**Course Goal:** To develop and equip new Force Options Simulator Course Instructors with the knowledge and skills to properly and effectively teach the FOS course.

**Course Objectives:**

1. Teach instructor setup and troubleshooting for the FOS system.
2. Provide a general simulator overview applicable to all force options simulator systems.
3. Present an overview of law enforcement application of force.
4. Improve decision making skills related to the use of force.
5. Increase knowledge in current use of force law.
6. Improve skills in tactics and the selection of the appropriate force options by utilization of simulators.
7. Improve ability to document a use of force incident.
8. Provide information and knowledge on how to instruct and present the 4-hour Force Options Simulator course.
9. Create a Force Options Simulator scenario.
10. Complete a final examination with a score of 100%.

**Module Time:** 40 Hours

**Resources Required:** Laptop computer, televisions, speakers, remote & laser pointer, dry erase boards & markers. Force Options Simulator to run student-instructors through scenarios and teach back portion of the 4-hour Force Options Simulator course.

**DAY ONE**

1. **Introduction/Registration**
2. Registration
3. POST Force Options Simulator Instructor roster
4. Internal roster
5. Card key access roster/distribution
6. Site visit
7. Parking location
8. Access card test
9. Identification of accessible areas/restrooms
10. Identification of Force Options Simulator room
11. Instructor Introduction
12. Name and time in service
13. Background in agency
14. Background related to FOS training/instructional experience
15. Type of FOS system
16. Student introduction
17. Name, Agency and time in service
18. Background in agency
19. Background related to FOS training/instructional experience
20. Type of FOS system
21. What about FOS training interests you?
22. Distribution and identification of course materials
23. Course overview and objectives
24. Teach instructor setup and troubleshooting for the FOS system.
25. Provide a general simulator overview applicable to all force options simulator systems.
26. Present an overview of law enforcement application of force.
27. Improve decision making skills related to the use of force.
28. Increase knowledge in current use of force law.
29. Improve skills in tactics and the selection of the appropriate force options by utilization of simulators.
30. Improve ability to document a use of force incident.
31. Provide information and knowledge on how to instruct and present the 4-hour Force Options Simulator course.
32. Create a Force Options Simulator scenario.
33. Complete a final examination with a score of 100%.
34. Pre-Test
35. **Introduction to Force Options**
36. Importance of Force Options training
    1. High agency liability area
    2. Can reduce potential liability
    3. Good for agency credibility
    4. Davis v. Mason County
    5. Zuchel v. City and County of Denver
37. Current Case Studies
    1. Stephon Clark (Sacramento PD) shooting
    2. Willie McCoy (Vallejo PD) shooting
    3. Gregory Griffin (Newark PD) shooting
    4. Euliath Nava (Anaheim PD) shooting
    5. George Floyd (Minneapolis PD) In-Custody Death

(\*Additional cases contemporary and relevant may be added)

1. Officer Safety
   1. Physical and financial safety
   2. Controlled environment training format
   3. Familiarization with stress inoculation
2. Force Options v. Escalation of Force
   1. This training is about Force Options
   2. This training is not about escalation of force or force continuums, etc.
   3. Agencies currently using an “Escalation” policy should re-think that model
   4. Plaintiff’s line of attack
3. Force Options Instructor Qualifications
   1. Competent and knowledgeable instructor
   2. Tactical Background
   3. Force Law knowledge
   4. Technology aptitude
4. Concept of “Full Disclosure”
   1. The camera is always on
   2. No creative report writing
   3. Tell it like it is
   4. Proving proper conduct
5. **Use of Force Legal Issues**
6. Force Law Terminology
   1. “Threshold Event”
   2. “Precipitous Act”
   3. “Core Transaction”
   4. “Perception”
7. Seizure of Persons
8. Consensual Encounters
9. Detentions
10. Arrests
11. Legal Aspects
12. Constitutional Law
13. Federal Law
14. California State Law
15. Civil Case Study
16. Force Decision Making
17. Objective Reasonableness
18. “Reasonable Officer”
19. Individual Department Policy
20. Force Documentation
21. Deadly Force
22. Tactical Failures
23. Civil Case Studies
24. Qualified Immunity
25. Defined
26. Application
27. Negligence Per Se
28. Definition
29. Application
30. **Legal Standards**
31. Constitution
32. 4th Amendment
33. 14th Amendment
34. Federal Law
35. Title 18 USC section 242 (Criminal)
36. Title 42 USC section 1983 (Civil)
37. State Law
38. Assembly Bill 392 & SB 230
    1. Discuss how your agency’s policy may have changed relative to AB 392.
    2. SB 230, a related Bill to AB 392, addresses agency Use of Force policies and includes specific mandated criteria for policies no later than January 1, 2021.
    3. Discuss how your agency's policy has changed relative to SB 230.
39. 196 PC – Justifiable Homicide (Peace Officer)
40. 197 PC – Justifiable Homicide (Person)
41. 198 PC – Justifiable Homicide (Bare fear not sufficient)
42. 198.5 PC – Protection of Home
43. 834a PC – Resistance of Arrest
44. 835 PC – Method of Arrest
45. 835(a) PC – Reasonable Force
46. Federal & State Case Law
47. Graham v. Connor
48. Tennessee v. Garner
49. Forrett v. Richardson
50. Scott v. Harris
51. Reed v. Hoy
52. Scott v. Heinrich
53. Forrester v. San Diego
54. Hayes v. County of San Diego
55. Long Beach POA v. City of Long Beach
56. Bryan v. McPherson
57. Starks v. Enyart
58. Alexander v. City/County of San Francisco
59. **Course Assignments**
60. Core Topic Assignment
61. Assigned current relevant case study (ref. Section II. B 1-5)
62. Present briefing on force analysis of case study
63. Scenario Development
64. Create a scenario with general or specific issues to your agency
65. Present briefing of scenario
66. **Instructing Force Options**
67. Class Curriculum Discussion
68. P.O.S.T. approved information
69. Identification of P.O.S.T. mandated slides
70. Specific Department issues
71. Related audio and video clips
72. Specific Department policy issues
73. Student debriefs
74. Discussion of variety of F.O.S. applications
75. F.O.S. Classroom Discussion
76. Maximum number of students
77. Classroom decorum
78. Issues surrounding marginalization of class
79. Number of certified instructors needed
80. Training rationale
81. Specific policy issues surrounding class instruction
82. Unit policy conduct and expectations
83. Policy concerning students who unsuccessfully complete course
84. Documentation of student performance/injuries
85. Simulator Room Safety Protocol
86. Work as a team
87. Safety equipment/first aid
88. Clearly defined safety protocols
89. Weapons checks
90. Clearly defined and addressed hazards
91. Instructor safety
92. Tactical Consideration and Overview
93. Simulator weapons familiarization
94. Safety briefing
95. Cuff-Man safety brief and demonstration
96. Tactical overview
97. Communications
98. Accuracy of fire
99. Simulator room duties
100. Ops con operator
101. Floor safety operator/evaluator
102. Care and cleaning of equipment
103. Selection of scenarios for students

**DAY TWO**

1. **P.O.S.T. Scenario Familiarization**
2. Introduction to the Force Options Simulator Room
3. Expectations for instructors
4. F.O.S. room orientation
5. Introduction to training tools and equipment
6. Review and discuss scenario content
7. Review and discuss tactics involved with training
8. Review and discuss training value in scenarios
9. Instructor roles: students/floor and ops con operators
10. **Human Performance**
11. Why we need to understand and talk about Human Performance Limitations
12. Students
13. Administration
14. Court (D.A.’s Defense, Juries)
15. How to obtain experts in field
16. Walker case
17. How knowledge of Human Limitations aids students
18. Assists in proper debriefs
19. Stress inoculation
20. Human dynamics related to suspects

1. Action beats reaction

2. Statics related to human dynamics

3. Force Science Research Center Dr. Lewinski

4. Pre-Assaultive Behavior

5. Suspect shooting motions and time related to action

1. Human dynamics related to Officers
2. Average reaction times
3. Time to start/time to stop
4. Decision making
5. Time to process information vs. time to make a decision
6. Review of Force Science Institute Web Site
7. Videos showing studies
8. www.forcescience.org
9. Pre-assaultive behaviors

1. Verbalizations

2. Body language

3. L.A.P.D. video of kneeling cuffing to gun takeaway attempt

1. Perceptual and Memory Distortions

1. Common distortions seen in F.O.S. training

2. Identification and debriefing of incidents

1. Issues surrounding auditory exclusion

1. Why did I not hear what they said?

2. Preconceived notions

3. Effects of stress

1. Issues surrounding visual acuity
   * + 1. Lighting conditions
       2. Scanning the entire environment
       3. Looking at the biggest, baddest, scariest thing/person
       4. Intentional blindness
2. Questions surrounding memory

1. Critical stress amnesia

2. Memory gaps

3. Memory distortions

**DAY THREE**

1. **Principles of De-Escalation**
2. Critical Incident Decision Making (CIDM)
3. Ethical Core of Critical Incident Decision Making
4. Police ethics
5. The values of the police agency
6. Proportionality
7. The sanctity of human life
8. The Process
   * 1. Collect information
     2. Assess the situation, threats, risks
     3. Consider legal authority and policy
     4. Identify options and course of action
     5. Act, review, assess
9. Crisis Recognition & Response
10. Recognizing a person in crisis
11. How does a crisis occur: Often there is a precipitating event
12. How does the reporting party describe the subjects’ activity
13. Officer Response
14. Tips for responding effectively and safely in the first minutes, before additional personnel arrive
15. Tactical Communication
16. Active Listening
17. Non-Verbal Communication Skills
18. Verbal Communication Skills
19. Operational Safety Tactics
20. Successful resolution requirements
21. Pre-Response Considerations
22. Effective Response
23. Continue gathering information
24. Respond as a team
25. Distance + Cover = Time
26. Tactical Positioning & Repositioning

(\*Principles of De-Escalation will be incorporated throughout all learning domains)

1. **POST 4-Hour Force Option Simulator Class**
2. Students will observe a class in progress
3. May ask pertinent questions, but primarily observe instructional strategies by existing FOS instructors
4. Students Participation in Class
5. Each student-instructor will conduct a minimum of 2 scenarios as:

a. Floor instructor – debriefs and safety

b. Simulator Operator

**DAY FOUR**

1. **Debrief of Student Teaching Experience**
2. Students as teachers
3. Explain interactions with students in class
4. How to properly conduct debriefs of students as instructors
5. Challenges with operating the F.O.S. with an actual class
6. **Principles of Adult Learning**
7. Motivations
8. Career advancement
9. Self enhancement
10. Monetary gain
11. Adult Learning Concepts
12. Relevance
13. Involvement
14. Discovery
15. Experience
16. Modeling
17. Facilitation Skills
18. Guide student through the learning process
19. Be an active listener
20. Ask open ended questions
21. Make classroom comfortable
22. Room arrangement
23. Be inclusive
24. Learning Styles
25. Tactile / Kinesthetic
26. Auditory
27. Visual
28. Small Group
29. Should have 4 to 6 people
30. Monitor to maintain focus
31. Involve all students
32. Ice Breakers
33. Introductions
34. Interview styles
35. Class exercise
36. As a mental break between exercises
37. Facilitated exercise that is fun and can be tied into learning
38. Instructor Knowledge
39. Know your material
40. Instructor should have a broader knowledge of subject matter
41. Qualify your experience to instruct the subject matter in question
42. Know your audience
43. Be prepared to answer question correctly and honestly
44. **P.O.S.T. Course Requirements**

Outline Construction

* 1. Written to the 3rd level
  2. Course documentation only
  3. Discoverable information
  4. Should include all pertinent material

Outline Exemplar

Lesson Plan

* + 1. Detailed document
    2. Displays activities of instructors/students
    3. Time allotted to each subject
    4. Equipment needed
    5. Comprehensive list of all media

POST E.D.I.

* + - 1. Electronic Data Interchange
      2. Roster Submission
      3. Course Submission
      4. P.O.S.T. Profile Access

Instructor Qualifications

Course Construction

* + - 1. Administrative Page
      2. 3rd Level Outline
      3. Hourly Distribution (Breaks/Lunch)
      4. Instructor Resume
      5. Safety Plan

Safety Plan

Outline Potential Hazards

Facility Inspection

Assign Responsibilities

Nearest Medical Facility

Course Presentation

Mobile v. Non-Mobile

New CCN each presentation

Reconciling TRR

Independent Presenters

1. **Written Test Review**
2. **Instructor Liability**
   1. Legal Issues Facing Instructors/Departments
      1. Liability
      2. Claims
      3. Negligence leading to injuries
      4. Preventing Claims
      5. Sexual Harassment
      6. Legal Protections
      7. Assumption of Risk
      8. Tacit Approval
3. **Small Group Exercise Scenario Development**
   * + - 1. Students will work in small groups and discuss
4. Scenario Creation
5. Training Value
6. Branch Creation & Filming
7. **Small Group Development Presentations**
   * + - 1. Each group will present their prepared scenarios that address issues related to:
8. Individual Department Policy
9. Branching of Scenarios
10. Force Options
11. Training & Tactics related to use of force
12. Identify Training Value

**Student Instructor Final Exam**

**Course Evaluations & Closing**