

## **POST PERISHABLE SKILLS PROGRAM (PSP)**

### **III – ARREST AND CONTROL**

Hercules Police Department 4370

CCN: 29503 | POST Certification II | Reimbursement Plan IV | 4 hours

#### **COURSE GOAL:**

The course will provide the trainee with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of a hands-on/practical skills as well as policies and legal issues on the topic of arrest and control training for in-service Officers. The training may be presented in a 4, 6, or 8-hour format allowing for flexibility based upon specific agency or trainee group needs, and as long as the minimum topics are contained within each format independently.

#### **ARREST AND CONTROL:**

##### **Minimum Topics/Exercises:**

- a. Policies, legal standards, and report writing
- b. Use of Force considerations
- c. Safety orientation and warm-up(s)
- d. De-escalation/Verbal commands - in exercise(s)
- e. Body balance/stance/movement patterns - in exercise(s)
- f. Search - in exercise(s)
- g. Equipment/Restraint device(s) use - in exercise(s)
- h. Subject's Actions and Officer's response to force
- i. Control/Takedown - in exercise(s) Verbal command
- j. Class exercises/Student Evaluation/Testing
- k. Recovery/First Aid (as applicable)

#### **COURSE OBJECTIVES:**

The trainee will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy and current case law.
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
  - a. Judgment and Decision-Making
  - b. Officer Safety
  - c. Body Balance, Stance, and Movement
  - d. Searching/Handcuffing Techniques
  - e. Control Holds/Takedowns

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- f. De-escalation/Verbal Commands
- g. Effectiveness Under Stress Conditions

**Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.**

### **EXPANDED COURSE OUTLINE**

#### I. REGISTRATION AND ORIENTATION

- A. Introduction, Registration and Orientation
  - 1. Instructor and Student Introductions
  - 2. Course Roster
  - 3. Facility Overview
- B. Course Objectives/Overview, Exercises, Evaluation/Testing
  - 1. Course Objectives
    - a. Judgement and decision making
    - b. Officer Safety
    - c. Body Balance, Stance, and Movement
    - d. Searching/Handcuffing Techniques
    - e. Control Holds/Takedowns
    - f. De-escalation /Verbal Commands
    - g. Effectiveness Under Stress Conditions
  - 2. Safety Policy /Orientation

#### II. USE OF FORCE POLICIES AND LEGAL ISSUES

**III (a, b)**

- A. Case Law Update, report documentation and policy
  - 1. Tennessee v Garner
  - 2. Graham v Connor
  - 3. Forrester v San Diego
  - 4. Samaan v Robins
- B. Overview of Penal and Government Code Updates
  - 1. AB 392
    - a. PC 835a
    - b. PC 196
  - 2. AB 490
    - a. GC 7286.5(a)
    - b. GC 7286.5(b)
- C. Local Policies
  - 1. SB 230 guidelines
  - 2. Use of Force policy updates

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#### D. Report Writing

1. Proper documentation of use of force incidents
2. Articulation of events
3. Documentation of injuries/aid rendered to subjects, officers, bystanders

### III. SAFETY ORIENTATION AND WARM-UP

**III (c)**

#### A. Review of Safety Policies and Injury Precautions

1. Review safety policy
2. Emergency exits
3. AED
4. Avoid injury

#### B. Warm-up

1. Stretching exercises
2. Mental preparation

#### C. Physical conditioning

1. Three Biggest Disablers
  - a. Heart Attacks
  - b. Lower Back and Knee Injuries
  - c. Peptic Ulcers
2. How to Reduce Individual Risk to Above Disablers
  - a. Nutrition
  - b. Lifetime Fitness

### IV. SUBJECTS ACTIONS AND OFFICER'S RESPONSE

#### A. Review of Safety Policies and Injury Precautions

1. Complaint
2. Passive non-complaint
3. Actively Resistant
4. Assaultive
5. Life Threatening

#### B. Officer's Response to Resistance

1. Non Deadly
2. Intermediate force
3. Deadly force

#### C. Students will participate in a scenario-based exercise to demonstrate

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Commands /Instructions

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**V. OFFICER AWARENESS/ TACTICAL CONSIDERATIONS III (e)**

**A. Footwork Review**

1. Hands
2. Cover
3. Weapon/ bulges
4. Footing/balance, officer's ability to stay on his/her feet

**B. Tactical Considerations**

1. Associates, subjects, and officers (resources available)
2. Escape routes, subjects – tactical retreat, officers

**VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND POSITION OF ADVANTAGE III (e)**

**A. Footwork Review:**

1. Forwards shuffle
2. Rear shuffle
3. Normal pivot
4. Shuffle right and left
5. Pivot right and left
6. Progressive pivot
7. Shuffle pivot

**B. Body Balance and Movement**

1. How to fall to the ground safely and assume a position of advantage
2. Access to equipment on duty belt while in a position of advantage and on the ground

**VII. SEARCH/HANDCUFFING III (f,g,k)**

**A. Search**

1. Visual Search (plain view)
2. Pat Down
3. Incident to Arrest/complete search

**B. Handcuffing Techniques from**

1. Standing
2. Kneeling
3. Prone
  - a. Minimize actions that could lead to positional asphyxia
  - b. Alternative placement
  - c. Positions of recovery

**C. Assess for Potential Officer and Suspect Injuries**

1. Render First Aid or request additional medical as needed

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2. Document

#### VIII. CONTROL HOLD/ TAKEDOWNS

III (i, k)

- A. Control Hold
  - 1. Joint Manipulation
  - 2. Pain Compliance
- B. Take Downs
  - 1. Various Positions
    - a. Handcuffed
    - b. Non-cuffed
  - 2. Single Officer
  - 3. Multiple Officer
- C. Assess for Potential Officer and Suspect Injuries
  - 1. Render First Aid or request additional medical as needed
  - 2. Document

#### IX. DE-ESCALATION OF FORCE

- A. Verbal Commands
  - 1. Tone of voice
  - 2. Gain voluntary compliance
  - 3. Single communicator
- B. Assessment
  - 1. Ability
  - 2. Opportunity
  - 3. Intent
  - 4. Recognize when to escalate vs.de-escalate
    - a. When verbal commands fail – time to take action
    - b. Use of force warning when feasible
- C. Tactics
  - 1. Distance plus cover equals time
  - 2. Resources
  - 3. Contingency Plan

#### X. STUDENT RECOVERY

- A. Cool Down
  - 1. Stretching
  - 2. Hydration
- B. Injuries
  - 1. Treat
  - 2. Document

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**XI. TESTING/REMEDICATION**

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.***

**XII. Handcuffing/ Searches/ Control Holds**

**III (g)(f)(h)(i)(j)**

1. Learning activity for techniques

- a. Students technical drilling
- b. Instructors assess and evaluate
  - 1) Conduct visual assessment of each student for technical proficiency
  - 2) Make individual corrections when necessary
  - 3) Continually evaluate students and ask for student questions
- c. Complaint of pain should be documented
- d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency

**XIII. Takedowns/ Takedown Defense**

1. Learning activity for techniques

**(h)(i)(j)(k)**

**III**

- a. Students technical drilling
- b. Instructors assess and evaluate
  - 1) Conduct visual assessment of each student for technical proficiency
  - 2) Make individual corrections when necessary
  - 3) Continually evaluate students and ask for student questions

**XIV. Ground Control/ Ground Escapes**

1. Learning activity for techniques

**(h)(i)(j)(k)**

**III**

- a. Students technical drilling
- b. Instructors assess and evaluate
  - 1) Conduct visual assessment of each student for technical proficiency
  - 2) Make individual corrections when necessary
  - 3) Continually evaluate students and ask for student questions

**XV. Guard defenses and reversals**

1. Learning activity for techniques

**(h)(i)(j)**

**III**

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- a. Students technical drilling
- b. Instructors assess and evaluate
  - 1) Conduct visual assessment of each student for technical proficiency
  - 2) Make individual corrections when necessary
  - 3) Continually evaluate students and ask for student questions

#### XVI. **Headlock and choke defenses**

1. Learning activity for techniques  
**III(h)(i)(j)**
  - a. Students technical drilling
  - b. Instructors assess and evaluate
    - 1) Conduct visual assessment of each student for technical proficiency
    - 2) Make individual corrections when necessary
    - 3) Continually evaluate students and ask for student questions

#### XVII. **Weapon retention**

1. Learning activity for techniques III  
**(h)(i)(j)(k)**
  - a. Students technical drilling
  - b. Instructors assess and evaluate
    - 1) Conduct visual assessment of each student for technical proficiency
    - 2) Make individual corrections when necessary
    - 3) Continually evaluate students and ask for student questions

#### XVIII. TESTING/ REMEDIATION

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.***

### EXPANDED COURSE OUTLINE TO SIX HOURS

#### Impact Weapons

#### XIX. IMPACT WEAPONS

- A. Overview of course
  1. Safety Orientation
  2. Review department policy, procedures, case law
  3. Discuss target areas,
  4. Nomenclature
  5. Footwork review
  6. Review strikes, jabs, and blocks
  7. Baton retention techniques
- B. Assess for Officer and Suspect Injuries

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1. Render first aid and request additional medical as needed
2. Document

#### C. Student Recovery

1. Cool down
  - a. Stretching
  - b. Hydration
2. Injuries
  - a. Treat
  - b. Document

#### D. Students will participate in a scenario – based exercise to demonstrate

1. Safety
2. Awareness
3. Balance
4. Control
5. Controlling Force
6. Proper Techniques
7. Verbal Command/Instructions

## XX. TESTING/REMEDICATION

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until the standard is achieved.***

## ADDITIONAL OPTIONAL TOPICS/EXERCICES (2-4 Hours)

(In lieu of either the six-or eight-hour expansions)

## XXI. CHEMICAL AGENTS

#### A. Overview of course

1. Safety Orientation
2. Review department policy, procedures, case law
3. Discuss target areas
4. Nomenclature
5. Environment/Weather conditions
6. Distance

#### B. First Aid/Decontamination

1. Irrigate/flushing eyes
2. Medical treatment
3. Document

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XXII. TESTING/REMEDICATION

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