

ADMJ 0110 - PC 832 - ARREST

Catalog Description

Hours: 44 (36 lecture, 8 laboratory)

Description: Covers ethics, courts, community relations, laws of arrest, use of force, search and seizure, investigations, and arrest and control methods. Meets California Penal Code Section 832 requirement for individuals having limited Peace Officer powers to complete a training course prescribed by the Commission on Peace Officer Standards and Training (POST). No longer meets modular Police Academy requirements. May be repeated for credit to meet legally mandated education/training requirements. (not transferable)

Course Student Learning Outcomes

- CSLO #1: Differentiate between constitutional amendments as they apply to the administration of justice.
- CSLO #2: Demonstrate safe and effective arrest and control techniques.
- CSLO #3: Recognize and differentiate the legal principles between warrantless and warrant arrests.

Effective Term

Fall 2017

Course Type

Credit - Degree-applicable

Contact Hours

44

Outside of Class Hours

72

Total Student Learning Hours

116

Course Objectives

LECTURE OBJECTIVES:

I. Course Orientation

- A. Identify student requirements
- B. Describe POST expectations
- C. Define High Risk issues
- D. Complete all required POST and College course forms
- II. From outline II, LD I – Leadership, Professionalism and Ethics
 - A. Discuss why leadership is important
 - B. Define leadership
 - C. Evaluate universal components of leadership
 - D. Analyze the role of the officer as a leader
 - E. Analyze the role of the leader as a follower
 - F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
 - G. Assess the relationship between public trust and a peace officer's ability to perform their job

- H. Compare community, agency, and other peace officers' expectations of a peace officer's conduct
- I. Analyze and explain the benefits of professional and ethical behavior to the community, agency and peace officers
- J. Assess the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
- K. Evaluate and discuss the importance of adhering to the Law Enforcement Code of Ethics
- L. Justify an officer's response to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
- M. Assess situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
- N. Compare the types and levels of intervention used to prevent another peace officer's inappropriate behavior
- O. Give examples of ethical decision making strategies
- P. Explain the value of ethical decision making in leadership
- III. From outline III, LD 2 – Criminal Justice System
 - A. Identify the freedoms and rights afforded to individuals under the U.S. Constitution, the Bill of Rights, and later amendments
 - B. Identify how the U.S. Constitution amendments apply to the actions and conduct of peace officers
 - C. Evaluate the components and primary goals of the criminal justice system
 - D. Analyze the primary federal, state, and local law enforcement agencies within the criminal justice system
 - E. Compare the objectives of the Judicial component of the criminal justice system
 - F. Analyze the organization of the California court system, including positions commonly recognized as part of the judicial system
 - G. Evaluate the judicial process in criminal cases
 - H. Compare the objectives and responsibilities of the corrections component of the criminal justice system
 - I. Recall the definitions of parole and probation
 - J. Differentiate between parole and probation
- IV. From outline IV, LD 3 – Policing in the Community
 - A. Identify peace officer responsibilities in the community
 - B. Differentiate between proactive and reactive policing
 - C. Recognize peace officers' responsibilities to enforce the law
 - D. Identify and compare the elements of area/beat knowledge
 - E. Analyze current and emerging issues that can impact the delivery of services by peace officers
 - F. Outline opportunities where peace officers educate and learn from community members
 - G. Define community partnerships
 - H. Compare the key elements for developing trust between community partners
 - I. Analyze the relationship of ethics to the badge of office
 - J. Discuss leadership skills in community policing
 - K. Define communication
 - L. Evaluate the components of a message in communications with others
 - M. Recognize the potential effects of negative nonverbal signals
 - N. Give examples of effective communication techniques
 - O. Identify the steps of the SARA model
 - P. Apply the SARA Model
- V. From outline V, LD 5 – Introduction to Criminal Law
 - A. Identify the relationship between Constitutional Law, Statutory Law, and Case Law
 - B. Differentiate between the Letter of the law and the Spirit of the law
 - C. Differentiate between criminal and civil law
 - D. Recall the statutory definition of a crime
 - E. Identify the basic elements common to all crimes
 - F. Compare general, specific and transferred intent crimes

- G. Differentiate between criminal intent and criminal negligence
- H. Identify three classes of crime
- I. Differentiate among the three parties to a crime
- J. Identify people legally incapable of committing a crime
- VI. From outline VI, LD 15 – Laws of Arrest
 - A. Recognize a peace officer's responsibility in relation to the protections and rights included in amendments to the U.S Constitution and related California Constitution sections
 - B. Recognize a peace officer's responsibility in relation to the protections included under federal civil rights provisions
 - C. Recognize appropriate conduct during a consensual encounter
 - D. Recognize conduct that may elevate a consensual encounter
 - E. Recognize the consequences of elevating a consensual encounter
 - F. Differentiate between a detention and a consensual encounter
 - G. Recognize reasonable suspicion
 - H. Recognize appropriate peace officer actions during a detention
 - I. Recognize the scope and conditions for warrantless searches and seizures during a detention
 - J. Recognize conditions where the use of force or physical restraint is appropriate during a detention
 - K. Recognize when there is probable cause to arrest
 - L. Identify elements of a lawful arrest
 - M. Differentiate between arrest and detention
 - N. Recognize information that must be given to an arrested person
 - O. Recognize elements of a warrantless arrest for a misdemeanor
 - P. Recognize elements of a warrantless arrest for a felony
 - Q. Recognize elements of a warrant arrest
 - R. Recognize the requirements for entry to make an arrest
 - S. Recognize the authority for a private person arrest and the peace officer's duty in response to a private person arrest
 - T. Recognize conditions under which the use of force or physical restraint is appropriate during an arrest
 - U. Recognize the statutory requirements for the disposition of an arrested person
 - V. Recognize the exception to the powers to arrest
 - W. Identify the purpose of the Miranda warning
 - X. Recognize when Miranda warnings must be given
 - Y. Identify the proper administration of Miranda warnings
 - Z. Recognize the impact of invoking either the right to remain silent or the right to counsel
 - AA. Recognize the types of Miranda waivers
 - BB. Recognize the exception to the Miranda rule
 - CC. Differentiate between an interview and interrogation
 - DD. Differentiate between an admission and confession
- VII. From outline VII, LD 16 – Search and Seizure
 - A. Recognize constitutional protections guaranteed by the Fourth Amendment
 - B. Identify the concept of reasonable expectation of privacy
 - C. Recognize standing and how it applies to an expectation of privacy
 - D. Recognize probable cause to search and its link between Fourth Amendment protections and search and seizure law
 - E. Recognize the conditions and circumstances where warrantless searches and seizures are considered reasonable and legal
 - F. Recognize the scope and necessary conditions for conducting warrantless searches
 - G. Recognize the scope and necessary conditions for conducting motor vehicle searches
 - H. Recognize the legal framework establishing a peace officer's authority to seize physical evidence from a subject's body
 - I. Recognize conditions under which a peace officer may use reasonable force to prevent a subject from swallowing or attempting to swallow evidence
 - J. Recognize the conditions necessary for legally obtaining blood samples
 - K. Recognize the conditions for legally obtaining evidence
- VIII. From outline VIII, LD 17 – Presentation of Evidence
 - A. Recognize relevance as it pertains to the admissibility of evidence
 - B. Understand what constitutes the legal chain of custody for evidence
 - C. Recognize a peace officer's role and responsibilities in ensuring the admissibility of evidence
 - D. Recognize the requirements and exceptions for admitting hearsay evidence
- IX. From outline IX, LD 18 – Investigative Report Writing
 - A. Explain the legal basis for requiring investigative reports
 - B. Assess the importance of taking notes in preparation for writing reports
 - C. Apply appropriate actions for taking notes during a field interview
 - D. Summarize the primary questions that must be answered by an investigative report
 - E. Identify the fundamental content elements in investigative reports
- X. From outline X, D 20 – Use of Force
 - A. Analyze reasonable force as stated by law
 - B. Evaluate the components of the Fourth Amendment standard for determining objective reasonableness, as determined by the U.S. Supreme Court
 - C. Explain the legal framework establishing a peace officer's authority during a legal arrest
 - D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
 - E. Discuss the level of authority agency policies have regarding the use of force by a peace officer
 - F. Define the term "force option"
 - G. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
 - H. Recognize force options and the amount of force a peace officer may used based on the subject's resistance
 - I. Identify the legal standard for the use of deadly force
 - J. Identify the factors required to establish sufficiency of fear for the use of deadly force
 - K. Recognize facts an officer should consider when determining whether or not to use deadly force
 - L. Analyze the role of agency policies regarding the use of deadly force
 - M. Recognize the law regarding justifiable homicide by a public officer and the circumstances under which the homicide is considered justifiable
 - N. Analyze factors that can affect a peace officer's response when threatened with danger
 - O. Give examples of acceptable techniques for managing anger
 - P. Describe the benefits of ongoing physical/mental training for peace officers involving the use of force
 - Q. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
 - R. Compare immediate and delayed intervention techniques
- XI. From outline XI, LD 30 – Preliminary Investigation
 - A. Identify the goal of a criminal investigation
 - B. Perform the steps of a preliminary criminal investigation
 - C. Identify the primary purpose of conducting an initial survey of a crime scene and a crime scene search
 - D. Identify the primary reason for establishing a chain of custody record
 - E. Prepare the information that should be noted on a chain of custody record
- XII. From outline XII, LD 33 – Arrest Methods/Defensive Tactics
 - A. Describe parts of an officer's body that are most vulnerable to serious injury

- B. Describe parts of an officer's body that may be used as personal weapons for self defense or to overcome resistance by a subject
- C. Explain factors to consider when approaching a subject and conducting a plain view search
- D. Analyze locations where weapons and/or contraband can be concealed on a subject's body
- E. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex
- F. Explain cover officer responsibilities
- G. Discuss a peace officer's justification to use controlling force on a subject
- H. Explain advantages and limitations a peace officer should consider when applying a control hold
- I. Explain advantages and limitations a peace officer should consider when performing a takedown technique
- J. Explain the purpose of using restraint devices on a subject
- K. Explain potential hazards when using handcuffs as a restraint device
- L. Compare responsibilities of the contact and cover officers when handcuffing multiple subjects
- M. Describe factors involved in retaining a peace officer's firearm
- N. Outline a peace officer's tactical considerations when confronted by an armed subject
- O. Discuss tactical considerations when disarming a subject
- P. Describe common transporting procedures that maximize officer safety and prevent prisoner escape
- Q. Describe the safe and secure positioning of a prisoner in an officer's vehicle

LABORATORY OBJECTIVES:

- R. Demonstrate principles of defensive tactics
- S. Demonstrate an approach to safely and effectively conduct a person search
- T. Demonstrate cover officer responsibilities during a search of a subject
- U. Demonstrate the correct positioning of handcuffs on a subject
- V. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict
- XIII. From outline XIII, LD 39 – Crimes Against the Justice System
 - A. Recognize the crime elements required to arrest for resisting, delaying or obstructing a public officer, peace officer or emergency medical technician; obstructing or resisting an executive officer by use of threats or force; threatening a public officer; removing any weapon from an officer; attempting to escape; attempting to rescue or lynching
 - B. Recognize the crime elements required to arrest for providing false identity to a peace officer; falsely personating another; falsely reporting a criminal offense/emergency or destructive device
 - C. Recognize the crime classification as a misdemeanor or felony
- XIV. From outline XIV, LD 42 – Cultural Diversity/Discrimination
 - A. Describe personal, professional and organizational benefits of valuing diversity within the community and law enforcement organizations
 - B. Analyze the dangers of relying on stereotypes to form judgments or to determine actions
 - C. Define the term prejudice
 - D. Define the term discrimination

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information Methods of Evaluation

- Objective Examinations
 - Example: Students required to pass a timed, POST-constructed multiple choice exam at 75% minimum.
- Skill Demonstrations
 - Example: Students required to properly demonstrate safe and effective Arrest & Control techniques in the following areas: Control Holds, Handcuffing, Searching and Takedowns.

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructors explain and demonstrate proper control-hold and pat-down techniques used during a lawful detention. Students then practice techniques on each other.

Lecture:

1. Instructor leads a PPT presentation and class discussion based on Laws of Arrest. Students will then write a report based on the presentation.

Distance Learning

1. Instructor will present lecture slides and videos related to the Miranda Warning requirements; students will participate in Discussion Board related to the Constitutional connections of the Miranda advisement

Typical Out of Class Assignments Reading Assignments

1. Read assigned Learning Domain on Use of Force from the student workbook and complete the chapter learning activities. 2. Read assigned Learning Domain on Presentation of Evidence and explain the chain of custody.

Writing, Problem Solving or Performance

1. Writing: Write a paper explaining why the exercise of leadership is important to the officer and policing in the community. 2. Performance: Demonstrate proper control holds and handcuffing techniques.

Other (Term projects, research papers, portfolios, etc.) Required Materials

- PC 832 Workbooks
 - Author: POST
 - Publisher: POST
 - Publication Date: 2016
 - Text Edition:

- Classic Textbook?: No
- OER Link:
- OER:

Other materials and-or supplies required of students that contribute to the cost of the course.