

**Los Angeles Police Department  
Officer Safety Field Tactics Instructor  
1850-22406  
Expanded Course Outline**

**Instructional Goal:** To provide students an opportunity to develop the training skills necessary to become an Officer Safety/Field Tactics Instructor.

**Performance Objectives:** Using lecture, learning activities, practical applications and evaluations, the student will:

- ❑ Demonstrate an understanding of how our Department's guiding principle of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and public/officer safety
- ❑ Understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning
- ❑ Analyze, understand and apply the Department's Use of Force Policy and instruct its application in law enforcement training
- ❑ Understand the relationship between current/case law(s) and the Department's Use of Force policy
- ❑ Analyze, understand and apply Tactical De-escalation Techniques and instruct their application in law enforcement training
- ❑ Analyze, understand and apply Command and Control concepts and instruct their application in law enforcement training
- ❑ Understand the philosophy and Department application of Decentralized Tactical Training
- ❑ Adhere to course safety guidelines and ensure that instructors and students are aware of, and able to effectively manage, risk management issues
- ❑ Identify how instructor training of Specialized Subjects applies to presenting POST-Certified material
- ❑ Instruct and critique Arrest and Control techniques when developing student skills
- ❑ Instruct and critique approved tactical principles/techniques when developing student skills
- ❑ Know legal issues pertaining to an instructor when teaching Decentralized Tactical Training
- ❑ Incorporate High-Risk Physiological Response to Field Situations in lesson plans
- ❑ Demonstrate effective teaching ability in the adult learning environment

**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**

**I. OPENING**

**(30 min)**

A. Introduction

1. Course coordinator(s)
2. Coordinator welcomes the Students to the training
3. Discuss training logistics and details
4. Overview of training schedule
5. Training staff introduction
6. Student introductions

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**B. Course Goals**

1. Introduce the philosophy of the Decentralized Training Program
2. Overview the blocks of tactical instruction<sup>1 2 3</sup>
3. Provide effective strategies for presentations, walk-throughs and drills
4. Develop Division or Bureau specific safety guidelines
5. Address Instructor Specialty requirements
6. How to implement the Decentralized Training Program
7. Review training methods
8. Practice presenting training topics
9. Successfully demonstrate the ability to teach tactics training blocks
10. Successfully complete all phases of the instructor course
11. Review terminology and techniques to consistency throughout the department regarding Procedural Justice and 69/148 PC<sup>4</sup>

**II. OVERVIEW OF DECENTRALIZED TRAINING PROGRAM**

**(30 min)**

**A. Lecturette: Orientation**

Procedures: Large group activity

1. Coordinator sets professional tone for the class
2. Present the philosophy of the Decentralized Training Program
3. Identify the positive impact of the training program

**B. Outline the skills and qualities needed to become an Officer Safety/Field Tactics Instructor and a member of the Decentralized Tactics Training Cadre (DTTC)**

1. Role model in both formal and informal situations
2. Interact with a wide variety of people
3. Detailed and thorough knowledge of course material and related information
4. Commitment to careful replication of the tactics training
5. Effective lesson preparation and management of the training environment
6. Teamwork and participation

**C. General Safety Guidelines**

1. Anyone in the training environment has the authority to “STOP” the exercise for an unsafe act or condition that may cause injury and/or facility damage
2. Students shall immediately notify an instructor or members of the training staff of any injury
3. Render first aid and obtain appropriate medical assistance.
4. A first aid kit is always to be kept in training areas
5. Notify the Fire Department rescue ambulance via telephone, cellular phone, or police radio. Give specific directions to the location of the incident
6. In case of a serious injury, all IIPP (Injury, Illness and Prevention Program) notifications and protocols shall be followed

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<sup>1</sup> LAPD Training Bulletin, Volume XXIX Issue 9, L-Unit Vehicle Pullover Tactics, September 1997

<sup>2</sup> LAPD Training Bulletin, Volume L, Issue 3, Contacts with the Public- Part I Legal Considerations, March 2021

<sup>3</sup> LAPD Use of Force-Tactics Directive, Foot Pursuit Concepts

<sup>4</sup> LAPD Training Bulletin, Volume XLIX Issue 3, Contacts with The Public- Part II Procedural Justice, April 2020

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7. At each training location there is a Safety Guidelines notebook containing the emergency plan, including contact information, posted in plain view
8. Transport to the local hospital for all minor injuries if required
9. Request a Rescue Ambulance for all major injuries
10. Remind the students of equipment restrictions in the training environment
11. Refer to detailed safety plans for additional/expanded information

**III. LEGAL ISSUES FOR INSTRUCTORS**

**(15 min)**

A. Lecturette: POST Instructor Regulations<sup>5</sup>

Purpose: Instructors emphasize the following points

1. Successful completion of this course results in status as an Officer Safety/Field Tactics Instructor for the DTTC
  2. Cadre Instructors may only present POST-Certified Specialized Subject material if listed in POST EDI as an instructor for the course being presented
  3. Instructor responsibilities/accountability<sup>6</sup>
    - a. Demonstrate ethical decision making
    - b. Impacts of personal behavior on the students and their department
    - c. Legal ramifications and civil liability issues
    - d. Methods for reducing civil liability
    - e. Overview safety guidelines and protocols
- B. The above responsibilities and accountability issues apply to every instructor and the students they will be training

**IV. INSTRUCTOR SPECIALTY**

**(15 min)**

- A. Instructor overviews the need for the additional training in handcuffing and searching
1. Components of the decentralized tactics training<sup>7 8 9 10 11 12</sup>
  2. Combination of the above blocks may be used
- B. Certified Instructor team teaching with DTTC member
1. Certified Instructors from the ARCON or Tactics Training Unit are encouraged to attend when POST-Certified Arrest and Control content is presented
  2. Identifying and correct behaviors that are inconsistent with Department standards
  3. Students will be assessed on their proficiency in each of the topic areas that maybe addressed in Decentralized Tactics Training

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<sup>5</sup> POST Regulation 1070, Minimum Training Standards for Instructors of POST-Certified Specialized Training Courses

<sup>6</sup> OCOB Administrative Order No.3, Obligation of All Employees to Ensure Compliance with the Fair Labor Standards Act, July 2009

<sup>7</sup> Pedestrian Stops, POST Cert #1850-22417

<sup>8</sup> Vehicle Stops- Basic, POST Cert #1850-20831

<sup>9</sup> Foot Pursuits Overview, POST Cert #1850-21123

<sup>10</sup> Pedestrian Stops/Weapons, POST Cert #1850-22418

<sup>11</sup> Vehicle Stops- Advanced, POST Cert#1850-20832

<sup>12</sup> Foot Pursuits, POST Cert #1850-21124

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- C. The tactics lesson plans have content where instructor specialties are necessary
  - 1. Foot pursuit tactical exercise
  - 2. Pedestrian stops
  - 3. Vehicle stops

**V. REVIEW OF ADULT LEARNING**

**(60 min)**

- A. Adult Learning
  - 1. Students may utilize handouts and other resources during instruction
  - 2. Answer student questions and encourage inquisitiveness
  - 3. Involve the students: require feedback, challenge their intellect and utilize their experience and perspective
  - 4. Reinforce content and concepts not brought out by the class
  - 5. Provide opportunities for students who have used team teaching and facilitation an opportunity to share their experiences
  - 6. Encourage participation and ownership of the learning environment
- B. Learning Modalities
  - 1. Perceptual channels through which information is received and processed
  - 2. Most individuals use a combination of modalities in learning situations
- C. Team Teaching
  - 1. Two individuals “share” the classroom during a teaching block
  - 2. One instructor is considered primary and the other secondary
  - 3. Allows for efficient use of different learning modalities
- D. Lecture Versus Facilitation
  - 1. Lecture is generally used to impart “new” information to the students
  - 2. Facilitation is very effective with adult learners who hear new information or review experience(s) and are encouraged to discuss, practice or apply this information immediately
- E. Facilitation
  - 1. Utilize students’ knowledge, skills and ability to assist in the exchange and expansion of information
  - 2. Understand that most adult learners have tremendous experience to pull information from during training sessions
  - 3. Learn to “tap into” the students experience to discover innovative ways of handling problems identified within their profession
- F. Facilitation Techniques
  - 1. Students work together in groups to resolve problems
  - 2. Facilitators tap into the student’s knowledge, skills and abilities to inspire discovery, rather than simply give them the answers
  - 3. Facilitators reframe, rephrase and expand student questions to prompt responses from the students
- G. Adult Learning Style
  - 1. Cognition: people input, perceive and gain knowledge differently
  - 2. Conceptualization: people form ideas, process information and think differently
  - 3. Affect: values and feelings influence style
  - 4. Behavior: people act differently, based on genetics

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5. Adults learners can be more performers than learners, they rely on their experiences to process information, they still take in additional information and learning does take place
- H. Role Playing
  1. Adult learners can improve skills or apply new skills during role-play
  2. Students perform tasks in controlled environments which allow errors to be addressed in a supportive manner
  3. Allows experience of multiple perspectives
- I. Training Methods
  1. General information for lesson plan development
  2. Lesson plan components
  3. Training Methods; adult learning
  4. Instructor pitfalls
  5. Learner challenges/problems
  6. Correction/critique/criticism delivery
- J. Training preparation
  1. Importance of preparing in advance
  2. Availability of materials
  3. Training location suitability
  4. Training location approval

**VI. USE OF FORCE POLICY<sup>13 14 15</sup>**

**(120 min)**

- A. Use of Force by Law Enforcement
  1. UOF by officers is a matter of critical importance and concern
  2. Some individuals will not comply with the law unless compelled to do so
  3. Law enforcement derives authority from the public
  4. Every attempt should be made to de-escalate situations
  5. Criteria
- B. Reverence for Human Life
  1. The guiding principle for our Use of Force (UOF) policy
  2. The Los Angeles Police Department is guided by the principle of Reverence for Human Life in all investigative, enforcement, and other contacts between officers and members of the public
- C. Fair and Unbiased Policing
  1. Officers shall carry out their duties, including UOF, fairly and without bias
  2. Discriminatory conduct of any kind is prohibited
  3. Failure to follow through on this principle has negative effects
  4. Procedural justice
- D. Inappropriate uses of force
  1. Violates constitutional policing principles
  2. Degrades the confidence of the community we serve
  3. Exposes the Department and fellow Officers to legal, physical, and personal hazards

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<sup>13</sup> California Penal Code Section 835a

<sup>14</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>15</sup> LAPD Use of Force-Tactics Directive, Use of Force Policy

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- E. Objective Reasonable Standard<sup>16</sup>
  - 1. Factors used to determine reasonableness
  - 2. Evaluation standard(s)
  - 3. No 20/20 hindsight
- F. Appropriate Level of Force / Proportionality
  - 1. Actions should not be more severe than is reasonably necessary
  - 2. Only use levels of force that are reasonably believed to be proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance
  - 3. The guiding value when using force shall be reverence for human life.
  - 4. De-Escalation
- G. Requirement to Report / Intercede in Excessive Force Situations
  - 1. Shall report perceptions of excessive force
  - 2. Shall intercede when present and observing another officer using force that is clearly beyond that which is reasonably necessary
  - 3. Observing officers must consider that other officers may have additional information regarding the threat posed by a subject
- H. Drawing or Exhibiting Firearms
  - 1. Officers shall not draw or exhibit a firearm unless the circumstances surrounding the incident create a reasonable belief that it may be necessary to use the firearm.
  - 2. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm
  - 3. Any intentional pointing of a firearm at a person by an officer shall be reported
  - 4. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer's alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm.
- I. Use of deadly force by law enforcement officers:
  - 1. It is the policy of this Department that 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:
    - a. To Defend against and imminent threat of death of serious bodily injury to the officer or another person (or)
    - b. 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.
  - 2. Define serious bodily injury
  - 3. Reverence for Human life
- J. Determining if Deadly Force Was Necessary<sup>17</sup>
  - 1. Polices and legal issues
  - 2. Necessity of using deadly force
  - 3. In determining whether deadly force is necessary, officers shall evaluate each situation considering the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and

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<sup>16</sup> *Graham v. Connor* 490 U.S. 386 (1989)

<sup>17</sup> California Penal Code Section 835a

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feasible. Before discharging a firearm, officers shall consider their surroundings and potential risks to bystanders to the extent reasonable under the circumstances.

- K. Rendering Aid / Reverence for Human Life
  - 1. After any use of force officers shall immediately request a rescue ambulance for any injured person
  - 2. Officers shall promptly provide basic and emergency medical assistance to all members of the community based on the extent of their training/experience in First-Aid/CPR/AED, the level of available equipment and the totality of the tactical situation
- L. Warning Shots
  - 1. Reverence for Human Life
  - 2. "To prevent taking a life, by not taking a life . . . "
  - 3. Exceptional circumstances
  - 4. Locations/direction of fire
  - 5. Minimize the risk of injury to innocent persons, ricochet dangers and property damage
- M. Shooting At / From A Moving Vehicle
  - 1. Imminent threat of death or SBI to officers or others by means other than the vehicle
  - 2. Shall move out of vehicle's path instead of discharging a firearm
  - 3. Likelihood of a bullet stopping a moving vehicle
  - 4. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and consistent with the department's deadly force policy
  - 5. Accuracy when shooting from a moving vehicle
- N. Learning Activity: Facilitated Table Top Discussion **(117e)**  
Procedures: Large group Activity:
  - 1. Review Reverence for Human Life
  - 2. Ask: Is the LAPD Shooting Policy more restrictive than the Penal Code?
  - 3. Review and discuss history and legal precedent(s)
  - 4. Review references
    - a. Objective reasonableness<sup>18 19</sup>
    - b. Tactical De-escalation<sup>20</sup>
    - c. Determining if Deadly Force is Necessary<sup>21</sup>
  - 5. Command and Control<sup>22</sup>
  - 6. Consequences of using force
  - 7. Discuss: Should an officer's decision to draw or exhibit a firearm be based on the tactical situation and the officer's reasonable belief that it may be necessary to use the firearm?<sup>23</sup>
  - 8. Discuss: Is an officer justified to use deadly force to protect property interests?

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<sup>18</sup> LAPD Use of Force-Tactics Directive, Use of Force Policy

<sup>19</sup> *Graham v. Connor* 490 U.S. 386 (1989)

<sup>20</sup> LAPD Use of Force -Tactics Directive, Tactical De-escalation Techniques

<sup>21</sup> California Penal Code Section 835a

<sup>22</sup> Training Bulletin, Volume XLVII Issue 4, Command and Control

<sup>23</sup> Department Manual Section 1/556.80, Drawing or Exhibiting Firearms

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9. Discuss: May an officer fire at a violent fleeing felon even if the officer has doubts that the suspect is in fact the person wanted for life endangering crime(s)?
  10. Discuss: Is justification for the use of deadly force limited to what reasonably appears to be the facts known or perceived by an officer at the time the officer decides to shoot?
    - a. Policy<sup>24</sup>
    - b. Objective Reasonableness<sup>25</sup>
    - c. Necessity of Deadly Force<sup>26</sup>
    - d. Assessment<sup>27</sup>
  11. Discuss: Could an officer use deadly force to effect the arrest of a person who has committed a misdemeanor, if there are no other means to apprehend the suspect?
  12. Discuss: Is firing at a moving vehicle to disable it generally prohibited?
  13. Discuss: Could Officers sometimes use deadly force to protect themselves from assaults that are obviously unlikely to have serious results?
  14. Discuss: Are there circumstances that would allow an officer to shoot a juvenile?
  15. Discuss: In General, can warning shots be fired?<sup>28</sup>
  16. Discuss: When should Officers use deadly force?
  17. Discuss: What is the Department's guiding principle when using force?
  18. Summarize training regarding stopping the threat
  19. Imminent Defense of Life (IDOL)
  20. Background, Age, Last resort, Knowledge, Seriousness of the Crime (BALKS)
- O. Other Deadly Force Issues
1. Suicidal Subjects
  2. Furtive movement(s)
  3. Penal Code 835(a) and tactical redeployment<sup>29 30</sup>
  4. Cover Fire; definition and application
- P. Group Discussion: Use of Force Standards **(117e)**
1. Verbal Warnings
  2. Suspect's actions and force options available
  3. Reverence for human life is the guiding principle when developing tactics and strategies in pursuit of our motto: "To Protect and to Serve"
  4. Discuss unsafe to approach
  5. Size and stature
  6. Vulnerable Populations

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<sup>24</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>25</sup> *Graham v. Connor* 490 U.S. 386 (1989)

<sup>26</sup> California Penal Code Section 835a

<sup>27</sup> LAPD Use of Force -Tactics Directive, Tactical De-escalation Techniques

<sup>28</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>29</sup> California Penal Code Section 835a

<sup>30</sup> LAPD Use of Force -Tactics Directive, Tactical De-escalation Techniques



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7. What is known at the time of the use of force
  8. Criteria for use of applicable weapon systems
  9. Minimum Use of Force<sup>31</sup>
  10. Available cover and type of weapon as factors in determining how close you can get to a suspect.
  11. Tactical De-Escalation techniques and their application
- Q. Less Lethal Force Options and Intermediate Force
1. Case law
  2. Department policy
- R. Analyzing case law; key legal factors
1. Offense- seriousness of the crime (violent/ non-violent)
  2. Flight- fled, fleeing or likely to flee
  3. Resistance- active resistance/ passive resistance
  4. Threat- seriousness of the physical threat and immediacy
- S. Use of Less-Lethal Force
1. Definitions
  2. Occasions for use
- T. Less-Lethal Force articulation
1. Specific physical threat or
  2. The immediacy of that threat
  3. Describe the suspect's actions and behaviors in detail
- U. Verbal Warning
1. Given when feasible
  2. Case law
  3. Commands
  4. Stating possible consequences of failure to comply with lawful commands
  5. Documentation of verbal warnings
  6. Circumstances when warnings are not feasible
- V. Current Less Lethal Tools
1. OC Spray<sup>32</sup>
  2. Electronic Control Device (Taser)<sup>33</sup>
  3. Beanbag Shotgun<sup>34</sup>
  4. 40mm Less Lethal Launcher<sup>35</sup>
  5. Impact Device<sup>36 37</sup>
- W. Reinforce the key learning points related to the Use of Deadly Force
1. Reverence for Human Life
  2. All alternative force options have been exhausted or are unfeasible
  3. Necessity
  4. Drawing or exhibiting firearms

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<sup>31</sup> Department Manual Section 1/115, Management Principles

<sup>32</sup> Use of Force-Tactics Directive, Oleoresin Capsicum

<sup>33</sup> Use of Force-Tactics Directive, Electronic Control Device

<sup>34</sup> Use of Force-Tactics Directive, Beanbag Shotgun

<sup>35</sup> Use of Force-Tactics Directive, 40mm Less Lethal Launcher

<sup>36</sup> Use of Force-Tactics Directive, Strikes and Kicks

<sup>37</sup> Use of Force-Tactics Directive, Baton

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5. Articulation of the force option(s) that were used
  6. Vehicle considerations
  7. Warning shots
  8. Rendering aid
- X. Closing
1. Review of day one
  2. Opportunity for questions

**VII. ARREST AND CONTROL TECHNIQUES<sup>38</sup>**

**(3 hrs 20 min)**

- A. Learning Activity: Demonstration of Arrest and Control Techniques  
Procedures: Small group activity
1. Introduces the Arrest and Control Instructors
  2. Safety Guidelines
  3. Discuss injury prevention
  4. Effects of improper cuffing and searching techniques
  5. Instructor presentation of handcuffing and searching techniques
  6. Break into groups
  7. General Overview of Arrest and Control
  8. Searching overview<sup>39</sup> **(117e)**
  9. Principles and concepts common to all searches
  10. Pat Down Search<sup>40</sup>
  11. High Risk prone search-Overview<sup>41</sup>
  12. Handcuffing overview<sup>42</sup>
  13. Handcuffing Demonstration
- B. Learning Activity: Walk through Arrest and Control Techniques  
Procedures: Group activity
1. Students rotate between the role of student and the role of instructor
  2. Students have opportunities to practice the exercise at reduced tempo until they have mastered presenting the skill and have included de-escalation techniques<sup>43</sup>
- C. Learning Activity: Arrest and Control Techniques Practice Drill  
Procedures: Small Groups
1. Students form groups of three
  2. Students rotate between the role of student, suspect and instructor
  3. Each member of the group will participate in all three roles.
  4. Continue rotating roles until each member of the group has had an opportunity to practice in real time until they have mastered the skill and the ability to correct the technique if applied incorrectly

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<sup>38</sup> POST LD 33 Workbook, arrest and Control

<sup>39</sup> Department Manual Section 4/217, Searches of Suspects and Arrestees

<sup>40</sup> Los Angeles Police Department ARCON Manual

<sup>41</sup> Los Angeles Police Department ARCON Manual

<sup>42</sup> Department Manual Section 4/217, Searches of Suspects and Arrestees

<sup>43</sup> LAPD Use of Force -Tactics Directive, Tactical De-escalation Techniques

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5. Instructors will monitor the students in the instructor role to ensure that they use effective critiquing techniques and demonstrate skills correctly
- D. Practical Application: Arrest and Control Techniques Presentation Drill  
Procedures: Groups of 5-6 students
1. Assign one Student to the role of an instructor
  2. Assign the rest of the group to roles as students
  3. The participant in the role of instructor observes a student apply an arrest and control technique, identifying if the technique is applied correctly and coaching the student until the technique is applied correctly
  4. Allow time for feedback/critiques before moving to the next participant
  5. Each student will have opportunities to model-teach until they have mastered presenting the skills and associated de-escalation techniques
  6. Debrief
- E. Evaluation/Test: Arrest and Control Techniques  
Procedures: Group
1. Instructor will observe each participant present various handcuffing and searching techniques
  2. Instructor will evaluate the student in the following areas:
    - a. Effective demonstration of techniques
    - b. Effective instruction of the technique (oral presentation)
    - c. Supervision and safety
    - d. Effective rehearsals/drilling of students on techniques
  3. Instructor will utilize the Arrest and Control Evaluation Form on every student
  4. The evaluation form addresses the following areas
    - a. Searching-Pat Down
    - b. Searching-High Risk
    - c. Control Techniques related to handcuffing
    - d. Inclusion of De-escalation techniques while performing skills
    - e. Overall Results: pass/fail
  5. Instructors continue to monitor/evaluate student's ability throughout course
  6. Review each Student's performance

**VIII. DEBRIEF AND CLOSING**

**(10 min)**

- A. Review the day's activities to assist the students in assessing their own learning
- B. Opportunity for questions

**DAY 2**

**IX. ADMIN DUTIES**

**(15 min)**

- A. Attendance and sign-in sheets/rosters
- B. Instructor reviews the philosophy of the Decentralized Training Program
- C. Clarify any questions or concerns from the previous day's training
- D. Overview of Day 2 activities/objectives
- E. Review Safety Guidelines

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**X. TACTICAL TRAINING COURSE LESSON PLAN OVERVIEW**

**(1 hr 45 min)**

A. Lecturette: Overview Lesson Plans

Procedures:

1. Distribute lesson plans
  - a. Pedestrian Stops<sup>44</sup>
  - b. Vehicle Stops<sup>45</sup>
  - c. Foot Pursuits<sup>46</sup>
2. Overview each lesson plan and describe how to present techniques
3. Tactical De-escalation Techniques integration
4. Training methods
5. Safety guidelines
6. Source documentation and Department reference library
7. Inclusion of the High –Risk Physiological Response to Field Situations

B. Group Discussion: Transitions

Procedures:

1. Conduct a discussion on methods transition from one block of instruction to another
2. Successful instruction depends in part upon the ability of instructors to link blocks of instruction and apply tactical strategies
3. Stress the importance of an Instructor's mastery of agency policy and law
4. Remind students of the criticality of using adult learning concepts/methods

**XI. PERFORMANCE EVALUATION TECHNIQUES**

**(30 min)**

A. Learning Activity: Critique Forms

Procedures: Large group activity

1. Distribute blank critique forms
2. Overview critique forms
3. Instruct Students how to complete critique forms
4. Advise the students that throughout the practice teaching exercise the critique forms will need to be used to develop proficiency in completing the form quickly and effectively
6. The forms should be used to assist in the debriefs during the practice exercises

B. Coaching

1. Point out the importance of positive learning experiences and outcomes
2. Encourage students to actively participate in their learning
3. Create a positive environment and provide opportunities for students to experience and use new skills

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<sup>44</sup> Pedestrian Stops; POST Cert # 1850-22417

<sup>45</sup> Vehicle Stops, Basic; POST Cert # 1850-20831

<sup>46</sup> Foot Pursuits; POST Cert # 1850-21124

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**XII. MODEL TEACHING TECHNIQUES**

**(5 hrs 20 min)**

- A. Instructor review of model teaching techniques
  - 1. Describe how the model teaching section of the day will be conducted
  - 2. Students may follow along in the lesson plan and are involved in the model teaching portion as though they are students
  - 3. Instructor model teaches the selected lesson plan(s)
  - 4. Review the lesson plan highlighting how capitalize on debrief information
- B. Learning Activity: Model Teaching of Exercises  
Procedures: Large group activity
  - 1. Mode tactical training course lesson plan(s)
  - 2. Model a complete debrief with each lesson plan
  - 3. Instructor led discussion covering safety issues, transitions, de-escalation, debrief techniques, key learning points, student perspectives, student questions, and key learning points
- C. Learning Activity: Review of Lesson Plans  
Procedures: Small group activity
  - 1. Instructor assign students to small groups
  - 2. Groups are assigned to different locations on the training facility
  - 3. Students rotate between the different locations/lesson plans
  - 4. Foot Pursuit Lesson Plan review<sup>47</sup>
  - 5. Vehicle Stop Lesson Plan review
  - 6. Pedestrian Stop Lesson Plan review

**XIII. DEBRIEF AND CLOSING**

**(10 min)**

- A. Review the day's activities to assist the students in assessing their own learning
- B. Opportunity for questions

**DAY 3**

**XIV. ADMIN DUTIES**

**(15 min)**

- A. Attendance and sign-in sheets/rosters
- B. Instructor reviews the philosophy of the Decentralized Training Program
- C. Clarify any questions or concerns from the previous day's training
- D. Overview of Day 3 activities/objectives
- E. Review Safety Guidelines

**XV. PRACTICE TEACHING ROTATIONS**

**(7 hrs 35 min)**

- A. Learning Activity: Teaching Rotation  
Procedures: Group activity
  - 1. The Students remain in the groups from Day 2
  - 2. Weapons/equipment check

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<sup>47</sup> LAPD Use of Force-Tactics Directive, Foot Pursuit Concepts

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3. Distribute inert weapons
4. Safety guidelines
6. Groups are assigned to different locations on the training facility
7. Locations will be prepared for specific lesson plans
8. Students practice teaching the lesson plan specific to the location
9. Team-teaching is allowed and encouraged
10. Conduct debriefs where students may be asked to cover a learning activity
11. Course Instructor will debrief the presentation
12. Groups rotate between the different locations/lesson plans
13. Remind students of final test/evaluation that occurs on Day 5

**XVI. DEBRIEF AND CLOSING (10 min)**

- A. Review the day's activities to assist the students in assessing their own learning
- B. Opportunity for questions

**DAY 4**

**XVII. ADMIN DUTIES (15 min)**

- A. Attendance and sign-in sheets/rosters
- B. Instructor reviews the philosophy of the Decentralized Training Program
- C. Clarify any questions or concerns from the previous day's training
- D. Overview of Day 4 activities/objectives
- E. Review Safety Guidelines

**XVIII. PRACTICE TEACHING ROTATIONS (CONTINUED) (3 hrs 45 min)**

- A. Learning Activity: Teaching Rotations  
Procedures: Group activity
  1. Weapons/equipment Check
  2. Distribute inert weapons
  3. Safety guidelines
  4. Regroup the students.
  5. Students/groups report to the locations that they did not attend on Day 3
  6. Training duplicates/continues process from Day 3

**XIX. DECENTRALIZED TACTICS LESSON PLAN PRESENTATIONS (3 hrs 50 min)**

- A. Learning Activity: Practical Application  
Procedures: Individual activity/ Groups
  1. Instructor forms students into groups
  2. Students will be assigned a partner and will present portion(s) of the lesson plan(s)
  3. Instructors will observe the students' presentations and utilize the appropriate course/evaluation forms
  4. Interval Training: Instructors will stop the students and assign a different pair of students continue with the lesson plan presentation(s)

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5. Instructor will evaluate students in the effective demonstration of techniques, effective instruction of techniques (oral presentation), supervision and safety, and effective rehearsals/drilling of students on techniques
6. Course Instructor will debrief completed lesson plan presentations

**XX. DEBRIEF AND CLOSING (10 min)**

- A. Review the day's activities to assist the students in assessing their own learning
- B. Opportunity for questions

**DAY 5**

**XXI. ADMIN DUTIES (30 min)**

- A. Attendance and sign-in sheets/rosters
- B. Instructor reviews the philosophy of the Decentralized Training Program
- C. Clarify any questions or concerns from the previous day's training
- D. Overview of Day 4 activities/objectives
- E. Review Safety Guidelines
- F. POST Roster(s) and Certificates of completion

**XXII. DECENTRALIZED TACTICS LESSON PLAN PRESENTATIONS TEST COMPLETION (3 hrs 30 min)**

- A. Practical Application  
Procedures: Final Testing/Evaluation
  1. Weapons/equipment check
  2. Distribute inert weapons
  3. Safety guidelines
  4. Instructor forms students into groups
  5. Students will be assigned a partner and will present portion(s) of the lesson plan(s)
  6. Instructors will observe the students' presentations and utilize the appropriate course/evaluation forms for final testing/evaluation
  7. Interval Training: Instructors will stop the students and assign a different pair of students continue with the lesson plan presentation(s)
  8. Instructor will evaluate students in the effective demonstration of techniques, effective instruction of techniques (oral presentation), supervision and safety, and effective rehearsals/drilling of students on techniques
  9. Course Instructor will debrief completed lesson plan presentations
  10. Continue until all students have completed an evaluation presentation
  11. Collect all inert weapons and equipment

**XXIII. TRAINING PREPARATION OVERVIEW (1 hr)**

- A. Safety Plan
  1. Encourage developing and maintaining division/area specific safety considerations

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2. Safety plan shall reflect accurate emergency medical facility location(s) and location of local medical equipment and supplies
  3. Weapon restrictions in training areas
  4. Assignment of safety officer(s) and authorized/required equipment
  5. Rehearse briefing the safety plan prior to student attendance
  6. External notifications of law enforcement training
- B. Decentralized Training Protocols
1. Distribute: Protocols for Decentralized Training Worksheet
  2. Overview the process for setting up training days
  3. Completion of necessary documentation (POST Rosters, local forms, etc.)
- C. Equipment
1. Identify necessary equipment based on topic and student population
  2. Familiarity with local procedures to obtain identified equipment
  3. Inspect equipment for safety and required functionality

**XXIV. CADRE MEMBERS RESUME COMPLETION**

**(2 hrs)**

- A. Introduction
1. POST resume requirement(s)
  2. Maintaining an updated resume
  3. Creating and maintaining multiple resumes
  4. Resume submission
  5. Resources for resume content
  6. CA Commission on POST Regulations regarding Instructors of Specialized Training<sup>48</sup>: Regulation “1070”
- B. Discussion
1. “1070” Specialized Subjects
  2. “1070” Training Courses that meet specified content requirements
  3. Resume content related to “1070”
  4. POST resume annual update as a best practice
  5. Digital creation/submission of resume through POST Pass account
  6. Resources to assist resume completion
  7. Roles and relationships of Training Coordinator(s) and Course Coordinator(s)
  8. Instructors may only present POST-Certified Specialized Subject material if “1070” and listed in POST EDI as an instructor for the course being presented
- C. Learning Activity: Complete your own resume  
Procedure: Individual/ Group
1. Student obtained a POST Pass account and viewed current POST profile in advance
  2. Students are given POST blank resumes and resume instructions or computer resources to access POST Pass accounts
  3. Students complete their resumes with the assistance of nstructors and other students as needed

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<sup>48</sup> CA Code of Regulations, Title 11, Division 2, Article 3, 1070; Minimum Training Standards for Instructors of POST-Certified Specialized Training



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4. Resumes are created/submitted prior to end of the training session based on the availability of computer resources

**XXV. CLOSING & CERTIFICATE PRESENTATION**

**(1 hr)**

- A. Reinforce the key learning points of the course
  1. Demonstrate an understanding of how our Department's guiding principle of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and public/officer safety
  2. Understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning
  3. Analyze, understand and apply the Department's Use of Force Policy and instruct its application in law enforcement training
  4. Understand the relationship between current/case law(s) and the Department's Use of Force policy
  5. Analyze, understand and apply Tactical De-escalation Techniques and instruct their application in law enforcement training
  6. Analyze, understand and apply Command and Control concepts and instruct their application in law enforcement training
  7. Understand the philosophy and Department application of Decentralized Tactical Training
  8. Adhere to course safety guidelines and ensure that instructors and students are aware of, and able to effectively manage, risk management issues
  9. Identify how instructor training of Specialized Subjects applies to presenting POST-Certified material
  10. Instruct and critique Arrest and Control techniques when developing student skills
  11. Instruct and critique approved tactical principles/techniques when developing student skills
  12. Know legal issues pertaining to an instructor when teaching Decentralized Tactical Training
  13. Incorporate High-Risk Physiological Response to Field Situations in lesson plans
  14. Demonstrate effective teaching ability in the adult learning environment
- B. Final questions and comments
- C. Present certificates
  1. The certificate should include Student Name, Course Title, Course Dates, Total Course Hours, and POST Course Control Number (CCN) at a minimum