pursuit information and additionally that they have left their horses at their Code-6 location. Responding officers will take appropriate action to control the horses.
  4. Continuously assess the situation as circumstances change and new information is received.
  5. In the case of a tense or potentially dangerous encounter, to help control and contain an incident, requesting additional resources can provide officers with:
  6. Maintaining open and effective lines of communications with the suspect is critically important when managing a potentially dangerous encounter.
- H. Vehicle Approaches **(PSP IV a,c)**
1. One or both officers will dismount and approach parked vehicles from a position of advantage. The officer making contact will hand off his horse to his/her partner and either approach the vehicle or call the suspect out. The guarding officer should take a position of advantage allowing a visual observation of the inside of the vehicle.  
**Note:** In field situations, officers may not be able to approach the rear or side of the vehicle due to surface conditions, heavy traffic, hazards or other considerations that may prevent a horse from moving onto the sidewalk or to the side of a vehicle.
  2. Time
    - a. Distance + Cover = Time
    - b. Time is an essential element of de-escalation
      - 1) Allows officer to communicate
        - a) With each other
        - b) With the suspect

**DAY 11:**

**Instructional Goal:** To provide the learner with knowledge and skills to effectively deploy and maintain a Bokken baton.

**Performance Objectives:** Using lecture, group discussion and learning activities, drills and practical application students will:

- Apply the laws and policy related to Use of Force and impact devices (Bokken Baton)
- Use the Bokken proficiently on the ground
- Use the Bokken proficiently while mounted and control the mounts
- Demonstrate how to maintain and care for the Bokken Baton

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- Review Use of Force Policy and Guidelines
- Students will discuss tactical de-escalation techniques to reduce the intensity of an encounter with a suspect and mitigate the need for a higher level of force.<sup>8</sup>
- 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.<sup>9</sup>
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.<sup>10</sup>
- To review the basic principles of Command and Control, including:
  - Active Leadership
  - Using Available Resources
  - Accomplishing Tasks
  - Minimize Risks<sup>11</sup>

**XIV. BOKKEN BATON**

**(480 mins)**

**A. Introduction**

1. Introduction of instructors
2. Instructors' experience
  - a. Share the backgrounds of the instructors and why they are qualified to lead this training
  - b. Include field experience and academic work
3. Administrative Duties
  - a. POST Roster
  - b. Metro Mounted Platoon contact information (213) 485-5909
  - c. Health and Safety Guidelines
4. Overview the training schedule
  - a. Classroom training
    - 1) History of the Bokken
    - 2) Use of force policy as it relates to the Bokken.
    - 3) California Penal Code 835(a) defining when force can be used by a police officer
    - 4) UOF Directive 16 De-Escalation
    - 5) Training Bulletin Vol. XLVII issue 4. July 2018 Command and Control
    - 6) Maintenance, care, and use of the Bokken.
  - b. Skill Development
  - c. Practical Application and drills

**B. Bokken Baton Overview**

1. Bokken baton is unique to the Mounted Platoon

---

<sup>8</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>9</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>10</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>11</sup> Training Bulletin, Command and Control

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

2. The 40" Bokken is a superior tool in the hands of a mounted police officer in comparison to the shorter side handle baton
3. The Bokken gives a mounted police officer the added reach to protect themselves from an aggressive/combative suspect(s)
4. Made of various types of wood and/or plastic
5. Bokken has arc from handle to end (designed after a sword)
6. Handle is wrapped for better grip
7. Longer than other batons
8. Curve in long portion allows follow through
9. The shape of the Bokken allows it to lay flat against the horse, keeping it in place
10. A situation may arise when a mounted officer may be required to dismount and use an impact device
11. It is neither practical nor safe to carry a traditional police baton in a ring on an officer's belt while mounted on a horse
12. Officers may have to utilize their police Bokken while dismounted
13. Officers are often placed in crowd control situation where they may be thrown by the horse or pulled from the horse by a violent crowd
14. For these reasons students will be required to learn strikes, blocks, and tactics while mounted and dismounted
15. Students will be required to perform such strikes, blocks and tactics while their horse is moving and while their horse is in a stationary position

**C. History of the Bokken**

1. Swords were used before documented history
2. Chinese swords are long and straight compared to Japanese swords which are short and curved
3. Japan turned to cavalry
  - a. Shorter curved sword was perfect for use from atop a horse
  - b. Bokken was used by samurai as a training tool and some chose to use it as a weapon
4. LAPD began using the Bokken in the mid-1980s
  - a. As part of the Volunteer Mounted Unit
5. The Bokken or horse detail baton has been adopted by several law enforcement mounted units

**D. LECTURETTE: Use of Force**

1. **DISTRIBUTE:** Mounted Patrol Guidebook
2. California Penal Code Section 835(a)<sup>12</sup> **(PSP IV a,b,c,d,e,f,g,h,i)**
  - 1) Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
  - 2) 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,

---

<sup>12</sup> California Penal Code Section 835a

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- (2) Prevent escape, or
    - (3) Overcome resistance.
  - 3) 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.
  - 4) 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.
3. Department Use of Force policy states that force must be "objectively reasonable" to:
- a. Defend themselves
  - b. Defend others
  - c. Effect an arrest or detention
  - d. Prevent escape
  - e. Overcome resistance
  - f. Use of force policy does not change in crowd control situations
  - g. Department Tactical De-Escalation Techniques In circumstances not involving imminent threat of death or serious bodily injury, officers should consider tactics and techniques that may persuade the suspect/s to voluntarily comply or that may mitigate the need to use a higher level of force to resolve the situation safely.
  - h. Tactical de-escalation does not require that an officer compromise their safety or increase the risk of physical harm to the public.
    - 1) Guided by the principal of reverence for human life.
    - 2) The use of techniques to:
      - a) Reduce the intensity of an encounter with a suspect; and,
      - b) Enable an officer to have additional options to gain voluntary compliance; or,
      - c) Mitigate the need to use a higher level of force.
      - d) All while maintaining control of the situation.
  - i. De-escalation techniques (PATROL) should only be used when safe to do so:
    - 1) Planning- Arrive and Coordinate
    - 2) Assessment- Change tactics as needed
    - 3) Time- Distance + Cover= Time for planning and communicating
    - 4) Redeployment and/or Containment- Maintain control and buy time
    - 5) Other Resources- Request additional resources and/or specialized personnel
    - 6) Lines of Communication- Helps to improve decision-making
  - j. Deadly Force can only be used when the officer reasonably believes, based on the totality of the 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

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

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.*

- 1) “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.
- 2) “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.
- 3) 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.
- 4) 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*.

- k. Proportionality<sup>13</sup>
- l. 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

---

<sup>13</sup> Department Manual, 1/556.10, Policy on Use of Force

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- b) To the level of equipment available to an officer at the time assistance is needed.
  - m. Requirement to Intercede when Excessive force is observed
  - n. Requirement to report potential excessive force
  - o. 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
  - p. Command and Control<sup>14</sup>
    - 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
4. Use of Force Guidelines for the Bokken<sup>15</sup>:
- a. The use of force policy for the Bokken does not differ from that of the side handle baton<sup>16</sup>.
    - 1) While control of a suspect through verbalization is preferable,
    - 2) When verbalization appears to be ineffective and an officer has reasonable belief that the situation may escalate to a physical confrontation, the Bokken may be drawn as a show of force.
    - 3) This action may de-escalate the situation.
    - 4) Baton provides officers with an alternative between unarmed self-defense skills and deadly force
    - 5) Officer must constantly evaluate the situation and use reasonable force accordingly
    - 6) There are many variables that can dictate the amount of force used
      - a) Mental illness
      - b) Type of weapon used by suspect
      - c) The size of the suspect compared to that of the officer
      - d) Location and number of suspects
  - b. Warning

---

<sup>14</sup> LAPD Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

<sup>15</sup> Use of Force Tactics Directive No. 1.2, Use of Force Policy

<sup>16</sup> Use of Force Tactics Directive No. 8, Baton

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 1) A verbal warning, when feasible, shall be provided to a suspect(s) prior to the actual use of a Bokken.
  - 2) The warning is not required when an officer is attacked and must respond to the suspect's actions.
  - 3) Additionally, if a tactical plan requires the element of surprise in order to stabilize the situation, a warning need not be given.
  - 4) The verbal warning and the person who gave it, or the reason it was not given shall be documented in the appropriate reports.
5. What constitutes a reasonable amount of force in a "lone officer" situation may not fit a similar field situation where several officers are present. An officer's response in each incident must be based upon the tactical situation, Department policy on the use of force, and relevant State and Federal case law.
6. Tactics De-Escalation Techniques Directive No. 16<sup>17</sup>
7. Reverence for human life
- a. Guiding principle in any use of force situation
  - b. It is both moral and ethical to place the highest value on human life
  - c. Not policy, but a philosophy for how to approach police work
  - d. Consistent with the department's mission, vision, and values
  - e. Helps build public trust
  - f. Using tactical de-escalation techniques and reasonable force demonstrates this principle
8. Definition of tactical de-escalation
- a. The use of techniques
  - b. To reduce the intensity of an encounter with a suspect
  - c. And enable an officer to have additional options
  - d. To gain voluntary compliance
  - e. Or mitigate the need to use a higher level of force
  - f. While maintaining control of the situation
9. Officer safety considerations
- a. Tactical de-escalation does not require that an officer compromise his or her safety
  - b. Nor increase the risk of physical harm to the public
  - c. De-escalation techniques should only be used when it is safe and prudent to do so
  - d. In many incidents, using force may be the best way to reduce the intensity of the encounter
    - 1) Officers should not be hesitant to use force when reasonable if they reasonably believe that it would mitigate the need for a higher level of force
    - 2) When the use of deadly force is justified and reasonable, officers should not hesitate to protect themselves or others

---

<sup>17</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 3) Officers who fail to use force when warranted may endanger themselves, the community, and fellow officers

10. Purpose of de-escalation

- a. Overall objective of any tactical situation
  - 1) Safely gain control
  - 2) Resolve the situation
- b. Reverence for human life
  - 1) Public
  - 2) Suspects
  - 3) Victims
  - 4) Officers
- c. Increases the likelihood of safely and successfully resolving a situation
- d. Managed and coordinated response
- e. Includes the transition from one force option to a lower level force option, thereby reducing the intensity of the encounter
- f. Build public trust

11. Elements of de-escalation

- a. Planning
- b. Assessment
- c. Time
- d. Redeployment and or containment
- e. Other resources
- f. Lines of communication

12. De-escalation is not always a viable option

- a. Tactical situations vary greatly
- b. There is no single solution to resolving every incident
- c. There are situations that cannot be de-escalated
- d. The safety of all parties involved is of the highest priority

13. Learning Activity

**(PSP IV i)**

- a. Show video case study
- b. Ask students to identify what the officers did well
- c. Ask students to identify how the officers could improve
- d. Facilitate an overhead discussion to bring the key points of Tactical De-escalation into the video case study scenario

E. Command and Control Training Bulletin Volume XLVII, Issue 4<sup>18</sup>

- 1. Four key components
  - a. Active leadership
  - b. Using available resources
  - c. Accomplishing tasks
  - d. Minimize risk
- 2. Initial Responsibility

---

<sup>18</sup> Training Bulletin, Command and Control

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

3. Individual Officer responsibility
  4. Preservation of life
  5. Making decisions
  6. Establishing command and control
    - a. P.A.T.R.O.L.
      - 1) Planning
      - 2) Assessment
      - 3) Time
      - 4) Redeployment and/or Containment
      - 5) Other resources
      - 6) Lines of communication
    - b. Tactical Four C's
      - 1) Control
      - 2) Communicate
      - 3) Coordinate
      - 4) Contain
  7. Incident command system
  8. Supervisor's responsibility
  9. Commanding Officer's responsibility
- F. Target Areas
1. Consistent with the side handle baton, contact with the Bokken should be directed to the areas of the body that will temporarily incapacitate the combatant and avoid contact to the body parts that could be potentially lethal
  2. The primary Bokken striking areas or target areas are the bony areas of the body
    - a. the arms
    - b. hands
    - c. wrists
    - d. elbows
    - e. Legs
    - f. Knees
    - g. Shins
    - h. The secondary striking or target areas are the chest and midsection.
  3. Due to the fluid nature of a violent confrontation, officers may be unable to strike effectively the recommended areas
  4. However, officers should avoid striking the head, neck, throat, spine, kidneys and groin areas to prevent causing serious injury
    - a. The target is moving and the officer is on a moving platform
- G. **SHOW VIDEO:** (UOF Video of choice of Instructor) **(PSP IV i)**
1. Debrief the video by asking the following questions and discussing the students' responses
    - a. How many strikes?
    - b. What part of the body was struck?
    - c. Other officers involved?

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- d. In Policy? Justify why
- e. Out of policy? Justify why
- H. Crowd Control- Use of the Bokken<sup>19</sup>
  - 1. During crowd control situations, police officers may be required to physically engage numerous individuals who exhibit unlawful or hostile behavior
  - 2. In these situations, it may be necessary for officers to utilize physical force to control or move crowd members who do not respond to verbal directions
  - 3. When officers are confronted by this type of behavior, the Bokken may be used to push individuals who do not respond to verbal commands to disperse
  - 4. It may also be used as an impact weapon depending upon the degree of active resistance or combative behavior demonstrated by crowd members
  - 5. There are no exceptions to the Department's Use of Force Policy.
  - 6. When the use of force is justified during a crowd control situation, only reasonable force shall be employed. Officers must only use objectively reasonable force to overcome resistance and effect control
  - 7. Verbalization should be used throughout the duration of the operation to gain compliance and reduce the necessity for further physical force.
- I. TEST: Administer written test
  - 1. Passing score is 100%
  - 2. Review responses
  - 3. If students fail the test there will be an open class review to verify each student has a clear understanding of the material tested
  - 4. Clarify any misunderstanding
- J. SAFETY Guidelines: Safety overview
  - 1. Overview the safety plan
    - a. Safety guidelines apply to all training given by the Department. These guidelines insure that staff and participants are aware of potential hazardous situations and how to avoid
    - b. **DISTRIBUTE** and discuss: Safety Guidelines Mounted Training handout
    - 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. Students shall immediately notify an instructor 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
      - 2) Notify the Fire Department rescue ambulance (213-485-6185). Give specific direction to the training location
      - 3) In case of a serious injury, all IIPP notifications and protocols shall be followed

---

<sup>19</sup> Use of Force Directive 1.2, Use of Force Policy

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 4) At each training location, there is a notebook located in the training unit's office also containing the emergency plan that is in place.
  - 5) The supervisor will ensure that the necessary worker compensation forms and reports are completed in a timely manner
  - 6) Transport to the local hospital for a minor injury
2. Advise the class that prior to conducting the training at their specific training site they need to ensure that they have a site-specific safety plan developed and in place. At a minimum, the plan needs to include the following:
    - a. No live weapons at the training location
    - b. Safety rules for simulator weapons
    - c. Emergency information for training location
- K. The Safety Guideline that was distributed and passed out during this block can be used as an exemplar for developing the site-specific safety plan
- L. BOKKEN BASIC TECHNIQUES:
- DEMONSTRATION:** Bokken Ground School will consist of the following activities:
1. Overview of the key components students must learn to use the horse detail baton on the ground before using it while mounted
    - a. Grip
    - b. Primary striking surface of the horse detail baton
    - c. Ready Stances
    - d. Using a 45-degree downward strike on a stationary target
    - e. Using a 45-degree downward strike on a target while advancing and retreating
    - f. 4-side striking pattern while advancing and retreating
    - g. Two Hand Power Stroke
    - h. Forward Push
    - i. Handle End Strike
    - j. Handle Rear Strike
    - k. Blocking Techniques
      - 1) High Block (Primary and support side)
      - 2) Side Block (Primary and Support side)
      - 3) Low Block (Primary and Support side)
      - 4) Strike Blocks
  2. Grip (Minimum 3 fingers)
    - a. Figure 8- Wrist Circle-Overhead/side/Different Direction Exercise
  3. Striking Surface of the Bokken
    - a. The Bokken is divided into Third's to establish the "Sweet Spot".
    - b. Figure 8 with a strike using a long stick for a target.
    - c. Figure 8 with a strike while stationary, advancing and at the retreat
  4. 4-Side Striking Pattern while advancing and retreating (Multiple Strikes)
    - a. Forward Strikes
      - 1) Strike Front
      - 2) Right side strike
      - 3) Left side strike

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 4) Rear strike
    - b. Retreat
      - 1) Front strike
      - 2) Right strike
      - 3) Left strike
      - 4) Rear strike
  - 5. Blocking Techniques
    - a. Top block-left side and right side
    - b. Upper body- left side and right side
    - c. Lower body-left side and right side
    - d. Middle body-left side and right side
- M. Students will block while performing a circle pattern to deplete energy. Students will perform counter strikes.
- 1. Short Stroke and Jabs
    - a. Gripping the Bokken
    - b. Use of the Bokken for short stroke and jab
- N. PRACTICAL EXERCISE
- 1. Tire target exercise
  - 2. Live suspect exercise with instructors.
- O. Grip
- 1. To properly grip the Bokken, the student should use minimum his/her three fingers (Pinky, Ring and middle finger) to grip the weapon allowing the index finger and thumb to move freely.
  - 2. By using this grip, it allows the student to rotate his wrist in order to deploy the Bokken techniques
  - 3. Students should grip the Bokken using the three fingers approximately an inch or more from the ring of the Bokken
  - 4. Using the three-finger grip ensures that the student has a strong hold of the weapon and at the same time allows him/her to move the weapon freely
- P. Bokken is divided into thirds to establish the striking portion
- 1. To deliver a proper strike and achieve maximum power, a student must know where the striking portion of the Bokken is.
  - 2. The striking portion is the part of the weapon you should strike the target with.
  - 3. A striking technique will not be as effective if the student does not strike the target with the striking portion of the weapon.
  - 4. To find the striking portion of the weapon, you must divide the Bokken into third's.
  - 5. The upper third of the Bokken (tip) is the striking portion
- Q. Ground Techniques
- 1. 4 Side pattern-advance and retreat strikes
  - 2. Advancing strikes are used to close the distance between the student and the suspect
  - 3. Retreating strikes are used to maintain the distance between the student and the suspect.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

4. The 4-side pattern will enable the student to strike at all sides, front, rear, left and right side. Students will be able to strike in the advance or retreat
  5. The 4-side pattern is a basic threat exercise for the student. An advance threat exercise would cover an 8-angle pattern
  6. Students will practice using double or multiple strikes
- R. 4-Side Striking Pattern (Advance)
1. Ready stance
    - a. gun leg back with Bokken in the low-profile position. Free hand forward to estimate range and act as a barrier.
    - b. \*Techniques are described for a right-handed student\*
  2. Forward strike
    - a. Stepping forward with right leg, student will use an overhead circle then strike the target.
    - b. Student will then reverse the Bokken in the opposite direction, do another overhead circle and strike the target on the other side.
  3. Forward right-side strike
    - a. Step/slide with right leg toward right side target
    - b. Using an overhead circle strike the target
    - c. Student will then reverse the Bokken in the opposite direction do another overhead circle and strike the target on the other side
  4. Forward left side strike
    - a. Step forward with left leg toward left side then bring right leg to left side pass left leg while performing an overhead circle, then strike the target
    - b. Student will then reverse the Bokken in the opposite direction, do another overhead circle and strike the target on the other side
  5. Forward rear strike
    - a. Step/slide with the right leg to the rear while doing overhead circle then strike the target
    - b. Student will then reverse the Bokken in the opposite direction to another overhead circle and strike the target on the other side
- S. 4-Side Striking Pattern (Retreat)
1. Retreat front strike
    - a. Step back with left leg and slide back right leg while doing an overhead circle. Strike the target
    - b. Student will reverse the Bokken in the opposite direction, do an overhead circle and strike the target on the other side
  2. Retreat right side strike
    - a. Left leg step to the left and slide right leg while doing an overhead circle. Strike the target
    - b. Student will reverse the Bokken in the opposite direction, do an overhead circle and strike the target on the other side
  3. Retreat left side strike
    - a. Student will move left leg behind right leg, pivoting body to the left side

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- b. While sliding both legs toward the right student will perform an overhead circle striking the target
      - c. Student will reverse the Bokken in the opposite direction, do another overhead circle striking the target on the other side
    - 4. Retreat rear strike
      - a. Left leg step to the front while sliding right leg, do an overheard circle striking the target
      - b. Student will reverse the Bokken in the opposite direction, do another overhead circle striking the target on the other side
- T. Basic Blocking Techniques with the Bokken
  - 1. \*Described for right handed student\*
  - 2. Students should use a circular motion while blocking to deplete energy from the attack. Student will immediately counter strike.
  - 3. Left side top block
    - a. Student will move his/her left leg in a circular motion behind his/her right leg
    - b. At the same time, student will raise the Bokken in a 45-degree angle (tip down). The left hand will hold a section of the Bokken for support
    - c. Student will block the suspect's weapon and counter strike.
  - 4. Right side top block
    - a. Student will move his right leg in a circular motion behind his left leg
    - b. At the same time, student will raise the Bokken in a 45-degree angle (tip up)
    - c. The left hand will hold a section of the Bokken for support
    - d. Student will block the suspect's weapon and counter strike
  - 5. Left side upper body block
    - a. Student will move his/her left leg in a circular motion behind his/her right leg.
    - b. At the same time, student will raise the handle portion of the Bokken above his/her head
    - c. The tip of the Bokken should point toward the ground. The left hand will hold a section of the Bokken for support
    - d. Student will block the suspect's weapon and counter strike.
  - 6. Right side upper body block
    - a. Student will raise the handle portion of the Bokken near the right side of student's head (right elbow up)
    - b. The tip of the Bokken should be in a 45-degree angle toward the ground
    - c. Student will block suspect's weapon and counter strike
  - 7. Left side middle block
    - a. Student will move his/her left leg in a circular motion behind his right leg
    - b. At the same time angle block in a sweeping motion (tip of the Bokken up)
    - c. Student will block the suspect's weapon and counter strike
  - 8. Right side middle block
    - a. Student will move his/her right leg in a circular motion behind his/her left leg
    - b. At the same time angle block in a sweeping motion (tip of the Bokken up)
    - c. Student will block the suspect's weapon and counter strike

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

9. Left side lower block
    - a. Student will step back with his/her left leg and slide his/her right leg back toward his/her left foot
    - b. Student will block the suspect's weapon using a downward circle (clockwise)
    - c. Student will immediately counter strike.
  10. Right side lower block
    - a. Student will step back with his/her left leg and slide his/her right leg back toward his/her left foot
    - b. Student will block the suspect's weapon using a downward circle (counter clockwise)
    - c. Student will immediately counter strike.
- U. Short Stroke and Jab
1. Short Stroke Grip
    - a. Student slides handle portion of the Bokken under his/her arm pit
    - b. Student holds the Bokken at its mid-point.
  2. Short Stroke
    - a. This technique is used when a suspect is too close to use a full strike
    - b. It can also be used as a low-profile position
    - c. Gripping the Bokken at its mid-point and clamping it under the arm pit enables the student to maintain better control over the weapon
    - d. If using this technique while mounted, students should sit up straight and not lean too far out of the saddle
    - e. Doing so, may give a suspect an opportunity to pull the student from his horse
    - f. Short Strokes should be used in a chopping motion.
  3. Jabs
    - a. Although referred to as a jab the technique is similar to a push with the Bokken
    - b. Students should use caution not to jab a suspect with full force causing unnecessary injury.
    - c. Jabs can be used while mounted or dismounted
  4. Dismounted
    - a. Student holds the handle of the Bokken in his primary hand
    - b. The student will hold the middle of the Bokken with his/her other hand.
  5. Mounted
    - a. While mounted the Bokken will be held in one hand
    - b. The jab technique can be used to peel suspects off the horse by placing the end of the Bokken on the suspect's shoulder/chest area
    - c. Students can apply pressure to remove the suspect
    - d. Students can also apply pressure by moving their horse in the direction of the suspect while contacting the suspect with the end of the Bokken
- V. PRACTICAL GROUND EXERCISES
1. Tire Target Exercise
    - a. Students will demonstrate the number of times they can strike a tire target in two minutes

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- b. This exercise gives the student the opportunity to apply the striking techniques they learned during the class
- c. Students will be expected to strike the tires in multiple locations while moving around the targets. Instructors will watch for proper technique
- 2. Live Suspect Exercise
  - a. Students will face an instructor in a live suspect scenario
  - b. Student and instructor will wear protective gear and will be armed with a training Bokken
    - 1) shinai
    - 2) bamboo strips mended together
  - c. Students will attempt to strike instructors with the shinai and utilize the shinai to block strikes directed at them
  - d. This is a two-minute exercise
- 3. Reverence for human life
  - a. Officers should remember this principle any time that they are using force
  - b. Using tactical de-escalation techniques and reasonable force demonstrates this principle
- 4. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics<sup>20</sup> prior to using any force option
- 5. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances<sup>21</sup>
- 6. Scenario setup
  - a. The instructor will give the class the scenario and the force options “flow” of techniques to practice
  - b. The suspect will role play only the behavior that the instructor allows for each scenario
  - c. The training scenario will consist of:
    - 1) The Student
    - 2) Suspect
    - 3) Safety Officer
    - 4) Time Keeper
- 7. Scenario practice
  - a. Students will run through the flow of techniques for each scenario
  - b. Students will rotate roles each scenario
- 8. Scenario Debrief
  - a. The instructor will lead a short debrief after each repetition
  - b. Highlight the key points of the techniques used and any specific takeaways
  - c. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force

---

<sup>20</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>21</sup> Use of Force Tactics Directive No. 1.2, Use of Force Policy

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- 1) Use of Force Policy<sup>22</sup>
  - 2) Tactical De-escalation Techniques Directive<sup>23</sup>
  - 3) Command and Control Training Bulletin<sup>24</sup>
  - 4) Any other applicable Use of Force Directives
  - 5) Reasonable force based on the totality of the circumstances
  - 6) PATROL de-escalation techniques<sup>25</sup>
  - 7) Any other applicable UOF policy based on the techniques used
- W. The decision to draw or exhibit a Bokken must be based on the tactical situation
- X. It may be appropriate to display the Bokken as a show of force or in preparation of an encounter with an aggressive/combatative crowd or suspect(s).
- Y. Ready positions for the Bokken
1. Ring position
    - a. The Bokken is placed in a ring attached to the saddle on the student's support side
  2. High position
    - a. The Bokken is held in the student's primary hand
    - b. The Bokken is raised above the student's head with the tip on the Bokken toward the student's support side and the handle toward the student's primary side
    - c. This position allows a student the ability to strike a suspect who may be standing to the horse's front, rear or sides
  3. Low position
    - a. The Bokken is held in the student's primary hand
    - b. The student's primary arm is held down along his/her primary side
    - c. The tip of the Bokken is slightly pointed toward the ground
    - d. This is a low-profile position that allows the student to strike a suspect who may be standing to the horse's front, rear or sides
  4. Forward
    - a. The Bokken is held in the student's primary hand
    - b. The student's primary arm is extended out in front of him/her
    - c. The tip of the Bokken is extended out in front of the horse's head
    - d. This allows for protection of the horse's head
    - e. This position may benefit students when working in a crowd control situation such as a skirmish line
    - f. Using a circular strike may cause one student to strike another nearby student
    - g. This position will allow students the use of the Bokken in close quarters
    - h. Students could easily deliver jabs with the Bokken from this position
  5. Neutral position

---

<sup>22</sup> Use of Force Tactics Directive No. 1.2 Use of Force Policy

<sup>23</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>24</sup> Training Bulletin, Command and Control

<sup>25</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- a. The Bokken is held in the student's primary hand along with the reins
  - b. The Bokken is laid across the saddle in front of the student with the tip toward the student's support side
  - c. This position allows for the student to use two hands on the reins while maintaining control of the Bokken
- Z. Position of the horse when utilizing the police Bokken
1. Students are trained to strike a suspect that may be in any position in relation to their horse
  2. It is optimal to deliver a strike while a suspect is on the student's primary side
  3. Students can develop more power on their primary side and it lessens the chance of a student striking his own horse
  4. Students should consider positioning the horse's shoulder toward the suspect with the horse's head slightly turned away from the suspect
  5. If suspect(s) attacks or attempts to take control of the horse's head (bridle, get down rope, etc.) the student may elect to turn his horse's strong side flank toward the suspect
- AA. Draw and Ring Bokken While on Horseback
1. Draw/Ring the Bokken while stopped
    - a. While on horseback, the student will draw the Bokken from the ring while holding the reins with his other hand
    - b. During this exercise, the student will transition to a two-handed hold (Neutral position) of the reins while retaining his Bokken in his hand
    - c. This will allow the student to adjust the length of his reins and maintain control of his horse
    - d. The student will ride his/her horse forward and upon command, the student will stop and ring the Bokken.
  2. Draw/Ring the Bokken at the Walk
    - a. Student will have his horse move forward at a walk
    - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a walk
  3. Draw/Ring the Bokken at the Trot
    - a. Student will have his horse move forward at a trot
    - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a trot.
  4. Draw/Ring the Bokken at the Lope
    - a. Student will have his horse move forward at the lope
    - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a lope
- BB.15 Downward Strikes on Cone Targets
1. Student rides horse and stops between 6 cones
  2. There will be three cones on the primary side and three cones on the support side of the horse and rider

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

3. Students should be able to change direction of the circle in order to properly engage the suspect
  4. If done properly students should perform the strikes without striking their horse
  5. Students should be able to engage a suspect at all angles of attack (except front of the horse's head)
  6. Students should be able to develop power using centrifugal force if the strikes are properly done
- CC. Live Suspect Attack (Mounted)
1. Reverence for human life
    - a. Officers should remember this principle any time that they are using force
    - b. Using tactical de-escalation techniques and reasonable force demonstrates this principle
  2. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics<sup>26</sup> prior to using any force option
  3. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances<sup>27</sup>
  4. Scenario setup
    - a. An instructor (suspect) wearing protective gear will attempt to attack the student and horse
    - b. The student will defend himself by using a shinai (practice Bokken) or maneuvering his/her horse
    - c. The instructor (suspect) will also attempt to grab the student and hang on to the student
    - d. Students must be able to position their horse at the proper tactical angle to the suspect
    - e. Student will be required to defend themselves while maintaining control of their horse
    - f. Students should always be in an upright position
    - g. Students should position their horse close enough to the suspect to perform a strike without leaning or reaching for the suspect.
    - h. The instructor will give the class the scenario and the force options "flow" of techniques to practice
      - 1) The suspect will role play only the behavior that the instructor allows for each scenario
  5. Scenario practice
    - a. Students will run through the flow of techniques for each scenario
    - b. Students will rotate roles each scenario
  6. Scenario Debrief
    - a. The instructor will lead a short debrief after each repetition
    - b. Highlight the key points of the techniques used and any specific takeaways

---

<sup>26</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>27</sup> Use of Force Tactics Directive No. 1.2, Use of Force Policy

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- c. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force
  - 1) Use of Force Policy<sup>28</sup>
  - 2) Tactical De-escalation Techniques Directive<sup>29</sup>
  - 3) Command and Control Training Bulletin<sup>30</sup>
  - 4) Any other applicable Use of Force Directives
  - 5) Reasonable force based on the totality of the circumstances
  - 6) PATROL de-escalation techniques<sup>31</sup>
  - 7) Any other applicable UOF policy based on the techniques used
- DD. Maintenance and Care
  - 1. Advise the students of proper maintenance of the Bokken
    - a. Inspect Bokken for cracks or sharp edges prior to deploying in the field
    - b. Oil wooden Bokken 1-2 times a year
  - 2. Storage
    - a. Do not store Bokken in extreme heat/cold or direct sunlight
  - 3. If damaged how to replace
  - 4. Tack down horses
- EE. CLOSING
  - 1. Debrief the Training
  - 2. Clarify any questions
  - 3. Provide students with certificate

**DAY 12:**

**Instructional Goal:**

- To provide the student with a working knowledge of the squad maneuvers and crowd control techniques utilized by the Mounted Platoon.

**Performance Objective:**

- By graduation from basic training, students are able to be deployed along with the rest of the platoon on a major demonstration or disturbance, and perform all of our maneuvers and techniques in an efficient manner.

**Required Learning Activity:**

This training is given by lecture, handout material, video tapes, live demonstrations and practical exercise.

**XV. CROWD CONTROL**

**(240 mins)**

---

<sup>28</sup> Use of Force Tactics Directive No. 1.2, Use of Force Policy

<sup>29</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

<sup>30</sup> Training Bulletin, Command and Control

<sup>31</sup> Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- A. Crowd Control Mission and Objectives<sup>32</sup>
  - 1. The mission of the Department during a civil disorder is to restore conditions to normal as rapidly and efficiently as possible
  - 2. The primary objectives that must be addressed to accomplish this mission are
    - a. Reverence for human life
    - b. Protect life
    - c. Restore and maintain order
    - d. Arrest violators
    - e. Protect vital facilities
    - f. Protect property
- B. Ensure officers utilize Tactical De-Escalation Techniques
- C. Squad maneuvers; basic military formations and movements that enable the platoon to travel from point A to point B.
  - 1. Column of twos
  - 2. Turning movements (column left and column right)
  - 3. Turn-about
    - a. To reverse direction
  - 4. Troop fronts
    - a. Enables platoon to go from column to a skirmish line.
- D. Crowd Control Techniques
  - 1. Skirmish lines
    - a. Utilize horses for moving/pushing crowds
  - 2. Crossbows (left, right and center)
    - a. A movement used for clearing intersections
  - 3. On line movements (left, right, and center)
    - a. Used to get from a column to a skirmish line
  - 4. Pincer movement
    - a. Used to contain or arrest a person or persons in a crowd.
  - 5. Four corners
    - a. Used to separate a cell of demonstrators from a crowd and move the crowd out of the intersection.
  - 6. Dismounted skirmish line
    - a. A movement that can quickly place 2/3 of our officers on the crowd from either a skirmish line or column.
    - b. Used to protect the horses or assist other ground forces.

**X. REVIEW AND PRACTICAL APPLICATION OF INTERMEDIATE RIDING SKILLS (240 mins)**

**DAY 13:**

**VII. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII (480 mins)**

**DAY 14:**

**XVI. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII, X, XI, XII, XIII, XIV, XV (480 mins)**

---

<sup>32</sup> Guidelines for Crowd Management and Crowd Control Volume 5 of the LAPD Emergency Operations Guide pg 4 & 18

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**DAY 15, 16, 17, 18, 19:**

**Instructional Goal:**

- To provide the platoon an introduction to the certification course to measure an officer's ability to complete necessary tasks with a police horse. This test is given at the end of the basic school and is also periodically given to all officers in the platoon.

**Performance Objectives:**

- The officers should be able to perform all of the tasks required in this test to a satisfactory level while keeping their mount quiet and under control at all times.

**Required Learning Activity:**

The elements of this test are taught, demonstrated, and practiced throughout the school.

**XVI. REVIEW AND PRACTICAL APPLICATION OF I, II, III, IV, V, VI, VIII, X, XI, XII, XIII, XIV, XV  
(240 mins)**

**XVII. INTRODUCTION TO CERTIFICATION TEST (240 mins)**

- A. Grooming and tacking
  - 1. Catching
  - 2. Tying
  - 3. Grooming
  - 4. Tacking (Saddling)
- B. Trailer loading and unloading
  - 1. Load and tie the horse in trailer and secure
  - 2. Untie and unload horse
- C. Daily Dozen (prepares a horse for work)
  - 1. First half on ground
  - 2. Second half in saddle
- D. Equitation
  - 1. Officer walks, trots, lopes and stops horse
    - a. Done in large circles
    - b. To check officer's proper use and position of seat, legs and hands.
- E. Obstacle Course (See diagram)

**DAY 20:**

**Instructional Goal:**

- To provide the platoon with a meaningful and comprehensive measure of an officer's ability to complete necessary tasks with a police horse. This test is given at the end of the basic school and is also periodically given to all officers in the platoon.

**Performance Objectives:**

- The officers should be able to perform all of the tasks required in this test to a satisfactory level while keeping their mount quiet and under control at all times.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

**Required Learning Activity:**

All of the elements of this test are taught, demonstrated, and practiced throughout the school.

**XVIII. CERTIFICATION TEST**

**(480 mins)**

- A. Grooming and tacking
  - 1. Catching
  - 2. Tying
  - 3. Grooming
  - 4. Tacking (Saddling)
- B. Trailer loading and unloading
  - 1. Load and tie the horse in trailer and secure
  - 2. Untie and unload horse
- C. Daily Dozen (prepares a horse for work)
  - 1. First half on ground
  - 2. Second half in saddle
- D. Equitation
  - 1. Officer walks, trots, lopes and stops horse
    - a. Done in large circles
    - b. To check officer's proper use and position of seat, legs and hands.
- E. Obstacle Course (See diagram)

**DAY 21, 22, 23, 24**

**Instructional Goal:**

- To provide the platoon with a meaningful and comprehensive measure of an officer's ability to complete necessary tasks with a police horse on an assigned detail within the City.

**Performance Objectives:**

- The officers should be able to perform all of the tasks required in this test to a satisfactory level while keeping their mount quiet and under control at all times.

**XIX. RIDE A LONG/ MOUNTED UNIT DETAIL**

**(480 mins)**

- a. Conduct Mounted Unit Patrol in assigned Area
- b. Debrief Assignment

**DAY 25:**

**XX. GROOMING AND EQUIPMENT CLEANING**

**(240 mins)**

**XXI. CLOSING/DEBRIEF**

**(60 mins)**

- A. Reinforce key learning points:
  - (1) Assist and teach officer's the proficient ability to complete necessary tasks with a police horse.
  - (2) To enable the students to control a large animal in a safe, effective and quiet manner utilizing their positions and demeanor to gain required responses.
  - (3) Ensure Mounted Platoon's various functions in the field in a safe and efficient manner.

**LOS ANGELES POLICE DEPARTMENT**  
**Mounted Patrol Training**  
**1850-23800**  
**Expanded Course Outline**

- (4) Force is a last resort with the reverence for life as a guiding principle.
- (5) The officer will have the ability to get a horse to go where you want it to go at the pace you want, and to be able to keep the horse quiet and calm during the most stressful situations.
- (6) Use the Bokken proficiently while mounted and control the mounts.
- II. Officer will be deployed along with the rest of the platoon on a major demonstration or disturbance and perform all of our maneuvers and techniques in an efficient manner.

**XXII. CERTIFICATION/CERTIFICATE PRESENTATION**

**(180 mins)**

- A. Certification and presentation of new Mounted Platoon Members