

LOS ANGELES POLICE DEPARTMENT
Use of Force- Reality Based
1850-21196
Expanded Course Outline

Instructional Goal: The course will provide the student with the minimum topics of Use of Force and Strategic Communication required in the POST Perishable Skills Training Program (PSP). The intent of the course is to improve the student's knowledge of use of force laws and policies as well as critical decision-making skills. This course will improve the student's ability to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal and strategic communication. They will be able to understand when force is reasonable or unreasonable and apply the standard of objective reasonableness. The course consists of facilitated discussion, Virtual Reality scenarios, and structured debriefs.

Performance Objectives: Using virtual reality scenarios, facilitated observation, after action debriefs, and facilitated discussion, the students will:

- Understand how the application of this training is in keeping with Department's UOF policy, philosophy and tactical planning.
- 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.
- Understand and articulate the Use of Force Policy regarding less lethal options
- Demonstrate the Command and Control concepts
- Demonstrate and understand of the concept of Control, Contain, Communicate, and Coordinate (the 4 C's)
- Demonstrate an understanding and articulation of the use of deadly force including the concepts of Reverence for Human life, objective reasonableness, and current federal and state laws and department policies.
- Identify and discuss reasonable force as stated by law, how supreme court decisions have shaped the law of use of force, and how law and policy translate into field operations
- Recognize force options and the amount of force peace officers may use
- Demonstrate and understanding of de-escalation principals including concepts of active listening, rapport building, and other methods of reducing the intensity of an encounter
- Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require uses of force.
- Demonstrate the importance of effective communication before, during, and after using force

Category IV - Strategic Communications PSP

Minimum Topics/Exercises:

- a. Officer Safety
- b. Escalation Versus De-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with Disabilities
- h. Team Communication During a Critical Incident
- i. Class Exercises/Student Evaluation/Testing

Course Objectives:

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1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - a. Officer Safety
 - b. Listening/Persuasion
 - c. Judgment and Decision-Making
 - d. De-escalation, Verbal Commands
 - e. Effectiveness under Stress Conditions

Category V – Use of Force PSP

Minimum Topics/Exercises:

- a. Statutory Law
- b. Case Law
- c. Agency Policies
- d. Reverence for Human Life
- e. De-Escalation
- f. Duty to Intercede
- g. Rendering First-Aid
- h. Class Exercises/Student Evaluations/Testing

Course Objectives:

1. Demonstrate knowledge of use of force laws.
2. Demonstrate knowledge of individual agency's use of force policies.
3. Demonstrate an understanding of force options decision-making with every technique and exercise, to include:
 - a. Reverence for Human Life
 - b. De-Escalation and Verbal Commands
 - c. Rendering First-Aid
 - d. Legal Duty to Intercede and Report Excessive Force to a Superior Officer

This course provides updated legislative content of Penal Code Section 835a

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

Note: Minimum standards of performance shall be tested by an instructor observing the trainee during their participation in virtual reality experiences, structured de-briefs, and facilitated discussion. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

I. COURSE OVERVIEW AND SAFETY BRIEF

(15 mins)

- A. Introduction

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1. Course coordinator
2. Instructors/facilitators
3. Facility orientation

B. Course overview

1. Virtual Reality based scenario training
2. Scenario debrief session guidelines and expectations
3. Case law classroom session
4. Virtual reality scenario session applying lessons learned
5. Debrief/POST rosters/closing

C. Safety

1. Conduct safety brief per current course Safety Policy¹
2. IIPP Guidelines
3. First aid resources
4. Injury Notifications
5. Infectious disease protocol(s)
6. Evacuation

D. Closing reminders

1. Safety first
2. Have fun
3. Take at least one thing away from training

II. SCENARIOS IN VIRTUAL REALITY

PSP V (c,d,e,f,g,h)

(225 min)

A. Rotation groups

1. Group 1: Virtual reality (VR) scenarios
2. Group 2: After action
3. Group 3: Facilitated observation

B. Learning activity: Virtual reality, scenarios

1. Safety and equipment orientation in VR
2. Conduct VR scenarios
 - a. Scenario 1: Less lethal response
 - b. Scenario 2: Voluntary compliance and de-escalation²
 - c. Scenario 3: Deadly force^{3 4}
 - d. Scenario 4: Case law-based incident
 - e. Additional scenario(s) may be run if time allows
 - f. Students demonstrate concepts of command and control⁵
 - g. Students demonstrate rendering first aid in scenario

PSP V (e)

PSP V (g)

¹ CA POST EDI, Use of Force- Reality Based, 1850-21196, Safety Policy

² Use of Force-Tactics Directive, Tactical De-Escalation Techniques

³ Department Manual, 1/556.10, Policy on Use of Force

⁴ California Penal Code Section 835(a)

⁵ Training Bulletin Volume XLVII Issue 4, Command and Control

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h. Some scenario(s) require students to intercede/intervene⁶ **PSP V (f)**

C. Learning activity: After Action

1. Facilitated discussion of scenario using VR software/data/recording(s)
2. Identify and discuss strengths
3. Identify and discuss deficiencies
4. Review performance objectives
5. Review and apply relevant agency policies **PSP V (c)**
6. Use of force discussions will be focused through the Department's guiding principle of Reverence for Human Life **PSP V (d)**
7. Instructors evaluate student learning through performance in VR and during debriefs, and ensure students accomplish course objectives **PSP V (h)**
8. Concepts of objective reasonableness shall be discussed in each use of force event that occurred in VR ^{7 8}

D. Learning activity: Facilitated observation

1. Facilitated discussion on the ongoing scenario
2. Focused on the stated learning objectives
3. Discuss relevant laws and policies **PSP V (a, b, c)**
4. Discuss use of force concepts and applications
5. Review observational differences between spectators and participants

III. USE OF FORCE LAW

PSP V (a,b,c) (60 min)

A. Learning activity: Large group facilitated discussion

1. Use of force law
2. Law vs agency (department) policies ^{9 10 11 12 13 14} **PSP V (c)**

B. Learning activity: Large group discussion

1. Identify the case laws referenced in VR scenarios **PSP V (b)**
2. Facilitated discussion on facts and the law enforcement implications of the case
3. Facilitated discussion on case law^{15 16 17} and statutory law^{18 19} **PSP V (a)**

⁶ California Penal Code Section 13519.10(b)(2) and Section 7286(b)(8)

⁷ US Supreme Court, *Graham v Connor* 490 U.S. 386 (1989)

⁸ California Penal Code Section 835(a)

⁹ Department Manual, 1/556.10, Policy on Use of Force

¹⁰ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

¹¹ Use of Force-Tactics Directive, Electronic Control Device

¹² Use of Force-Tactics Directive, Oleoresin Capsicum

¹³ Use of Force-Tactics Directive, Beanbag Shotgun

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

¹⁵ US Supreme Court, *Graham v Connor* 490 U.S. 386 (1989)

¹⁶ US Supreme Court, *Tennessee, Garner* 471 U.S. 1 (1985)

¹⁷ CA Supreme Court, *Hayes v. County of San Diego* (2013) 57 Cal.4th 622

¹⁸ California Penal Code Section 835(a)

¹⁹ California Penal Code Section 196

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IV. ENHANCED VIRTUAL REALITY EXPERIENCES PSP IV (a,b,c,d,e,f,g,h,i) (165 min)

A. Rotation groups

1. Group 1: Virtual reality (VR) scenarios
 - a. Application of the refreshed concepts from earlier scenarios and debriefs
 - b. All scenarios integrate command and control, escalation versus de-escalation and the tenets of procedural justice **PSP IV (b)**
 - c. Students demonstrate officer safety concepts throughout **PSP IV (a)**
 - d. Scenarios will integrate trained live role players, and students will demonstrate awareness of communications elements **PSP IV (c)**
 - e. Scenarios will integrate live role players and students will demonstrate listening skills **PSP IV (d)**
 - f. Scenarios will integrate live role players and students will demonstrate questioning techniques **PSP IV (e)**
 - g. Scenarios will integrate live role players and students will demonstrate an understanding of persuasion **PSP IV (f)**
 - h. Successful completion of scenarios will require team communication during a critical incident **PSP IV (h)**
 - i. Scenario: at least one scenario contains people (person) with disability **PSP IV (g)**
2. Group 2: Learning activity, facilitated debrief
 - a. Identify and discuss strengths
 - b. Identify and discuss deficiencies
 - c. Review performance objectives
 - d. Students apply strategic communications concepts to their debriefs
 - e. Instructor will assess student understanding and provide further clarification if needed **PSP IV (i)**
3. Group 3: Facilitated observation
 - a. Facilitated discussion on the ongoing scenario
 - b. Focused on the stated learning objectives
 - c. Discuss relevant law and policy
 - d. Discuss use of force concepts and applications
 - e. Discuss strategic communications

V. CLOSING (15 min)

A. Course debrief

1. Facilitated closing discussion on what the students found beneficial and potential areas for improvement
2. Post class safety

B. Administration

1. POST rostering
2. Course critiques