

**LOS ANGELES POLICE DEPARTMENT**  
**Field Training Officer Update**  
**1850-31715**  
**Expanded Course Outline**

**Instructional Goal:** For the certified FTO, this course reviews and updates Regular Basic Course (RBC) content, Legal Issues and Liabilities, Contemporary Learning Methods, Training/Teaching Skills, Leadership, Ethics, Professionalism, Driver Safety, Remediation/Testing/Scenarios, Trainee Termination, Evaluation/Documentation, LGBTQ+ Cultural Competency, Intervention Strategies, Mental Health Intervention Training, Use of Force, Command and Control, and Procedural Justice.

This course meets CA Commission on POST's Procedure D-13 and California Code of Regulations (CCR) 11 CCR 2004 (POST regulation 1004) requiring FTOs to complete 24-hours of update training every three years following completion of the Field Training Officer Course.

**Performance Objectives:** Using lecture and learning activities the students will:

- Understand RBC content and training
- Apply legal concepts and policies relevant to Field Training Officers' duties
- Identify legal and liability issues involved in field training and minimize liability incidents
- Recognize and apply adult learning strategies
- Utilize effective training, teaching and communication methods
- Demonstrate an understanding of leadership, leadership roles, ethics and professionalism
- Understand and apply strategies and techniques to improve traffic safety
- Identify indicators of trainees' substandard performance develop remedial training plans
- Evaluate and document trainees according to departmental standards
- Understand agency policies and procedures related to trainee termination
- Communicate effectively with members of the LGBTQ+ community
- Demonstrate understanding of trainee intervention perspectives and techniques
- Apply Departmental policies and strategies concerning incidents involving people with mental illness
- Understand and apply the Department's policies on Tactical De-Escalation and Use of Force
- Understand and apply Departmental Command and Control concepts in managing incidents
- Demonstrate understanding of Principled Policing and Procedural Justice concepts

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

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

**DAY 1**

**I. INTRODUCTION AND ORIENTATION – GOALS**

**(60 min)**

- A. Instructor
  - 1. Training Cadre Instructors
- B. Orientation
  - 1. Facility overview
- C. Ground Rules – Overview of Course Objectives
  - 1. Ten-Percent Rule
  - 2. Attire
  - 3. Subpoenas
  - 4. Cell phones
  - 5. Breaks/lunch
  - 6. Participation
  - 7. Testing and evaluation

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- D. Successfully complete all POST and presenter specific activities and testing requirements, including:
  - 1. Presenter developed activities
  - 2. Presenter developed tests
- E. Student introductions
  - 1. Identify experience
  - 2. Review students awareness of the traits a good Field Leader-FTO needs
- F. Learning activity: Traits of exemplary FTOs
  - 1. Large Group discussion
  - 2. Record responses and examples
  - 3. Discussion: How do FTOs instill desired traits/characteristics in trainees?
- G. Review and discuss key components of a successful Field Training Program
  - 1. Commitment of Department head and administrative staff
  - 2. Clearly articulated organizational structure/chain of command
  - 3. Well-organized and effective Field Training Program guide/manual
  - 4. Regular field training staff meetings
  - 5. FTO and program critique by trainees
  - 6. FTP critiques by FTOs
  - 7. Clearly defined roles
  - 8. Field Training Program Coordinator
- H. Review and discuss the impact of Field Training programs
  - 1. Exposes trainees to the agency's culture, value, and ethics
  - 2. Uses only approved methods, procedures, and techniques to present training
  - 3. Agency future is significantly impacted by the values established in Field Training
- I. Review and discuss the importance of ethics in every aspect of Field Training Programs
- J. Overview of course objectives
  - 1. Review Regular Basic Course (RBC) training
  - 2. Review POST FTO course goals and objectives
  - 3. Include developing new Field Training Officers' abilities

**II. TRAINING/ TEACHING SKILLS DEVELOPMENT & CONTEMPORARY LEARNING METHODS**

**(120 min)**

- A. Explain communication as it relates to the FTO position
  - 1. FTO Trainee
  - 2. FTO FTP Supervisor/Administrator/Coordinator (SAC)<sup>1</sup>
  - 3. FTO/Trainee Community
- B. Review and discuss reasons for developing positive communication skills
  - 1. Interpersonal and professional relationships
  - 2. Job satisfaction/success and reputation
  - 3. Professional and personal safety/liability
  - 4. Building and establishing community relationships and trust
- C. Components of communication
  - 1. Review the basic components of the communication process
- D. Learning activity:, Effective versus ineffective teaching skills
- E. Large Group Activity/table top discussion
  - 1. Review components of effective training, including instructor qualities
  - 2. Impact of previous instructors and trainers list responses on the whiteboard
  - 3. Presentation skills

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<sup>1</sup> LAPD Field Training Manual

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4. Teaching/training styles
5. Reinforce key learning points
- F. Discuss Common Aspects of Learning
  1. Visual
  2. Auditory
  3. Kinesthetic
  4. Tactile
- G. Methods of Training
  1. Case Study
  2. Demonstration
  3. Instructor/Student Discussion
  4. Role-Play
  5. Simulation
  6. Panel Discussion
- H. Review the elements of student-centered vs. teacher-centered learning
  1. RIDEM adult learning concept
    - a. Relevance
    - b. Involvement,
    - c. Discovery
    - d. Experience
    - e. Modeling
  2. Compare/contrast Student/Trainee-centered and Teacher/FTO-centered
- I. Learning activity: Contemporary Learning Methods
  1. Large Group Activity
  2. Adult learning theory
  3. Students complete profile
  4. Review and analyze adult learning styles and how they impact the learning processes
  5. Training Triangle and Peak Performance
  6. Learning Domains
  7. Adult Learning Concepts
  8. Rates of Learning
  9. Laws of Learning
  10. Use of the senses in learning
- J. Learning activity: Trainee Learning Styles Scenario
  1. Large Group Activity
  2. Discuss other factors or issues that impact the learning process
- K. Learning activity: Develop Learning Activities
  1. Small Group Activity
  2. Reinforce training, learning by doing, promote decision making, promote teamwork, safely problem solve
  3. Develop a training plan using a common instructional design method
  4. Create useful Field Training instructional aids
  5. Establish relevance
- K. Closing: Reinforce Key Learning Points
  1. Treat learners as adults
  2. Good teaching is about identifying talents and skills, teaching, enlightening, and developing minds.
  3. Use a variety of models and techniques to reach your trainee

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**III. EVALUATION AND DOCUMENTATION FOR THE FIELD TRAINING OFFICERS (120 min)**

- A. Review competency as it relates to field training
  - 1. Trainee's role in demonstrating the required skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer
  - 2. Trainees are required to demonstrate competency in all performance areas evaluated prior to the completion of the field training program
  - 3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
- B. Importance of documentation
  - 1. Effects of poor documentation
  - 2. Effects of appropriate documentation
- C. Review of Daily Observation Report (DOR)<sup>2</sup>
  - 1. Purpose
  - 2. Components of the DOR
- D. Standardized Evaluation Guidelines-SEG
  - 1. Purpose and components of the SEGs
  - 2. Assess various levels of performance and assign a numeric value for trainee behavior based upon SEGs
- E. Learning activity: Performance Evaluation- Scenario Assessments
  - 1. Large Group Activity
  - 2. Students will observe a trainee handling a call for service and assess the trainee's level of performance
  - 3. Use of appropriate agency-specific DORS, and SEGs
  - 4. Facilitated discussion on the importance of SEGs and their consistent application
- F. Learning activity: Trainee Termination
  - 1. Large Group Activity
  - 2. Facilitated discussion
  - 3. Evaluation
  - 4. Documentation
  - 5. Communication within the Field Training Program at all levels
  - 6. Agency Policies
  - 7. Unsatisfactory Ratings
  - 8. Extension Periods
  - 9. Final Notices

**IV. LGBTQ+ CULTURAL COMPETENCY (60 min)**

- A. Introduction
  - 1. LGBTQ+ acronym
  - 2. Associations with LGBTQ+ community
  - 3. Interactions with LGBTQ+ community during scope of duties as a police officer
  - 4. Working in partnership with diverse community groups (Mission Statement)
  - 5. Law Enforcement Code of Ethics
  - 6. Better understanding = better relationships
  - 7. FTO's are ambassadors in the community
- B. Terminology
  - 1. Review terms and definitions

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- C. Coming Out
  - 1. Facilitated discussion on what “coming out” means
  - 2. Encourage participation by asking why LGBT people may not choose to come out
- D. Transition
  - 1. Outline the different areas of a gender transition
- E. Leelah Alcorn
  - 1. Discuss the effects of rejection because of one’s sexual orientation or gender identity
  - 2. Review statistics from National Transgender Discrimination Survey
- F. Stereotype
  - 1. Define stereotype
- G. OCOP Notice: Police Interactions with Transgender Individuals
  - 1. Discuss reasons for developing OCOP Notice
  - 2. How to Address a Transgender Individual
  - 3. Field Searches
  - 4. Strip Searches

**V. LEADERSHIP, ETHICS AND PROFESSIONALISM**

**(120 min)**

- A. Define Leadership
  - 1. POST definition of leadership:
- B. Leadership characteristics demonstrated by various recognized leaders
  - 1. Identify
  - 2. Discuss and explain
- C. Learning activity- Leadership Development
  - 1. Identify famous and infamous leaders and role models
  - 2. Leadership characteristics
  - 3. Leadership behaviors
  - 4. Students identify personal leadership characteristics
  - 5. Students identify areas for improvement in personal leadership traits
  - 6. Discuss self-improvement plan(s)
- D. Strengths and weaknesses as a leader
  - 1. Analyze personal attributes
  - 2. Leadership examined
  - 3. Determining leadership potential and skill of trainees/others
- E. Review and discuss principles, theories, and trends of leadership and how they may apply to the FTO:
  - 1. Situational Leadership Model
  - 2. Four Development Levels
    - a. Enthusiastic beginner-Follower is enthusiastic beginner and has low competence but very high commitment to the task.
    - b. Disillusioned learner-Follower is disillusioned learner with limited competence and low commitment to the task.
    - c. Reluctant contributor-Follower can perform task but is a bit cautious with varying degree of commitment toward task.
    - d. Peak performer-Follower is self-reliant achiever with high competence and high commitment to the task.
  - 3. Leadership factors
- F. Learning activity: Authority and Power
  - 1. Large Group discussion
  - 2. Define authority

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3. Define power as it relates to leadership
4. Identify differences and connections between authority and power
- G. Learning activity: Leadership and Manipulation
  1. Large Group Discussion
  2. Review definition of leadership
  3. Define manipulation as it relates to leadership
  4. Identify differences and connections between leadership and manipulation
- H. Learning activity: Leadership and Followership
  1. Small Group discussion
  2. Review what ideal leadership looks like
  3. Discuss what ideal followership looks like
  4. Performing as both a good leader and a good follower
  5. Small groups present findings to class
- I. Analyze situations requiring applications of leadership principles and theories
  1. From presidents to coaches
  2. Dynamic nature of values
  3. Expectations
  4. Provide highest level of training
- J. Leadership roles of FTOs
  1. Identify roles
  2. Assess positive aspects
- K. Learning activity: What makes a good leader
  1. Large Group discussion
  2. Inspire leadership traits in trainees
  3. Delegate via problem solving
  4. Build the future of agency
  5. Duty, Honor and Courage
- L. Equality vs. Equity
  1. Definition of equality
  2. Definition of equity
  3. Differences and connections between equality and equity
- M. Learning activity: Introduction to Ethics
  1. Large group discussion
  2. Personal definitions of ethics
  3. POST definition of ethics
- N. Review and discuss ethical issues within the Field Training Environment
  1. Practicing misconduct
  2. Creating an unprofessional learning environment
  3. Demonstrating integrity and a positive mental outlook
  4. Code of silence
  5. Guidelines, stress and rewards
- O. Ethical issues in the FTO/Trainee relationship
  1. Evaluate the effect(s) of identified issues
  2. Identify potential solutions
- P. Learning activity: Ethics Scenario
  1. Large group activity
  2. Facilitated discussion
  3. Student reactions and responses
  4. Identify possible outcomes
  5. Debrief

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- Q. Learning activity: Ethical Dilemma
  - 1. Group activity
  - 2. Instructor selects law enforcement ethical dilemma from POST “Ethical Decision-Making Tools for California Law Enforcement” manual
  - 3. Analyze and discuss dilemma
- R. Learning activity: Ethical Decision-Making
  - 1. Small group activities and/or a facilitated discussion
  - 2. Analyze ethical dilemmas related to student training assignments
  - 3. Instructor provides ethical dilemma scenario to student group(s) and facilitates group reviews and discussions
  - 4. Ethical Tools
  - 5. Ethical Challenges
  - 6. Continuum of compromise
  - 7. Five steps to ethical decision making
  - 8. The Leader Strategies
  - 9. Facilitated group discussion
  - 10. Ethical issues
  - 11. Actions an FTO should take
  - 12. Intervention
  - 13. Supervisory notification
  - 14. Identifying misconduct
  - 15. Potential consequences
  - 16. Debrief
  - 17. Law Enforcement Code of Ethics
  - 18. Reinforce key learning points

**DAY 2**

**VI. DRIVER ISSUES/DRIVING SAFETY**

**(120 min)**

- A. Driver Training EVOC (FTO Course Orientation and Introduction)
  - 1. Welcome participants
  - 2. Administrative duties
  - 3. Review Safety Guidelines
- B. Learning activity: Driver Training
  - 1. Large Group Activity
  - 2. POST video based
  - 3. Facilitated discussion
  - 4. FTO’s role in law enforcement driving/training/evaluation
  - 5. FTO’s role in determining the trainee’s mindset, setting the bar for ethical, safe and policy-directed driving
  - 6. Policy and procedure considerations
  - 7. Identify driving issues regarding officers in training
- C. Learning activity: Developing a “Safe” Driving Philosophy
  - 1. Large Group Activity
  - 2. SAFE is acronym
  - 3. SAFE Driving Campaign<sup>3</sup>
  - 4. Below 100

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<sup>3</sup> SAFE Driving Campaign, POST, Training Program Service Bureau

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- D. Learning activity: Emergency Vehicle Operations
  - 1. Large Group Activity
  - 2. Scenario-based
  - 3. Identify issues and factors in scenario related to operating an emergency vehicle
  - 4. Current issues and problems with driving/pursuit that emphasize community and officer safety
  - 5. Students create a real-life driving scenario where identified issue(s) can occur
  - 6. Review critical areas of instruction in the RBC that should be reinforced during the Field Training Program and at in-service training
- E. Learning activity: Seat Belt Removal
  - 1. Large Group Activity
  - 2. Facilitated discussion and/or video-based
  - 3. Effective removal of seatbelts in a safe and quick manner
  - 4. Agency policy
  - 5. Questions and answers
- F. Closing
  - 1. Reinforce key learning points
  - 2. Questions and answers

**VII. INTERVENTION**

**(60 min)**

- A. Learning activity: Intervention Overview
  - 1. Small group activity
  - 2. Definition of Intervention
  - 3. Application of intervention to the job of an FTO
  - 4. Situations where an FTO should intervene
  - 5. Group presentation
  - 6. Debrief
- B. Review the concept of “failing forward”
  - 1. Allowing trainees to explore ideas and make mistakes fosters an environment of learning
  - 2. “Failing forward” trainees discover not only positive solutions, but also what doesn’t work
  - 3. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
  - 4. Teaching / Explanation should include “Why” their mistake should be handled differently.
- C. Review intervention techniques as learning tools
  - 1. Trainees should be allowed to experience as much as possible
  - 2. Safety
- D. Learning activity:-Time on the Job and Life Experience
  - 1. Large group activity
  - 2. Facilitated discussion
  - 3. Determining when a probationer is allowed to demonstrate his/her abilities in given situations
  - 4. FTO must know the trainee and the importance of turning situations back over to the trainee as soon as possible when appropriate
- E. FTO intervention
  - 1. Review situations
  - 2. Explain applicable intervention techniques for each situation



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- F. Evaluate the appropriate use of intervention techniques
  - 1. Improving non-verbal communications
  - 2. Subtle
  - 3. Overt
  - 4. Physical
- G. Learning activity: Positive and Negative Impacts of Intervention
  - 1. Small group activity
  - 2. Facilitated discussion
  - 3. Discussion and application of previous experience and knowledge gained in this course to situations one may encounter with trainees
  - 4. Provided a list of positive and negative effects of FTO intervention, develop examples for each
  - 5. Groups presentations and facilitated discussion
  - 6. Debrief
- H. Closing
  - 1. Questions and answers
  - 2. Reinforce key learning points

**VIII. REMEDIATION/TESTING/SCENARIOS & TRAINEE TERMINATION**  
**(60 min)**

- A. Learning activity: Remediation
  - 1. Large group activity
  - 2. Facilitated discussion
  - 3. Review principles of remedial training plans
  - 4. SMART acronym<sup>4</sup>
  - 5. Importance
- B. Learning activity: Remediation Methods and Resources
  - 1. Small group activity
  - 2. identify and discuss remediation methods and resources
  - 3. Group presentations
  - 4. Facilitated discussion to identify and apply remediation methods and resources
  - 5. Components of structured remedial training plans
- C. Learning activity: Roles and Expectations of the Trainee, FTO, and FTP SAC in Remedial Training<sup>5</sup>
  - 1. Large Group Activity
  - 2. Facilitated discussion
  - 3. Review roles and expectations for each position
  - 4. Factors in probationary failure
- E. Learning activity: Written and Scenario Testing in the Field Training Program
  - 1. Large group activity
  - 2. Table top discussion and exercise
  - 3. Written testing
  - 4. Scenario testing
  - 5. Positive and negative aspects of each
  - 6. Debrief
- F. Learning activity: Officer Safety and Scenario Training

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<sup>4</sup> POST FTO Sourcebook

<sup>5</sup> 2019 LAPD Field Training Manual

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1. Large Group Activity
  2. Facilitated discussion
  3. Officer safety and liability issues involved in scenario training
  4. FTO's risk management responsibilities
  5. FTO as Safety Officer
  6. Notification/communication with supervision
  7. Agency policies, procedures, or safety standards shall not be compromised
- G. Learning activity: Components of Effective Remedial Training and Competency Evaluations
1. Large Group Activity
  2. Facilitated discussion
  3. Effective remedial training and competency evaluations <sup>6</sup>
  4. Developing remedial training plans
  5. Developing formal written plans
  6. Resources

**IX. LEGAL ISSUES AND LIABILITIES**

**(120 min)**

- A. Introduction
1. Instructor(s)
- B. Liability concepts related to Field Training Officers
1. Liability concepts
  2. Direct liability
  3. Vicarious Liability
- C. Risk management concepts and methods for reducing civil liability
1. Close supervision
  2. Expedited reporting
  3. Appropriate and timely intervention
  4. Recognizing the functions and roles of the FTO
  5. Proper documentation and threshold incidents
  6. Areas of concern for Field Training Officers.
- D. Workplace Discrimination
1. Harassment
  2. Discrimination
  3. Agency policies
- E. Learning activity: Minimizing Departmental Liability
1. Small Group Activity
  2. Facilitated discussion
  3. Department Manual <sup>7</sup>
  4. Analyze claims of harassment, discrimination, and other unethical/illegal behaviors
  5. Zero Tolerance Standards
  6. Relationships between Department employees (1/271)
  7. Retaliation Policy (1/272)
  8. Sexual Harassment (1/280)
  9. Hazing (1/275)
  10. Sexual Orientation Discrimination (1/285)
  11. Eliminating exposure to liability claims
- E. Learning activity: Keeping Inappropriate Conduct Out of the Filed Training Program

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<sup>6</sup> 2019 LAPD Field Training Manual

<sup>7</sup> Los Angeles Police Department Manual

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1. Large Group Activity
  2. Facilitated discussion
  3. Methods/safeguards
- F. Learning activity: Legal Issues Case Study
1. Large Group Activity
  2. Facilitated discussion
  3. POST “Legal Issues” discussion scenario video
  4. Discuss observed liabilities

**X. LEGAL UPDATE**

**(120 min)**

- A. Learning activity: Fourth Amendment Case Law Update-Search and Seizure (117e)
1. Small Group Activity
  2. Facilitated discussion
  3. SPICE acronym
    - a. Search warrant
    - b. Probable cause
    - c. Incident to arrest
    - d. Consent
    - e. Exigent circumstances
  4. Warrantless search of a person
  5. Warrantless search of a premise
  6. Warrantless search of a vehicle
  7. Relationship to Procedural Justice<sup>8</sup>
- B. Closing
1. Questions and answers
  2. Reinforce key learning points

**DAY 3**

**XI. MENTAL HEALTH INTERVENTION TRAINING**

**(120 min)**

- A. Policy and Procedure Update
1. Introduction of instructor(s)
  2. Department Policies and Procedures regarding handling individuals with mental illness
  3. Tactical Disengagement
  4. Excited Delirium
  5. Tactical De-escalation
  6. Barricaded Suspects
- B. Learning activity: Departmental Policy Review
1. Small Group Activity
  2. Table top discussion
  3. Identify main takeaways from given references
- C. Legal Update
1. Lecture
  2. Updates to CA mental health laws
  3. Updates to nationwide mental health laws
- D. Learning activity: Case Law and Officer’s Handling Incidents Involving Mental Illness

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<sup>8</sup> Training Bulletin, Volume L, Issue 3, Contacts with the Public- Part I Legal Considerations

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1. Large Group Activity
  2. Research assigned case law(s)
  3. Table top discussion of laws and legal aspects regarding mental health
  4. Authority to handle incidents involving mentally ill individuals
- E. Crisis Communication/Negotiation
1. Principles of crisis intervention?  
Objectives when intervening in a crisis
- F. Learning activity: Tactical De-Escalation <sup>9</sup>
1. Large Group Activity
  2. Facilitated discussion
  3. Tactical De-Escalation (PATROL)
    - a. Planning
    - b. Assessment
    - c. Time
    - d. Redeployment and/or Containment
    - e. Other Resources
    - f. Line of Communication
  4. Assessment and Communications- community policing (LEAPS)
    - a. Listen
    - b. Empathize
    - c. Ask
    - d. Paraphrase
    - e. Summarize
- G. Closing
1. Questions and answers
  2. Reinforce key learning points

**XII. USE OF FORCE UPDATE**

**(120 min)**

- A. Officer and Community Collaboration
1. Primary focus; peaceful resolution to any encounter regardless of outcome or arrest
  2. Reverence for human life must be our guiding principle in all situations
  3. Law and policy review <sup>10 11 12</sup>
  4. Review Use of Force Tactics Directives <sup>13 14 15 16 17</sup>
- B. Learning activity: Departmental Directive Review
1. Small Group Activity
  2. Analyze given directives
  3. Identify conditions under which you could employ the use of this law enforcement tool
  4. Guidelines for use
  5. Verbalization

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<sup>9</sup> LAPD Use of Force Tactics Directive, Tactical De-Escalation Techniques

<sup>10</sup> California Penal Code Section 835a

<sup>11</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>12</sup> LAPD Use of Force Tactics Directive, Use of Force Policy

<sup>13</sup> LAPD Use of Force Tactics Directive, Electronic Control Device

<sup>14</sup> LAPD Use of Force Tactics Directive, Oleoresin Capsicum

<sup>15</sup> LAPD Use of Force Tactics Directive, Beanbag Shotgun

<sup>16</sup> LAPD Use of Force Tactics Directive, 40mm Less Lethal Launcher

<sup>17</sup> LAPD, Uniform and Equipment Committee Notice, Use of Ballistic Shield

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6. Giving verbal warnings
- C. Learning activity: Target Areas – each table – assign one of the Tactical Directives to each table and have a spokesperson identify the target areas from each Directive including:
  1. Small Group Activity
  2. Group presentations
  3. Analyze given directives
  4. Identify target areas for each directive
  5. Primary
  6. Secondary
  7. Vulnerable areas
  8. Facilitated discussion: contact and cover roles
- D. Use of Force Policy<sup>18 19</sup>
  1. Reverence for Human Life
  2. Case law- Graham v Connor
  3. 835(a)PC
  4. Tactical De-escalation policy
  5. Tactical communication within the use of force guidelines
  6. Verbal warnings, case law- Deorle v Rutherford
  7. When warnings are not required
  8. Connection between verbal warnings and de-escalation
  9. Verbal warnings and documentation
  10. Less lethal options
  11. Contact and Cover
- E. Strikes and kicks<sup>20</sup>
  1. Definitions
  2. Target areas
  3. Medical treatment
  4. Reporting
  5. Impact tools
  6. Target areas
- F. 40mm Less Lethal Launcher<sup>21</sup>
  1. Reducing the intensity of encounters
  2. Distance allows additional options to obtain voluntary compliance
  3. Officer safety factors
  4. Can allow increased time to de-escalate while remaining in range to communicate
  5. Relationship between communication and time
- G. De-Escalation techniques<sup>22</sup>
  1. PATROL acronym
  2. Addressed when assigning roles and exercising tactical communication
- H. Review
  1. Question and answer
  2. Reinforce key learning points
  3. Topics for facilitation questions

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<sup>18</sup> California Penal Code Section 835a

<sup>19</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>20</sup> LAPD Use of Force Tactics Directive, Strikes and Kicks

<sup>21</sup> LAPD Use of Force Tactics Directive, 40mm Less Lethal Launcher

<sup>22</sup> LAPD Use of Force Tactics Directive, Tactical De-Escalation Techniques

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**XIII. COMMAND AND CONTROL** <sup>23</sup>

**(60 min)**

- A. Definitions
  - 1. Command and Control
  - 2. Command
  - 3. Control
  - 4. Using Available Resources
  - 5. Accomplishing Tasks
  - 6. Minimize Risk
- B. Expectations
  - 1. Initial Responsibility
  - 2. Application of PATROL acronym assists with establishing command and control
  - 3. Reasonable numbers of Designated Cover Officers (DCO) for lethal/less-lethal cover
  - 4. Reducing over-response or over-deployment to specific duties and responsibilities
  - 5. Maintaining officer safety through personnel location and assignment
- C. Individual officer responsibility
  - 1. Command and Control
  - 2. Initial assessment
  - 3. Identify Incident Commander or whomever is responsible for Command and Control
- D. Fulfilling ancillary roles as opposed to automatically deploying as lethal cover
  - 1. Reduce simultaneous commands
  - 2. Reduce excessive amounts of lethal force being deployed
  - 3. Reduce danger to the community
  - 4. Minimize potential for contagious fire
  - 5. Ensure deployment of less-lethal options
  - 6. Reduce over-response or over-deployment to specific duties and responsibilities
- E. Roles
  - 1. Incidents are fluid and change rapidly
  - 2. Individual officers are responsible for assessing their role continuously
  - 3. Officers must consistently assess their role and adapt when appropriate
- F. Preliminary considerations
  - 1. Preservation of Life
  - 2. Making Decisions
- G. Establishing Command and Control
  - 1. Active leadership
  - 2. Natural disasters and tactical situations
  - 3. Department concepts as tools to aid in establishing Command and Control
- H. Learning Activity: Command and Control
  - 1. Large group activity
  - 2. Facilitated
  - 3. Case studies
  - 4. Applications of Command and Control concepts
- I. Incident Command System (ICS)
  - 1. Primary tool used by the Department to implement Command and Control
  - 2. Flexibility and adaptability can be applied to the management of almost any incident
  - 3. Management by objectives
  - 4. Five management functions

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<sup>23</sup> Training Bulletin, Volume XLVII Issue 4, Command and Control

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5. Span of Control
6. Assignment of Incident Commander (I/C)
- J. Supervisory Responsibility
  1. Responsibility for Command and Control lies with the senior officer or any officer on scene who has gained sufficient situational awareness
  2. Responsibility for exercising Command and Control.
  3. Assignment of I/C until relieved by a higher authority
  4. Communicating transfers of command to all involved personnel
- K. Commanding Officer's Responsibility
  1. Comparing Command and Control concepts to actions taken
  2. Evaluate congruency of Command and Control actions with agency policy
- L. Closing
  1. Questions and answers
  2. Review key learning points

**XIV. PRINCIPLED POLICING/PROCEDURAL JUSTICE** <sup>24 25</sup>

**(120 min)**

- A. Learning activity: Procedural Justice Review
  1. Large Group Activity
  2. Facilitated discussion
  3. Definitions
  4. Internal and external Procedural Justice
  5. Positive and negative interactions
  6. Assessing an interaction
  7. Importance of process to legitimacy
  8. Research-based relevance and results
  9. Decision making and treatment
  10. Quality of decision making
  11. Quality of treatment
  12. Perceptions of fair treatment
- B. Learning activity: Procedural Justice Tenets
  1. Large Group Activity
  2. Facilitated discussion
  3. Scenario-based
  4. Trustworthiness
  5. Respect
  6. Neutrality
  7. Voice
- C. Core value
  1. Commitment to Leadership
  2. High-trust leaders
- D. Power
  1. Large group activity
  2. Facilitated discussion
  3. Definitions
  4. Types of power
  5. Connections between power and legitimacy

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<sup>24</sup> Training Bulletin, Volume L, Issue 3, Contacts with the Public- Part I Legal Considerations

<sup>25</sup> Training Bulletin, Volume XLIX, Issue 3, Contacts with the Public- Part II Procedural Justice

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- E. Closing
  - 1. Questions and answers
  - 2. Review key learning points

**XV. TEACHING SKILLS/ DEMONSTRATION & COMPETENCY**

**(60 min)**

- A. Learning activity: Applying Adult Learning Strategies
  - 1. Small group activity
  - 2. Facilitator and presentation rubric
  - 3. POST required Teaching/Training demonstration
  - 4. Topics for Teaching/Training skills demonstration
  - 5. Skills demonstration presentation rubric
  - 6. Evaluate student demonstration
- B. Question and answer
- C. Student feedback
  - 1. Comments
  - 2. Course Evaluations
- D. Closing