

SANTA ANA POLICE DEPARTMENT
Force Option Simulator PSP
Extended Course Outline
CCN 2490-21065
4 hours

Instructional Goal: To provide the students with an increased knowledge of Department policy/procedures and de-escalation techniques. To ensure students receive updated information regarding changes in force options available and improve their ability to articulate policy related to Use of Force (**UOF**). To utilize open-ended questions to encourage critical thinking and decision-making skills. To evaluate a situation, formulate a plan, take appropriate action, and articulate their reasoning behind their decision(s).

Officers must have an understanding of, and true appreciation for, their authority and limitations. This is especially true with respect to overcoming resistance while engaged in the performance of law enforcement duties. The Department recognizes and respects the value of all human life and dignity without prejudice to anyone. Vesting officers with authority to use objectively reasonable force and to protect the public welfare requires monitoring, evaluation, and a careful balancing of all interests.¹

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Performance Objective: This training will increase the officer's confidence and ability to articulate and assess their actions during a UOF situation in an effort to reduce liability with the Department.

The student will develop the skills and abilities to accomplish the following:

- Understand the importance of De-escalation, which will improve confidence and communication skills when assessing a subject's verbal and non-verbal cues.
- Demonstrate the ability to articulate and apply current State and Federal law and the Department's UOF Policy.
- Demonstrate the ability to apply the law and UOF Policy to various scenarios during simulator training.

¹ Santa Ana Police Department Policy 300 – Use of Force, 300.2

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- The students will better understand how the application of this training is in keeping with our Department's UOF policy, philosophy, and tactical planning.
- Understand the P.E.P philosophy, apply those concepts in scenario training, and articulate them in scenario de-brief.
- The Departments guiding value when using force shall be reverence for human life

I. FORCE OPTION SIMULATOR (FOS) COURSE OVERVIEW (10 mins)

- A. Introduction
 - a. Instructors
 - b. Distribute and complete POST roster
- B. Overview of the purpose for FOS course
 - a. Provide a refresher regarding de-escalation techniques; and various force options, articulation of policy/law, and force options
 - b. To maintain consistency of training throughout the Department
- C. Overview of training schedule
 - a. Provide safety information
 - b. Review of the UOF Policy, de-escalation techniques, and objectively reasonable standards
 - c. Discuss human performance factors as they relate to use of force
 - d. Discuss post-incident considerations
 - e. Practical application will be demonstrated via the use of force simulator
 - f. Perishable Skills Training will be received
- D. Safety overview
 - 1. Safety guidelines consistent with all training given by the Department. These guidelines ensure that all personnel are aware of potentially hazardous situations and how to avoid them
 - 2. Discuss Safety Guidelines for Simulator Training
 - 3. Anyone participating in the training, (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

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4. Students shall immediately notify an instructor or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - a. Render first aid and obtain appropriate medical assistance
 - b. Instructor will contact Dispatch and request paramedics
 - c. In case of a serious injury, Departmental Order 250 – Procedures Relating to Industrial and Non-Industrial Injuries and Illnesses shall be followed.
 - d. The supervisor will ensure that the necessary workers' compensation forms and reports are available / completed promptly.
 - e. Transport to the local hospital for a minor injury if prudent.

II. LETHAL AND LESS LETHAL USE OF FORCE

(2 hours)

I a,b,e,h,i,k

- A. **PURPOSE:** In the city of Santa Ana, officers are required to use force in various situations. It is important that officers use not only reasonable force based on the totality of the situation but also be able to articulate that the force used was objectively reasonable. This activity will provide students with a review of Use of Force laws, force options, de-escalation techniques policy, procedures, and articulation in Objectively Reasonable Standards.

The student will utilize critical thinking to decide as to what level of force is used.

PROCEDURES:

- a. Explain PIC-D chart and pros/cons
 - a. Pain Compliance: impact weapons, control holds, chemical spray, K9, etc.
 - b. Incapacitation: Taser (dart mode), carotid restraint
 - c. Capture: Ground control techniques (legs and hip control), restraint systems.
 - d. Deadly Force: Firearms, devices/implements likely to cause SBI or death.
- b. Case Studies (videos)
- c. Case Study #1 – McDonalds Video

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- a. Single officer engages lone male, possibly U/I or 5150, inside restaurant. Male is shirtless, no shoes, and not responsive to officer's commands.
- b. Numerous force options used without follow through.
- d. Case Study #2 – Ped. Stop in Parking Lot
 - a. Single officer contacts male in parking lot and is conducting a pat-down. The subject is passive but exhibiting distractive behavior. He breaks free from the officer's grasp and runs. He is taken down, and a fight ensues.
- e. Case Study #3 – Officers Shot
 - a. Lone officer stops a drive-by shooting the vehicle. When back up arrives, he contacts the passenger and removes him from the car for further investigation. While walking to the back of the vehicle, the passenger produces a gun and shoots two officers.
- f. Case Study #4 – Traffic Stop (De-escalation)
 - a. Single officer contacts an irate motorist for a vehicle code violation. The motorist is frustrated by receiving a prior moving violation citation and is now late for work. The officer is able to “de-escalate” the situation and give a warning to the motorist and advise on how to avoid future citations.
- g. Discussion: Discuss each case study
 - a. Ask the students to identify the force options used and their effectiveness
 - b. Discuss options
 - c. Pre-incident considerations
 - d. Legal considerations
 - e. Stress Inoculation
 - f. Pre-assaultive behavior
 - g. Human Performance
 - h. Action v. Reaction

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- i. Discuss department-specific culture when handling similar calls for service
- j. Ensure that the students are utilizing critical thinking in forming a response to the incident by asking the following questions
 - 1) **ASK:** Why are you there? What is your Platform?
 - 2) **ASK:** How Efficient are you during the incident? Are you transitioning?
 - 3) **ASK:** What are post-incident concerns (Proficiency)?
- k. Discuss: Possible consequences from decisions made.

B. Force and Deadly Force

- 1. SAPD Policy 300 defines Deadly Force and Force
 - a. Deadly Force is 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 (Penal Code 835a).
 - b. Force is the application of physical techniques or tactics, chemical agents, or weapons to another person. It is not a use of force when a person allows him/herself to be searched, escorted, handcuffed or restrained.
- 2. Departmental Policy 300.4 indicates an officer may use a firearm:
 - a. To prevent the death or serious bodily injury to the officer
 - b. To another person or,
 - c. An officer may use deadly force 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.
- 3. Graham v. Connor – set the objectively reasonableness standard.
- 4. Tennessee v. Garner – set the standard for the use of deadly force to prevent the escape of a fleeing felon.
- 5. Bryan v. McPherson – set the standard for when an officer can use a Taser. It also classified the Taser as an intermediate or medium level of force, and officers must give a warning when feasible.
 - a. Departmental Policy 304 – Conducted Energy Device

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6. Less Lethal Munitions
 - a. Departmental Procedure 3004 – 40MM Less Lethal Launcher Guidelines
7. Shooting at or from Moving Vehicles – Policy 300.4.1
 - a. Is rarely effective.
 - b. Should move out of the path of an approaching vehicle.
 - c. Used as a last resort when the officer reasonably believes there are no other reasonable means available to avert the threat of the vehicle, or if deadly force other than the vehicle is directed at the officer or others.
 - d. Should not shoot at the vehicle to disable it.
8. AB 392 redefines the circumstances under which a homicide by a peace officer is deemed justifiable to include when the officer reasonably believes, based on the totality of the circumstances, that deadly force is necessary to defend against an imminent threat of death or serious bodily injury to the officer or to another person, or to apprehend a fleeing person for a 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 the person is immediately apprehended.
9. PC 835a -The decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of the circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of the circumstances shall account for occasions when officers may be forced to make quick judgments about using force.
10. SB 230 - Its the requirement of each law enforcement agency to maintain a policy that provides guidelines on the use of force, utilizing de-escalation techniques and other alternatives to force when feasible, specific guidelines for the application of deadly force, and factors for evaluating and reviewing all use of force incidents, among other things. The bill would require each agency to make their use of force policy accessible to the public.

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- C. Major Incident Review/Shooting Review Board
 - a. Reviews pre-incident, at incident, and post-incident actions.
 - b. Provides a recommendation to the Chief of Police.
- D. Consequences of Excessive Force
 - 1. Criminal and civil litigation
 - 2. Department censure
 - 3. Personal life
- E. Post-Incident Considerations
 - 1. Handcuff suspect
 - 2. Medical response
 - a. Self-assessment
 - b. Suspect assessment
 - 3. Safety statement
 - 4. Secure the scene
 - a. Don't collect equipment unless officer safety need.
 - b. Photos
 - c. Witnesses
 - 5. Notify supervisor
 - 6. Report writing
 - a. Be detailed
 - b. Use quotes
 - 7. Debrief
 - a. What went right/wrong
 - b. Address equipment effectiveness
 - c. Continue to train

III. FIREARM OVERVIEW

(30 mins)

I a,c,d,e,f

A. Four Firearm Safety Rules

- 1. All guns are always loaded
- 2. Never let the muzzle cover anything you are not willing to destroy

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3. Keep your finger off the trigger until your sights are on the target and you intend to shoot
 4. Be sure of your target
- B. Drawing
1. 5 point presentation
- C. Target Acquisition
1. Sight alignment
 2. Front sight focus
 3. Use of RDS (Red Dot System)
- D. Firing
1. Pressing the trigger to the rear
 - a. Slack
 - b. Smooth press
 2. Trigger reset
- E. Reloads
1. Tactical reload
 2. Empty reload

IV. FORCE OPTION SIMULATOR TRAINING ROTATIONS **(1 hour)** **I a,b,d,e,g,h,i j**

Purpose: The purpose of this activity is to put the students in a situation where they have to assess their legal standing, decide whether or not to use force, and which force option(s) to use and what post-incident action they will take. The simulator will also help improve upon de-escalation tactics. Additionally, during the debrief of the scenario, the instructor will discuss human performance elements with the students.

Procedures:

1. Each student will participate in two scenarios, excluding the simulator acclimation scenario. The instructor will pick the scenarios.
 - a. Range Targets (simulator acclimation)
 - b. Home Domestic

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- c. Disturbed Ex-Employee Barricaded In Vehicle
- d. 21 Foot Rule
- e. Foot Beat / Pedestrian Contact
- f. Vehicle Stop 1
- g. Gang Call / Disturbing The Peace
- h. Domestic Arrest
- i. School Active Shooting – 2 Shooters
- j. Active Shooting Hostage
- k. Special Needs Subject In The Park Talking Aloud 1
- l. Disturbed Veteran
- m. Man Hearing Voices / FBI Sending Beams Into Residence
- n. Auto Theft Investigation

A. Scenario Execution

1. Instructor will provide the student with an overview of the simulator weapons. The student will use their own duty belt **EMPTY OF ALL CONTENTS**. No live firearms, ammunition, knives, Taser, or OC Spray in the Simulator Training Room.
2. Play the Range Targets scenario first to let the student get used to the simulator weapons.
3. Next, play “21 Feet Rule”. This scenario should be done from the holster. The purpose of this scenario is to illustrate the concept of Action v. Reaction, vision, and backdrop.
4. The instructor can then choose scenarios from the list. Be sure to:
 - a. Explain how the scenario will start
 - b. Monitor the student’s response to the scenario and adjust the scenario accordingly
 - c. After the scenario, say “INDEX” letting the student know the scenario is over
 - d. Debrief with the student and review:
 - a) What was their Platform
 - b) Why did they choose the force option(s)
 - c) What are post-incident considerations

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- d) Make sure the student verbalizes legal and policy considerations
- e. Allow the student to lead the debrief
- f. Ask for input from other students
- g. Lastly, replay the scenario for the student
- h. During scenario playback, identify human performance factors
- i. Discuss moral obligations/considerations

V. CLOSING

(20 mins)

- A. Reinforce the PEP concept
- B. Encourage students to continue to train
 - 1. Tactics
 - 2. Firearms
 - 3. Defensive Tactics
 - 4. Stay up to date on legal and policy considerations
- C. De-escalation
 - 1. Verbal
 - 2. Transitioning through force options
- D. Discuss mental preparation