

**Los Angeles Police Department
Firearms/Tactical Advanced
1850-21647
POST Perishable Skills Program
Expanded Course Outline**

Instructional Goal: To develop advanced combat/survival shooting techniques that are consistent with Department policy and legal issues regarding the use of deadly force and making force options decisions. This course provides updated legislative content of Penal Code Section 835a.

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

- ❑ Review Department policy and legal issues in the use of deadly force
- ❑ Discuss all force options available to an officer in a tactical situation
- ❑ Demonstrate manipulation of duty handgun and make “shoot” or “no-shoot” decisions
- ❑ Demonstrate the ability during stressful situation to precision shoot
- ❑ Demonstrate the ability to manipulate and operate a shotgun
- ❑ 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

I. COURSE OVERVIEW

A. Introduction & Course Overview

1. Instructor (s)

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

2. Brief overview of the training schedule

a. Summary of Hour 1

- 1) Course Overview and Safety Guidelines
- 2) Firearms Safety Rules
- 3) Sequence of Marksmanship

b. Summary of Hour 2

- 1) Use of Force Case Studies
- 2) Force options
- 3) Review of 5 count draw

c. Summary of Hour 3

- 1) Practice pistol manipulation skills
- 2) Reload drills
- 3) Malfunction clearance drills
- 4) Slow live-fire drills

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d. Summary of Hour 4

- 1) Positions
- 2) Live fire drills
- 3) Close Contact

Conclusion of Course if utilize 4-hour format

e. Summary of Hour 5 (rotations begin)

- 1) Live Fire Drills/handgun
- 2) Positional Shooting
- 3) Multiple targets
- 4) Strong hand/Weak hand

f. Summary of Hour 6 (rotations)

- 1) Live Fire Drills/handgun
- 2) Shooting on the Move
- 3) Oblique Angles

g. Summary of Hour 7 (rotations)

- 1) Live Fire Drills/handgun
- 2) Shooting at Moving Targets

h. Summary of hour 8

- 1) Live Fire Drills/handgun
- 2) Shooting around/from vehicle
- 3) Man, on Man

Conclusion of Course if utilize 8-hour format

i. Summary of Hour 9

- 1) Review/ update/Shotgun
- 2) Live Fire Drills
- 3) Rolling thunder Drill

j. Summary of Hour 10

- 1) Combat Course qualification
- 2) Handgun
- 3) Shotgun

Conclusion of Course if utilize 10hour format

3. Overview Safety Plan: Illness and Injury Prevention Program (IIPP) **(PSP I c)**

a. Distribute and discuss safety guidelines handout

- b. IIPP safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potentially hazardous situations and how to avoid them.

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- c. All personnel should be instructed that a copy of the IIPP is located in the training supervisor's office at that particular training site.
- d. Anyone participating in the training, whether student, observer, or instructor, has the authority to "STOP" the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities.
- e. Protective eyewear and hearing protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same.
- f. Students shall immediately notify an instructor(s) or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury **(PSP I c)**
 - 1) Render first aid and obtain appropriate medical assistance. Notify the Fire Department rescue ambulance (213-485-6185) via telephone, cellular phone, or police radio. Give specific directions to the location of the incident.
 - 2) In case of a serious injury, all IIPP notifications and protocol shall be followed.
 - 3) At each training location, there is a notebook located in the training unit's office also containing the emergency plan that is in place.
 - 4) The supervisor will ensure that the necessary worker compensation forms (PDAS-43) and other reports (Employee Notification Form 15.7) are completed in a timely manner.
 - 5) Transport to the local hospital for a minor injury

B. GROUP DISCUSSION: The Four Basic Firearm Safety Rules

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

Procedures: Large group discussion **(PSP I c)**

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

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

C. *GROUP DISCUSSION:* Sequence of Marksmanship

(PSP I d)

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

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

1. Grip – two aspects or components
 - a. The proper placement of both hands on the pistol
 - b. The amount of tension or pressure applied by the hands to the handgun
 - 1) Low-ready grip tension (40-50%)
 - 2) Firing grip tension (80-90%)
 - 3) Must acquire the proper grip tension on the pistol before firing and must maintain a consistent grip tension while firing
 - 4) A proper firing grip tension will promote the following:
 - Proper pistol functioning and reliability
 - Reduced group size on the target
 - Faster follow-up shots
2. Trigger Finger Placement
 - a. The trigger finger must be placed properly on the trigger

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- b. The trigger finger should be placed on the trigger immediately after the decision to fire has been made and the gun has initiated its movement onto the target
- 3. Sight Picture¹
 - a. Properly aligned sights must be placed on the part of the target you intend to shoot
 - 1) Front sight centered into rear aperture with equal distance on both sides of the front sight and level across the top
 - 2) With eye focus being placed on the front sight
 - b. Once a flash sight picture has been obtained, then the handgun can be accurately discharged
- 4. Stance
- 5. Breathing
- 6. Follow-through
- 7. Sight alignment

D. LEARNING ACTIVITY: Use of Force Policy Case Studies **(117e)**

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

Procedures: Small group activity **(PSP I b)**

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

Case Study 1 – C-37 Vehicle

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

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

Enhancement: Upon awareness of the presence of the officers, the suspect exits his

¹ 2017 LAPD Handgun Instructor Training School (HITS) ECO

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vehicle and walks towards the trunk stating, "you will not take my kid from me again." Suspect begins to open the trunk and states, "I have something here for you."

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

Case Study 2 - Person with a Mental Illness

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

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

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

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

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

6. As the groups are discussing the question, draw three columns on the white board or flip chart and title as follows:

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- Policy Issues
 - Use of Force Options
 - Tactical Issues/De-Escalation²
 - Command and Control
7. Instructor should monitor the groups during the activity making notes of any concerns to incorporate in the debrief if not brought out by the groups
8. Debrief each case study and write the responses in the appropriate column

The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column

Ensure that the following points are covered in large group discussion:

a. Tactical considerations

1) 4 C's of tactics

- a) Containment
- b) Control
- c) Communication
- d) Coordinate

2) Edged Weapons

- a) Distance + Cover = Time to make a decision
- b) Time allows for the possibility to utilize less lethal options
- c) Knives do have the capability to cause serious bodily injury or death
- d) Knives often constitute a deadly force situation

3) Other reasons for non-compliance by the individuals (**117c**)

- a) Language barriers
- b) Disabilities

4) Critical points (**112**)

- When communicating with individuals always be aware of cover, concealment and distance
- Distance from the threat equates to time to react to the threat
- The goal of the use of force is to gain control of the individual
- Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons

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

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- displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
- Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

b. Policy/Legal Issues (117e)

(PSP I h)

1) California Penal Code Section 835(a)³

- a) Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
- b) Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - (1) Effect the arrest,
 - (2) Prevent Escape, or
 - (3) Overcome Resistance
- c) The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
- d) A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, "retreat" does not mean tactical repositioning or other de-escalation tactics.

2) Drawing of the firearm⁴

- a) Based on the tactical situation and the officer's reasonable belief that the situation may escalate to the point where deadly force may be justified
- b) Once the risk no longer presents itself the officer shall, as soon as practical, holster or secure the firearm

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

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

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3) Using Force⁵

- a) It is the policy of this Department that personnel may use only that force which is “objectively reasonable” to:
- (1) Defend themselves;
 - (2) Defend others;
 - (3) Effect an arrest or detention;
 - (4) Prevent escape; or,
 - (5) Overcome resistance.
- b) Law enforcement officers shall use deadly force upon another person only when the officer reasonably believes, based on the totality of circumstances, that such force is necessary for either of the following reasons:
- (1) To defend against an imminent threat of death or serious bodily injury to the officer or another person; or,
 - (2) To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
- Note:** *In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible.*
- c) “Deadly force” means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
- d) “Totality of the circumstances” means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
- e) A threat of death or serious bodily injury is “imminent” when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately

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

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cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.

- f) A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

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

4) Proportionality⁶

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

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

- a) To the extent of the officer's training and experience in first aid/CPR/AED; and
- b) To the level of equipment available to an officer at the time assistance is needed.

6) Requirement to Intercede when Excessive force is observed

- An officer shall intercede when present and observing another officer using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, taking into account the possibility that other officers may have additional information regarding the threat posed by a subject.

7) Requirement to report potential excessive force⁷

- An officer who is present and observes another officer using force that the present and observing officer believes to be beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances based upon the totality of information actually known to the officer, shall report such force to a superior officer.

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

⁷ Department Manual Section 1/556.10, Policy on the Use of Force

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- 8) **Vulnerable Populations** - include, but are not limited, children, elderly persons, people who are pregnant, and people with physical, mental, and developmental disabilities.
- a) Age is not a legal consideration
 - b) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
 - c) Nothing in the use of force policy is intended to reduce the degree of care required in such cases
- 9) Tactical De-Escalation Techniques⁸
- a) Guided by the principal of reverence for human life.
 - b) The use of techniques to:
 - (1) Reduce the intensity of an encounter with a suspect; and,
 - (2) Enable an officer to have additional options to gain voluntary compliance; or,
 - (3) Mitigate the need to use a higher level of force.
 - (4) All while maintaining control of the situation.
 - c) Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public.
 - d) Tactical de-escalation techniques should only be used when it is safe and prudent to do so.
 - **P**lanning
 - **A**ssessment
 - **T**ime
 - **R**edeployment and or Containment
 - **O**ther Resources
 - **L**ines of Communication
- 10) **Command and Control**⁹
- a) The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
 - b) Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
 - (1) Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.

⁸ LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

⁹ LAPD Training Bulletin, Volume XLVII Issue 4, **COMMAND AND CONTROL**

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- (2) Reduce over-response or over-deployment to specific duties and responsibilities.
- (3) Maintain officer safety through personnel location and assignment.

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

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

- 1) Less-Lethal Force Clarification¹⁰
 - a) Less-Lethal force options (OC Spray, baton, TASER, Beanbag Shotgun, 40mm Less-Lethal Launcher (LLL) and Less-Lethal munitions) are only permissible when:
 - (1) An officer reasonably believes the suspect or subject is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
 - b) Less-Lethal force options shall not be used for a suspect or subject who is:
 - (1) Passively resisting, or
 - (2) Merely failing to comply with commands.
 - c) Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
 - d) In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.
- 2) Oleoresin Capsicum (OC)¹¹
 - a) OC primarily affects the eyes, the respiratory system and the skin.
 - b) The ideal range for OC is 3-12 feet
 - c) Advantages
 - d) Disadvantages
- 3) Electronic Control Device (TASER)¹²
 - a) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
 - b) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
 - c) Advantages
 - d) Disadvantages
- 4) Beanbag Shotgun¹³

¹⁰ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

¹¹ LAPD Use of Force-Tactics Directive, Oleoresin Capsicum

¹² LAPD Use of Force-Tactics Directive, Electronic Control Device TASER

¹³ LAPD Use of Force-Tactics Directive, Beanbag Shotgun

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- a) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
 - b) No minimum range, but recommended deployment is from 5-30 feet
 - c) Advantages
 - d) Disadvantages
- 5) 40mm Less-Lethal Launcher (LLL)¹⁴
- a) Recommended deployment is from 5-110 feet
 - b) Advantages
 - c) Disadvantages
- d. Moral/Ethical Dilemmas **(117f)** **(PSP I j)**

Expected Responses:

- 1) Shoot or no shoot situation
- 2) Youthful offenders
- 3) Consequences of not using lethal force
- 4) Public perception
- 5) Police/peer perception
- 6) Family's perception
- 8) "Suicide by Cop"
- 9) Subject uses the officer as an instrument of the suicide
- 10) Mental illness is not a criminal offense
- 11) Consequences of using lethal force on someone who is hurting themselves
- 11) What identifies an ethical dilemma
 - Right vs. Right?
 - Driven by Values and Principles
 - Complexity of issues
 - Realities and pressures
 - More than one right option
 - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.

II. HANDGUN MANIPULATION SKILLS

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

Procedures: Large group activity

¹⁴ LAPD Use of Force-Tactics Directive, 40mm Less-Lethal Launcher

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1. This activity is conducted on the range
2. Ensure that the instructor to student ratio is 1:5¹⁵
3. Have the students bring the necessary equipment, including eye and ear protection, to the range
4. Assemble the students together near the center of the range
5. Point out the importance of being able to safely and effectively manipulate their handgun
6. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all pistol manipulations
7. The instructor will demonstrate the following handgun manipulation skills set to the students as set forth in the LAPD HITS Manual¹⁶
 - a. Pistol presentation
 - Drawing the weapon
 - Holstering the weapon
 - b. Chamber checks
 - Daytime
 - Low-light
 - c. Loading
 - d. Unloading
 - e. Tactical reload
8. At the conclusion of the demonstration, clarify any areas of concern

B. PRACTICAL APPLICATION: Handgun Manipulation Skills - Drills

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

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with the necessary equipment
2. Begin handgun manipulation skills drill sequence **(PSP I b,f)**
 - a. Pistol presentation
 - Drawing the weapon
 - Holstering the weapon
 - b. Chamber checks
 - Daytime

¹⁵ 2017 LAPD Handgun Instructor ECO, Section II, safety

¹⁶ 2017 LAPD Handgun Instructor ECO, Section IX, manipulations

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- Low-light
 - c. Loading
 - d. Unloading
3. As the drills continue to build, monitor and provide assistance as needed
 4. The drills should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during qualification, as well as in the field. This should be a positive learning experience for all involved.
 5. Reinforce the correct handgun manipulation skills set throughout the drills

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

Procedures: Group activity

1. Assemble the students together near the center of the range
2. The instructor will demonstrate the proper procedures for clearing the following four types of malfunctions with a semi-auto pistol as set forth in the LAPD HITS Manual
 - a. Class One malfunction – Failure to Fire
 - b. Class Two malfunction – Failure to Eject Feedway Stoppage
 - c. Class Three malfunction – Double-feed/ Failure to Extract Feedway Stoppage
 - d. Class Four malfunction – Decocking Lever Down/ Spongy Trigger
3. The students should now return to their assigned shooting lanes and wait for commands by the lead instructor

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

Procedures: Individual activity

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

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- a. The student will fire controlled pairs and failure drills while clearing each of the malfunctions **(PSP I f)**
- b. Continue this activity until all students have demonstrated proficiency in the different types of malfunction clearances

III. LIVE FIRE DRILLS

A. **LEARNING ACTIVITY:** Evaluation of Marksmanship (Slow fire drills)

Purpose: Emphasizing the Sequence of Marksmanship

Procedures: Individual Activity

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate each of the following marksmanship drills using a clean, demonstration target
 - a. Single shot center body
 - b. Pairs shot center body
 - c. Failure drill
 - d. Accelerated pairs
 - e. Accelerated failure drill
 - f. Accelerated target specific
 - Identified by the instructor
3. Begin drill sequence **(PSP I e)**
 - a. The students will then return to their assigned shooting lanes
 - b. The lead instructor will give commands to conduct the marksmanship drills **(PSP I d)**
 - c. Assisting instructors should physically check the shooter's grip tension during the drills
 - d. Upon completion of these drills, the student, along with an instructor, should compare and contrast the group sizes in each of the targets in order to identify any marksmanship problems
4. Distance Drills
 - a. Have students shoot pairs from the following distances **(PSP I b,e)**
 - b. 5yd, 7yd, 10yd, 15yd, 25 yd

B. **LEARNING ACTIVITY:** Positions **(PSP I a)**

Procedures: Individual Activity

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1. Have the students assemble together to overview platforms and receive instructions for the live-fire platform drill
2. Point out the importance of the ability to identify cover available and to utilize the different platform techniques based on the specific cover
3. Instructor will demonstrate the four different techniques and discuss situation when the different techniques might be utilized
 - a. Braced Kneel
 - Corner of building
 - b. Unbraced kneel
 - Front of vehicle
 - c. Double kneel
 - Short block wall
 - d. Roll over prone
 - Curb
4. Drill Sequence begins
 - a. Dry
 - Students will perform the different techniques
 - b. Live fire
 - Students will perform the different techniques

(PSP I g)

C. *LEARNING ACTIVITY:* Close Contact

(PSP I g)

Purpose: Close contact is used when an officer is in close proximity with an individual and the situation escalates to an imminent defense of life

Procedures: Individual activity

1. Demonstrate
2. Dry
3. Tactical Live fire “shoot don’t shoot”
4. Pairs and failure drills

4-hour Training Concludes

D. *PRACTICAL APPLICATION:* Pistol Reloads and Slow Fire Drills

Purpose: Combat mind set, keep pistol prepared for any potential situation

Procedures: Individual activity

1. In-Battery and Out-of-Battery Speed Reloads
 - a. The students should load all of their magazines to full capacity

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- b. Shooting is done at the seven-yard line
- c. The students will fire controlled pairs and accelerated pairs to the body along with failure drills **(PSP I e)**
- d. Have the students conduct in-battery speed reloads upon command of the instructor
- e. Remind the student that they should immediately conduct an out-of-battery speed reload in the event that their pistol is out of ammunition with the slide locked back
- f. The instructor should repeat this drill as many times as necessary until the students demonstrate proficiency
- g. The instructor may also utilize other magazine loading combinations and firing sequences in order to vary the sequence in which the student experiences the two different speed reloads

2. Tactical Reloads

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

3. One Handed Shooting and one handed reloads

- a. Point out to students that in 30% of all gun fights one limb is incapacitated
- b. Have students shoot several rounds one handed from the strong hand and the weak hand
- c. Continue with accelerated one handed pairs
- d. One handed failure drills
- e. One handed reloads

4. One handed reloads from various shooting platforms

IV. LIVE FIRE DRILLS (ROTATIONS)

Procedures: Break the group into 3-4 smaller groups. Each group will report to the assigned position. The next 4 hours will be conducted in rotation format.

- A. **Drills** Positions **(PSP I a)**
Procedures: Individual Activity

- 1. Have the students assemble together to overview platforms and receive instructions for the live-fire position drill

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2. Point out the importance of the ability to identify cover available and to utilize the different platform techniques based on the specific cover
3. Instructor will demonstrate the four different techniques and discuss situation when the different techniques might be utilized
 - a. Braced Kneel
 - Corner of building
 - b. Unbraced kneel
 - Front of vehicle
 - c. Double kneel
 - Short block wall
 - d. Roll over prone
 - Curb
4. Drill Sequence begins
 - a. Dry
 - Students will perform the different techniques
 - b. Live fire **(PSP I g)**
 - Students will perform the different techniques

B. Rotation 2 – “Shooting on the Move”

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate “Shooting on the Move” drills using a clean, demonstration target
3. Begin drill sequence **(PSP I b)**
 - a. The lead instructor will give commands to conduct the drills
 - b. Each student forms up in front of a target. With a controller to keep the shooter aligned with the other shooters
 - c. All shooters will move straight forward and shoot at paper targets
 - 1) Start 10 yards from the targets walk forward to 3 yards
 - 2) Failure drill
 - d. Shooters will step 3 paces off target center and move forward at an oblique angle and shoot at paper targets
 - 1) Start 10 yards from the targets walk forward to 3 yards
 - 2) Failure drill

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e. Shooters will step 3 paces off target center and move forward at an oblique angle and shoot at 2 paper targets

- 1) Start 10 yards from the targets walk forward to 3 yards
- 2) Failure drill

f. Goal of the drill

(PSP I d)

- 1) Draw and shoot while moving forward
- 2) Straight and at oblique angles

C. Rotation 3- "Shooting at Moving Target"

1. Assemble the students together near the specific rotation location
2. The instructor will overview or demonstrate "Shooting at Moving Targets" drills using a clean, demonstration target
 - a. Standing in center of target range approx. 10 yards from target
 - b. Target moves right to left
 - c. Shot left to right
 - d. Lead the target

1. Begin drill sequence

(PSP I b)

- a. The lead instructor will give commands to conduct the drills
- b. Each student will stand 10 yards from the target range.
- c. Instructor will modify students shooting until student is shooting center target
- d. When student can hit center target, increase rate of moving target
- e. Students shoots one round as the target travels right to left and one round when it travels left to right
- f. Repeat shooting pairs on each target each way
- g. Repeat using strong hand only
- h. Repeat using weak hand only

D. Rotation 4 "Shooting Around/From vehicle"

1. While the students are assembled and receiving their instructions, have the assisting instructors set up popper target down range
2. 2 vehicles will be parked on the range

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3. Give the students the following instructions to follow in order to complete the live-fire tactical drills
 - a. The students should load all of their magazines to full capacity
 - b. The popper targets are shoot targets the students decides how to fire at the target(s)
 - 1) A “shoot” target should be considered a continuous threat as long as it is facing the shooter
 - 2) When a single target (threat) is presented, the student should fire a failure drill
 - 3) The poppers will drop with a lethal hit
 - c. The student begins the drill from inside the police vehicle they should use the vehicle as cover and discuss the best location
 - d. Point out the various shooting platforms
 - e. The student should use their own judgement to determine when to reload and what type of reload to utilize during the drill in order to keep their pistol loaded and capable of reacting to the next threat **(PSP I a)**
 - f. The students should wait for commands from the lead instructor before recovering their magazines from the ground or moving to the next lane
 - g. If a student has shot to slide-lock with their third magazine, they should then clear and holster their pistol and step back and off of the firing line
 - h. Point out to the students that the purpose of this drill is for them to make the decision as to which target(s) to shoot and how they will fire at the target(s) from a vehicle
 - i. Answer any questions the students may have about the drills
2. Begin drill sequence **(PSP I b, e,g)**
 - a. The lead instructor will then give commands to conduct the drills
 - b. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate
 - c. The lead instructor will make the determination when to conclude the drill
3. Upon completion of the drill, remind participants that it is equally important for them to know:
 - Proper and safe weapon manipulation
 - Marksmanship and target acquisition when shooting
 - Proper decision making when shooting

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E. Man, on Man Drills

1. Assemble the students together near the center of the range
2. The instructor will overview or demonstrate Man on Man drills using a clean, demonstration target
3. Begin drill sequence **(PSP I b)**
 - a. The students form 2 lines. Each line forms up in front of a steel pepper popper targets.
 - b. The lead instructor will give commands to conduct the marksmanship drills
 - c. The drill begins the students are competing against either
 - d. Goal of the drill **(PSP I d)**
 - 1) Draw and shoot balance of speed and accuracy
 - 2) Poppers will not go down unless they receive a solid hit
 - e. The students will take their turn then return to the end of the line
 - f. The second round the students shoot at 2 targets
 - g. The third round the students shoot at 3 targets
 - 1) Fire in pairs
 - 2) Add out of battery
 - a) 1 in chamber
 - b) 1 in mag in pistol
 - c) 2 in mag in belt
 - d) full mag for 3rd
 - 3) One hand shooting
 - a) Strong hand
 - b) Weak hand
 - h. Upon completion of these drills, the student, along with an instructor, should compare the speed and accuracy

V. SHOTGUN

A. **GROUP DISCUSSION** Shotgun Marksmanship **(PSP I d)**

Purpose: The following elements of shotgun marksmanship are listed in a specific sequence designed to provide the student with a mental checklist and reminder of the key elements and their necessary sequence required to fire the shotgun reliably, accurately and quickly.

Procedures: Conduct an open discussion, addressing the key points related to the proper sequence of marksmanship

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- Stance/ Platform
- Shoulder Position and Cheek-weld
- Sight Picture

1. Stance/ Platform

- a. The shooter's stance or platform when firing the shotgun should provide the shooter with a stable and balanced position that will enable the shooter to manage and recover from the substantial recoil of the 12-gauge shotgun
- b. The stance or platform is best described as the shooter's body position relative to the presentation of the shotgun onto the target. This may include, but is not limited to, standing, kneeling, and prone positions.
- c. It is essential that the proper stance or platform incorporates a solid base, which is the shooter's connection to the ground, as well as good balance.
- d. The proper balance when firing a shotgun will position the shooter's weight well forward of center in order to manage the substantial recoil from the shotgun when it is fired

2. Shoulder Position and Cheek-weld

- a. The proper shoulder position and cheek-weld are important to avoid any injury and pain while firing the shotgun
- b. A proper cheek-weld also ensures that the shooter's eye is in the proper position directly centered behind the rear sight. This will ensure a consistent sight picture for every shot fired
- c. The instructor should demonstrate the proper shouldering and cheek-weld of the shotgun to the students while demonstrating a solid stance and good balance at the same time

3. Sight Picture

- a. Describe for the students what the proper alignment of the front and rear sights looks like for the Remington 870 shotgun. The instructor may draw a sketch on the board or use props to demonstrate the proper alignment.
- b. Explain that proper sight picture is defined as the relationship of the properly aligned sights accurately indexed or placed on the part of the target where the shooter intends for the fired projectile(s) to impact.

B. SHOTGUN MANIPULATION SKILLS

1. **PRACTICAL APPLICATION:** Shotgun Manipulation Skills **(PSP I b,f)**

Purpose: To provide students with the opportunity to apply the knowledge, skills and training they have received related to shotgun manipulation.

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The drills should build in difficulty throughout the training block. These drills should provide the opportunity to coach the student through their mistakes and assist them in performing the appropriate manipulation skill when required during testing, as well as in the field. This should be a positive learning experience for all involved.

As the instructor, your goal is to determine if the students have developed the skills necessary to pass the Department Qualification Course and are ready to move on in the training.

Procedures: Individual activity

- a. This activity is conducted on the range
- b. Ensure that the instructor to student ratio is 1:5
- c. Have the students bring the necessary equipment, including eye and ear protection, to the range
- d. Assemble the students together near the center of the range
- e. Point out the importance of being able to safely and effectively manipulate the shotgun
- f. The instructor will demonstrate the following Remington 870 shotgun manipulation skills set to the student as set forth in the LAPD SITS Manual¹⁷
 - 1) Weapon verification – unloaded condition
 - a) Action open
 - b) Safety on
 - c) Visually check the chamber
 - d) Visually check the magazine tube
 - 2) Safety Check – BEEFSS
 - a) Barrel
 - b) Ejector
 - c) Extractor
 - d) Firing Pin
 - e) Safety
 - f) Shell Carrier
 - 3) Chamber checks
 - a) Daytime
 - b) Low-light
 - 4) Loading
 - 5) Unloading

¹⁷ 2017 LAPD Shotgun Instructor Training School (SITS) Manual

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- 6) Downloading
 - 7) Speed reload
 - 8) Chamber load
 - 9) Select slug roll-out
 - 10) Preload
 - 11) Positions
 - a) Port arms
 - b) Low ready
 - c) On-target
- g. At the conclusion of the demonstration clarify any areas of concern
- h. Reinforce the importance of safety, especially keeping the trigger finger off the trigger, during all shotgun manipulations
- i. Each student will be assigned to a shooting lane with the necessary equipment
- j. The primary instructor will then give commands to the students to conduct drills to practice the demonstrated skill set
- k. Other instructors will assist the students with the shotgun manipulation skills
- l. As the drills continue to build, monitor and provide assistance as needed
- m. Utilizing the skill set that was presented during the demonstration, reinforce the correct shotgun manipulation skills throughout the drills.
2. The primary instructor will determine by observation of the students' performance how much time to spend on each manipulation skill before moving on to the next skill. The instructor should feel confident that the students are proficient with each manipulation skill before moving on to the next skill

C. LIVE FIRE DRILLS -"Rolling Thunder"

Procedures: group activity

1. Instructor provides instruction on the running of the drill
 - a. 4 students in line, 4 swinging targets
 - b. 10 rounds not in the gun
 - c. Action open
 - d. First student combat loads and fires, then load one in the chamber and one in the mag
 - e. Second student –4 student repeats above
2. Begin drill sequence **(PSP I b,e,g)**

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- a. The lead instructor will then give commands to conduct the drills
- b. Assisting instructors should observe and give immediate feedback regarding their decision making and performance to the students before they rotate
- c. The lead instructor will make the determination when to conclude the drill
- d. Upon completion of the drill, remind participants that it is equally important for them to know:
 - Proper and safe weapon manipulation
 - Marksmanship and target acquisition when shooting
 - Proper decision making when shooting

IV. COMBAT COURSE OF FIRE

A. QUALIFICATION : Shotgun **(PSP I b)**

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire the LAPD Shotgun course of fire.
3. The shotgun course will not be scored: however, officers must demonstrate proficiency with the shotgun to satisfy the qualification requirement¹⁸
4. The instructor will evaluate the targets for proper sight alignment, trigger control and accuracy

B. QUALIFICATION TEST: Combat Course **(PSP I b)**

Procedures: Individual activity

1. Each student will be assigned to a shooting lane with all the necessary equipment
2. The student will fire the LAPD 30-round Combat course of fire.
3. The student must pass with a minimum passing score of 70%. 70% is defined as 105 points on each target for each relay fired.¹⁹
 - If Combat course is conducted under night-time conditions with reduced lighting, then the minimum passing score is 60% or 90 points on each target
4. The time that will be required to fire one relay of the 30-round combat course and score it will be approximately 20 minutes.

¹⁸ 2020 LAPD Manual 3/258.13 Shotgun course

¹⁹ 2020 LAPD Manual-3/258.12, Combat and Night Combat Courses, Required Score

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5. The instructor will evaluate the targets for proper sight alignment, trigger control and accuracy
6. The instructors will score the targets and record the scores on a qualification score sheet.
7. Upon completion of test clean up the range by policing up the brass casings and putting away all of the targets.

C. CLOSING

Reinforce key learning points:

1. The importance of safety when handling their handgun and shotgun, whether in the field, on the range or at home
2. Maintain their proficiency with their handgun and shotgun by continuing to practice the principles of safety and marksmanship they reviewed during their training today
3. Reinforce the understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and Officer safety
4. Ensure that the students understand how the application of this training is in keeping with our Department's UOF police, philosophy, and tactical planning