Florida Basic Recruit Training Program
High Liability

# Instructor Guide

Version 2026.07

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Criminal Justice Standards and Training Commission
Florida Department of Law Enforcement

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# Florida Basic Recruit Training Program: High Liability
# Version 2026.07

| Discipline | ATMS Number |
|---|---|
| Law Enforcement | 2010 |
| Corrections | 3016 |
| Correctional Probation | 2011 |

## Volume 2—Florida Basic Recruit Training Program: High Liability

| Chapter | Course Title | Hours | Course Number |
|---|---|---|---|
| Chapter 1 | Law Enforcement Vehicle Operations | 48 | CJK_0020 |
| Chapter 2 | First Aid for Criminal Justice Officers | 40 | CJK_0031 |
| Chapter 3 | Criminal Justice Firearms | 80 | CJK_0040 |
| Chapter 4 | Criminal Justice Defensive Tactics | 80 | CJK_0051 |
| Chapter 5 | Conducted Electrical Weapon/Dart-Firing Stun Gun | 4 | CJK_0421 |
| Chapter 6 | Criminal Justice Officer Physical Fitness Training (LE) | 60 | CJK_0096 |
| | Officer Wellness and Physical Abilities (CO) | 30 | CJK_0340 |
| | Criminal Justice Officer Physical Fitness Training (CPO) | 34 | CJK_0281 |

**PROGRAM TOTAL: 376**

# INSTRUCTIONS FOR USING THE INSTRUCTOR GUIDE (IG)

Instructor guides are designed to make teaching and lesson planning easier for the instructor. They clarify what components of the curriculum are mandatory and what lessons they correspond to. Required activities appear in boxes outlined with a double line while other required components of the curriculum appear in blue shaded boxes in the instructor guide. A key is provided at the beginning of each instructor guide to provide visual guidance on the required components.

The required components of an instructor guide include the following:

- vocabulary
- objectives
- role-plays
- communication exercises
- certain writing assignments

Instructor guides also contain suggested activities. Suggested activities are not required and are meant to help you develop a lesson plan that has a variety of learning activities. You are encouraged to alter and adjust the suggested activities to fit the needs of your students. You are also free to develop your own activities if none of the suggested activities appeal to you. Suggested activities appear in boxes outlined with a dotted line.

These suggested activities often include the following:

- scenarios
- group work
- case studies
- writing exercises
- discussion questions

Instructor notes are used to provide instructors with resources and reminders about specific content. These appear in yellow boxes in the IG.

Required Activities

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

# TEACHING THE ADULT LEARNER

Each student has a different learning preference. Therefore, it is imperative that you use a variety of learning activities and develop sound strategies for introducing students to new information. Use the following strategies to make instruction more engaging, effective, and efficient.

## Review content and create a lesson plan before teaching.

Instructors are most effective when they have thoroughly reviewed the content and instructor guide before teaching. While previewing the content, brainstorm relevant examples to share, determine which discussion questions are most helpful, find appropriate video resources, and ensure that you have the necessary materials for a lesson. Plan a mix of lectures, discussions, group activities, and hands-on learning to keep students engaged and to help reinforce the learning. See the attachment, Instructional Strategies, for additional ideas on how to create a more dynamic lesson.

## Tailor instructional strategies to meet the needs of students.

It is important that you understand the needs of your students to make your instruction more effective. For example, if many of your students have recently graduated from high school, then they may have less life experience to draw on for activities and may need additional writing support. Providing more opportunities for writing, discussion, and instructional activities that develop communication skills would be most effective for that particular audience. On the other hand, students who are transitioning from other careers may benefit from discussions about how skills from their previous careers are applicable to their new role as a criminal justice officer.

## Choose the most appropriate instructional strategy for the objective.

In education, “knowledge” refers to understanding information while “skill” refers to the practical application of knowledge. For example, passing a written test to obtain a driver license demonstrates knowledge while passing a road test to obtain an unrestricted driver license demonstrates skill. Instructors can adapt their instructional techniques by evaluating whether an objective is more knowledge-based or skill-based in order to support students’ mastery of objectives.

When teaching a skill-based objective, such as how to conduct an effective cell or vehicle search, a demonstration or simulation would be most appropriate. If teaching a knowledge-based objective that focuses on the memorization of facts, a combination of lecture and discussion-based activities may be more appropriate. For example, lecture- or discussion-based strategies are useful when teaching legal concepts.

> Sharing relevant examples and stories from experience can be helpful, but it is important to use a mix of instructional strategies to ensure that you are using the right technique to teach content.

## Include visuals to enhance teaching.

Visual tools are useful for both knowledge- and skill-based objectives. Videos can be used to demonstrate skills, prompt discussions, or allow students the opportunity to analyze scenarios; clear, high-quality photographs can be used to teach a variety of concepts. Creating visuals, such as charts and diagrams, is another way to aid students in processing information.

## Use instructional activities that allow students to practice multiple skills at once.

Using group work and having students present their findings while simultaneously practicing soft skills such as communication, presentation, and leadership, thus reinforcing their knowledge of content. Many suggested activities in this instructor guide include group work, but you are encouraged to design group activities on your own. For example, instead of leading a whole class discussion on a Think About This (TAT) scenario, you can have students form groups to discuss the TAT scenario and present their findings to the class. An activity like this one gives students the opportunity to master both communication and presentation skills.

## Incorporate writing activities throughout a course.

Including writing activities throughout a course, even in short bursts, can help students build their writing proficiency and practice the necessary grammar skills for report writing. For example, students can write their response to TAT scenarios, write answers to discussion questions, or write short summaries of lessons. Instructors may also have students write sample reports based on role-plays, communication exercises, or scenarios.

Writing activities do not need to be graded by the instructor to be valuable. You can have students read their work aloud or exchange their written assignments in a peer review session; simply knowing that other people might read their work is often a natural encourager for students to improve their writing skills or ask for help.

## Understand the unique characteristics of adult learners.

Many instructional methods and techniques work for learners of any age; however, adult learners have unique characteristics to consider when developing lessons. When addressing adult learners, you must take into consideration the students' approach to learning, principles of learning, and motivation to learn.

Adults tend to be self-directed learners who bring their life experiences to the classroom. They often have more of a readiness to learn because they have purposefully chosen the area of study as opposed to students in a K-12 environment who have to learn mandatory subjects. Adults are also motivated to learn because of internal factors, such as career advancement or personal growth.

Effective instructors use the principles of adult learning to inform their teaching. With adults, it is important to show how the training is relevant; for example, explain how learning certain skills will improve students' job performance. Involve adult students in the learning process by giving them choices or responsibility for tasks and activities. Treat the learners' experience as a resource, and have them connect their previous experience to what they are currently learning. You may also engage their critical thinking by having students solve problems rather than focus on the memorization of content.

The ARCS Model addresses learner motivation and can help you assess whether a lesson plan properly targets adult learners. ARCS includes the following:

- attention—gain students' attention
- relevance—explain "why" students are learning this material
- confidence—support students so that they can confidently achieve the learning objectives
- satisfaction—motivate students so that they gain satisfaction from their learning experience

# LAW ENFORCEMENT VEHICLE OPERATIONS

**Course Number:** CJK_0020

**Course Hours:** 48 hours

**Course Structure:** 4 units, 12 lessons

**Course Outcomes:**

At the end of this course, students will be able to:

- ✓ operate a motor vehicle safely
- ✓ understand the role of law enforcement officers as they operate a vehicle
- ✓ understand personal and vehicle limits
- ✓ be able to operate a vehicle in a safe manner while talking to dispatch
- ✓ understand the effects of stress on the driver

## Course Description

The operation of a motor vehicle in a law enforcement setting is a dynamic and challenging task. The ability to drive in an emergency mode, communicate with dispatch, and remain aware of the actions of other drivers presents complexities not experienced in normal driving. This course will help students understand a vehicle's limits, as well as their personal limits. An officer's awareness of the effects of physiological and psychological stressors on their driving is critical. Officers also should understand how the public views them as drivers. This course will help officers develop the skills required to operate a motor vehicle safely.

The practical exercises for this course are designed for use with a passenger car or SUV. If using a full-size truck, adjustments must be made to the Figure 8 and Intersection Backing exercises as specified.

The night exercises must be driven no earlier than 30 minutes after sunset and no later than 30 minutes before sunrise. Everyone participating in night-driving exercises must wear a reflective vest. The range master must designate those personnel whose duties require a traffic wand.

Instructor-to-vehicle ratio: There must be at least one CJSTC-certified driving instructor per one actively engaged vehicle, plus a range master. "Actively engaged" is defined as a vehicle at the point between the start and the end of an exercise. See Rule 11B-35.0021, F.A.C. Returning from or being en route to a location is not actively engaged.

Required Activities

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

## Proficiency Requirements

To pass the Law Enforcement Vehicle Operations course, students must meet proficiency requirements, including the following:

- ✓ achieve a passing score of at least 80% on the written cognitive end-of-course examination
- ✓ demonstrate 80% proficiency in all of the required techniques

Instructors will test students on each of the required techniques and record the results on Form CJSTC-7, Vehicle Operations Performance Evaluation.

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill.

Students may be given one more try to demonstrate proficiency either on the cognitive examination or in the physical skills, but not both. If a student fails the physical skills demonstration, the instructor must complete a written remediation form and allow students to correct deficiencies through practice. If a student fails on the second attempt to achieve proficiency in either the written examination or the physical skills, the student fails the Law Enforcement Vehicle Operations Course. See Rules 11B-35.001 and 11B-35.0024, F.A.C.

## Documenting Proficiency

Instructors must document a student's performance and any remediation or failure of the physical skills testing. Form CJSTC-7, Vehicle Operations Performance Evaluation, is required for each student. For a student who needs remediation, a written plan is also required to identify the deficient area(s), the corrective action(s) required for improvement, and the time allotted for practice before retesting. Instructors may use any written form that includes these basic elements. The instructor must discuss the remediation plan with the student to ensure understanding.

After the student completes the plan for remediation, the instructor will retest the student on the remediated skills and document the results on a second Form CJSTC-7. If the student passes, the instructor will attach the first performance evaluation form, the remediation plan, and the second performance evaluation form and submit to the training school for retention.

If the student fails the second attempt to demonstrate proficiency, the instructor must indicate that failure on the second Form CJSTC-7, noting the reason(s) for failure in the Comments section. The training school will retain both performance evaluation forms and the remediation plan with the student's records.

# COURSE OUTLINE

Law Enforcement Vehicle Operations ..... 1
Course Outline ..... 3
Basic Recruit Proficiency Training Remediation Plan ..... 5
Unit 1 Vehicle Inspection ..... 6
Lesson 1 Exterior, Under the Hood, and Interior Vehicle Inspection ..... 6
Instructor Material: Vehicle Inspection Form ..... 7
Unit 2 Proactive Driving Skills ..... 8
Lesson 1 Hazard Detection and Observation Skills ..... 8
Lesson 2 Road and Weather Conditions ..... 9
Lesson 3 Proactive Measures ..... 10
Instructor Material: Three-Second Rule ..... 11
Instructor Material: Six-Second Rule ..... 12
Unit 3 Principles of Driving ..... 13
Lesson 1 Handling Characteristics ..... 13
Instructor Material: Early Apex Turn ..... 15
Instructor Material: Center Apex Turn ..... 16
Instructor Material: Late Apex Turn ..... 17
Lesson 2 Steering the Vehicle ..... 18
Instructor Material: Figure 8 Course ..... 20
Instructor Material: Forward Serpentine Course ..... 22
Lesson 3 Braking Techniques ..... 24
Instructor Material: Braking Course ..... 26
Instructor Material: Evasive Maneuver Course ..... 28
Lesson 4 Vehicle Cornering ..... 30
Instructor Material: Cornering Course ..... 31
Lesson 5 Vehicle Backing ..... 33
Instructor Material: Intersection Backing Course ..... 35
Instructor Material: Reverse Serpentine Course ..... 37
Instructor Material: Tactical Backing Course ..... 39
Unit 4 Lights and Sirens ..... 41
Lesson 1 Night and Subdued Light Driving ..... 41

Instructor Material: Nighttime Emergency Evasive Course ..... 43
Instructor Material: Nighttime Emergency Forward Serpentine Course ..... 45
Instructor Material: Nighttime Emergency Reverse Serpentine Course ..... 47
Lesson 2 Operating in Emergency Mode ..... 49
Lesson 3 Pursuit Considerations ..... 50

# BASIC RECRUIT PROFICIENCY TRAINING REMEDIATION PLAN

| Defensive Tactics | Firearms | First Aid | Vehicle Operations | DUI Traffic Stops |
|---|---|---|---|---|

*(circle one)*

Student Name: Student ID #:

Training School: Class #:

Evaluation Point or Technique:

Area(s) of Deficiency:

Plan for Improvement:

Allotted Time for Improvement:

**I have read and understand the above remediation plan.**

Student: Date:

*Signature*

Instructor: Date:

*Print* *Signature*

Lead Instructor: Date:

*Print* *Signature*

**I voluntarily choose to retest before the completion of the fully allotted time for improvement as stated above. I fully understand that I am responsible for this decision. Should I fail, I will fail the entire proficiency basic recruit course.**

Actual Time to Complete:

*Student Signature* *Date*

Acceptable Performance: ☐ Yes ☐ No (If no, describe the outcome below.)

Outcome:

# UNIT 1 VEHICLE INSPECTION

## LESSON 1 EXTERIOR, UNDER THE HOOD, AND INTERIOR VEHICLE INSPECTION

### Lesson Goal

At the end of this lesson, students will know guidelines for properly inspecting their assigned vehicle.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Instructor Material: Vehicle Inspection Form
Student Course Summary

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- ☑ **HL111.1. Check the operational readiness of the exterior of the vehicle**
- ☑ **HL111.2. Check the fluid levels, hoses, wires, and belts**
- ☑ **HL111.3. Inspect the interior of the vehicle to make sure that items are functioning and secured properly**
- ☑ **HL111.4. Inspect the rear seat compartment to locate all visible damage, weapons, and contraband**
- ☑ **HL111.5. Start the vehicle to check for operational readiness**

Distribute copies of the course summary to students.

Discuss the importance of the operational readiness of a vehicle's engine, exterior, and interior.

Discuss the importance of forming a habit of checking under the seat before and after each shift and after each transport.

Have the students inspect a vehicle and complete a vehicle inspection form. Students may use the attached form, or you may create your own form.

**LESSON VOCABULARY**

PSI

# INSTRUCTOR MATERIAL: VEHICLE INSPECTION FORM

| Exterior Inspection | Pass | Fail | N/A | Comments |
|---|---|---|---|---|
| Body | | | | |
| Emergency light covers | | | | |
| Windows | | | | |
| Mirrors | | | | |
| Windshield-front/rear | | | | |
| Tires-wear | | | | |
| Tires-pressure | | | | |
| Rims/wheel covers | | | | |
| **Engine Compartment** | **Pass** | **Fail** | **N/A** | **Comments** |
| Oil level | | | | |
| Transmission fluid level | | | | |
| Brake fluid level | | | | |
| Power steering fluid level | | | | |
| Coolant fluid level | | | | |
| Air filter | | | | |
| Windshield washer fluid | | | | |
| Wiper blades | | | | |
| Belts | | | | |
| Hoses | | | | |
| Wires | | | | |
| Battery fluid level | | | | |
| Start vehicle | | | | |
| **Interior Inspection** | **Pass** | **Fail** | **N/A** | **Comments** |
| Seat | | | | |
| Restraints | | | | |
| Gauges | | | | |
| Headlights/signals/hazards | | | | |
| Emergency equipment | | | | |
| Rearview mirror | | | | |
| Communication equipment | | | | |
| Door locks | | | | |
| Back seat | | | | |
| Contraband | | | | |
| **Cargo Area/Trunk** | **Pass** | **Fail** | **N/A** | **Comments** |
| Spare tire | | | | |
| Vehicle jack | | | | |
| Tire tool | | | | |
| Medical equipment | | | | |

Student: _____

*Signature* *Date*

Instructor: _____

*Signature* *Date*

# UNIT 2 PROACTIVE DRIVING SKILLS

## LESSON 1 HAZARD DETECTION AND OBSERVATION SKILLS

### Lesson Goal

At the end of this lesson, students will understand and develop enhanced observation and driving skills to assist in operating the vehicle.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

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- ☑ **HL121.1. Identify driving tips for preventing accidents**
- ☑ **HL121.2. Detect potential hazards through the use of the senses**
- ☑ **HL121.3. Identify the importance of vision in identifying potential hazards**
- ☑ **HL121.4. Describe encountered hazards**
- ☑ **HL121.5. Describe techniques that can enhance or impede awareness**
- ☑ **HL121.6. Identify temporary factors that may impact observation**
- ☑ **HL121.7. Identify medical conditions that may impact observation**

Discuss road hazards and ways to prevent accidents.

Describe methods for maintaining awareness and factors and conditions that impact observation.

**LESSON VOCABULARY**

acuity

color vision

depth perception

night vision

peripheral vision

# UNIT 2 PROACTIVE DRIVING SKILLS

## LESSON 2 ROAD AND WEATHER CONDITIONS

### Lesson Goal

At the end of this lesson, students will understand and be able to prepare for potential hazards that they are likely to encounter due to road and weather conditions.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

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☑ **HL122.1. Identify corrective action to take when encountering a road or weather hazard**

Describe and discuss corrective actions when encountering road or weather hazards.

# UNIT 2 PROACTIVE DRIVING SKILLS

## LESSON 3 PROACTIVE MEASURES

### Lesson Goal

At the end of this lesson, students will be able to identify types of crashes and know techniques for avoiding them.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

Instructor Material: Three-Second Rule

Instructor Material: Six-Second Rule

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☑ **HL123.1. Identify types of frequently occurring crashes**

☑ **HL123.2. Demonstrate crash avoidance techniques**

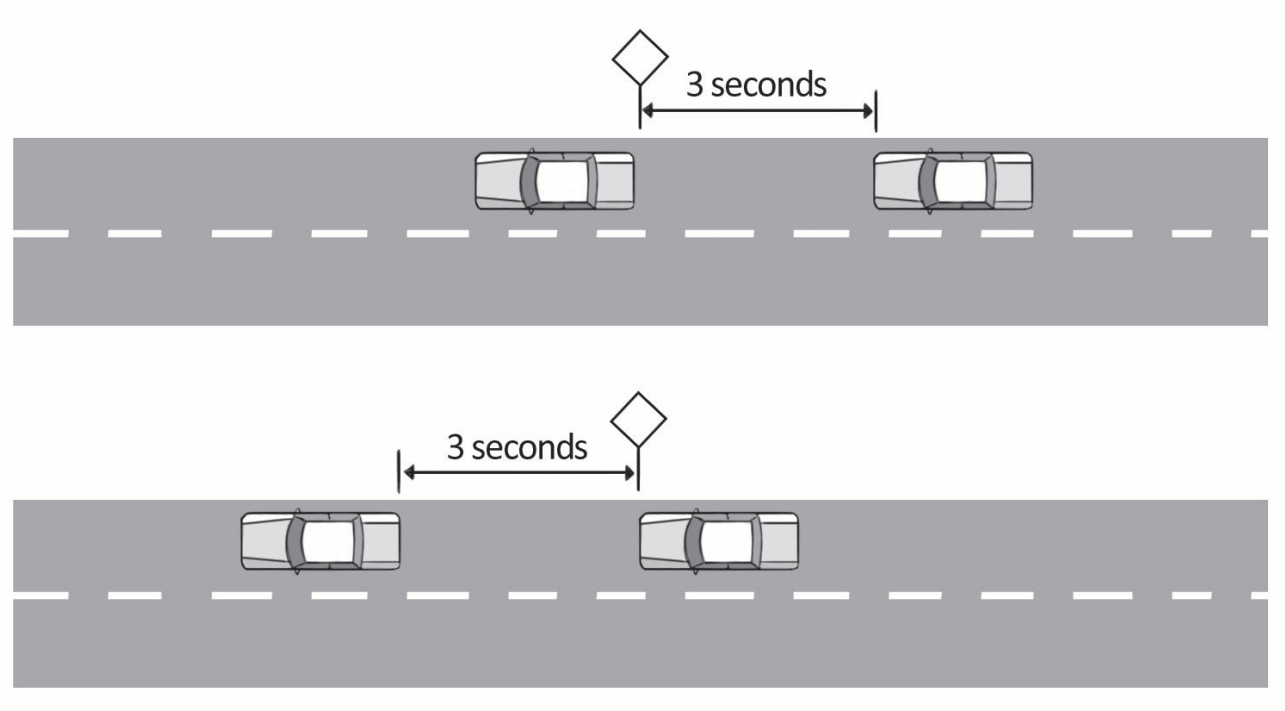
☑ **HL123.3. Identify possible actions to take to avoid injury or further vehicle damage**

☑ **HL123.4. Describe techniques and principles to enhance driver awareness, including the three-second and six-second rules**

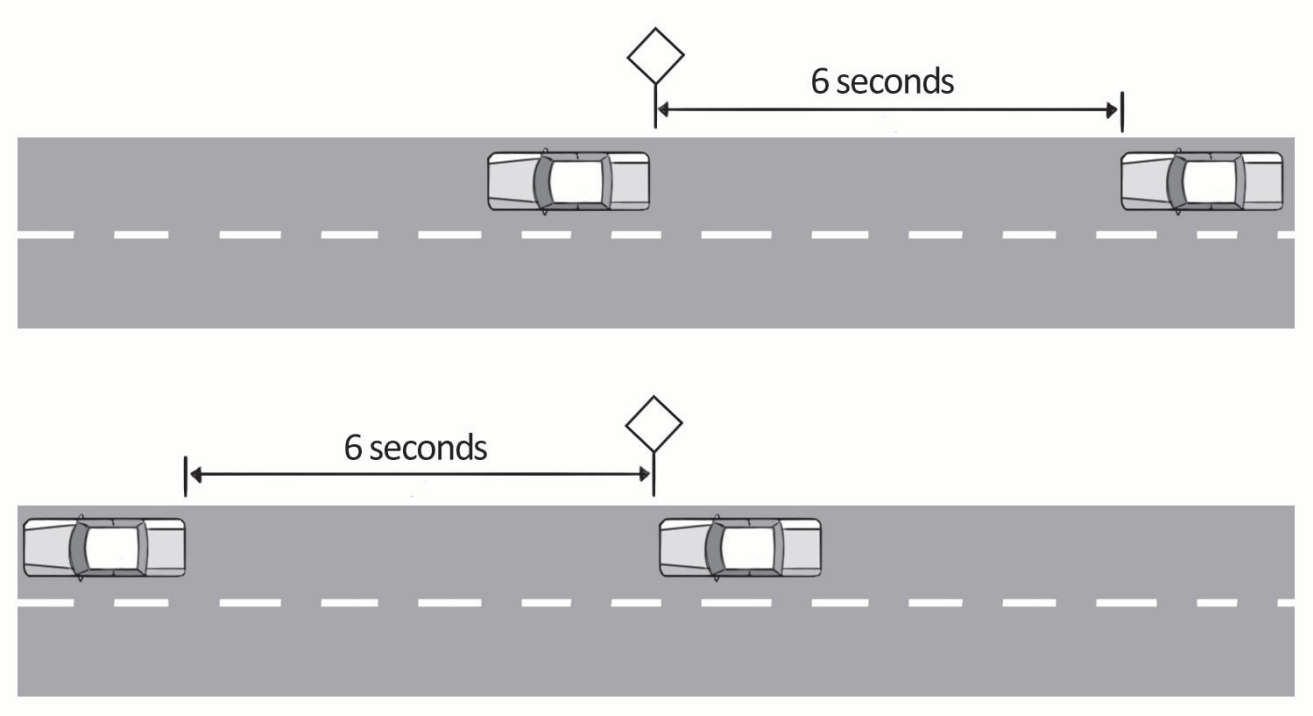
Discuss types of recurrent crashes and techniques to avoid them.

Discuss the three-second rule and the six-second rule for safely following other vehicles.

# INSTRUCTOR MATERIAL: THREE-SECOND RULE



# INSTRUCTOR MATERIAL: SIX-SECOND RULE



# UNIT 3 PRINCIPLES OF DRIVING

## LESSON 1 HANDLING CHARACTERISTICS

### Lesson Goal

At the end of this lesson, students will understand how physical force affects their ability to control and safely maneuver a law enforcement vehicle. They will also know how a law enforcement vehicle will react to the driver's input, road conditions, and natural forces.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Instructor Material: Early Apex Turn
Instructor Material: Center Apex Turn
Instructor Material: Late Apex Turn

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- ☑ **HL131.1. Explain the importance of braking to a safe speed before entering a turn or corner**
- ☑ **HL131.2. Identify the importance of initiating the steering input before entering a turn or corner**
- ☑ **HL131.3. Identify an increasing, decreasing, and constant radius**
- ☑ **HL131.4. Describe how to locate the apex**
- ☑ **HL131.5. Demonstrate the apexing techniques**
- ☑ **HL131.6. Identify steering as it relates to vehicle dynamics and traction in a turn**
- ☑ **HL131.7. Identify principles of understeering**
- ☑ **HL131.8. Identify principles of oversteering**
- ☑ **HL131.9. Identify principles of wheel tracking**
- ☑ **HL131.10. Identify how to control wheel tracking by properly steering around an object**

Discuss centripetal force and centrifugal force.

Explain how physical force affects the ability to control and safely maneuver a vehicle with emphasis on the following:

- increasing, decreasing, and constant radius
- braking to a safe speed
- apexing

- proper steering
- wheel tracking

**LESSON VOCABULARY**

apex

constant radius

decreasing radius

increasing radius

oversteer

pitch

radius

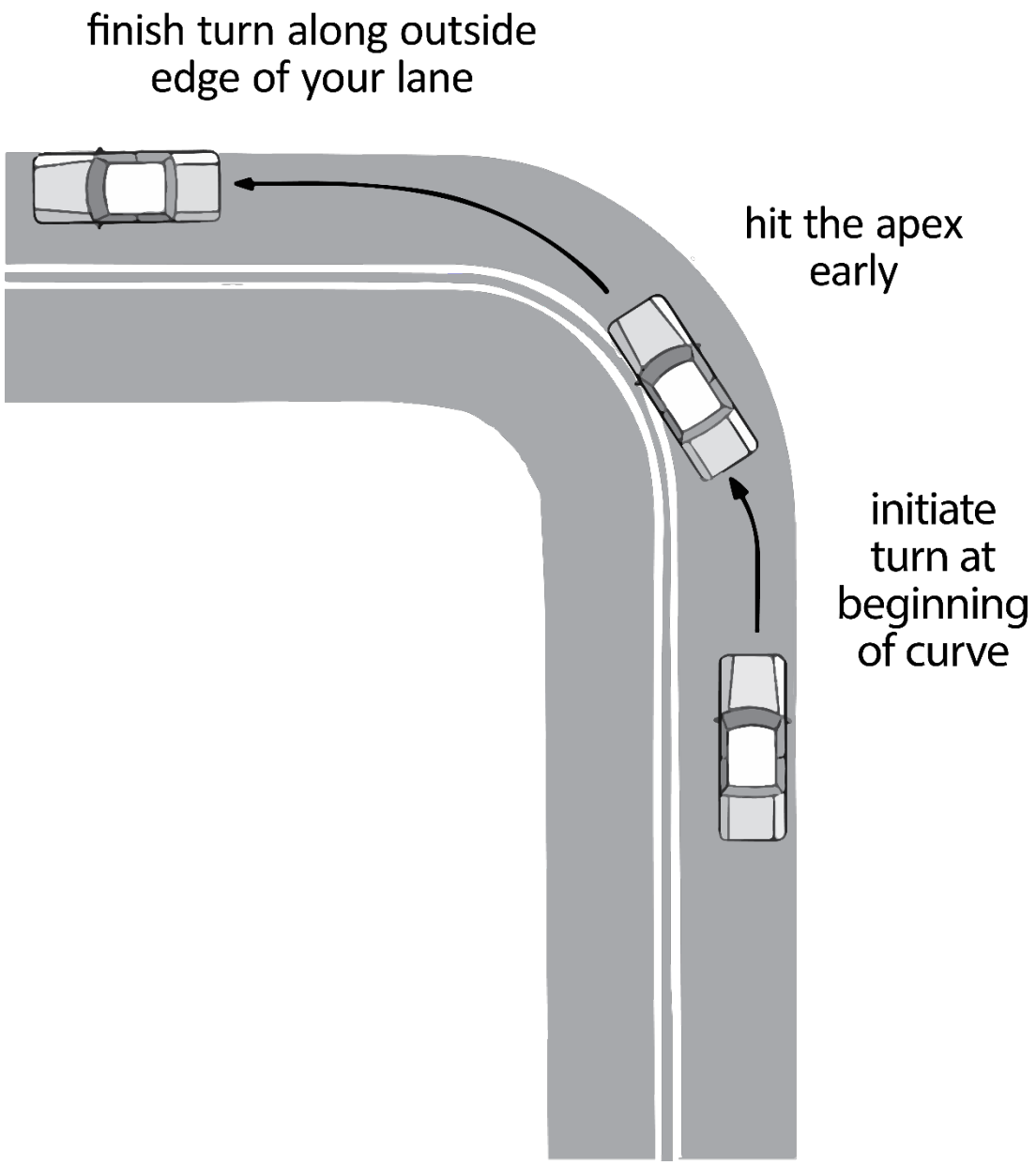
roll

understeer

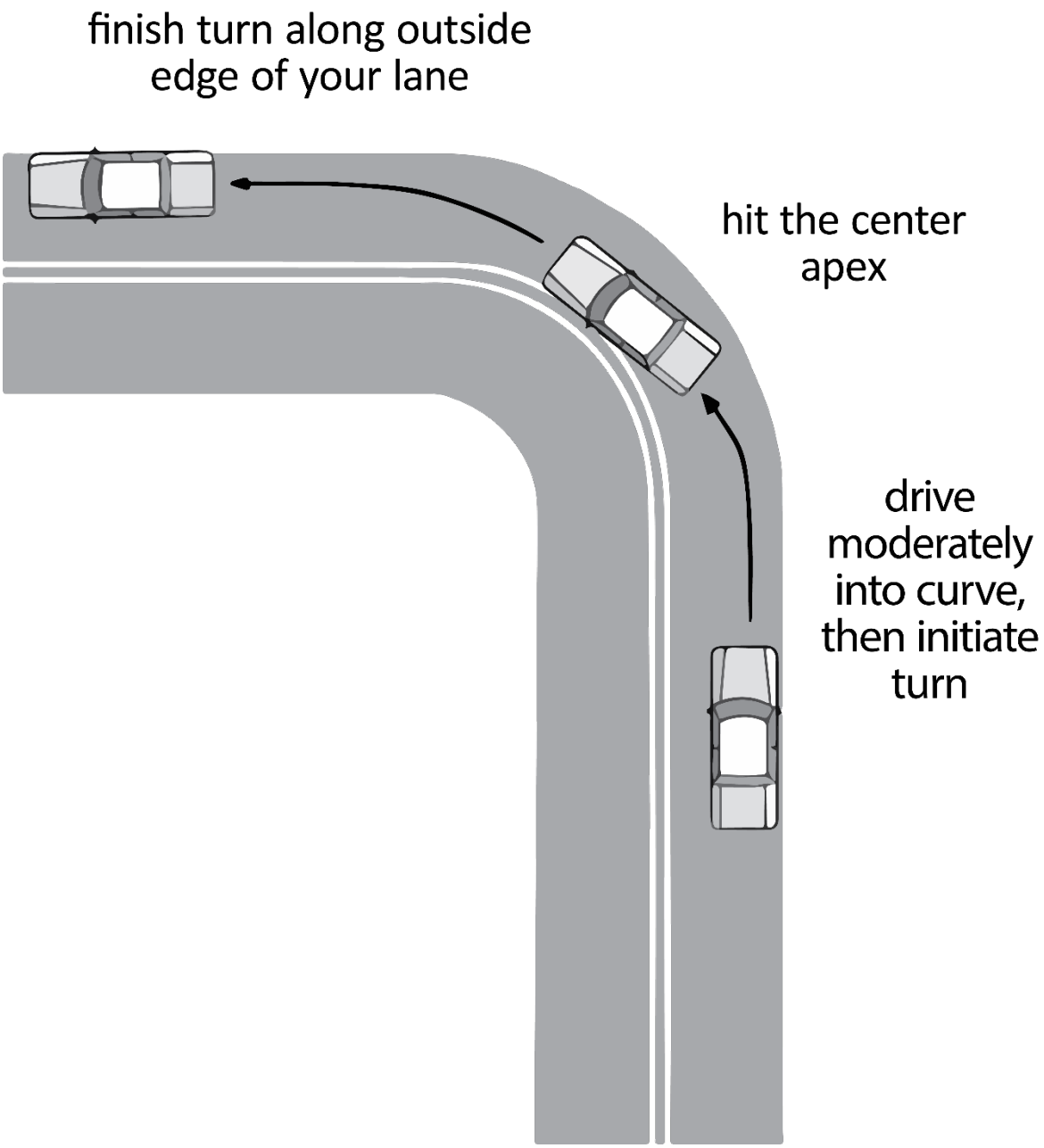
wheel tracking

yaw

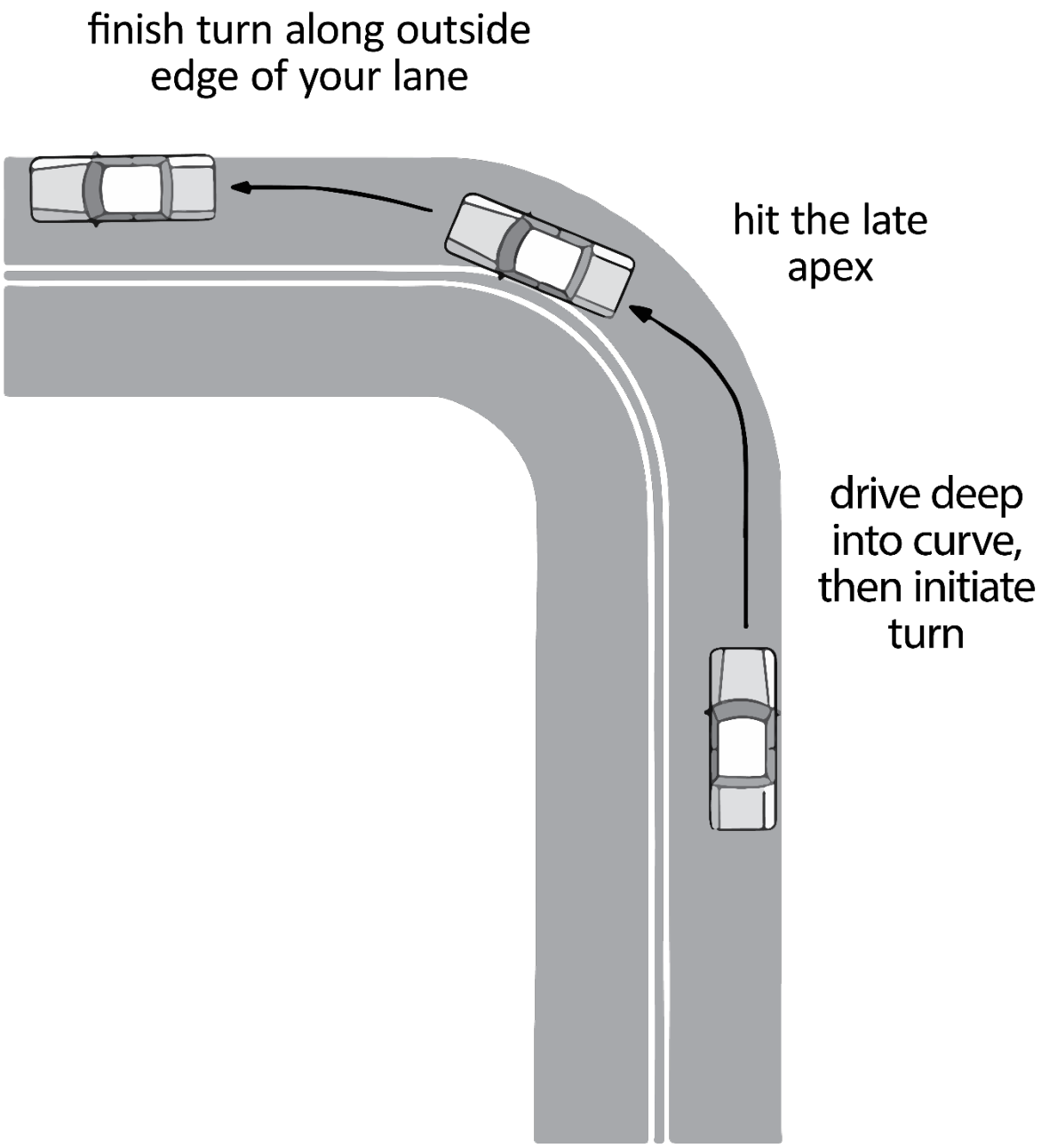
# INSTRUCTOR MATERIAL: EARLY APEX TURN



## INSTRUCTOR MATERIAL: CENTER APEX TURN



## INSTRUCTOR MATERIAL: LATE APEX TURN



# UNIT 3 PRINCIPLES OF DRIVING

## LESSON 2 STEERING THE VEHICLE

### Lesson Goal

At the end of this lesson, students will know proper hand position and steering techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Form CJSTC-7, Vehicle Operations Performance Evaluation
Instructor Material: Figure 8 Course
Instructor Material: Forward Serpentine Course

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☑ **HL132.1. Identify how to make the necessary adjustments to the vehicle while seated**

☑ **HL132.2. Identify how to properly grip the steering wheel**

☑ **HL132.3. Identify the caster effect**

Discuss proper seating and hand positions for steering the vehicle.

Discuss shuffle steering and the caster effect.

Review the Figure 8 exercise.

Review the Forward Serpentine exercise.

Demonstrate the Figure 8 exercise.

Demonstrate the Forward Serpentine exercise.

Have students demonstrate the Figure 8 exercise.

Complete Form CJSTC-7.

**LESSON VOCABULARY**

caster effect

eye-targeting

# INSTRUCTOR MATERIAL: FIGURE 8 COURSE

### Evaluation Criteria

- shuffle steering—Uses only this steering technique.
- speed—Accelerates to no less than 10 mph and no more than 15 mph.
- cone avoidance—Does not touch any cones.

### The Driving Range

The different setups for the practical exercises are as follows:

This exercise provides experience in the proper shuffle steering technique to ensure control of the steering wheel, proper hand placement on the wheel, and smooth engagement of the steering wheel in order to minimize the effects of weight transfer while turning.

The student must demonstrate the ability to use the shuffle steering technique properly.

The course uses cones marking Start and End Points; cones outlining two equal circles with each center cone placed 100 feet apart, and outer cones marking off the 12-foot lane width.

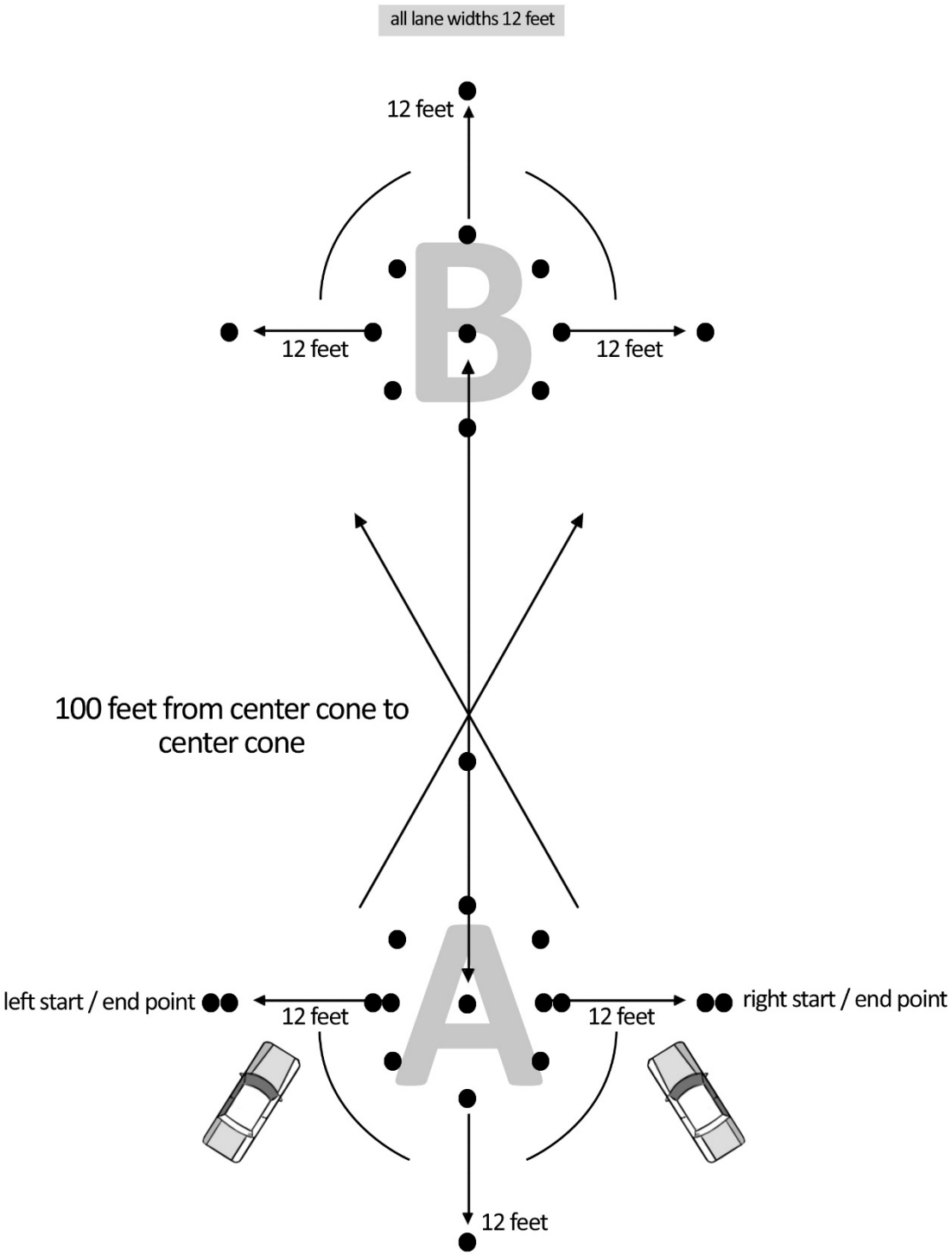
> When performing the exercise using a full-size truck, the lane width for the left-hand turns must be expanded to 13-feet. See diagram.

The Start and End Points may be placed on either the left or right side of the circle A.

From the designated Start Point, the student must accelerate to and maintain a speed of at least 10 mph and not greater than 15 mph while avoiding cones.

> Two complete cycles equal one run, and only one vehicle at a time will perform this exercise per course.

# Figure 8 Course



# INSTRUCTOR MATERIAL: FORWARD SERPENTINE COURSE

**Evaluation Criteria**

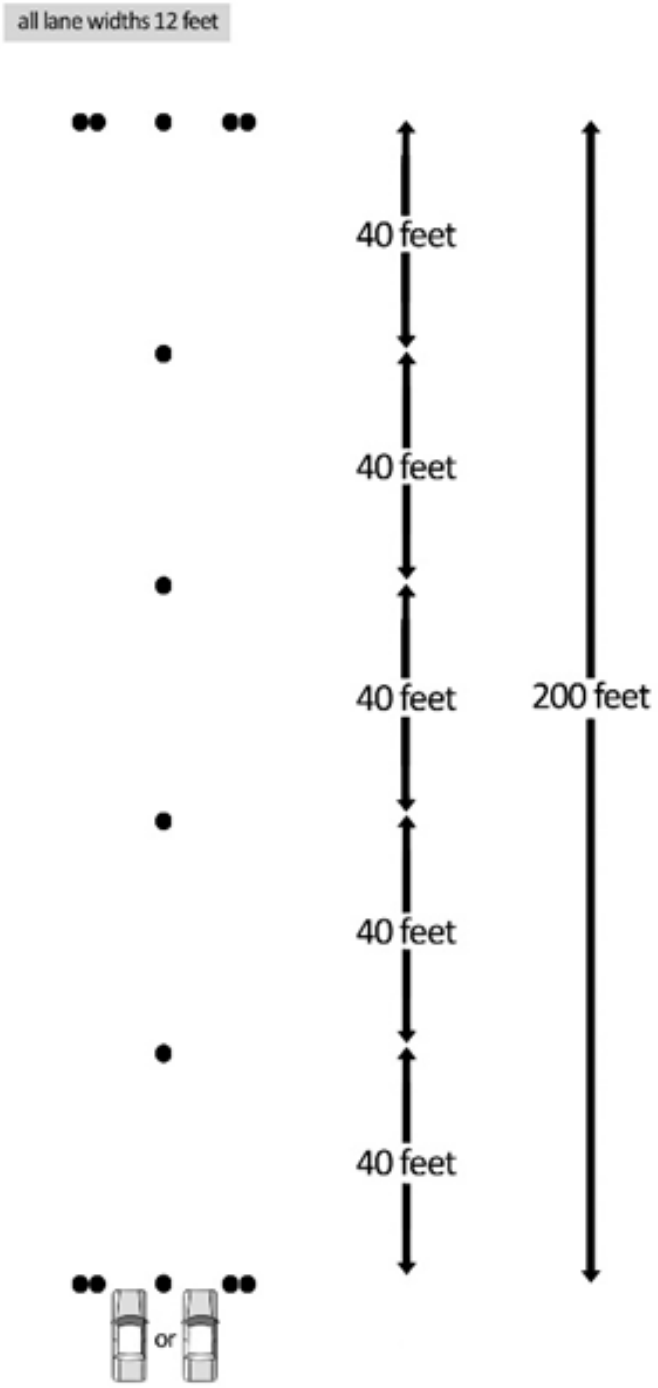
- speed—accelerates to 20 mph (± 2 mph) upon entering the course and never go below 10 mph.
- shuffle steering—uses only this steering technique.
- braking—does not brake until the final cone is passed.
- cone avoidance—does not touch any cones.

This exercise provides instruction in controlled acceleration of a vehicle around a series of objects and explains the effect of weight transfer. It demonstrates limitations between vehicle control and vehicle speed. The exercise also increases the student's ability to perceive the spatial relationship of the vehicle with respect to fixed objects.

The course uses cones marking start and end points at opposite ends of a 200-foot course, with four internal cones placed at 40 feet between each.

From the start and end points, the student must accelerate to 20 mph (± 2 mph). The student will maneuver through a series of four interior cones placed 40 feet apart in a straight line. Starting to the right or left of the first cone, the student must use the proper shuffle steering technique to provide enough steering input to move to the left or right side of the next cone. The student will continue in a serpentine path until passing the fourth cone. The student must not brake or let the vehicle speed fall below 10 mph.

# Forward Serpentine Course




vehicle may start on either side

# UNIT 3 PRINCIPLES OF DRIVING

## LESSON 3 BRAKING TECHNIQUES

### Lesson Goal

At the end of this lesson, students will know proper braking and acceleration techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Instructor Material: Form CJSTC-7, Vehicle Operations Performance Evaluation
Instructor Material: Braking Course
Instructor Material: Evasive Maneuver Course

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☑ **HL133.1. Explain principles of proper braking**

Explain principles of proper braking.

Review Braking Course.

Review Evasive Maneuver Course.

Demonstrate proper braking techniques.

Demonstrate proper evasive maneuver techniques.

Have the students demonstrate proper braking techniques.

Have the students demonstrate proper evasive maneuver techniques.

Have students demonstrate the Forward Serpentine exercise from the previous Lesson 2.

Complete Form CJSTC-7.

**LESSON VOCABULARY**

anti-lock braking system (ABS)

# INSTRUCTOR MATERIAL: BRAKING COURSE

**Evaluation Criteria**

- hand position—demonstrates correct hand location and grip.
- speed—accelerates to 35 mph (± 2mph) by the set cue point.
- braking—demonstrates proper braking techniques.
- complete stop—stops by the established stopping point.
- cone avoidance—does not touch any cones.

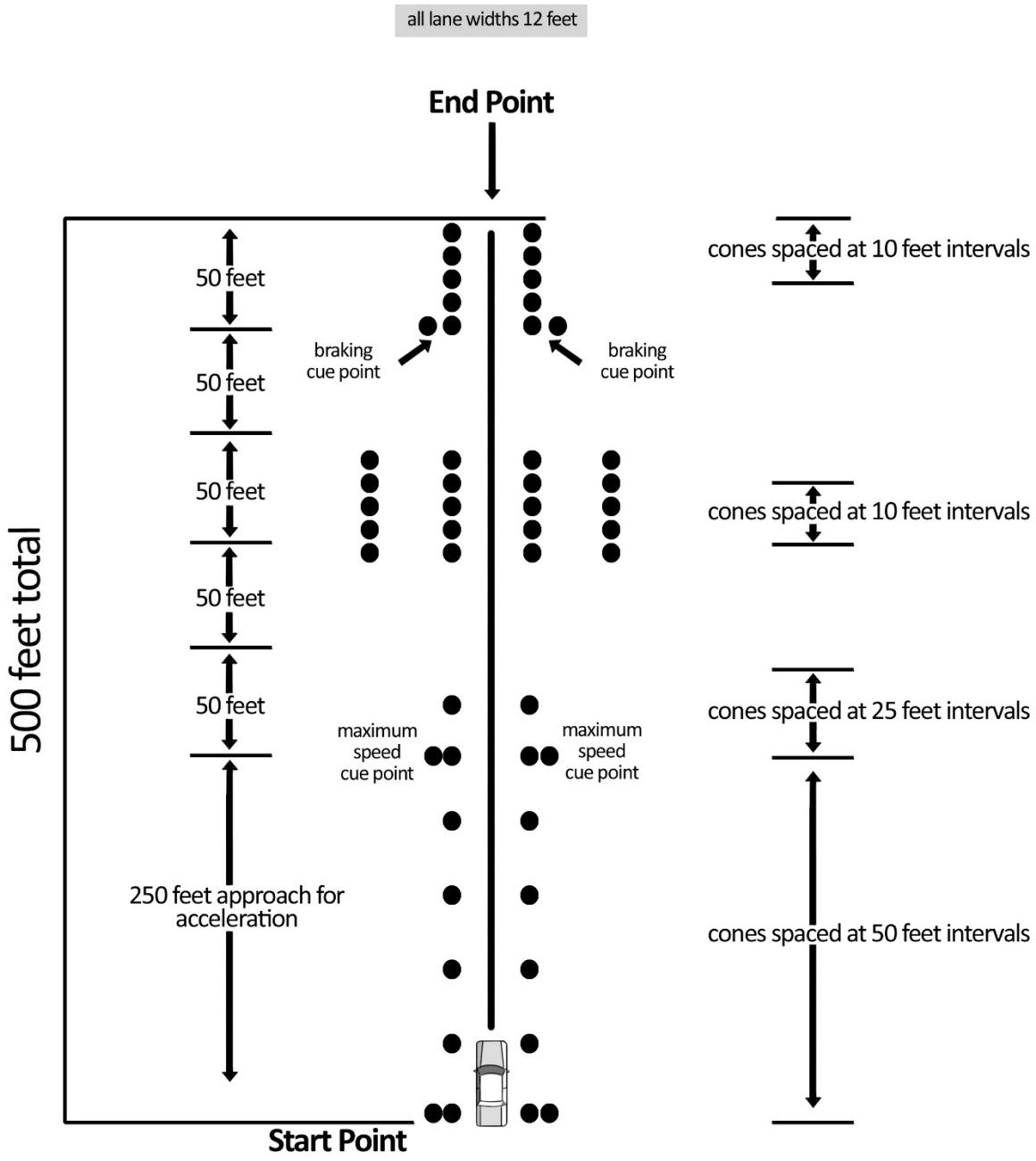
The course uses cones marking start and end points at opposite ends of a 500-foot course with a 250-foot approach lane leading up to the maximum speed cue point, and then braking cue point.

The student must demonstrate the ability to stop a vehicle in the shortest distance without losing traction. From the start point, the student must accelerate to 35 mph (± 2 mph) and maintain that speed until reaching the maximum speed cue point. The student must take their foot off the accelerator and coast to the braking cue point and must stop the vehicle at the end point.

The student must be going 35 mph (±2mph) at the maximum speed cue point.

This exercise provides experience in collision avoidance via the proper braking technique. The student will learn how to control the vehicle under heavy braking while reducing stopping distance and understand why brake-locked wheels are extremely dangerous.

# Braking Course



# INSTRUCTOR MATERIAL: EVASIVE MANEUVER COURSE

**Evaluation Criteria**

- entry speed—accelerates to 35 mph (± 2 mph) by the set cue point.
- braking—demonstrates proper braking techniques.
- lane change—changes at least once in each direction.
- cone avoidance—does not touch any cones.
- complete stop—stops by the established stopping point.

This exercise provides an alternative to collision where space is available to avoid an impact. It minimizes overdependence on brakes as an emergency control and increases use of proper steering control and acceleration to avoid collision. The student will learn the relationship between speed and the time and distance required in making a decision.

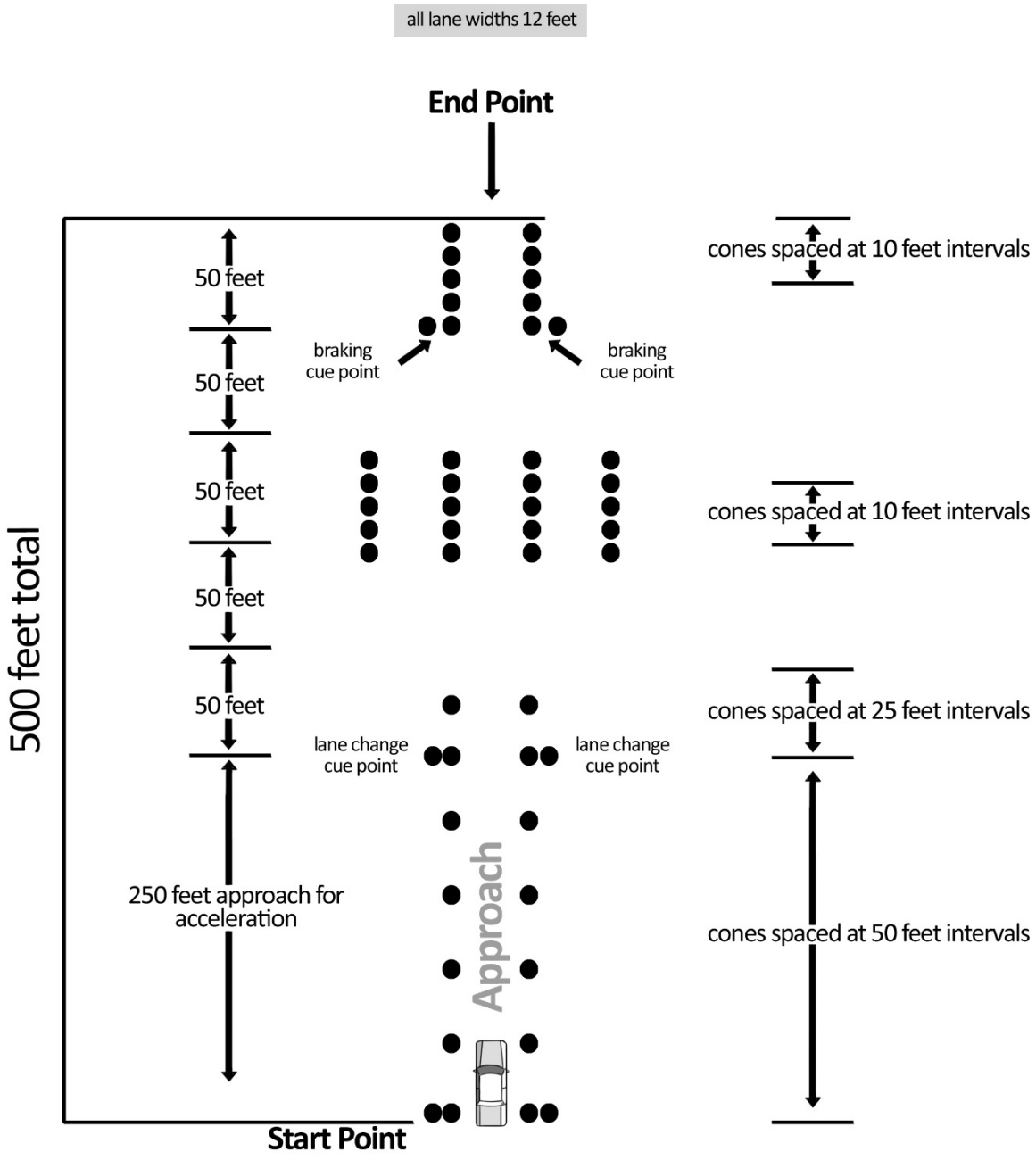
The course uses cones marking start and end points at opposite ends of a 500-foot course with a 250-foot approach lane leading up to the lane change cue point, and then braking cue point.

The student must demonstrate the ability to change lanes, avoid an obstacle, reenter the original lane, and stop the vehicle.

From the start point, the student will accelerate to 35 mph (± 2 mph) and maintain that speed until the lane change cue point is reached. The student must change to the left or right lane as the instructor directs. (During the course the student must change to the left lane at least once and to the right lane at least once.)

Upon steering into the designated lane, the student will reenter the original center lane and stop the vehicle using the proper braking technique at the end point. The student may not brake until passing the designated braking cue point.

# Evasive Maneuver Course



# UNIT 3 PRINCIPLES OF DRIVING

## LESSON 4 VEHICLE CORNERING

### Lesson Goal

At the end of this lesson, students will know how to enter an intersection safely and properly at normal driving speeds and make a 90° turn to the right or left.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Instructor Material: Cornering Course
Instructor Material: Form CJSTC-7, Vehicle Operations Performance Evaluation

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**☑ HL134.1. Position the vehicle for entry into a turn or corner**

Describe the basic steps for positioning the vehicle, steering, and maintaining control through a 90° turn.

Review the Cornering exercise.

Demonstrate how to enter an intersection safely and make a 90° turn to the right and left.

Have the students demonstrate how to enter an intersection safely and make a 90° turn to the right and left.

Complete Form CJSTC-7.

# INSTRUCTOR MATERIAL: CORNERING COURSE

**Evaluation Criteria**

- entry speed—accelerates to 35 mph (+2 mph) by the set cue point.
- braking—uses correct braking techniques.
- vehicle position—assumes the right side of the lane for a left turn and the left side of the lane for a right turn.
- shuffle steering—uses only this steering technique.
- acceleration—accelerates after reaching the apex.
- cone avoidance—does not touch any cones.
- turn signal—uses the proper turn indicator.

This exercise provides experience in proper entry to and exit from a turn that requires a 90º change of direction.

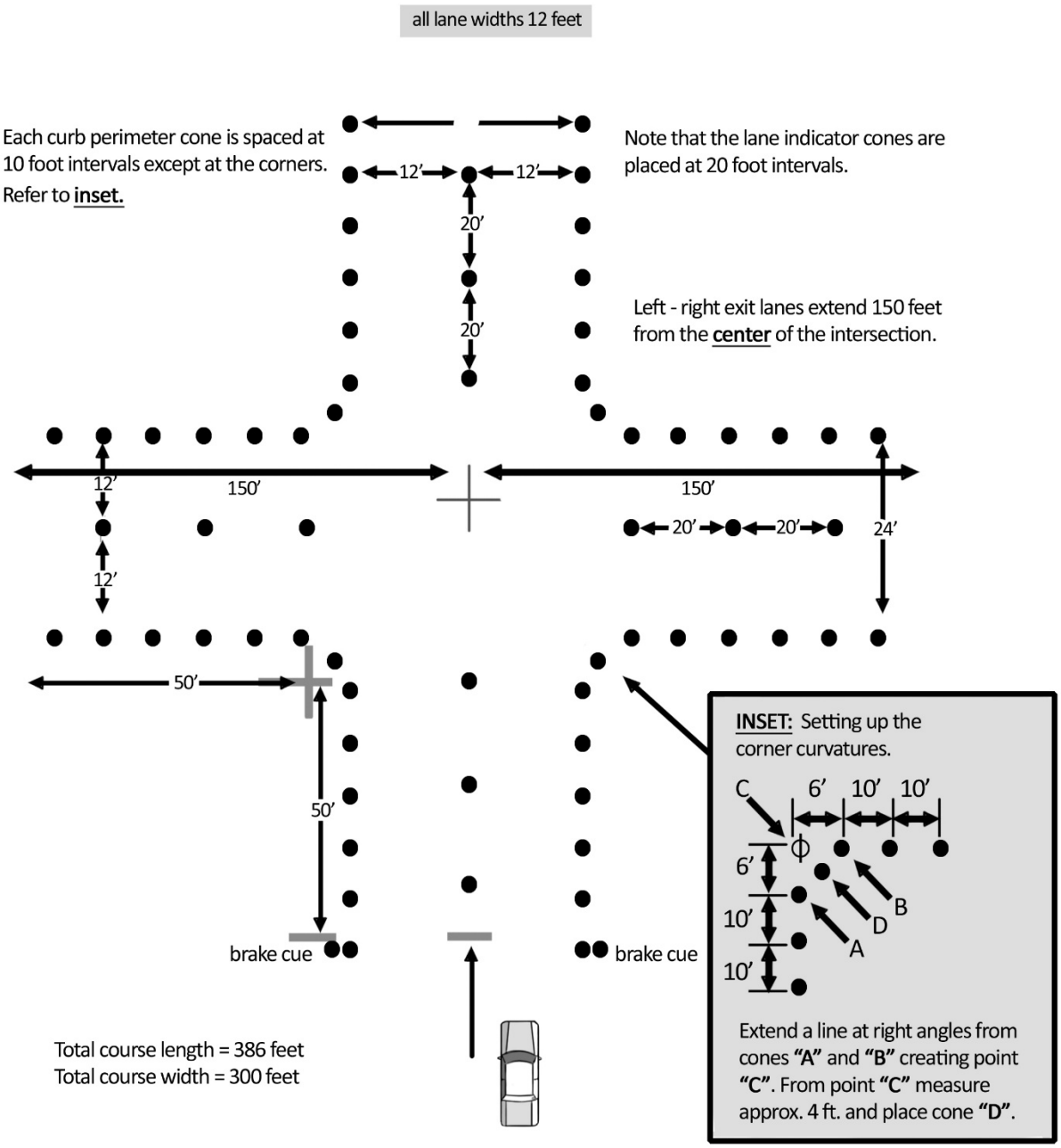
The course uses cones marking the brake point and other cones positioned to represent a two-lane intersection with a total length of 386 feet and width of 300 feet.

During the approach, the student will accelerate to 35 mph (± 2 mph) and maintain that speed until reaching the entry/brake point. The student will enter a set of cones positioned to represent a two-lane intersection and then position the vehicle in order to use a proper apexing technique while making a turn in the designated direction.

After passing the apex, the student may accelerate.

During the course, the student must make at least one turn to the left and at least one turn to the right using the proper turn signal.

# Cornering Course



# UNIT 3 PRINCIPLES OF DRIVING

## LESSON 5 VEHICLE BACKING

### Lesson Goal

At the end of this lesson, students will know how to safely and effectively back up their vehicle.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)
Instructor Material: Form CJSTC-7, Vehicle Operations Performance Evaluation
Instructor Material: Intersection Backing Course
Instructor Material: Reverse Serpentine Course
Instructor Material: Tactical Backing Course

---

☑ **HL135.1. Identify the pivot position when backing up a vehicle**

☑ **HL135.2. Identify how to steer in reverse with your left hand while slowly accelerating and maintaining control of the steering wheel**

Review the Intersection Backing exercise.

Demonstrate how to properly execute backing from an intersection.

Have the students demonstrate how to properly execute backing from an intersection.

Review the Reverse Serpentine exercise.

Demonstrate how to properly drive in reverse in a serpentine manner.

Have the students demonstrate how to properly drive in reverse in a serpentine manner.

Review the Tactical Backing exercise.

Demonstrate how to properly execute tactical backing with one lane change in each direction.

Have the students demonstrate how to properly execute tactical backing with one lane change in each direction.

Complete Form CJSTC-7.

# INSTRUCTOR MATERIAL: INTERSECTION BACKING COURSE

**Evaluation Criteria**

- body position—turns the upper body to the right, placing the right arm on top of the passenger seat, or uses the vehicle mirrors for the backing exercise.
- vehicle position—in reverse, aligns the vehicle to the right when turning right and the left when turning left (while driving forward, right side of lane for left turn; left side of lane for right turn).
- cone avoidance—does not touch any cones.

This exercise provides experience in backing a vehicle within the area available in a normal two-lane intersection. It assists the student in making judgments regarding vehicle positioning.

The course uses cones positioned to represent a two-lane intersection.

> When using a full-size truck, two inner cones must be moved one cone length (12 inches) perpendicular to the lane. See diagram.

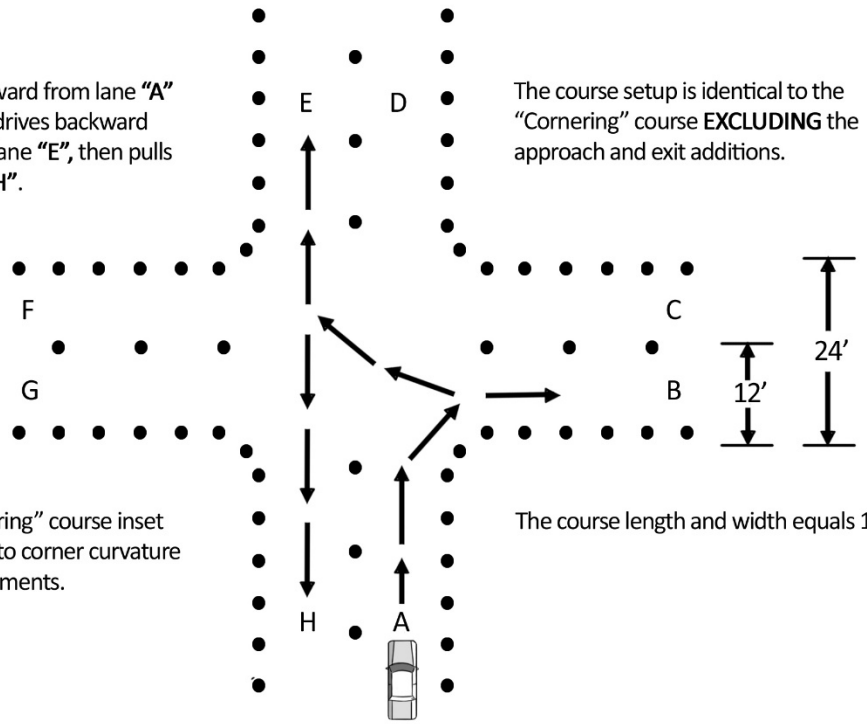
When traveling in reverse, the student may use the proper body position, use of mirrors, and steering technique. The vehicle will be in the right lane A when the student enters the intersection. Moving forward, the student will turn right at the first perpendicular lane B to the right. Once completely inside the lane B, the student must stop the vehicle. Then the student will shift into reverse, back diagonally across the intersection completely into the far lane E, and stop. Next, the student will drive straight through and come to a stop at the end of the intersection H. The student will back completely into the first perpendicular lane to the left G, stop the vehicle, then drive diagonally across the intersection D and stop. Finally, the student will back straight through the intersection to the starting point A.

# Intersection Backing Course
## A two phase / single run course

all lane widths 12 feet

**Phase 1**
The driver pulls forward from lane **"A"** into lane **"B",** then drives backward from lane **"B"** into lane **"E",** then pulls forward into lane **"H"**.

The course setup is identical to the "Cornering" course **EXCLUDING** the approach and exit additions.

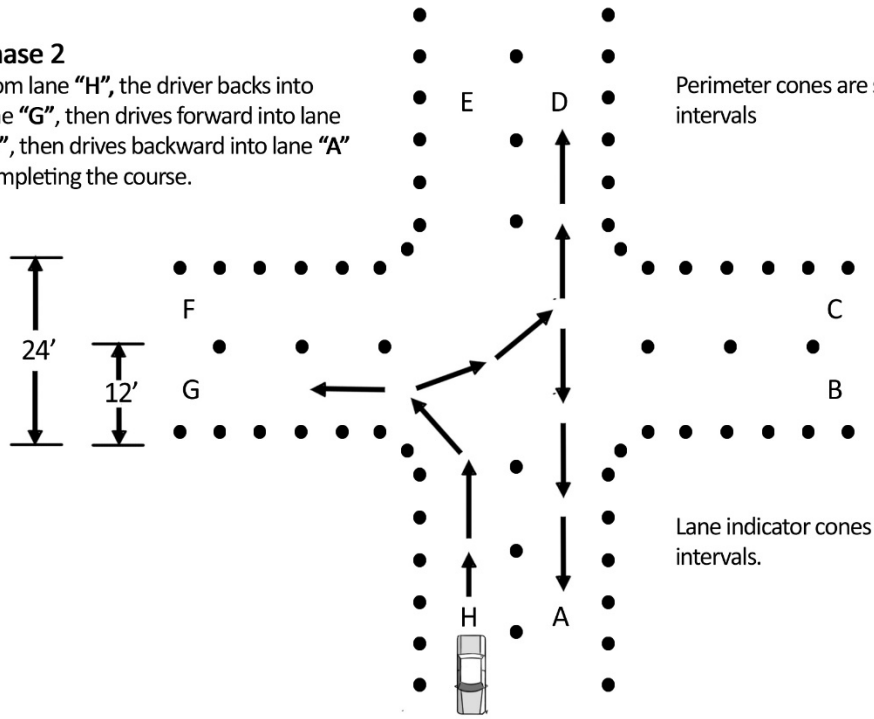



Refer to the "Cornering" course inset drawing pertaining to corner curvature adjustment measurments.

The course length and width equals 136 feet.

**Phase 2**
From lane **"H",** the driver backs into lane **"G"**, then drives forward into lane **"D"**, then drives backward into lane **"A"** completing the course.

Perimeter cones are spaced at 10 foot intervals




Lane indicator cones are spaced at 20 foot intervals.

# INSTRUCTOR MATERIAL: REVERSE SERPENTINE COURSE

**Evaluation Criteria**

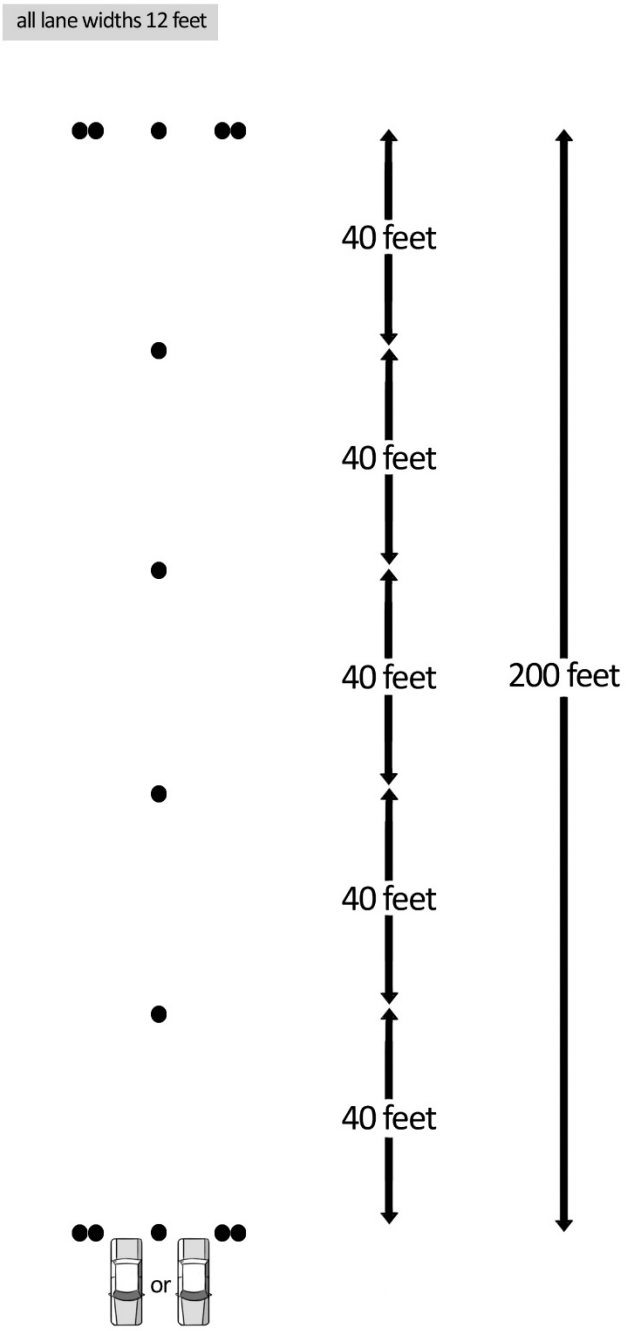
- body position—turns the upper body to the right, placing the right arm on top of the passenger seat, or uses the vehicle mirrors for the backing exercise.
- vehicle position—does not stop before reaching the end of the exercise.
- cone avoidance—does not touch any cones.

This exercise provides instruction and experience in controlled backing around a series of objects by depicting the need for reduced steering input while traveling in reverse. It also increases the student's ability to perceive the spatial relationship of the vehicle with respect to fixed objects.

The course uses cones marking start and end points at opposite ends of a 200-foot course, with four internal cones placed at 40 feet between each.

In reverse, the student will maneuver through a series of four interior cones placed 40 feet apart in a straight line. Starting to the right or left of the first cone, the student must back the vehicle in a smooth motion to provide enough steering input to move to the left or right side of the next cone. The student will continue in a serpentine path until passing the fourth cone.

# Reverse Serpentine Course




vehicle may start on either side

# INSTRUCTOR MATERIAL: TACTICAL BACKING COURSE

**Evaluation Criteria**

- body position—turns the upper body to the right, placing the right arm on top of the passenger seat, or use the vehicle mirrors for the backing exercise.
- vehicle position—starts with the car positioned completely inside the cones. Proceeds through the course.
- lane change—changes lane at least once in each direction.
- cone avoidance—does not touch any cones.

This exercise provides experience in backing straight and completing a lane change while backing. This simulates an officer's need to quickly back out of an emergency situation.

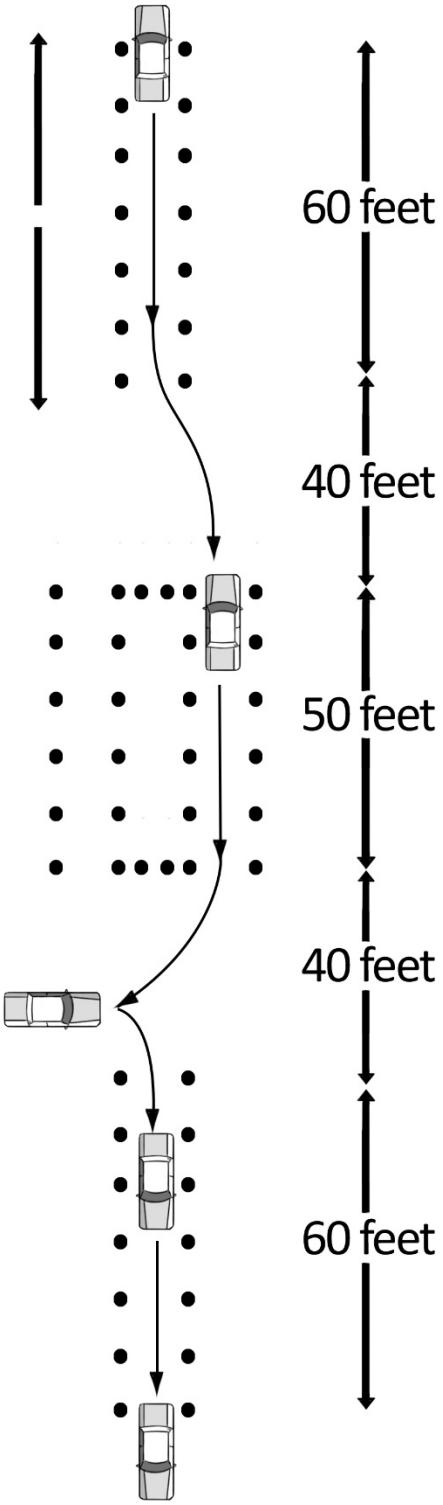
The course uses cones marking the start point and laying out lanes to the right and left followed by a return to the original lane.

With the vehicle parked at the start point, the student will assume the proper position in the driver's seat and enter the course. Driving in reverse, the student must change lanes, enter into a safe area, and stop the vehicle. The student will drive the vehicle forward to the next gate and come to a complete stop.

The student must maintain control of the vehicle and not strike any cones. This course is to be driven by the student and is designed to improve driving skills for tactical backing.

# Tactical Backing Course

all lane widths 12 feet



# UNIT 4 LIGHTS AND SIRENS

## LESSON 1 NIGHT AND SUBDUED LIGHT DRIVING

### Lesson Goal

At the end of this lesson, students will understand factors that influence a driver's performance while operating a vehicle during reduced lighting or nighttime hours as well as techniques to use to improve vision while driving at night or under reduced visibility.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

Instructor Material: Nighttime Emergency Evasive Course

Instructor Material: Nighttime Emergency Forward Serpentine Course

Instructor Material: Nighttime Emergency Reverse Serpentine

Instructor Material: Form CJSTC-7, Vehicle Operations Performance Evaluation

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☑ **HL141.1. Identify types of sensory influences the driver may experience at night**

☑ **HL141.2. Identify techniques that may improve vision at night**

Discuss several factors that may influence driving performance at night and techniques that officers can use to improve vision and react properly to oncoming vehicular traffic.

Review the Nighttime Emergency Evasive exercise.

Demonstrate proper nighttime emergency evasive techniques.

Have the students demonstrate proper nighttime emergency evasive techniques.

Review the Nighttime Emergency Forward Serpentine exercise.

Demonstrate proper nighttime emergency forward serpentine techniques.

Have the students demonstrate proper nighttime emergency forward serpentine techniques.

Review the Nighttime Emergency Reverse Serpentine exercise.

Demonstrate proper nighttime reverse serpentine techniques.

Have the students demonstrate proper nighttime reverse serpentine techniques.

Complete Form CJSTC-7.

Students must drive the night courses no earlier than 30 minutes after sunset and no later than 30 minutes before sunrise (by official times for sunrise and sunset).

# INSTRUCTOR MATERIAL: NIGHTTIME EMERGENCY EVASIVE COURSE

**Evaluation Criteria**

- entry speed—reaches and maintains 35 mph (± 2 mph) by the set cue point.
- lane change—changes at least once in each direction.
- braking—uses proper braking techniques.
- cone avoidance—does not touch any cones.
- complete stop—stops by the specified stopping point.

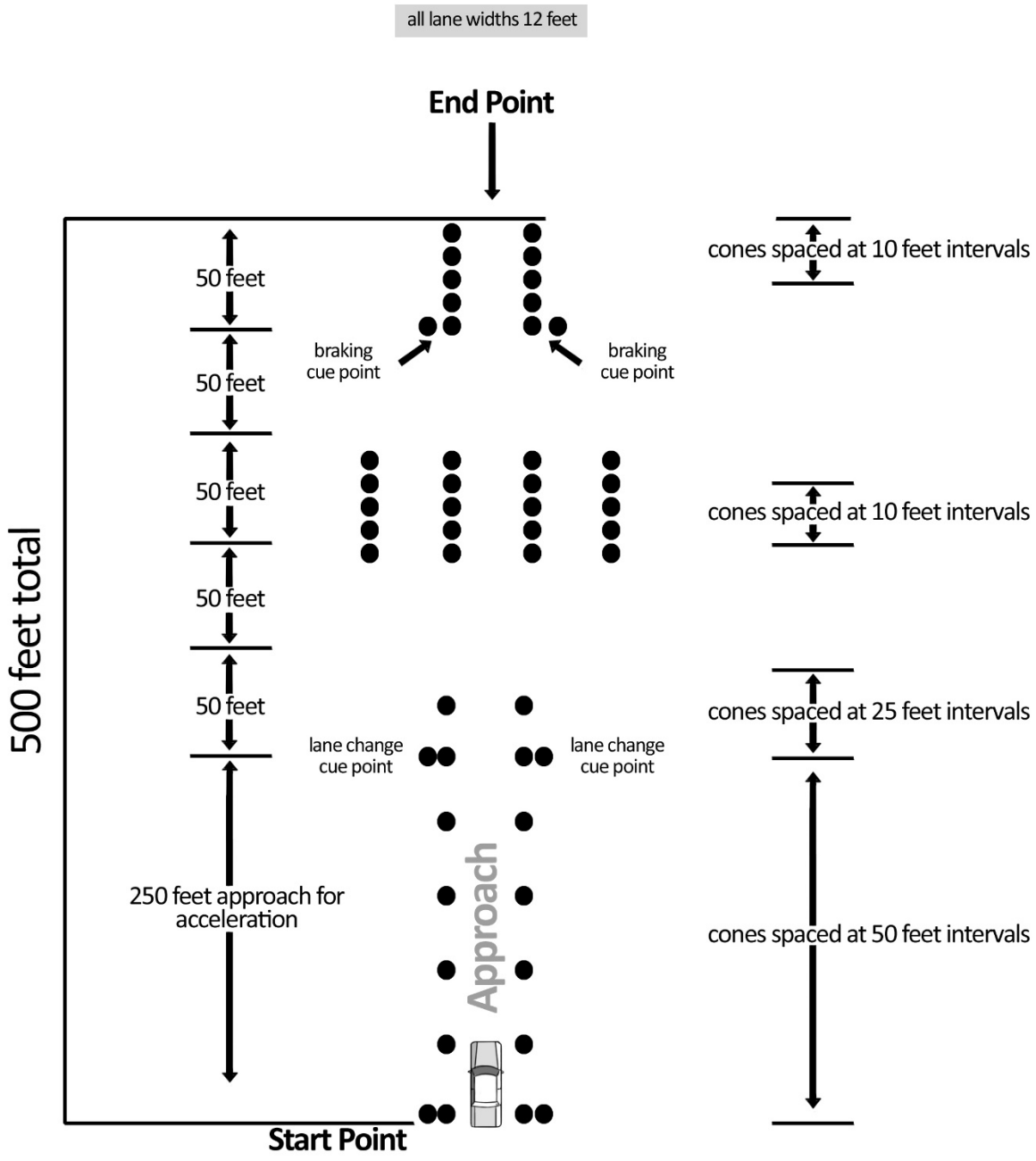
This exercise provides an alternative to collision where space is available to avoid an impact while driving at night. Using the vehicle's headlights as the primary source of light, as well as the vehicle's emergency lights and optional siren, exposes the student to the visual, audible, and psychological effects of the emergency equipment.

The course uses cones marking start and end points at opposite ends of a 500-foot course with a 250-foot approach lane leading up to the lane change cue point, and then braking cue point.

From the start point, with the emergency lights activated (sirens are optional), the student will accelerate to 35 mph (± 2 mph) and maintain that speed until the lane change cue point is reached. The student must change to the left or right lane as the instructor directs. During the course, the student must change to the left lane at least once and to the right lane at least once.)

Upon steering into the designated lane, the student will reenter the original center lane, and stop the vehicle using the proper braking technique at the end point. The student may not brake until passing the designated braking cue point.

# Nighttime Emergency Evasive Course



# Instructor Material: Nighttime Emergency Forward Serpentine Course

**Evaluation Criteria**

- speed—accelerates to 20 mph (± 2 mph) upon entering the course and never proceeds below 10 mph.
- shuffle steering—uses only this steering technique.
- braking—does not brake until passes the final cone.
- cone avoidance—does not touch any cones.

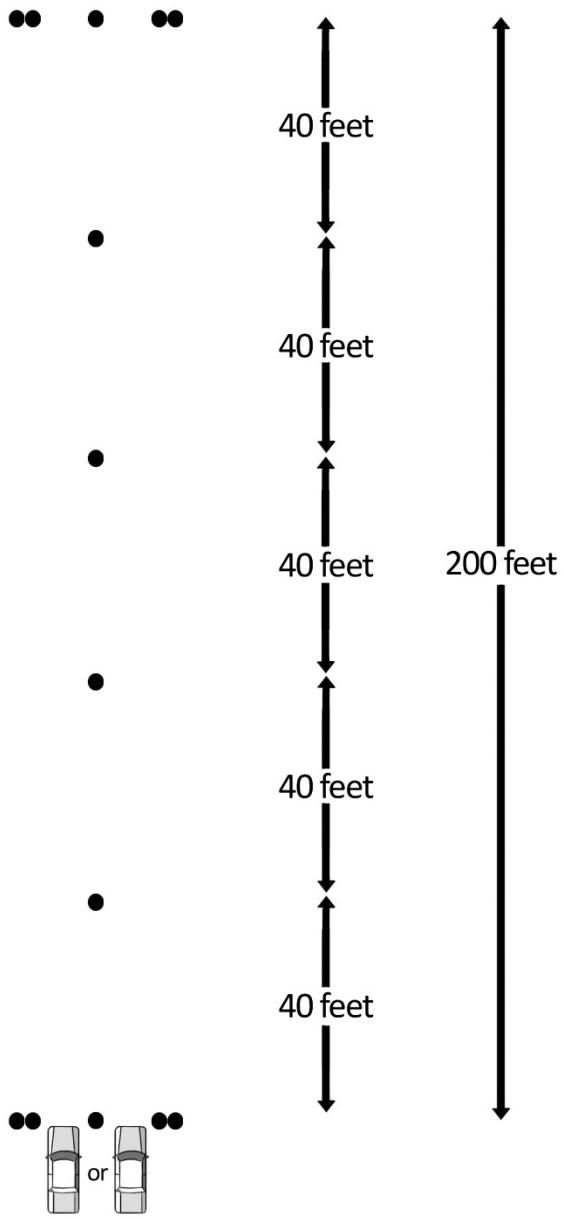
This exercise provides instruction in controlled acceleration of a vehicle around a series of objects while driving at night. Using the vehicle's headlights as the primary source of light, as well as the vehicle's emergency lights and optional siren, exposes the driver to the visual, audible, and psychological effects of the emergency equipment. It increases the student's ability to perceive the spatial relationship of the vehicle with respect to fixed objects.

The course uses cones marking start and end points at opposite ends of a 200-foot course, with four internal cones placed at 40 feet between each.

From the start and end points, with the emergency lights activated (sirens are optional), the student must accelerate to 20 mph (± 2 mph). The student will maneuver through a series of four interior cones placed 40 feet apart in a straight line. Starting to the right or left of the first cone, the student must use the proper shuffle steering technique to provide enough steering input to move to the left or right side of the next cone. The student will continue in a serpentine path until passing the fourth cone. The student must not brake or let the vehicle speed fall below 10 mph.

# Nighttime Emergency Forward Serpentine Course

all lane widths 12 feet




vehicle may start on either side

# Instructor Material: Nighttime Emergency Reverse Serpentine Course

**Evaluation Criteria**

- body position—turns the upper body to the right, placing the right arm on top of the passenger seat, or uses the vehicle mirrors for the backing exercise.
- vehicle position—proceeds through the course in continuous motion. Does not stop before reaching the end of the exercise.
- cone avoidance—does not touch any cones.

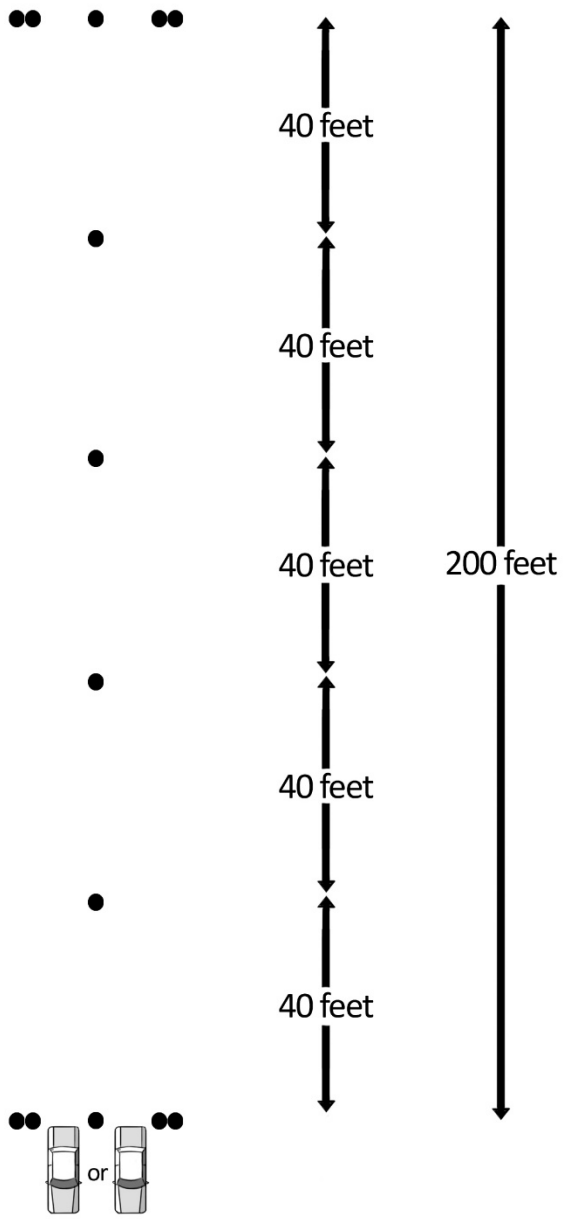
Starting at the gate, the student will drive in reverse with emergency lights activated. Siren is optional.

The course uses cones marking start and end points at opposite ends of a 200-foot course, with four internal cones placed at 40 feet between each.

In reverse, the student will maneuver through a series of four interior cones placed 40 feet apart in a straight line. Starting to the right or left of the first cone, the student must use the proper steering technique to provide enough steering input to move to the left or right side of the next cone. The student will continue in a serpentine path until passing the fourth cone.

# Nighttime Emergency Reverse Serpentine Course with Lights (Siren Optional)

all lane widths 12 feet




vehicle may start on either side

# UNIT 4 LIGHTS AND SIRENS

## LESSON 2 OPERATING IN EMERGENCY MODE

### Lesson Goal

At the end of this lesson, students will know various safety issues and expected psychological and physiological effects to consider while operating a law enforcement vehicle in emergency mode.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

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☑ **HL142.1. Identify possible psychological stress on the driver in emergency mode**

☑ **HL142.2. Identify possible physiological effects on the driver in emergency mode**

☑ **HL142.3. Identify safe emergency driving techniques**

Discuss the psychological stress and physiological effects on the driver in emergency mode.

Emergency Operations Course—Each training center should set up and operate an Emergency Operations Course as part of Vehicle Operations training. The layout of the course will be determined by the available driving area at the training center. The course will contain numerous obstacles or "skill challenges" that the students have practiced and been tested on. The entire course should be run in the emergency mode with lights and radio use. Sirens are optional. This exercise will be performed after all other Vehicle Operations exercises have been completed.

Evaluation criteria will include the following:

- time of completion
- cone avoidance
- proper apexing
- shuffle steering
- braking

Review ss. 316.003(1); 316.072(5)(c); 316.126(1), (3), and (5); and 316.271(6), F.S.

# UNIT 4 LIGHTS AND SIRENS

## LESSON 3 PURSUIT CONSIDERATIONS

### Lesson Goal

At the end of this lesson, students will know the case law that influences policy regarding pursuits. Students will know how to communicate during a pursuit and how to identify the possible conclusions to a pursuit.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 1)

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- ☑ **HL143.1. Identify how to make a decision to operate in emergency mode**
- ☑ **HL143.2. Define pursuit**
- ☑ **HL143.3. Explain case law regarding operating a vehicle in emergency mode**
- ☑ **HL143.4. Describe basic steps for conducting a vehicle pursuit**
- ☑ **HL143.5. Identify the conclusions to a pursuit**

Emphasize the importance of following agency policies and federal and state law.

Discuss case laws impacting driving a vehicle in pursuit mode, including:

- *DeShaney v. Winnebago County Department of Social Services*, 489 U.S. 189 (1989)
- *City of Pinellas Park v. Brown*, 604 So. 2d. 1222 (Fla. 1992)
- *Brower v. Inyo County*, 489 U.S. 593 (1989)
- *Tennessee v. Garner*, 471 U.S. 1 (1985)
- *County of Sacramento v. Lewis*, 523 U.S. 833 (1998)
- *Scott v. Harris, 550 U.S. 372*, 127 S. Ct. 1769 (2007)

Summarize tactics used to bring vehicle pursuits to a safer and more rapid conclusion:

- roadblocks
- tire deflation
- pursuit intervention technique

Give examples of possible conclusions to a pursuit.

**LESSON VOCABULARY**

pursuit

pursuit immobilization technique (PIT)

roadblock

# FIRST AID FOR CRIMINAL JUSTICE OFFICERS

**Course Number:** CJK_0031

**Course Hours:** 40 hours

**Course Structure:** 4 units, 23 lessons

**Course Outcomes:**

At the end of this course, students will be able to:

- ✓ ventilate a patient who is not breathing
- ✓ perform cardiopulmonary resuscitation (CPR) on a patient who has no heartbeat
- ✓ put on, properly remove, and discard disposable gloves
- ✓ conduct a scene size-up
- ✓ assess LOC/AVPU
- ✓ assess breathing
- ✓ assess circulation, including pulse rate
- ✓ assess for uncontrolled bleeding
- ✓ conduct a physical assessment (DOTS/PMS)
- ✓ perform a walking assist
- ✓ perform an emergency drag
- ✓ perform an extremity lift or carry
- ✓ perform a log roll, including motion restriction of the head, neck, and cervical spine
- ✓ perform general treatment for shock
- ✓ stop bleeding
- ✓ dress and bandage an open wound
- ✓ place a patient in a recovery position or position of comfort to avoid positional asphyxia
- ✓ respond to a mass causality incident as the first officer on the scene, and participate in triage and a multiple agency response
- ✓ provide care based on threat levels and scene safety

Required Activities

Helpful Notes

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

## CPR Requirements

☑ **HL200.1. Demonstrate how to ventilate a patient that is not breathing**

☑ **HL200.2. Demonstrate how to perform cardiopulmonary resuscitation (CPR) on a patient that has no heartbeat**

Teach CPR at any point in the curriculum before teaching Units 3 and 4 of this course. You must be a certified CPR instructor to teach CPR. Teach CPR standards, using appropriate instructor-to-student ratios under the guidelines of the lead CPR instructor's certifying agency affiliation. Your training center is responsible for providing the textbook that corresponds to your instructor's certifying agency affiliation.

The required topics must include foreign body airway obstruction, rescue breathing, and CPR on an adult, child, and infant, and must include Automated External Defibrillator (AED) training. A student must successfully complete CPR/AED training to pass the course. The standards for performance for CPR are determined by the lead CPR instructor's affiliated certifying association guidelines from the American Heart Association (AHA), American Red Cross (ARC), American Safety & Health Institute (ASHI), or other entity referenced in the Department of Health Rule 64J-1.022, F.A.C. The lead CPR instructor's affiliated association will set the CPR performance criteria and cognitive CPR examination.

A basic recruit student who does not meet the designated association CPR standards must not be permitted to take the end-of-course examination for the First Aid for Criminal Justice Officer Course. A student who fails any skill fails the course. Each association may use a specific performance evaluation form. Documentation from the CPR evaluation will transfer to this form as proof of passing the demonstration and include the form in the course file.

## Proficiency Requirements

To pass the First Aid for Criminal Justice Officers Course, students must meet proficiency requirements, including:

- ✓ achieving a passing score of at least 80% on the written cognitive end-of-course examination
- ✓ demonstrating 100% proficiency in all of the required techniques
- ✓ participating in the role-play exercise

Instructors will test students on each of the required techniques and record the results on Form CJSTC-5, First Aid Performance Evaluation.

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill.

Students may get one more try at demonstrating proficiency either on the cognitive examination or in the physical skills but not both. If a student fails the physical skills demonstration, the instructor must complete a written remediation form and allow the student to correct deficiencies through practice.

If a student fails on the second attempt to achieve proficiency in either the written examination or the physical skills, the student fails the First Aid for Criminal Justice Officers Course. See Rules 11B-35.001 and 11B-35.0024, F.A.C.

## Documenting Proficiency

Instructors must document a student's performance and any remediation or failure of the physical skills testing. Form CJSTC-5, First Aid Performance Evaluation, is required for each student. For a student who needs remediation, a written remediation plan is also required. The remediation plan must identify the deficient area(s), the corrective action(s) required for improvement, and the time allotted for practice before retesting. Instructors may use any written form that includes these basic elements; an example of a remediation plan is included in this instructor guide. The instructor must discuss the remediation plan with the student to ensure understanding.

After the student completes the plan for remediation, the instructor will retest the student on the remediated skill(s) and document the results on the form CJSTC-5. If the student fails the second attempt to demonstrate proficiency, the instructor must indicate the failure on the form CJSTC-5, noting the reason(s) for failure in the comments section.

The training school will retain the performance evaluation form and the remediation plan with the student's records.

# COURSE OUTLINE

First Aid for Criminal Justice Officers ..... 52
Course Outline ..... 55
Basic Recruit Proficiency Training Remediation Plan ..... 57
Unit 1 Prepare to Respond to a Medical Emergency ..... 58
Lesson 1 Introduction to First Aid ..... 58
Lesson 2 Legal and Ethical Issues ..... 59
Lesson 3 Patient Communication ..... 61
Lesson 4 Human Body ..... 62
Lesson 5 Infection Control Basics ..... 63
Unit 2 Respond to a Medical Emergency ..... 65
Lesson 1 Scene Size-Up ..... 65
Lesson 2 Patient Assessment ..... 67
Lesson 3 Moving Patients ..... 69
Lesson 4 Mass Casualty Incidents and Triage ..... 71
Lesson 5 Providing Care While Under Threat ..... 72
Unit 3 Trauma-Related Medical Issues ..... 74
Lesson 1 Shock ..... 74
Lesson 2 Soft-Tissue Injuries and Bleeding ..... 75
Lesson 3 Puncture Wounds ..... 78
Lesson 4 Spinal, Head, and Neck Injuries ..... 79
Lesson 5 Chest, Abdominal, and Genital Injuries ..... 81
Lesson 6 Extremity Injuries ..... 83
Lesson 7 Burns ..... 85
Unit 4 Medical Issues ..... 87
Lesson 1 Substance Use Complications ..... 87
Lesson 2 Diabetes and Seizures ..... 88
Lesson 3 Asthma, Heart Attack, and Stroke ..... 89
Lesson 4 Heat- and Cold-Related Injuries ..... 90
Lesson 5 Abdominal Pain and Poisoning ..... 91
Lesson 6 Assisting in Childbirth ..... 92
Role-Play Exercise: First-Aid Scenarios for Law Enforcement and Correctional Probation Officers ..... 93
Scenario 1—Vehicle Crash 1 ..... 0
Scenario 2—Vehicle Crash 2 ..... 1
Scenario 3—Officer Down ..... 3

Scenario 4—Cardiac Event ..... 5
Scenario 5—Diabetic Emergency ..... 7
Role-Play Exercise: First-Aid Scenarios for Correctional Officers ..... 9
Scenario 1—Chest Injury (CO) ..... 10
Scenario 2—Cardiac Event (CO) ..... 11
Scenario 3—Overdose (CO) ..... 12
Scenario 4—Tier Fall (CO) ..... 13
Scenario 5—Diabetic Emergency (CO) ..... 15
Attachment: First-Aid Role-Play Exercise Instructions ..... 17

# BASIC RECRUIT PROFICIENCY TRAINING REMEDIATION PLAN

| Defensive Tactics | Firearms | First Aid | Vehicle Operations | DUI Traffic Stops |
|---|---|---|---|---|

*(circle one)*

Student Name: Student ID #:

Training School: Class #:

Evaluation Point or Technique:

Area(s) of Deficiency:

Plan for Improvement:

Allotted Time for Improvement:

**I have read and understand the above remediation plan.**

Student: Date:

*Signature*

Instructor: Date:

*Print* *Signature*

Lead Instructor: Date:

*Print* *Signature*

**I voluntarily choose to retest before the completion of the fully allotted time for improvement as stated above. I fully understand that I am responsible for this decision. Should I fail, I will fail the entire proficiency basic recruit course.**

Actual Time to Complete:

*Student Signature* *Date*

Acceptable Performance: ☐ Yes ☐ No (If no, describe the outcome below.)

Outcome:

# UNIT 1 PREPARE TO RESPOND TO A MEDICAL EMERGENCY

## LESSON 1 INTRODUCTION TO FIRST AID

### Lesson Goal

At the end of this lesson, students will be able to describe their duties and responsibilities within the emergency medical services (EMS) system and be able to provide emergency first aid according to the Criminal Justice Standards and Training Commission (CJSTC) standards.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL211.1. Describe the duties of the criminal justice first-aid provider within the emergency medical services (EMS) system**

☑ **HL211.2. Describe the officer's responsibilities for providing emergency first aid according to the Criminal Justice Standards and Training Commission (CJSTC) standards**

Describe the role of criminal justice first-aid providers, and compare their roles and responsibilities with those of EMS professionals.

Emphasize the importance of providing proper medical treatment during medical emergencies.

**LESSON VOCABULARY**

EMS system

# UNIT 1 PREPARE TO RESPOND TO A MEDICAL EMERGENCY

## LESSON 2 LEGAL AND ETHICAL ISSUES

### Lesson Goal

At the end of this lesson, students will be able to describe the legal guidelines associated with their responsibilities as a criminal justice first-aid provider, including their duty to act and the role of consent.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL212.1. Describe the legal and ethical responsibilities for a criminal justice first-aid provider**

☑ **HL212.2. Describe how the duty to act applies to the criminal justice first-aid provider**

☑ **HL212.3. Describe how the standard of care applies to the criminal justice first-aid provider**

☑ **HL212.4. Describe how the Good Samaritan Act affects the criminal justice first-aid provider**

☑ **HL212.5. Describe the implications of abandonment for the criminal justice first-aid provider**

☑ **HL212.6. Describe the implications of negligence for the criminal justice first-aid provider**

☑ **HL212.7. Describe the role of consent when providing emergency first aid**

☑ **HL212.8. Describe the role of a do-not-resuscitate order (DNR/DNRO) for a criminal justice first-aid provider**

☑ **HL212.9. Describe the role of medical alerts or notifications for a criminal justice first-aid provider**

☑ **HL212.10. Describe the legal and ethical considerations of HIPAA for the criminal justice first-aid provider**

☑ **HL212.11. Recognize that every call for emergency medical care can be a crime scene**

Discuss jurisdictional boundaries related to a criminal justice officer performing first aid. (See Florida Attorney General's Advisory Legal Opinion 89-62.)

Discuss the following Florida Statutes as they apply to criminal justice officers when providing emergency first aid:

- s. 768.13, F.S., Good Samaritan Act; immunity from civil liability
- s. 768.1325, F.S., Cardiac Arrest Survival Act; immunity from civil liability
- s. 39.401, F.S., Taking a child alleged to be dependent into custody; law enforcement officers and authorized agents of the department

Discuss medical examples of consent and its importance when providing first aid.

Discuss a DNR in relation to duty to act and criminal justice first-aid provider responsibilities. An example of a DNR form can be obtained from the Florida Department of Health website.

Provide visual examples of the variety of medical alert jewelry available online. Emphasize that officers may easily mistake current styles of devices for fashion jewelry, to look for tattoos that may be a medical alert or determine if they have an ICE (in case of emergency) contact in their phone.

Discuss how different situations could be both a crime scene and a medical emergency. Explain the significance of recognizing the area as a crime scene and preserving evidence.

**LESSON VOCABULARY**

duty to act

expressed consent

Good Samaritan Act

HIPAA

implied consent

informed consent

medical alert

negligence

# UNIT 1 PREPARE TO RESPOND TO A MEDICAL EMERGENCY

## LESSON 3 PATIENT COMMUNICATION

### Lesson Goal

At the end of this lesson, students will be able to communicate effectively with patients who have special considerations as they provide emergency first aid.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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**HL213.1. Describe how to communicate with patients who have special considerations**

Discuss the types of challenges officers encounter when responding to people with special considerations, such as patients who:

- are blind or have limited vision
- are deaf or hard of hearing
- have developmental disabilities
- have dementia
- are juveniles
- use medical equipment
- have non-English language needs

# UNIT 1 PREPARE TO RESPOND TO A MEDICAL EMERGENCY

## LESSON 4 HUMAN BODY

### Lesson Goal

At the end of this lesson, students will be able to describe basic human anatomy with a focus on the respiratory and circulatory systems.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL214.1. Describe the function of the respiratory system and its main parts**
- ☑ **HL214.2. Describe the function of the circulatory system and the four major arteries**
- ☑ **HL214.3. Describe the function of the skeletal system and its main parts**
- ☑ **HL214.4. Describe the function of the muscular system and types of muscle**
- ☑ **HL214.5. Describe the function of the nervous system and its two main parts**
- ☑ **HL214.6. Describe the function of the skin**

Describe each of the body systems and their functions.

Illustrate each of the body systems with diagram charts.

Demonstrate how to take a pulse. Follow up with asking students to take the carotid, radial, and brachial pulse of one or more of their classmates. Do not ask them to take a femoral pulse.

**LESSON VOCABULARY**

central nervous system
circulatory system
muscular system
nervous system
peripheral nervous system
respiratory system
skeletal system
skin

# UNIT 1 PREPARE TO RESPOND TO A MEDICAL EMERGENCY

## LESSON 5 INFECTION CONTROL BASICS

### Lesson Goal

At the end of this lesson, students will be able to describe the ways criminal justice officers may be exposed to pathogens while performing job-related duties and some practices for reducing and preventing risk of infection.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Protective gloves in varying sizes
Imitation or simulated blood (such as corn syrup and food coloring, washable red paint)
BSI kit
Form CJSTC-5, First Aid Performance Evaluation

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☑ **HL215.1. Describe how exposure to pathogens occur when providing emergency first aid**

☑ **HL215.2. Describe the importance of universal precautions, body substance isolation (BSI), and standard precautions when providing emergency first aid**

☑ **HL215.3. Describe the importance of practicing hand hygiene to reduce the risk of infection when providing emergency first aid**

☑ **HL215.4. Describe the importance of using personal protective equipment (PPE) when providing emergency first aid**

☑ **HL215.5. Describe how to put on, properly remove, and discard disposable gloves**

☑ **HL215.6. Describe how to maintain equipment and supplies**

☑ **HL215.7. Describe the importance of proper handling of biomedical or biohazard materials to reduce the risk of infection when providing emergency first aid**

☑ **HL215.8. Describe how to prevent transmission of hepatitis B and hepatitis C when providing emergency first aid**

☑ **HL215.9. Describe how to prevent transmission of human immunodeficiency virus (HIV) when providing emergency first aid**

☑ **HL215.10. Describe ways a criminal justice officer can be exposed to airborne pathogens**

☑ **HL215.11. Describe ways to reduce the risk of COVID-19 transmission when providing emergency first aid**

☑ **HL215.12. Describe how to prevent transmission of MRSA when providing emergency first aid**

☑ **HL215.13. Describe how to prevent transmission of hepatitis A when providing emergency first aid**

Discuss practices for protecting the body from pathogens that may cause diseases.

Demonstrate how to put on and take off personal protective clothing and disposable gloves.

Student will practice and demonstrate how to put on, properly remove, and discard disposable gloves.

Distribute disposable gloves and imitation blood. Instruct students to practice putting on and taking off the gloves. When the exercise ends, students should know which size glove fits best, how the gloves feel, what they can do while wearing protective gloves, how to put on gloves, and how to take off contaminated gloves without contaminating themselves or others. Emphasize to students that they still need to wash their hands immediately after taking off gloves.

Discuss the following Florida Statutes as they apply to criminal justice officers when providing emergency first aid:

- s. 392.56, F.S., Hospitalization, placement, and residential isolation
- s. 381.004, F.S., HIV testing
- s. 112.18, F.S., Firefighters and law enforcement or correctional officers; special provisions relative to disability
- s. 112.181, F.S., Firefighters, paramedics, emergency medical technicians, law enforcement officers, correctional officers; special provisions relative to certain communicable diseases

**LESSON VOCABULARY**

airborne pathogens

bloodborne pathogens

# UNIT 2 RESPOND TO A MEDICAL EMERGENCY

## LESSON 1 SCENE SIZE-UP

### Lesson Goal

At the end of this lesson, students will know the components of scene size-up and how to communicate scene information with other responders.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL221.1. Describe how to determine if the scene is safe to enter before providing emergency first aid**

☑ **HL221.2. Describe how to recognize the difference between a trauma patient and a medical patient before providing emergency first aid**

☑ **HL221.3. Describe how to identify all the victims on the scene**

☑ **HL221.4. Describe how to determine the need for more or specialized help when providing emergency first aid**

Demonstrate how to conduct a scene size-up.

Discuss scene assessment upon arrival to include safety, extent of injury or illness, number of victims, and the need for assistance.

Discuss the need for special equipment or special rescue teams, such as trauma teams, fire department, canine, search and rescue, and utilities.

Discuss that some situations commonly encountered on duty include vehicle crashes that involve specific dangers, such as unstable or collapsing vehicles, entrapment, spills, fire, and scenes that may involve ongoing violence, weapons, collapsing buildings, and unruly crowds or groups of inmates who dislike officers.

For Corrections, discuss the following:

- Bookings can be a safety and tactical issue as the threat environment can change in a matter of seconds.
- Self-aid in a tactical situation.
- Keeping inmates in custody while providing officer first aid.

# UNIT 2 RESPOND TO A MEDICAL EMERGENCY

## LESSON 2 PATIENT ASSESSMENT

### Lesson Goal

At the end of this lesson, students will be able to conduct an initial assessment for level of consciousness, a primary assessment following the MARCH guidelines, a secondary assessment that includes a comprehensive physical examination and patient medical history, and how to record and relay vital signs to EMS.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Form CJSTC-5, First Aid Performance Evaluation

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☑ **HL222.1. Describe how to conduct an assessment for level of consciousness (LOC) and if the patient is alert, verbal, in pain, or unresponsive (AVPU)**

☑ **HL222.2. Describe the primary assessment guidelines**

☑ **HL222.3. Describe how to conduct an assessment for a massive hemorrhage**

☑ **HL222.4. Describe how to conduct an assessment for an open airway**

☑ **HL222.5. Describe how to conduct an assessment for respirations**

☑ **HL222.6. Describe how to conduct an assessment for circulation**

☑ **HL222.7. Describe how to conduct an assessment for hypothermia and a head injury**

☑ **HL222.8. Describe the secondary assessment guidelines**

☑ **HL222.9. Describe how to conduct an assessment for deformities, open injuries, tenderness, and swelling (DOTS)**

☑ **HL222.10. Describe how to conduct an assessment for pulse, motor, and sensory (PMS) functions**

☑ **HL222.11. Describe how to perform a comprehensive physical assessment during a secondary assessment**

☑ **HL222.12. Describe how to gather patient medical history during a secondary assessment**

☑ **HL222.13. Describe how to record pulse and breathing rates while providing emergency first aid**

☑ **HL222.14. Describe how to conduct an ongoing assessment while awaiting additional EMS resources**

☑ **HL222.15. Describe how to communicate with EMS during a medical emergency**

Demonstrate how to:

- conduct an assessment for LOC/AVPU
- perform a primary assessment of a patient
- perform a secondary assessment of a patient

Explain how to compare extremities when determining if there are deformities.

Students will practice and demonstrate how to conduct a patient assessment. They will practice and demonstrate techniques for assessing:

- LOC/AVPU
- massive hemorrhage
- airway
- respirations
- circulation
- hypothermia/head injury
- DOTS/MARCH
- comprehensive physical assessment
- gathering patient medical history

# UNIT 2 RESPOND TO A MEDICAL EMERGENCY

## LESSON 3 MOVING PATIENTS

### Lesson Goal

At the end of this lesson, students will be able to place a patient in a recovery position or position of comfort to avoid positional asphyxia in a non-emergency situation. Students will also be able to move a patient in an emergency using drags, lifts, and carries.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Form CJSTC-5, First Aid Performance Evaluation
Blanket

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- ☑ **HL223.1. Describe how to lift a patient properly**
- ☑ **HL223.2. Describe how to place a patient in a recovery position**
- ☑ **HL223.3. Describe factors that contribute to positional asphyxia**
- ☑ **HL223.4. Describe how to perform a walking assist of a patient**
- ☑ **HL223.5. Describe how to perform an emergency drag of a patient**
- ☑ **HL223.6. Describe how to perform an extremity lift of a patient**
- ☑ **HL223.7. Describe how to perform a SEAL Team 3 carry of a patient**
- ☑ **HL223.8. Describe how to perform a log roll of a patient**

Demonstrate the following moves using students as officers and patients:

- recovery position/position of comfort
- log roll maneuver
- blanket drag
- walking assist
- SEAL Team 3 carry
- two-officer extremity lift
- ankle drag
- arm drag
- shoulder drag

Consider teaching this lesson in a gym or a room with a defensive tactics padded area.

For the officer extremity lift, you may need a duty belt. This is not required for the proficiency.

Discuss that if the patient is an officer and you and your partner deem it necessary, you have the option to instruct the patient to hold security with their free arm while providing a walking assist. Injured officers that can effectively operate a weapon must be ready to engage a threat.

Students will practice and demonstrate how to move a patient in an emergency or non-emergency medical situation. They will practice and demonstrate techniques for:

- placing the patient in a recovery position/position of comfort/tripod position
- performing an arm drag, ankle drag, shoulder drag (choose one: civilian, or internal or external vest)
- performing a two-officer extremity lift or SEAL Team 3 carry
- performing a log roll maneuver

Demonstrate a pack strap carry.

Use a pack strap carry when you need to move a patient quickly; however, it can be extremely uncomfortable for the patient.

1. Stand in front of the patient with your back to them. Keep your back straight.
2. Place both the patient's arms over your shoulders. Your shoulders should be in the patient's armpits.
3. Cross the patient's arms, grasping their opposite wrists.
4. Pull the arms close to your chest.
5. Lean forward and pull the patient up onto your back.
6. Balance the load on your hips and support the patient with your legs.

Show students video examples of drags, lifts, and carries.

**LESSON VOCABULARY**

positional asphyxia

recovery position

# UNIT 2 RESPOND TO A MEDICAL EMERGENCY

## LESSON 4 MASS CASUALTY INCIDENTS AND TRIAGE

### Lesson Goal

At the end of this lesson, students will be able to respond to a mass casualty incident as the first officer on the scene and participate in triage and a multiple agency response.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL224.1. Describe the role of the first officer on the scene of a mass casualty incident**

☑ **HL224.2. Describe how to triage during a mass casualty incident**

☑ **HL224.3. Describe the officer's role when assisting in a multiple agency response to a mass casualty incident**

Emphasize that officers need to communicate with dispatch regarding the number and category of patients.

Discuss the colors RED, GREEN, YELLOW, and BLACK and require students to provide their definition.

Discuss that even though you tag a patient BLACK, after additional help arrives, you can go back to them and provide first aid.

Discuss possible exceptions in a triage situation, for example, elevated heart rate not from physical injury but from the trauma of the incident.

Discuss patient marking based on agency policy and procedures.

**LESSON VOCABULARY**

triage

# UNIT 2 RESPOND TO A MEDICAL EMERGENCY

## LESSON 5 PROVIDING CARE WHILE UNDER THREAT

### Lesson Goal

At the end of this lesson, students will be able to provide care when under direct and indirect threat situations. Students will also learn how to evacuate a scene and learn techniques for moving patients while under fire.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL225.1. Differentiate between direct threat care, indirect threat care, and evacuation care environments**

☑ **HL225.2. Describe how to load a patient into a vehicle**

Discuss differences between the following threat levels and best practices for providing care for each:

- direct threat care / hot zone / care under fire
- evacuation care / cold zone / tactical field care
- indirect threat care / warm zone / tactical evacuation care

Ask students to provide examples of how a scene would transition from hot to warm to cold.

Demonstrate how to perform a vehicle dump, with students acting as officers and patients.

Demonstrate how to perform a rear seat vehicle load (head or feet first), with students acting as officers and patients.

Discuss that if the patient is in the hot zone, the only acceptable intervention is to apply a tourniquet to stop life-threatening bleeding.

Discuss that Tactical Emergency Casualty Care or TECC (the first responder side) is a set of civilian medical guidelines for high threat situations.

If some of your students are former military, discuss that Tactical Combat Casualty Care or TCCC (the military side) is a set of military medical guidelines for combat situations.

**LESSON VOCABULARY**

direct threat care/hot zone/care under fire

evacuation care/cold zone/tactical evacuation care

indirect threat care/warm zone/tactical field care

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 1 SHOCK

### Lesson Goal

At the end of this lesson, students will be able to recognize when a patient is going into shock and provide emergency first aid.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Form CJSTC-5, First Aid Performance Evaluation
blanket

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☑ **HL231.1. Describe the signs and symptoms of shock**

☑ **HL231.2. Describe how to provide treatment for shock**

Describe the signs, symptoms, and types of shock.

Explain the causes of shock, and demonstrate proper techniques of treating shock. Students will practice and demonstrate how to treat a patient for shock. They will practice and demonstrate techniques for:

- positioning patient properly
- maintaining normal body temperature
- monitoring patient using MARCH guidelines

Discuss the following:

- You may have access to 4-5 facility bedrolls, a hardcase first aid kit, or AID to use as an object to elevate the extremities.
- Place duty issues rain jacket, Mylar space blanket, or a facility bedroll over the patient to warm them.

**LESSON VOCABULARY**

shock

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 2 SOFT-TISSUE INJURIES AND BLEEDING

### Lesson Goal

At the end of this lesson, students will learn about soft-tissue injuries and be able to provide emergency first aid for a patient with major or minor bleeding using basic tools such as dressings, bandages, and tourniquets.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Form CJSTC-5, First Aid Performance Evaluation
supplies: bandages, trauma dressing, gauze, optional hemostatic gauze, and tourniquet kit; or alternative supplies

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- ☑ **HL232.1. Describe how to provide treatment for a closed soft-tissue injury**
- ☑ **HL232.2. Describe the different types of open soft-tissue injuries**
- ☑ **HL232.3. Describe the three types of bleeding**
- ☑ **HL232.4. Describe the main tools to stop bleeding of an open wound**
- ☑ **HL232.5. Describe the common signs of major, life-threatening external bleeding**
- ☑ **HL232.6. Describe how to use a tourniquet to stop major bleeding from an extremity injury**
- ☑ **HL232.7. Describe how to stop major bleeding from a junctional injury**
- ☑ **HL232.8. Describe how to treat an injury with minor bleeding**

Demonstrate the following bleed control techniques:

- stop bleeding of an open soft-tissue injury that has major or minor bleeding
- apply a tourniquet to a patient
- self-apply a tourniquet

Stress that all bleeding control is a function of applying pressure.

When describing the types of bleeding, discuss that arterial bleeding may transition from spurting to flowing due to loss of blood pressure.

For tourniquet application, provide appropriate instruction based on what type of tourniquet you are using.

Students will practice and demonstrate how to treat a patient for an open soft-tissue injury that has major or minor bleeding. They will practice and demonstrate techniques for:

- applying direct pressure
- wound packing
- dressing
- bandaging
- applying a tourniquet–self-application and patient application

Discuss applying a second tourniquet directly adjacent to the first tourniquet if the first tourniquet fails due to improper application or a faulty tourniquet.

Discuss that officers will tourniquet the limb, pack the junctions, and seal open chest wounds.

Emphasize that you might have to cut clothing to expose the injury site.

Discuss that the clotting agent in hemostatic gauze is no longer effective when it is saturated with blood and is not stopping the bleeding. Replace the saturated gauze with fresh hemostatic gauze if available. If not available, do not remove the hemostatic dressing but pack with bulky dressing.

Remind students to never pack the chest or abdominal cavity with gauze or a hemostatic agent.

Consider using a wound packing trainer or wound cube.

**LESSON VOCABULARY**

arterial bleeding

bandages

bruising

capillary bleeding

closed soft-tissue injury

dressings

hemostatic gauze or dressing

swelling

tourniquet

venous bleeding

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 3 PUNCTURE WOUNDS

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with a puncture wound such as an impaled object or a gunshot wound.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Supplies: bandages, trauma dressing, gauze, and optional hemostatic gauze

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☑ **HL233.1. Describe how to provide treatment for an impaled object**

☑ **HL233.2. Describe how to provide treatment for a human or an animal bite**

☑ **HL233.3. Describe how to provide treatment for a gunshot wound**

Describe types of puncture wounds, including wounds by impaled objects, human or animal bites, and gunshot wounds. Give methods for treating these wounds.

Provide images of treatments for impaled objects.

Demonstrate how to perform first aid for an impaled object, animal bite, and gunshot wound.

Have students demonstrate how to perform first aid for an impaled object, animal bite, and gunshot wound.

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 4 SPINAL, HEAD, AND NECK INJURIES

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with a spinal, head, or neck injury.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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☑ **HL234.1. Describe how to provide treatment for a neck or spinal injury**

☑ **HL234.2. Describe how to provide treatment for a head, face, or scalp injury**

☑ **HL234.3. Describe the signs and symptoms of traumatic brain injury (TBI)**

☑ **HL234.4. Describe how traumatic brain injury (TBI) occurs in infants and children**

☑ **HL234.5. Describe how to provide treatment for an adult, child, or infant experiencing a traumatic brain injury (TBI)**

☑ **HL234.6. Describe how to provide treatment for an eye injury**

☑ **HL234.7. Describe how to provide treatment for an open neck wound**

Describe types of head and neck injuries, including injuries to the face, nose, neck, and scalp. Give methods for treating these injuries.

Demonstrate how to restrict movement of a patient's spine (SMR).

Students will practice and demonstrate how to perform spinal motion restriction of a patient's spine.

Students will practice and demonstrate techniques for performing a jaw thrust maneuver.

Emphasize treatments for neck injuries:

- if injury is spurting blood
- if the injury is a deep laceration (discuss that a venous bleed may bubble, but not a primary indicator)
- if the injury is oozing blood

**LESSON VOCABULARY**

traumatic brain injury (TBI)

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 5 CHEST, ABDOMINAL, AND GENITAL INJURIES

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with a chest injury using a chest seal, an abdominal evisceration using an occlusive dressing, a genital wound, and a pelvis fracture.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)
Form CJSTC-5, First Aid Performance Evaluation
Suggested Basic Recruit Proficiency Training Remediation Plan
Adhesive tape
Gauze pads (4” x 4”)
Imitation or simulated blood
Material for chest seal (optional commercial chest seal)

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☑ **HL235.1. Describe how to provide treatment for different types of chest injuries**

☑ **HL235.2. Describe how to make an improvised chest seal**

☑ **HL235.3. Describe how to provide treatment for an evisceration**

☑ **HL235.4. Describe how to provide treatment for a genital injury**

☑ **HL235.5. Describe how to provide treatment for a fractured pelvis**

Describe possible injuries to the chest, abdomen, and genital areas. Give methods for treating these injuries.

Students will practice and demonstrate how to apply a chest seal—commercial or improvised, vented or unvented.

Demonstrate emergency first aid for an open or closed chest injury.

Students will practice and demonstrate how to treat a patient for an open or closed chest injury

Emphasize that the standard treatment for an open chest injury is to apply a commercially manufactured vented chest seal following the manufacturer's instructions. If a vented chest seal is not available, use a non-vented chest seal. If neither is available, use an occlusive dressing or create an improvised chest seal.

When discussing genital wounds, mention that if the patient is conscious and has the ability, the officer should encourage the patient to provide self-care and apply pressure.

Discuss that the three leading causes of preventable death are massive hemorrhage, airway compromise, and tension pneumothorax.

**LESSON VOCABULARY**

abdominal evisceration

chest seal

closed chest injury

flail chest injury

open chest injury

sucking chest injury

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 6 EXTREMITY INJURIES

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with an injury to the upper and lower extremities, to include fractures, dislocations, sprains, strains, and amputations.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL236.1. Describe the classifications of fractures**
- ☑ **HL236.2. Describe the symptoms of a fractured extremity**
- ☑ **HL236.3. Describe the symptoms of a dislocation, sprain, and strain**
- ☑ **HL236.4. Describe how to provide treatment for an amputated body part**

Describe the limited role of officers in providing emergency first aid treatment for a fractured bone.

Describe treatment for an amputated body part, including the use of a tourniquet.

When discussing the tourniquet application for extremities, discuss factors that impact successful outcomes and common mistakes. Blood pressure and location circumference play a major role in tourniquet success.

Remind students to never apply a tourniquet directly on a joint.

Discuss other alternatives to a tourniquet if a commercial one is not available, such as an improvised tourniquet.

Demonstrate how to make a tourniquet using materials such as non-stretchy material, triangular bandages found in first-aid kits, terry cloth, or cotton handkerchiefs.

1. Fold the material into a band at least 2 inches wide.
2. Set the tourniquet band material as high and tight as possible above the wound with a half knot.
3. Position a rigid object, such as a stick, pen, or screwdriver, on top of the half knot and tie a full knot over the rigid object.
4. Twist the rigid object either clockwise or counterclockwise until the tourniquet is tight, and bleeding has stopped (absence of distal pulse).
5. Secure the rigid object to prevent the tourniquet from loosening.
6. Mark the victim on the forehead by writing a "T" to alert medical personnel that you applied a tourniquet and note the time and date.

**LESSON VOCABULARY**

amputation

closed fracture

dislocation

fracture

open fracture

# UNIT 3 TRAUMA-RELATED MEDICAL ISSUES

## LESSON 7 BURNS

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with burns of different depths and locations, and from various causes.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL237.1. Recognize the seriousness of a burn as it relates to the depth of tissue damage**
- ☑ **HL237.2. Recognize the seriousness of a burn as it relates to the location of the burn on the patient**
- ☑ **HL237.3. Recognize how the type of burn will determine scene safety concerns**
- ☑ **HL237.4. Describe how to provide treatment for a thermal burn**
- ☑ **HL237.5. Describe how to provide treatment for an inhalation burn**
- ☑ **HL237.6. Describe how to provide treatment for a chemical eye burn**
- ☑ **HL237.7. Describe how to provide treatment for a chemical skin burn**
- ☑ **HL237.8. Describe how to provide treatment for an electrical burn**

Explain that the seriousness of a burn is determined based on the degree, type, and location.

Explain why creams or salves should not be applied to full-thickness burns.

Discuss special needs considerations for the elderly and small patients with burns.

Describe treatment for thermal, chemical, electrical, and inhalation burns.

Demonstrate how to perform first aid for burns.

Students will demonstrate how to perform first aid for burns.

**LESSON VOCABULARY**

full-thickness burns

partial-thickness burns

superficial burns

# UNIT 4 MEDICAL ISSUES

## LESSON 1 SUBSTANCE USE COMPLICATIONS

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient who has complications from substance use. Students will also be able to administer naloxone for fentanyl and opioid overdose.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL241.1. Describe how overdose can occur**
- ☑ **HL241.2. Describe the signs and symptoms of an overdose**
- ☑ **HL241.3. Describe how to respond to a suspected overdose**
- ☑ **HL241.4. Describe when and how to administer naloxone**
- ☑ **HL241.5. Describe how to respond to fentanyl exposure**
- ☑ **HL241.6. Describe how to respond to a patient experiencing substance withdrawal**

Discuss signs and symptoms of an overdose.

Discuss how to administer naloxone for an opioid overdose.

# UNIT 4 MEDICAL ISSUES

## LESSON 2 DIABETES AND SEIZURES

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient having a diabetic emergency or experiencing a seizure.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL242.1. Describe signs and symptoms of a diabetic emergency**
- ☑ **HL242.2. Describe how to respond to a patient having a diabetic emergency**
- ☑ **HL242.3. Describe signs, symptoms, and causes of seizures**
- ☑ **HL242.4. Describe how to respond to a patient experiencing a seizure**

Discuss signs and symptoms of a diabetic emergency.

Discuss how to respond to a patient experiencing seizures.

**LESSON VOCABULARY**

diabetes

insulin

seizure

# UNIT 4 MEDICAL ISSUES

## LESSON 3 ASTHMA, HEART ATTACK, AND STROKE

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with asthma who is struggling to breathe or a patient experiencing a stroke or heart attack.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL243.1. Describe how to respond to a patient with a severe asthma attack**
- ☑ **HL243.2. Describe the signs and symptoms of a stroke**
- ☑ **HL243.3. Describe how to respond to a patient experiencing a stroke**
- ☑ **HL243.4. Describe the signs and symptoms of a heart attack**
- ☑ **HL243.5. Describe how to respond to a patient experiencing a heart attack**

Describe signs and symptoms of asthma, heart attack, and stroke. Discuss the proper treatment of each.

Discuss the issue of assisting with, rather than administering, any prescribed patient medication and the possible ramifications, such as signs of shock, including weak or absent radial pulse.

**LESSON VOCABULARY**

asthma

heart attack

stroke

# UNIT 4 MEDICAL ISSUES

## LESSON 4 HEAT- AND COLD-RELATED INJURIES

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for patients experiencing heat- or cold-related emergencies that could become life threatening.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL244.1. Describe various ways the body adjusts to heat and cold**
- ☑ **HL244.2. Describe how to provide treatment for heat-related injuries**
- ☑ **HL244.3. Describe how to provide treatment for cold-related injuries**

Explain how the body responds to maintain heat or stay cool.

Describe the signs and symptoms of heat-related injuries and the methods of treatment.

Describe the signs and symptoms of cold-related injuries and the methods of treatment.

**LESSON VOCABULARY**

frostbite

hyperthermia

hypothermia

# UNIT 4 MEDICAL ISSUES

## LESSON 5 ABDOMINAL PAIN AND POISONING

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient with abdominal pain that is significant enough for the patient to call for help and for a patient experiencing poisoning or an allergic reaction.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL245.1. Describe how to respond to a patient with acute abdominal pain or distress**
- ☑ **HL245.2. Describe the different methods of poisoning**
- ☑ **HL245.3. Describe the signs and symptoms of poisoning**
- ☑ **HL245.4. Describe how to provide treatment for poisoning**
- ☑ **HL245.5. Describe signs and symptoms of anaphylactic shock**
- ☑ **HL245.6. Describe how to provide treatment for anaphylactic shock**

Discuss emergency medical care for abdominal pain, poisoning, and drug overdose.

Discuss use of the epinephrine auto-injector.

Discuss administration of naloxone HCI.

# UNIT 4 MEDICAL ISSUES

## LESSON 6 ASSISTING IN CHILDBIRTH

### Lesson Goal

At the end of this lesson, students will be able to provide emergency first aid for a patient who may need help in childbirth and provide care for the newborn.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 2)

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- ☑ **HL246.1. Describe how to prepare for the delivery of a baby**
- ☑ **HL246.2. Describe how to assist during the delivery of a baby**
- ☑ **HL246.3. Describe how to care for a newborn immediately after the delivery**
- ☑ **HL246.4. Describe how to manage the umbilical cord and placenta after the delivery of a baby**
- ☑ **HL246.5. Describe how to provide treatment for complications of childbirth**

Discuss methods for treating a newborn and handling the umbilical cord.

Describe complications that may occur during pregnancy or during childbirth.

Show an appropriate childbirth video.

Use a birthing manikin to simulate childbirth.

**LESSON VOCABULARY**

placenta

umbilical cord

# Role-Play Exercise: First-Aid Scenarios for Law Enforcement and Correctional Probation Officers

## Goal

These exercises will expand students' knowledge and practical application on a variety of first-aid skills.

## Supply List

- Adhesive tape
- Adult/infant resuscitation manikin
- AED trainer
- Blanket
- Body substance isolation (BSI) kit that includes gloves, eye protection, facemask or shield, gown or coverall with sleeves, shoe covers, and biohazard bag
- Bullet-proof/tactical vest
- CPR mask with one-way valve (one for each student)
- Disposable protective gloves in varying sizes
- Epinephrine auto-injector trainer
- First aid kit
- Gauze pads (4" x 4")
- Imitation or simulated blood (water, corn starch, and food coloring)
- Imitation/simulated blood
- Improvised chest seal material (commercial chest seal preferred)
- Knife
- Ladder
- Manikin
- Medical alert tag for diabetes
- Non-disposable blanket
- Occlusive dressing (plastic wrap, bag, or other airtight dressing in lieu of an official occlusive dressing)
- Plastic wrap or aluminum foil
- PPE
- Red gun
- Roll-type bandages (2" or 3")
- Tourniquet (commercial)
- Pressure bandage/dressing
- Triangular bandages
- Vehicle (optional for CO)
- Wound packing, rolled, z-folded, or hemostatic gauze
- Writing instrument (pen, marker)

# SCENARIO 1—VEHICLE CRASH 1

**The Situation:** You arrive at the scene of a one-vehicle crash. Traffic is light. The front of a small pickup truck hit a pole. The person sitting behind the steering wheel has a laceration to their head. They are not wearing a seat belt. The driver's chief complaint is neck pain.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student makes sure entering the scene is safe.
- Student checks if there is traffic, fuel or fluid leaks, downed power lines, or additional hazards.
- Student advises dispatch that they arrived.
- Student asks for additional assistance for traffic control and EMS.

**Proper Use of PPE**

Expected Officer Outcomes/Action

At a minimum, student dons protective gloves.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

Student checks the driver for MARCH and obvious life-threatening injuries. (At this point, the instructor can inform the students and class that the driver has normal pulse and respiration and is alert. There is no pertinent medical history.)

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Student actively intervenes at this time. They must verbalize or perform the following skills:
- Continues to maintain spinal motion restriction (SMR) and an open airway.
- Applies dressing to the head laceration.
- Performs ongoing assessment for MARCH and LOC every 15 minutes.
- *EMS arrives.*

**Hand Off to EMS**

Expected Officer Outcomes/Actions

Student tells EMS the driver is conscious and alert but complains of neck pain. Spinal motion restriction is in place. Dressings have been applied to the head laceration. Patient has been checked for MARCH and is stable.

*Provide feedback/critique to the student. Consider asking, "What if it is 1930 hours and dark?"*

Expected Officer Outcomes/Student Actions

- Student grabs flashlight.
- Student puts out flares.
- Student considers placement of patrol car.

# SCENARIO 2—VEHICLE CRASH 2

**The Situation:** You arrive on the scene of a vehicle crash. Traffic is light. The vehicle is at the side of an intersection of a five- and a three-lane road. The vehicle struck an electrical pole head-on. The driver lies in the front seat, unrestrained. The driver has no pulse, no respiration, and massive blunt trauma to head and chest. The passenger is in the seat behind the driver. They are conscious and restrained by a seatbelt. The passenger's chief complaint is neck and ankle pain.

**Scene Size-Up** (They must verbalize or perform the following skills.)

Expected Officer Outcomes/Actions

- Student makes sure entering the scene is safe.
- Student asks, "Is there traffic?" "Are there fuel or fluid leaks?" "Are any power lines down?" "Are there additional hazards?"
- Student advises dispatch that they arrived.
- Student asks for additional assistance for traffic control and EMS.
- Student performs triage.

**Proper Use of PPE**

Expected Officer Outcomes/Action

At a minimum, student dons protective gloves and observes universal precautions.

**Primary Assessment**

Expected Officer Outcomes/Actions

- Student checks driver for MARCH and obvious life-threatening injuries.
- Student updates dispatch on the patient's condition, notifying dispatch of the fatality.
- Student checks passenger for MARCH and obvious life-threatening injuries.
- Student restricts spinal motion and maintains an open airway.
- Committed to this task, the student must not begin another task unless someone relieves them.
- *Another student rescuer performs the following tasks:*

**First Aid Physical Exam**

Expected Officer Outcomes/Actions

- Driver—none
- Passenger—student checks pulse, respiration, medical history, DOTS, and AVPU. (At this point, the instructor can inform the students and class: Passenger has normal pulse and respiration and is alert, but with a swollen left ankle. There is no pertinent medical history.)
- Student contacts dispatch to convey the passenger's condition and provide an update on scene security.

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Driver—student drapes or covers Driver 1, according to local protocol/department policy.
- Passenger—student actively intervenes at this time. They must verbalize or perform the following skills:
  - Continues to maintain spinal motion restriction (SMR) and an open airway.
  - Bandages and restricts motion of left ankle.
  - Reassures the passenger by showing a caring attitude.
  - Performs ongoing assessment for MARCH and LOC every 15 minutes.
  - EMS arrives.

**Hand Off to EMS**

Expected Officer Outcomes/Actions

- Driver—student tells EMS the driver sustained massive injuries and died.
- Passenger—student tells EMS the passenger is conscious and alert but complains of neck and ankle pain. Spinal motion restriction is in place. The ankle is bandaged. Patient has been checked for MARCH and is stable.
- *Provide feedback/critique to the student. Consider asking, "What if it is 1930 hours and dark?"*

Expected Officer Outcomes/Student Actions

- Student grabs flashlight.
- Student puts out flares.
- Student considers placement of patrol car.
- Student asks a bystander to illuminate for them.

# SCENARIO 3—OFFICER DOWN

**The Situation:** You respond as backup to a commercial building alarm call in the early morning hours. As you arrive, dispatch tells you that shots were fired, and the first responding officer has stopped any additional radio transmissions. When you arrive, you see that the first responding officer is conscious but has been injured and is bleeding on the floor.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student radios for backup and EMS.
- Student makes sure the scene is safe to enter.
- Ideally, as soon as the student makes visual contact with the injured officer, they will recognize them as one of their own, recognize the visual indications of life-threatening bleeding coupled with the injured officer's statements, and encourage the injured officer to apply self-aid before moving themselves to the participant(s) position of cover.
- If the student asks about the location of the injury, the officer responds by telling them that they've been shot in the thigh area.
- Student informs dispatch that no suspect is at the scene now.

**Proper Use of PPE**

Expected Officer Outcomes/Actions

- At a minimum, student dons protective gloves.
- Student may elect to don mask and eye protection.

**Primary Assessment**

Expected Officer Outcomes/Action

- Student checks the officer for MARCH and obvious life-threatening injuries.
- Student updates dispatch on findings and the officer's condition.

**Secondary Assessment**

Expected Officer Outcomes/Actions

N/A

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Student uses BSI and appropriate PPE.
- Student instructs the injured officer to provide self-aid and self-apply a tourniquet while the student secures the scene. Ideally, the officer will move to an area of cover or safety, if possible, near the student's position.

- Student performs ongoing assessment for life-threatening conditions.
- Student continues to check for MARCH and is prepared to treat for shock.
- *Provide feedback/critique to the student. Consider asking, "What if the officer can't apply self-aid?"*

Expected Officer Outcomes/Actions

- If the officer is unable to provide self-aid and self-apply a tourniquet, the student will apply a tourniquet to the injured officer once the scene is secured.
- Student will apply the tourniquet to the injured limb before beginning any other interventions.
- *EMS arrives.*
- Hand Off to EMS

Expected Officer Outcome/Action

- Student communicates findings and intervention to EMS.
- Provide feedback/critique to the student.

# SCENARIO 4—CARDIAC EVENT

**The Situation:** Arriving for a meeting with another officer, you notice the officer seems distressed. The officer complains of indigestion. The officer has abdominal and chest pain but is sure it is just indigestion. When you ask more questions, the officer says the pain is spreading.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student asks the officer about their distress.
- Student asks where the pain is spreading. The officer now feels pain in their upper left arm and shoulder and their neck and back.
- Student may note other symptoms like changes in skin color, profuse sweating, etc.
- The officer collapses, losing consciousness.
- Student calls dispatch for EMS.
- Student grabs their first-aid kit and proceeds to help the officer.

**Proper Use of PPE**

Expected Officer Outcome/Action

At a minimum, student dons protective gloves and observes universal precautions.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

- Student establishes unresponsiveness according to AVPU.
- Student checks the officer for MARCH. (At this point, the instructor can inform the student and the class: The officer has no pulse and no respiration. He is unconscious.)
- Student radios and updates dispatch on the downed officer's condition.

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Student begins basic life support, including chest compression and ventilation.
- *After the officer is on the ground, use a manikin. After two minutes of CPR, two additional students arrive to assist. They bring an AED.*

Expected Officer Outcomes/Actions

- One arriving student helps the first student with two-person CPR.
- The third student obtains, applies, and sets the AED to the victim. The AED training unit cycles until the "no shock advised" message appears.
- Student checks for the officer's pulse. (Pulse is 60.)
- Student checks if the officer is breathing. (Officer has no spontaneous respiration.)
- Student performs rescue breathing. After one minute, spontaneous respiration resumes.

- *EMS arrives.*

**Hand Off to EMS**

Expected Officer Outcome/Action

- Students communicate findings and intervention to EMS.
- *Provide feedback/critique to the student.*

# SCENARIO 5—DIABETIC EMERGENCY

**The Situation:** Dispatch sends you to a local bar. When you arrive, the owner approaches you. A subject who seems very intoxicated does not respond to the owner's request to go home. The owner points out the very intoxicated subject sitting at the bar. The subject is incoherent and disoriented but verbal.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student makes sure entering the scene is safe.
- Student finds the intoxicated subject.
- Student identifies additional hazards: cue sticks near the pool tables, glass bottles and mugs, and other intoxicated people.
- Conscious of potential interference from other patrons, student requests backup.
- Student approaches the subject and introduces themselves.
- Student uses the AVPU scale to determine responsiveness and establish level of consciousness.
- *Another intoxicated patron approaches the student holding a pool cue, and says their friend drank only one beer.*

Expected Officer Outcomes/Actions

- Student asks the patron to put down the pool cue.
- Student asks the patron if their friend has any medical conditions. All the intoxicated patron knows is that their friend drank only one beer.
- Student sees and reads a medical alert bracelet that the subject wears: the subject is diabetic.
- Student contacts dispatch and requests EMS for a possible diabetic emergency.
- Student advises dispatch when EMS arrives.
- Student asks the subject, "When did you eat last?" "Did you take medication today?" "Did you take insulin today?"
- Student asks the bartender, "Has your patron had sugar, orange juice, or sweetened soda?"

**Proper Use of PPE**

Expected Officer Outcome/Action

At a minimum, student dons protective gloves.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

- Student checks the patient's pulse, respiration, and past medical history. (At this point, the instructor can inform the student and the class: Pulse and respiration are normal. Subject is an insulin-dependent diabetic.)
- Student tells dispatch about the victim's condition and gives an update on scene security.

**Treatment and Intervention**

Expected Officer Outcome/Action

- Student dissolves sugar in a glass of water or pours a drink naturally rich in sugar, or simulates or assists the subject by squeezing a commercially prepared glucose paste in the subject's mouth. Subject becomes more alert and responsive.
- *EMS arrives.*

**Hand Off to EMS**

Expected Officer Outcome/Action

- Student communicates findings and intervention to EMS.
- *Provide feedback/critique to the student.*

# Role-Play Exercise: First-Aid Scenarios for Correctional Officers

## Goal

These exercises will expand students' knowledge and practical application on a variety of first-aid skills.

## Supply List

- AED trainer
- first-aid kit
- imitation/simulated blood
- knife or shank
- manikin
- Medic Alert tag for diabetes
- occlusive dressing (plastic wrap, bag, or other airtight dressing in lieu of an official occlusive dressing)
- supplies/chest seal
- plastic wrap or aluminum foil
- broom
- blanket
- sheet
- handcuffs or other restraint devices
- PPE—gloves, goggles, and so on.
- radio
- sugar packets
- simulated cell with bed

# SCENARIO 1—CHEST INJURY (CO)

**The Situation:** While conducting a security check, you observe an inmate on the dayroom floor in a pool of blood.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student radios for backup and medical assistance. Student orders the inmates to lock down.
- When backup arrives, student enters the dayroom and secures the scene as a possible crime scene.

**Proper Use of PPE**

Expected Officer Outcomes/Actions

- At a minimum, student dons protective gloves and observes universal precautions.
- Student may elect to also don mask and eye protection.

**Primary Assessment**

Expected Officer Outcomes/Action

- Student conducts a primary assessment that includes checking for LOC, MARCH, and obvious life-threatening injuries. (The inmate's pulse is weak and respiration is shallow and labored. There is a moderate amount of blood on the inmate's chest.)
- Student recognizes the source of bleeding is likely from a stab wound to the chest.
- Student updates Medical on findings and the victim's condition.

**Secondary Assessment**

Expected Officer Outcomes/Actions

- Student monitors pulse, respiration, and checks for DOTS. (At this point, the instructor can inform the students and the class: The inmate's pulse is difficult to feel [120] and respiration is shallow [30])
- Student tries to find the entry wound on the inmate's upper right chest.

**Treatment and Intervention**

*Optional: A sucking sound comes from the chest wound.*

Expected Officer Outcomes/Actions

- Student uses BSI and appropriate PPE.
- If it is an open chest injury, student applies pressure to the wound and clotting treatment if there is excessive bleeding.
- If it is a sucking chest injury, student applies an occlusive dressing or seal.
- Student monitors MARCH every five minutes.
- *Medical arrives.*

**Hand Off to Medical**

Expected Officer Outcome/Action

- Student communicates findings and intervention to medical.
- *Provide feedback/critique to the student.*

# SCENARIO 2—CARDIAC EVENT (CO)

**The Situation:** Arriving for a staff meeting with a fellow officer, you notice that the officer seems distressed. The officer complains of indigestion. The officer has abdominal and chest pain but is sure it is just indigestion. The officer just took antacid.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student asks the officer about their distress.
- Student asks where the pain is spreading. The officer now feels pain in their upper left arm and shoulder and their neck and back.
- Student may note other symptoms like changes in skin color, profuse sweating, etc.
- The officer collapses, losing consciousness.
- Student calls dispatch for Medical or EMS.

**Proper Use of PPE**

Expected Officer Outcomes/Action

At a minimum, student dons protective gloves and observes universal precautions.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

- Student establishes unresponsiveness according to AVPU. (The officer has no pulse and no respiration. The officer is unconscious.)
- Student checks for MARCH.
- Student radios and updates dispatch on the officer's condition.

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Student begins basic life support, including chest compression and ventilation. (Use a manikin.)
- *After two minutes of CPR, two additional students arrive with a first-aid kit and AED.*
- Second student helps first student with two-person CPR.
- Third student obtains, applies, and sets the AED to the victim. The AED training unit cycles until the "no shock advised" message appears.
- Student checks for the officer's pulse. (Pulse is 60.)
- Student checks if the officer is breathing. (Officer has no spontaneous respiration.)
- Student performs rescue breathing. (After one minute, spontaneous respiration resumes.)
- *Medical or EMS arrives.*

**Hand Off to Medical or EMS**

Expected Officer Outcome/Action

Students communicate findings and intervention to Medical or EMS.

*Provide feedback/critique to the student.*

# SCENARIO 3—OVERDOSE (CO)

**The Situation:** While making your rounds, you see two inmates inside their cell. One of the inmates is completely unconscious on the floor and appears to not be breathing. The other inmate is lying on their bed, unconscious but breathing. You see a syringe next to the inmates.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student suspects an opioid overdose.
- Student radios for backup and medical assistance and notifies supervisor.
- Student orders other inmates in the area to lock down.
- Student makes sure the scene is safe to enter and confiscates the syringe as evidence (establishes chain of custody).
- Student will perform triage.

**Proper Use of PPE**

Expected Officer Outcomes/Action

At a minimum, student dons protective gloves and observes universal precautions.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

- Student checks inmate on the bed for LOC and MARCH (inmate is responsive to pain, has a pulse, and breathing is slowed).
- Student puts inmate on the bed in the recovery position.
- Student checks the inmate on the floor for LOC based on AVPU and MARCH (inmate is unresponsive and has an absent pulse and pale blue lips).

**Treatment and Intervention**

Expected Officer Outcomes/Actions

- Student performs rescue breaths for the inmate on the floor.
- Student administers naloxone to inmate on the floor first and then to inmate on the bed.
- Student administers naloxone every 2-3 minutes (or according to agency policy) until the inmate on the floor is breathing.
- Student performs ongoing assessment for MARCH and is prepared to treat for shock.
- *Provide feedback/critique to the student. Consider asking, "What if no naloxone is available?"*

Expected Officer Outcomes/Actions

- If no naloxone is available, student will continue to administer rescue breaths and CPR until the inmate is able to breathe on their own.
- Student performs ongoing assessment for MARCH and is prepared to treat for shock.
- *Medical or EMS arrives.*

**Hand Off to Medical or EMS**

Expected Officer Outcome/Action

Students communicate findings and intervention to Medical or EMS.

*Provide feedback/critique to the student.*

# SCENARIO 4—TIER FALL (CO)

**The Situation:** You arrive at the scene. A victim lies on the ground near a stairwell. Inmates are in the area. The victim is not visibly bleeding and is conscious and groaning in pain.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student radios for backup and medical assistance.
- Student looks up and around the area for possible hazards.
- Student asks other inmates how far the victim fell. (Inmates say that the victim fell from the second tier.)
- Student orders the inmates to lock down.
- When backup arrives, student enters area and secures the scene as a possible crime scene.

**Proper Use of PPE**

Expected Officer Outcomes/Actions

At a minimum, student dons protective gloves and observes universal precautions.

Student may elect to don mask and eye protection.

**Primary Assessment**

Expected Officer Outcomes/Actions

- Student conducts a primary assessment to include checking LOC, MARCH, and obvious life-threatening injuries. (The victim's pulse is weak. Respiration is rapid and shallow.)
- Considering the possible type of injury, student manually restricts spinal motion.
- Committed to this task, the student must not begin another task until someone relieves them.

*Another student rescuer performs the following task:*

Second student updates dispatch on findings and victim's condition.

**Secondary Assessment**

Expected Officer Outcomes/Action

Student monitors pulse, respiration, and checks for DOTS. (At this point, the instructor can inform the students and the class: the victim's pulse is rapid but weak (140). Respiration is rapid and shallow (30). Skin is pale and clammy.)

**Treatment and Intervention**

Expected Officer Outcome/Action

Second student monitors vital signs and treats for shock.

*Medical arrives.*

**Hand Off to Medical**

Expected Officer Outcomes/Action

Student communicates findings and intervention to Medical.

*Provide feedback/critique to the student.*

# SCENARIO 5—DIABETIC EMERGENCY (CO)

**The Situation:** When conducting rounds, an officer is approached by an inmate who informs the officer that another inmate is acting strange, slurring their speech, and staggering. Inmate is incoherent and disoriented but verbal.

**Scene Size-Up**

Expected Officer Outcomes/Actions

- Student makes sure entering the scene is safe.
- Student finds the inmate in question.
- Student identifies additional hazards: mop bucket, brooms, other inmates, and chairs.
- Conscious of potential interference from other inmates, student requests backup.
- Student approaches the inmate.
- Student uses the AVPU scale to determine responsiveness and establish level of consciousness. (Inmate's cellmate approaches holding a broom and says that the inmate did not eat their last meal.)
- Student asks the cellmate to put down the broom.
- Student asks the cellmate if the other inmate has any medical conditions. (All the cellmate knows is that the inmate is not drunk and did not eat.)
- Student sees and reads a medical alert bracelet that the inmate wears: the inmate is diabetic.
- Student contacts medical and requests assistance for a possible diabetic emergency.
- Student asks the inmate, "When did you eat last?" "Did you take medication today?" "Did you take insulin today?"
- Student asks the other inmate, "Has your cellmate had sugar, orange juice, or sweetened soda?"

**Proper Use of PPE**

Expected Officer Outcome/Action

Student dons protective gloves and observes universal precautions.

**Primary Assessment/Secondary Assessment**

Expected Officer Outcomes/Actions

Student checks the inmate's pulse and respiration and isolates the inmate.

Student tells medical about the victim's condition and gives an update on scene security. (Pulse and respiration are normal. Subject is an insulin-dependent diabetic. Subject becomes more alert and responsive.)

**Treatment and Intervention**

Expected Officer Outcome/Action

Student obtains a sugar packet and directs the inmate to swallow the sugar.

*Medical arrives.*

**Hand Off to Medical**

Expected Officer Outcome/Action

Student communicates findings and intervention to Medical.

*Provide feedback/critique to the student.*

# ATTACHMENT: FIRST-AID ROLE-PLAY EXERCISE INSTRUCTIONS

Role-play exercises are mandatory, but the instructor can select which First Aid scenarios students will perform.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. They also teach recruits about new equipment and special skills that will help keep officers and the public safe. Conduct a role-play exercise at least three times, using a different set of recruits each time. Over the course of the basic recruit training program, require all recruits to participate several times as officers in role-play exercises.

**Prepare for Role-Play Exercise**

- Before you teach, read all the scenarios associated with the course. Decide which scenarios you want your students to perform based on your academy's availability of materials and facilities.
- If possible, gather all the equipment suggested for the scenarios. If your academy does not have everything available, please improvise.
- Scenarios have roles for three to five students. Some require more or less, so determine how all recruits will eventually participate in the exercises.
- The scenarios are outlines. Try to alter your scenarios from group to group, but do not replace them with your own.

**Facilitate Role-Play Exercise**

- Privately brief each participant on their roles.
- Brief the officers and the class on the situation at the same time. The only information the officers receive is regarding the situation.
- Allow recruits to learn through trial and error. As recruits practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the recruits demonstrate the expected officer behaviors/actions, or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

**Facilitate Discussion**

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors/actions. Emphasize issues such as officer safety, communication, and treatment.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

# CRIMINAL JUSTICE FIREARMS

**Course Number:** CJK_0040

**Course Hours:** 80 hours

**Course Structure:** 4 units, 12 lessons

**Course Outcomes:**

At the end of this course, students will be able to:

- ✓ handle weapons safely and proficiently
- ✓ use their handgun in a deadly force encounter
- ✓ identify weapons parts and ammunition
- ✓ draw and holster their handgun
- ✓ demonstrate basic shooting principles
- ✓ load and unload their handgun
- ✓ clear handgun malfunctions
- ✓ fieldstrip and clean their handgun
- ✓ demonstrate proficiency on the CJSTC handgun qualifications and proficiency evaluations
- ✓ effectively use cover and concealment when engaging a threat
- ✓ demonstrate how to draw with the support hand, and reload using one hand only during a deadly force encounter
- ✓ differentiate between deadly and non-deadly threats, and neutralize the deadly threat, during a deadly force encounter involving an active threat/shooter

## Course Description

The use of firearms in criminal justice is an enormous responsibility. The ability to handle and shoot a firearm is critical to officer and public safety. This course provides law enforcement, correctional, and correctional probation basic recruit students with instruction on the basic knowledge and proficiency skills needed to safely handle and shoot a semiautomatic pistol. Students are instructed on firearm safety, ammunition use, handgun proficiency, use of cover and concealment, and various survival shooting techniques. Handgun instructors have some flexibility in teaching basic principles but may not alter proficiency skill requirements. If any time remains after completing all of the mandatory course

Required Activities

Helpful Notes

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

requirements, instructors are permitted to teach any additional firearms skills they feel are appropriate (including long guns).

For the purpose of this training, targets for each qualification, evaluation, and active shooter drill will simulate an **identified deadly threat that the shooter is justified in shooting**. Therefore, the student will have their finger on the trigger whenever they present their weapon at the target and look through their sights. However, instructors should also have students practice drawing their firearm to various ready positions, including compressed ready, with their finger off the trigger and indexed on the frame.

### Instructor-to-Student Ratio

Pursuant to Rule 11B-35.0021, F.A.C., instructors must comply with the instructor-to-student ratio:

For instruction of the Criminal Justice Firearms Course and Handgun Instructor Course, there shall be no more than six students actively engaged on a firearms range for each Commission-certified handgun instructor. While training is actively engaged, one rangemaster shall supervise all range activity and shall not be included as an instructor to comply with the instructor-to-student ratio requirements. Actively engaged is defined as "a student on the firing range handling a weapon." For the Criminal Justice Firearms Course and Handgun Instructor Course, the rangemaster shall be a Commission-certified handgun instructor.

### Proficiency Requirements

To pass the Criminal Justice Firearms Course, students must meet the following proficiency requirements:

- ✓ A basic recruit student must achieve a score of no less than 80% on the required written end-of-course examination.
- ✓ A basic recruit student must demonstrate the required handgun proficiency evaluations and handgun qualifications (daylight and low light) by meeting or exceeding their minimum passing scores while using a semiautomatic pistol.
- ✓ A basic recruit student must complete the active threat/shooter courses of fire.
- ✓ Instructors will test students on each of the required evaluations and qualifications and record the results on Form CJSTC-4, Handgun Performance Evaluation.

### Handgun Performance Evaluations and Live-Fire Drills Overview:

A student will be evaluated on several isolated skills evaluations in addition to the traditional Daylight and Low Light qualification courses—all of which are pass/fail.

- ✓ Phase I Malfunction Clearance Evaluation
- ✓ Phase II Malfunction Clearance Evaluation
- ✓ Recoil Management Evaluation
- ✓ Hip-Shooting Evaluation
- ✓ One-Hand Shooting Evaluation
- ✓ Cover and Concealment Evaluation
- ✓ Discretionary Shooting Evaluation

- ✓ 38-Round Daylight Handgun Qualification
- ✓ 18-Round Low Light Handgun Qualification

A student is also required to complete a series of live-fire courses intended to prepare them for an active threat/shooter incident. These are not pass/fail evaluations.

- ✓ Active Threat/Shooter Pre-Serpentine Courses
- ✓ Active Threat/Shooter Serpentine Courses

Once testing on a proficiency skill has started, no additional training, assistance, or practice is allowed on that proficiency.

According to CJSTC Florida Administrative Code, a student may get one more try at the required demonstration of proficiency either on the cognitive examination or in the proficiency skills but not both. If a student fails a physical skills demonstration, the instructor must complete a written Remediation Plan and allow the student to correct deficiencies through practice. If a student fails on the second attempt to achieve proficiency on either the written examination or any of the physical skills, the student fails the Criminal Justice Firearms Course.

### Documenting Proficiency

Instructors must document a student's performance and any remediation or failure of the physical skills testing. Form CJSTC-4, Handgun Performance Evaluation, is required for each student. For a student who needs remediation, a written Remediation Plan is also required. The Remediation Plan must identify the deficient area(s), the corrective action(s) required for improvement, and the time allotted for practice before retesting. Instructors may use any written form that includes these basic elements; a Remediation Plan example is included in this instructor guide. The instructor must discuss the Remediation Plan with the student to ensure understanding.

After the student completes the plan for remediation, the instructor will retest the student on the remediated skills and document the results on the Form CJSTC-4. If the student fails the second attempt to demonstrate proficiency, the instructor must indicate the failure on the Form CJSTC-4, noting the reason(s) for failure in the Comments section.

The training school must retain the Form CJSTC-4, the student's signed General Rules of Firearms Safety form, and the Remediation Plan with the student's records.

# COURSE OUTLINE

Criminal Justice Firearms ..... 112
Course Outline ..... 115
Basic Recruit Proficiency Training Remediation Plan (Sample) ..... 117
General Rules of Firearms Safety (Sample) ..... 118
Pacing Guide (Optional) ..... 119
Unit 1 Firearms Safety ..... 120
Lesson 1 Firearms Safety Procedures ..... 120
Lesson 2 Use of Deadly Force ..... 122
Unit 2 Ammunition ..... 123
Lesson 1 Ammunition Identification and Maintenance ..... 123
Unit 3 Semiautomatic Pistol ..... 125
Lesson 1 Familiarization ..... 125
Lesson 2 Drawing and Holstering ..... 126
Lesson 3 Loading, Unloading, and Reloading ..... 128
Lesson 4 Malfunctions ..... 129
Lesson 5 Fundamentals of Marksmanship ..... 131
Lesson 6 Flashlight Principles ..... 133
Lesson 7 Cleaning ..... 134
Unit 4 Survival Shooting ..... 135
Lesson 1 Cover and Concealment ..... 135
Lesson 2 Drawing and Reloading With One Hand ..... 137
Lesson 3 Response to Active Threat and Shooter Incidents ..... 138
Instructor Material: Handgun Proficiency Evaluations ..... 140
Instructor Material: Phase I Malfunction Clearance Evaluation ..... 142
Instructor Material: Phase II Malfunction Clearance Evaluation ..... 143
Instructor Material: Recoil Management Evaluation ..... 144
Recoil Management Printing Instructions ..... 145
Instructor Material: 8" Recoil Management Target ..... 146
Instructor Material: Hip Shooting Evaluation ..... 147
Instructor Material: One-Hand Shooting Evaluation ..... 148
Instructor Material: Cover and Concealment Evaluation ..... 149
Instructor Material: Cover and Concealment Evaluation Set-Up ..... 150
Instructor Material: Discretionary Shooting Evaluation ..... 151
Instructor Material: Handgun Daylight Qualification ..... 152

Instructor Material: Handgun Daylight Qualification Course of Fire ..... 154
Instructor Material: Handgun Low Light Qualification ..... 157
Instructor Material: Handgun Low Light Qualification Course of Fire ..... 158
Instructor Material: Active Threat/Shooter Drills ..... 160
Instructor Material: Active Threat/Shooter Drills Courses of Fire ..... 162
Instructor Material: Active Threat/Shooter Drills—Set-Up ..... 164
Instructor Material: Recommended Skill-Building Drills ..... 168
Instructor Material: Discretionary Shooting Course Example ..... 192
Instructor Material: Shotgun Familiarization ..... 195
Instructor Material: Semiautomatic Rifle Familiarization ..... 197

# BASIC RECRUIT PROFICIENCY TRAINING REMEDIATION PLAN (SAMPLE)

| Defensive Tactics | Firearms | First Aid | Vehicle Operations | DUI Traffic Stops |
|---|---|---|---|---|

*(circle one)*

Student Name: Student ID #:

Training School: Class #:

Evaluation Point or Technique:

Area(s) of Deficiency:

Plan for Improvement:

Allotted Time for Improvement:

**I have read and understand the above remediation plan.**

Student: Date:

*Signature*

Instructor: Date:

*Print* *Signature*

Lead Instructor: Date:

*Print* *Signature*

**I voluntarily choose to retest before the completion of the fully allotted time for improvement as stated above. I fully understand that I am responsible for this decision. Should I fail, I will fail the entire proficiency basic recruit course.**

Actual Time to Complete:

*Student Signature* *Date*

Acceptable Performance: ☐ Yes ☐ No (If no, describe the outcome below.)

Outcome:

# GENERAL RULES OF FIREARMS SAFETY (SAMPLE)

**[TRAINING SCHOOL NAME]**

1. Keep the muzzle pointed in a safe direction, where an unintentional discharge will not cause harm.
2. Treat every firearm as if it were loaded.
3. Upon picking up a firearm, immediately check to see if it is loaded.
4. Never give a firearm to anyone unless the cylinder or action is open.
5. Never point a firearm at anyone unless compatible with departmental deadly force policy and chapter 776, F.S.
6. Never leave a loaded weapon unattended.
7. Always keep firearms out of the reach of children and untrained adults.
8. Exercise extreme care in storing a firearm, as defined in chapter 790, F.S.
9. Only an approved armorer should make repairs, adjustments, and modifications.
10. Notify the instructor before class if you are taking any medication.
11. No person under the influence of alcohol or drugs shall handle any firearm.
12. Safety glasses and hearing protection must be worn on or near the firing line.
13. No talking on the firing line.
14. No food or tobacco products are allowed on the firing line.
15. Never anticipate a command while on the firing line.
16. Never pick up a dropped firearm, ammunition, or reloading devices unless the command is given.
17. Never go in front of the firing line unless the line has been declared safe and the command has been given.
18. Never draw the firearm from or return it to the holster with your finger on the trigger; the finger should be off the trigger and indexed on the frame when drawing and holstering.
19. Never leave the line until the line officer has inspected your firearm and a command has been given.
20. Before shooting, be sure of your target, backstop, and beyond.
21. If a weapon fails to fire, keep it pointed in a safe direction and notify the range officer by raising your non-shooting hand.

**I acknowledge receipt and understanding of these rules, and further understand that any violation may constitute grounds for immediate dismissal from the Training Program.**

**STUDENT NAME (Print):** _____

**STUDENT ID #:** _____ **CLASS #:** _____

**STUDENT SIGNATURE:** _____ **DATE:** _____/_____/_____

# PACING GUIDE (OPTIONAL)

This pacing guide is meant to provide structure and efficiency to the curriculum, but is not required to follow. Instructors may teach the 80-hour block in any order and method that they choose so long as all standards are taught. This pacing guide is based on an 8-hour day. If any time remains after completing all of the mandatory course requirements, instructors are permitted to teach any additional firearms skills they feel are appropriate (including long guns).

| | |
|---|---|
| **Day 1**<br>• Textbook Review<br>Consider introducing units and lessons throughout the 80-hour block instead of all at once<br>• Handgun Familiarization & Drills (in classroom and on the range)<br>Safety, weapon maintenance, belt set-up, shooting stances and positions, grip, drawing/holstering, sight alignment, trigger prep and press, and reloading in workspace | **Day 6**<br>• If needed, remediate and reevaluate students on any of the Isolated Skills Evaluations or Handgun Qualifications<br>• Introduce & Practice Using Cover and Concealment<br>• **Cover and Concealment Evaluation** |
| **Day 2**<br>• Introduce & Practice Phase I Malfunction Clearance<br>• **Conduct Phase I Malfunction Evaluation**<br>• Introduce & Practice Phase II Malfunction Clearance<br>• **Conduct Phase II Malfunction Evaluation** | **Day 7**<br>• Practice Drawing, Loading, & Unloading with One Hand<br>• Introduce & Practice Active Threat/Shooter Serpentine Courses |
| **Day 3**<br>• Introduce & Practice Recoil Management<br>• **Conduct Recoil Management Evaluation**<br>• Introduce & Practice Hip Shooting<br>• **Conduct Hip Shooting Evaluation** | **Day 8**<br>• Introduce and Practice Discretionary Shooting<br>• **Discretionary Shooting Evaluation** |
| **Day 4**<br>• Introduce & Practice One-Hand Shooting<br>• **Conduct One-Hand Shooting Evaluation**<br>• Introduce & Practice stepping off the "X"<br>• Introduce & Practice 38-Round Daylight Qualification<br>• Introduce & Practice Flashlight Techniques | **Day 9**<br>Open Schedule<br>Instructors may use this time to remediate students, fill in the gaps with their own training, or revisit material from earlier in the course. |
| **Day 5**<br>• Practice 38-Round Daytime Qualification<br>• **Conduct 38-Round Daylight Qualification**<br>• Practice the 18-Round Low light Handgun Qualification<br>• **Conduct 18-Round Low light Handgun Qualification** | **Day 10**<br>Open Schedule<br>Instructors may use this time to remediate students, fill in the gaps with their own training, or revisit material from earlier in the course. |

# UNIT 1 FIREARMS SAFETY

## LESSON 1 FIREARMS SAFETY PROCEDURES

### Lesson Goal

At the end of this lesson, students will know and demonstrate the firearms safety procedures that should be followed when handling or using firearms.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

- ☑ **HL311.1. Identify the primary and support hand**
- ☑ **HL311.2. Identify the common cause of most firearm accidents**
- ☑ **HL311.3. Identify the general rules of safety that should be applied to all firearms**
- ☑ **HL311.4. Identify what safety rules to follow on the range**
- ☑ **HL311.5. Identify the requirements in the Florida Statutes for storing a firearm**

Assist students in identifying their primary hand and support hand.

Discuss the importance of firearms safety. The attached form, General Rules of Firearms Safety, is only a sample. Use the firearms safety form provided by your training school and have each student sign the form. The signed form must be retained with the student's records.

Demonstrate how to point a firearm in a safe direction.

Explain to students that "safe direction" is dictated by environment.

Remind students to always refer to the manufacturer’s manual for safety recommendations.

Review the Florida Statutes relating to the safe storage of firearms, with an emphasis on the requirements under s. 790.174, F.S.

A signed General Rules of Firearms Safety form must be kept for each student. These forms must be kept for auditing purposes.

**LESSON VOCABULARY**

primary hand

safety check

support hand

# UNIT 1 FIREARMS SAFETY

## LESSON 2 USE OF DEADLY FORCE

### Lesson Goal

At the end of this lesson, students will be able to identify the statutes that govern the use of force and the legal aspects of using deadly force.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapters 3 and 4)
Florida Statutes

---

☑ **HL312.1. Identify elements of the Florida Statutes as related to the use of force by criminal justice officers**

☑ **HL312.2. Define deadly force**

☑ **HL312.3. Identify the essential criteria to determine the justification of the use of deadly force**

Apply chapter 776, F.S., to officer use of force. Make sure that students have a thorough and clear knowledge of how the statutes apply to the use of deadly force, particularly with a firearm.

Compare a local agency's use of force policy with the statutes.

**LESSON VOCABULARY**

deadly force

# UNIT 2 AMMUNITION

## LESSON 1 AMMUNITION IDENTIFICATION AND MAINTENANCE

### Lesson Goal

At the end of this lesson, students will be able to identify different types and calibers or gauges of ammunition and know how to inspect ammunition for defects and store ammunition properly.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

- ☑ **HL321.1. Identify pistol ammunition parts and nomenclature**
- ☑ **HL321.2. Explain the difference between caliber and gauge**
- ☑ **HL321.3. Identify any abnormalities or defects on ammunition**
- ☑ **HL321.4. Identify proper handling procedures for ammunition**

Describe the ammunition parts and define the nomenclature.

Explain the difference between ammunition caliber and gauge.

Have students identify the caliber of the ammunition for the weapon they are using.

Have students examine ammunition and check for abnormalities and defects.

Demonstrate how to store and handle ammunition safely.

Bring in examples of damaged or imperfect ammunition to aid students in identification.

Introduce and discuss the following:

- blank round
- frangible
- full metal jacket
- hollow point

Caution: Remind students that non-factory ammunition is not recommended for duty use.

**LESSON VOCABULARY**

caliber

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 1 FAMILIARIZATION

### Lesson Goal

At the end of this lesson, students will know the semiautomatic pistol parts with correct nomenclature, the way the parts function, and the steps to safely handle a semiautomatic pistol.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

- ☑ **HL331.1. Identify semiautomatic pistol parts with the correct nomenclature**
- ☑ **HL331.2. Describe the function of semiautomatic pistol parts**
- ☑ **HL331.3. Identify semiautomatic pistol magazine parts with the correct nomenclature**
- ☑ **HL331.4. Describe how the semiautomatic pistol works**
- ☑ **HL331.5. Describe how to perform a function check on a semiautomatic pistol**
- ☑ **HL331.6. Identify the steps to safely hand a semiautomatic pistol to another person**

Review and evaluate student knowledge of semiautomatic pistol nomenclature.

Discuss the following types of semiautomatic pistols and explain the differences between them:

- single action
- double action only
- double action/single action

Show a video of the cycle of operation for the semiautomatic pistol to supplement the material in the student guide.

**LESSON VOCABULARY**

handgun

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 2 DRAWING AND HOLSTERING

### Lesson Goal

At the end of this lesson, students will know how to draw and holster a handgun.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

- ☑ **HL332.1. Identify the steps to draw a handgun**
- ☑ **HL332.2. Demonstrate how to perform a lateral step while drawing a handgun**
- ☑ **HL332.3. Demonstrate a proper two-handed grip with a semiautomatic pistol**
- ☑ **HL332.4. Identify the steps to holster a handgun**

Demonstrate and have students perform the following:

- Acquire a proper grip on a holstered handgun.
- Draw the handgun.
- Acquire a one- and two-handed grip after drawing the handgun.
- Holster the handgun.
- Secure the handgun in the holster using retention devices.

When holstering, use the thumb of the shooting hand on the rear of the slide (if applicable) to prevent a malfunction.

Be aware of where the muzzle is pointing when a student holsters their handgun.

Introduce the concept of keeping head and eyes up to scan for threats while drawing and holstering a handgun.

Discuss the workspace concept, and why it's important. Also explain how, in real life situations, their workspace may be defined by their environment.

Explain that their finger should be off the trigger and indexed on the frame when drawing, holstering, and when the weapon is in the workspace.

Demonstrate and have students acquire a good sight picture each time they draw and before they holster. Use this as an opportunity for additional reps.

Introduce the concept of moving off the "X" during a deadly force encounter; then demonstrate and have students perform a lateral step while drawing their weapon.

Recommended Skill Building Drills (Instructor Materials):

- Draw Stroke - Dry Fire (Instructor Materials)
- Sight Alignment and Sight Picture - Dry Fire (Instructor Materials)

**LESSON VOCABULARY**

recoil management

workspace

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 3 LOADING, UNLOADING, AND RELOADING

### Lesson Goal

At the end of this lesson, students will know how to load, unload, and reload a semiautomatic pistol.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

☑ **HL333.1. Demonstrate how to load and charge a semiautomatic pistol**

☑ **HL333.2. Demonstrate how to unload a semiautomatic pistol**

☑ **HL333.3. Demonstrate how to perform an empty gun reload on a semiautomatic pistol**

Demonstrate and have students perform proper loading and charging of a semiautomatic pistol magazine in their workspace without looking at it (keeping their heads and eyes up).

Demonstrate and have students perform proper unloading techniques for a semiautomatic pistol in their workspace.

Demonstrate and have students acquire a good sight picture each time they draw to load and charge their weapon.

Recommended Skill Building Drills (Instructor Materials):

- Loading—Dry Fire
- Unloading—Dry Fire
- Reloading—Dry Fire

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 4 MALFUNCTIONS

### Lesson Goal

At the end of this lesson, students will know the malfunctions that may occur when using a semiautomatic pistol and how to correct them.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

☑ **HL334.1. Demonstrate how to safely handle a semiautomatic pistol when identifying and correcting a malfunction**

☑ **HL334.2. Identify the types of semiautomatic pistol malfunctions that may occur**

☑ **HL334.3. Apply the proper techniques for clearing semiautomatic pistol malfunctions**

Discuss various semiautomatic pistol malfunctions that may occur.

Demonstrate how to identify and clear, and have students identify and clear, semiautomatic pistol malfunctions using the proper techniques in their workspace during both dry fire and live fire.

After completing the Phase I and Phase II Malfunction Clearance Evaluations, students are required to identify and clear their own malfunctions anytime they happen during training, evaluations, or qualifications.

Recommended Skill Building Drills (Instructor Materials):

- Clearing a Phase I Malfunction—Dry Fire
- Combination: Trigger, Marksmanship, Reload, and Phase I Clearance—Ball and Dummy
- Clearing a Phase I Malfunction—Live Fire (Pre-Evaluation)
- Clearing a Phase II Malfunction—Dry Fire
- Clearing a Phase II Malfunction—Live Fire (Pre-Evaluation)

**LESSON VOCABULARY**

double feed

failure to eject

failure to extract

failure to feed

failure to fire

malfunction

squib load

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 5 FUNDAMENTALS OF MARKSMANSHIP

### Lesson Goal

At the end of this lesson, students will know the fundamentals of marksmanship when shooting a handgun.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)
Recoil Management Target (Instructor Materials)

---

☑ **HL335.1. Apply the proper shooting stances and positions when shooting a handgun**

☑ **HL335.2. Demonstrate how to obtain sight alignment and sight picture with a handgun**

☑ **HL335.3. Apply the point shooting technique with a handgun**

☑ **HL335.4. Apply proper trigger control and follow-through with a handgun**

Demonstrate and have students perform the offensive ready stance.

- Explain that the offensive ready stance is the same stance used in BRT Criminal Justice Defensive Tactics.
- Provide positive points of the offensive ready stance.

Discuss and have students demonstrate the following, both dry fire and live fire, with a semiautomatic pistol:

- safe weapon handling
- drawing and holstering while keeping head and eyes up, maintaining the offensive ready stance
- acquiring the proper grip for one and two hands (both primary and support hand)
- transitioning the handgun from one hand to the other when firing with one hand
- shooting stances and positions
- fundamentals of marksmanship
- trigger preparation
- trigger control and follow-through

Explain to students that when the weapon is presented at an identified deadly threat that they are justified in shooting, the finger is on the trigger. However, when the weapon is in any ready position in which they are not looking through the sights, including the compressed ready position, the finger is off the trigger and indexed on the frame. Explain that circumstances, environment, and threat level will dictate whether the finger will be on the trigger when the weapon is presented.

Conduct drills having students randomly draw to the two-hand high point and various ready positions, including compressed ready. Also, conduct drills having students randomly move the weapon to the two-hand high point, compressed ready, and workspace. As they do each drill, monitor whether they are performing the actions correctly and that their trigger finger is in the correct position based on the drill. Make corrections as necessary.

Recommended Skill Building Drills (Instructor Materials):

- Offensive Ready Stance—Dry Fire: Part A and B
- Sight Alignment and Sight Picture—Dry Fire
- Trigger Press/Preparation—Dry Fire: Part A and B
- Trigger Anticipation—Dry Fire
- Recoil Management—Dry Fire
- Recoil Management—Live Fire: Part A, B, and C
- Hip Shooting—Dry Fire: Part A and B
- Hip Shooting—Live Fire: Part A and B
- One-Hand Shooting—Dry Fire
- One-Hand Shooting—Live Fire
- One-Hand Shooting—Live Fire (Pre-Evaluation)

**LESSON VOCABULARY**

follow-through

point shooting

sight alignment

sight picture

trigger control

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 6 FLASHLIGHT PRINCIPLES

### Lesson Goal

At the end of this lesson, students will know how to apply the proper flashlight grips and techniques when firing a semiautomatic pistol in low light conditions.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

☑ **HL336.1. Apply proper flashlight grips when shooting a semiautomatic pistol in low light conditions**

☑ **HL336.2. Apply proper flashlight techniques when shooting a semiautomatic pistol in low light conditions**

Discuss and have students demonstrate the following, both dry fire and live fire, with a semiautomatic pistol:

- safe weapon handling in low light conditions
- flashlight grips and techniques
- shooting stances and positions

# UNIT 3 SEMIAUTOMATIC PISTOL

## LESSON 7 CLEANING

### Lesson Goal

At the end of this lesson, students will be able to identify the necessary supplies and tools to clean a semiautomatic pistol and know how to clean and lubricate it.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

---

- ☑ **HL337.1. Demonstrate how to fieldstrip a semiautomatic pistol**
- ☑ **HL337.2. Identify the proper supplies and tools to use when cleaning a semiautomatic pistol**
- ☑ **HL337.3. Demonstrate how to clean, lubricate, and prepare a semiautomatic pistol**

Demonstrate and have students perform a fieldstrip of a semiautomatic pistol.

Demonstrate and have students perform cleaning and maintenance of a semiautomatic pistol.

# UNIT 4 SURVIVAL SHOOTING

## LESSON 1 COVER AND CONCEALMENT

### Lesson Goal

At the end of this lesson, students will be able to identify and know the difference between cover and concealment and be able to apply proper firearms techniques when using cover and concealment.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2
Range props to simulate cover; for example, barrels or cardboard backers attached to posts.
Cover and Concealment Evaluation Course Diagram (Instructor Materials)

---

- ☑ **HL341.1. Explain the difference between cover and concealment**
- ☑ **HL341.2. Identify factors to consider when choosing the appropriate cover**
- ☑ **HL341.3. Identify methods to consider before moving to cover**
- ☑ **HL341.4. Identify methods to consider while moving to cover**
- ☑ **HL341.5. Identify methods to consider when using cover to engage a threat**
- ☑ **HL341.6. Demonstrate an appropriate shooting position from behind cover**
- ☑ **HL341.7. Demonstrate how to perform a tactical reload with a semiautomatic pistol**

Discuss the differences between cover and concealment.

Demonstrate and have students perform the following proper techniques to locate and move to a position of cover:

- Show the students how to use the lateral slide step movement to get to a position of cover.
- Show the students how stepping back behind cover, as opposed to crowding it, makes you a smaller target while opening up your field of view. Demonstrate this so that the students can see from your point of view, to the side of you, and from the other side of cover.
- Get the students used to saying to themselves, “I’m safe; I’m too close; now back up” each time they approach a position of cover.

Demonstrate and have students perform an appropriate shooting position from behind cover.

Explain, and then demonstrate to the students that, when rolling out to engage, the weapon comes out when they come out. The first and only thing that the threat should see are their eyes and the barrel of their weapon.

Demonstrate the different ways a student can roll out from cover from the kneeling position and how each method is determined by the environment.

Demonstrate and have students perform the Cover and Concealment Evaluation. Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials.

Recommended Skill Building Drills (Instructor Materials):

- Cover and Concealment—Dry Fire: Part A and B
- Cover and Concealment—Live Fire (Pre-Evaluation)

**LESSON VOCABULARY**

barricade position

concealment

cover

# UNIT 4 SURVIVAL SHOOTING

## LESSON 2 DRAWING AND RELOADING WITH ONE HAND

### Lesson Goal

At the end of this lesson, students will be able to demonstrate drawing with the support hand and reloading with one hand only to engage a deadly threat.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3)

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☑ **HL342.1. Demonstrate how to disengage the holster retention devices with your support hand**

☑ **HL342.2. Demonstrate how to reload using one hand only**

Demonstrate and have students practice drawing with their support hand.

Demonstrate and have students practice reloading the handgun with one hand only (primary and support hand).

Recommended Skill Building Drills (Instructor Materials): One-Handed Reload (all options)

# UNIT 4 SURVIVAL SHOOTING

## LESSON 3 RESPONSE TO ACTIVE THREAT AND SHOOTER INCIDENTS

### Lesson Goal

At the end of this lesson, students will be able to prepare for, and tactically respond to, a deadly force encounter involving an active threat or active shooter.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 3 and 4)
Range props to simulate a crowded environment for the serpentine courses
Pre-Serpentine and Serpentine Course Diagrams (Instructor Materials)
Range props, simulator, or other objects needed for the Discretionary Shooting Evaluation

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☑ **HL343.1. Demonstrate how to scan surroundings for possible threats**

☑ **HL343.2. Identify the physiological changes associated with survival stress**

☑ **HL343.3. Identify the possible sources of survival stress during an active threat/shooter incident**

☑ **HL343.4. Demonstrate how to tactically respond to an active threat/shooter incident**

Explain how to scan an environment for possible threats.

Explain how to use verbal commands to identify yourself, direct the assailant, and to de-escalate the encounter.

Discuss survival stress and the physiological changes associated with it.

Explain how to mentally and emotionally prepare for an active threat/shooter incident.

Describe the possible sources of stress that may trigger physiological changes during an active threat/shooter incident and methods to overcome them.

Continue to emphasize that heads and eyes are up at all times.

Explain how to respond to an active threat/shooter incident.

Demonstrate the instability of the low ready and other commonly used stances compared to the stability of the compressed ready stance when moving through a crowded environment.

Demonstrate and have students dry fire and perform both pre-serpentine drills, giving immediate feedback according to their performance.

Prepare the serpentine courses and demonstrate the following:

- Movement through the serpentine at the compressed ready position before engaging the threat.
- Smooth walking with head up and body low, looking over the weapon instead of through the sights when approaching the threat.
- Engage the threat as soon as possible (once there is no chance of hitting a victim).
- Follow the threat to the ground and reengage, if necessary.

Have students dry fire and perform the serpentine courses, giving immediate feedback according to their performance.

Discuss with students why they must leave their finger on the trigger when the weapon is presented at the threat that they just engaged, until they are certain that the threat is neutralized. Always anticipate that the threat may reach for a weapon or attempt to re-engage.

Demonstrate and have students perform the discretionary shooting evaluation of your choice.

- Instructors may use role play, firearms simulator, simulated rounds, or live rounds to conduct the Discretionary Shooting Evaluation.
- Instructors determine magazine loadouts, distances, times, and minimum passing score as long as the students perform the required measurables.

# INSTRUCTOR MATERIAL: HANDGUN PROFICIENCY EVALUATIONS

Use Form CJSTC-4, Handgun Performance Evaluation (one for each student), to record the results of each evaluation.

Each proficiency evaluation has its own set of measurables that a student must demonstrate in order to pass.

One additional round is added to each magazine loadout so that students do not scan with an empty weapon.

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After students complete each proficiency evaluation, safety-check their weapons to make sure they are unloaded. Students should then holster unloaded weapons.

### Scoring Targets

On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student's score. Ancillary paper tears should not be counted when scoring.

- Only certified handgun instructors will score targets.
- For commercially produced B21E or similar: Any hit completely inside Zone 4 or 5 or touching the exterior scoring line of Zone 4 or 5 of the approved target adds to a student's score.
- The approved target for the recoil management evaluation is an 8" diameter circle. Any hit completely inside the circle or touching the exterior scoring line of the approved target adds to a student's score. You may use the target provided, or any other target of equal shape and size.
- A student must successfully fire each evaluation in 1 out of 2 total attempts. A student who fails the first attempt will remediate, and then attempt to fire the evaluation a second time with no additional attempts.
- A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student's inability to hit the scoring area, demonstrate proficiency in any of the prescribed measurables, or demonstrate safe practices on the range.
- If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

### Remediation

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A student may fail each evaluation once. A student who fails any part of an evaluation receives remedial training from the lead instructor or assistant as described on the written Remediation Plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested on the evaluation for a total of two attempts. Submit the Remediation Plan(s) along with the CJSTC-4 form to the appropriate training center personnel.

### Measurables for the Handgun Proficiency Evaluations

Each handgun proficiency evaluation has its own set of measurables that students must demonstrate in order to pass. Refer to the list below for an explanation of each measurable.

- Accuracy—hit the scorable area of the target the prescribed number of times.
- Attempt to Fire—press the trigger.
- Bring Weapon to Workspace—weapon remains in the workspace while loading, reloading, unloading, or clearing a malfunction.
- Clear Phase I Malfunction—properly clear a phase I malfunction using the tap, rack, ready method.
- Clear Phase II Malfunction—properly clear a phase II malfunction either by locking the slide first and removing the magazine second, or ripping out the magazine first (training center discretion). Working the slide is required regardless of the method.
- Create Distance—create distance after firing from the hip and before reengaging the threat from the two-hand high point. This can either be a step back or a lateral step (training center discretion).
- Draw—properly draw the weapon.
- Engage Threat from Different Part of Cover—roll out to engage the threat from any part of cover that is different from the original point of entry. For example, if entering cover from the standing position, then engage the threat from a different position on the same side or any position from the other side.
- Engage Threat while Moving to Cover—fire three rounds while moving to cover.
- Extended Weapon Remains Behind Cover—do not allow the extended weapon to break the plane of cover.
- Grip—demonstrate the appropriate grip for the course of fire.
- Load and Charge—load and charge the weapon in the workspace, then acquire a good sight picture before holstering or assuming the compressed ready.
- Neutralize Threat(s)—engage all deadly threats.
- Reaction Time—conduct threat assessment and neutralize threat(s) without hesitation.
- Reload Behind Cover—reload while properly protected behind cover.
- Safety—follow all instructions and firearms safety rules while in the classroom and on the range.
- Scan—assess for threats.
- Speed—achieve the qualifying number of rounds on target in the allotted amount of time.
- Shooting Stance and Platform—demonstrate the appropriate shooting stance and platform for the course of fire.
- Threat Recognition—distinguish a deadly threat from a non-deadly threat and take appropriate action (do not fire upon a non-deadly threat).
- Use of Cover—move to cover, and then present the weapon using the two-hand high point position before rolling out from cover to engage the threat, keeping body properly protected behind cover.
- Verbal Commands—use verbal commands to identify yourself and direct the subject with loud, clear, and concise commands.

For convenience, this list of explanation of measurables is included on the last page of Form CJSTC-4.

# INSTRUCTOR MATERIAL: PHASE I MALFUNCTION CLEARANCE EVALUATION

The purpose of this evaluation is to ensure that each student can safely and properly identify and clear a Phase I malfunction while firing their weapon. If the gun fails during a gunfight, officers need to know how to identify and clear the malfunction to get back in the fight.

> After completing this evaluation, students are required to identify and clear their own Phase I malfunctions anytime they happen during training or qualifications.

In this 2-round course of fire, the student must meet all of the following requirements:

- Draw and attempt to fire (an instructor must hear the trigger click).
- Bring the weapon into their workspace to identify and clear the malfunction.
- Clear the malfunction properly using the "tap, rack, ready" method.
- Score 2 hits on the target, under no time limit.

| PHASE I MALFUNCTION CLEARANCE EVALUATION (2:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** 1 magazine with 3 rounds + 1 dummy round. Load the 3 rounds first, and then the 1 dummy round on top. | | | **Target:** one B21E |
| **Distance**: 3-yard line | **Number of Rounds**: 2 | **Time Limit**: none | **Minimum Passing Score**: 2 |
| **Measurables:** Draw, Attempt to Fire, Bring Weapon to Workspace, Clear Phase I Malfunction, Accuracy, Safety | | | |
| **Procedure**<br>1. Instructor: "Draw, load and charge your weapon in your workspace, acquire a good sight picture, and holster."<br>2. Instructor: "Assume the offensive ready stance."<br>3. Instructor: "On the command of _____, draw, attempt to fire from the two-hand high point, identify and clear the malfunction, and then fire 2 rounds from the two-hand high point."<br>4. Instructor: <give command><br>5. Instructor: "Scan and holster." | | | |

# INSTRUCTOR MATERIAL: PHASE II MALFUNCTION CLEARANCE EVALUATION

The purpose of this evaluation is to ensure that each student can safely and properly identify and clear a Phase II malfunction while firing their weapon. If the gun fails during a gunfight, officers need to know how to identify and clear the malfunction to get back in the fight.

> After completing this evaluation, students are required to identify and clear their own Phase II malfunctions anytime they happen during training or qualifications.

In this 2-round course of fire, the student must meet all of the following requirements:

- Attempt to fire (an instructor must hear the trigger click or see the trigger being pressed).
- Bring the weapon into their workspace to identify and clear the malfunction.
- Clear the malfunction properly by either locking the slide to the rear to remove the magazine or removing the magazine without locking the slide, then working the slide before reloading and reattempting to fire.
- Score 2 hits on the target, under no time limit.

**Special Notes**

The training center has the option of having students drop the magazine that is removed from the firearm or store it on their person for potential future use. In either case, they must use a new magazine when they reload.

The training center has the option to require students to lock the slide back before removing the magazine or not. In either case, students must perform the malfunction clearance in the way it was taught to them and must work the slide to achieve the "Clear Phase II Malfunction" measurable.

| PHASE II MALFUNCTION CLEARANCE EVALUATION (2:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** Dummy round or empty casing in chamber, 1 magazine with 1 round, and 1 magazine with 3 rounds | | | **Target:** one B21E |
| **Distance:** 3-yard line | **Number of Rounds:** 2 | **Time Limit:** none | **Minimum Passing Score:** 2 |
| **Measurables:** Attempt to Fire, Bring Weapon to Workspace, Clear Phase II Malfunction, Accuracy, Safety | | | |
| **Procedure**<br>1. Instructor: "Draw and prepare your weapon with an empty casing or dummy round in the chamber. Insert a magazine and charge your weapon to set up a Phase II malfunction, and assume the compressed ready."<br>2. Instructor: "On the command of _____, attempt to fire from the two-hand high point, identify and clear the malfunction, reload, and fire 2 rounds from the two-hand high point."<br>3. Instructor: <give command><br>4. Instructor: "Scan and holster." | | | |

# INSTRUCTOR MATERIAL: RECOIL MANAGEMENT EVALUATION

The purpose of this evaluation is to ensure that each student can manage the movement of the handgun after it fires, returning the sights on target in a predictable pattern without having to adjust their grip when firing multiple rounds. This evaluation is especially important since, during many deadly force engagements, officers fire several rounds as opposed to just one or two. This evaluation also prepares BRT students for the Daylight and Low Light Qualifications.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Score 5 hits on the target in 5 seconds. The target shall be an 8” diameter circle.

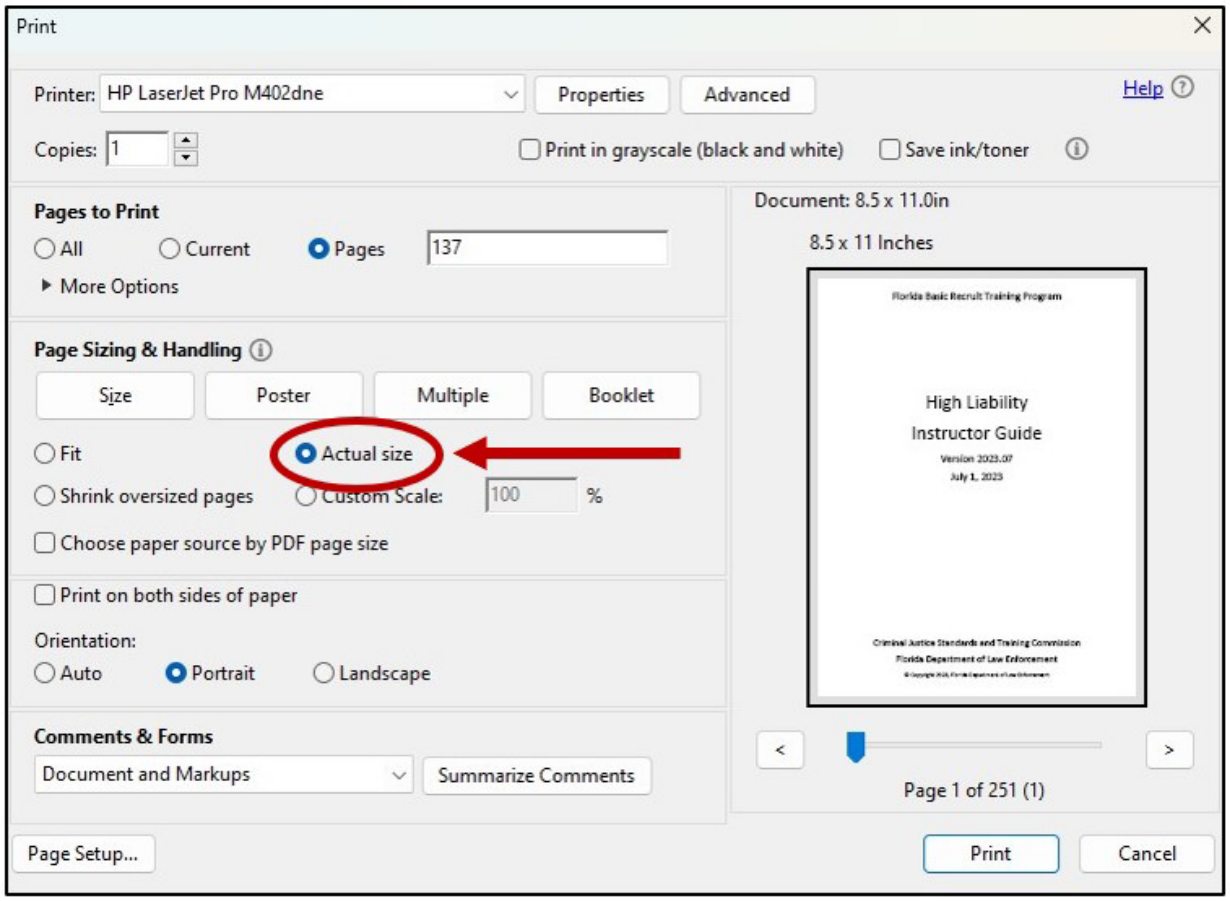
An 8” diameter circle target is included in these instructor materials.

> You will need to make several copies of the 8” Diameter Circle Target for recoil management practice and its evaluation.

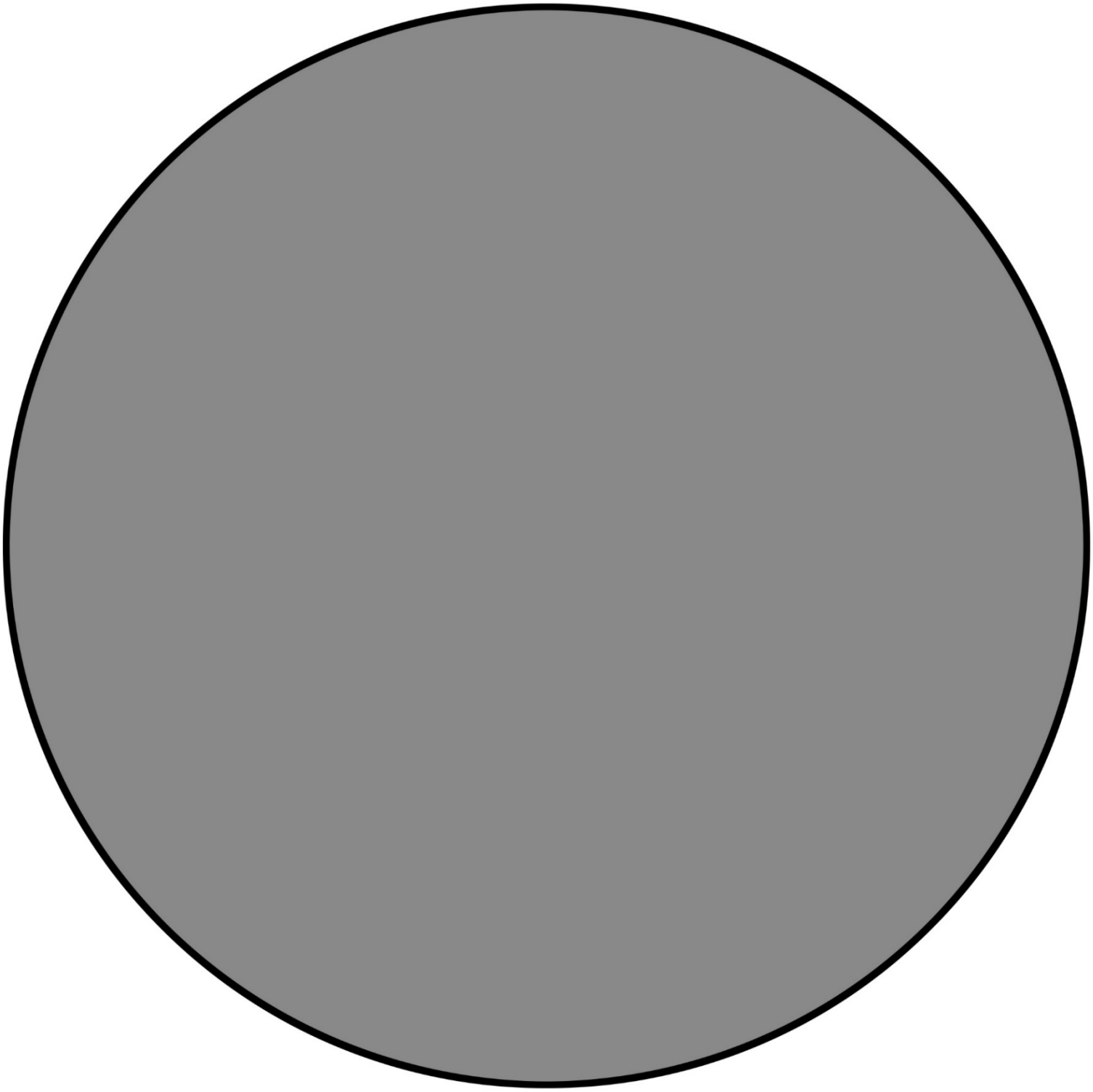
| RECOIL MANAGEMENT EVALUATION (6:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** 1 magazine with 7 rounds | | | **Target:** one 8” diameter circle |
| **Distance:** 5-yard line | **Number of Rounds:** 6 | **Time Limit:** 5 seconds | **Minimum Passing Score:** 5 |
| **Measurables:** Load and Charge, Accuracy, Speed, Safety | | | |
| **Procedure**<br>1. Instructor: “Load and charge your weapon and assume the compressed ready.”<br>2. Instructor: “On the command of _____, fire 6 rounds in 5 seconds from the two-hand high point.”<br>3. Instructor: <give command><br>4. Instructor: “Holster.” | | | |

# Recoil Management Printing Instructions

When printing the Recoil Management 8-inch target on the next page, make sure you select “actual size” in your printer settings before you print, or else the target may print smaller than 8 inches.



# INSTRUCTOR MATERIAL: 8" RECOIL MANAGEMENT TARGET



# INSTRUCTOR MATERIAL: HIP SHOOTING EVALUATION

The purpose of this evaluation is to ensure that each student can safely and accurately fire from the hip, create distance, and then re-engage the threat when in close proximity. It is important that students know how to engage a threat in close quarters while maintaining control of the weapon. This evaluation also prepares BRT students for Stage 1 of the Daylight Qualification.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and use the one-handed or two-handed hip shooting grip.
- Create distance after firing from the hip and before firing from the two-hand high point position.
- Score 5 hits on the target in 6 seconds.

**Special Notes**

The training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from BRT Criminal Justice Defensive Tactics.

Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).

No alibis are to be granted for self-induced malfunctions. If a shooter has a malfunction while shooting from the hip, it is most likely caused by a weak grip or their slide being hindered by their body, so they did not achieve the “Grip” or “Shooting Stance and Platform” measurables.

<table>
<tr><th colspan="4">HIP SHOOTING EVALUATION (6:1 STUDENT-TO-INSTRUCTOR RATIO)</th></tr>
<tr><td colspan="3">Magazine Loadout & Order: 1 magazine with 7 rounds</td><td>Target: one B21E</td></tr>
<tr><td>Distance: 1 to 3-yard lines</td><td>Number of Rounds: 6</td><td>Time Limit: 6 seconds</td><td>Minimum Passing Score: 5</td></tr>
<tr><td colspan="4">Measurables: Load and Charge, Draw, Grip, Shooting Stance and Platform, Create Distance, Speed, Accuracy, Safety</td></tr>
<tr><td colspan="4">Procedure<br>1. Instructor: “Load and charge your weapon, then holster.”<br>2. Instructor: “Assume the offensive ready stance.”<br>3. Instructor: “On the command of _____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds.”<br>4. Instructor: <give command><br>5. Instructor: “Holster.”</td></tr>
</table>

# INSTRUCTOR MATERIAL: ONE-HAND SHOOTING EVALUATION

The purpose of this evaluation is to ensure that each student can safely and accurately fire from their primary and support hand only in the event that one hand becomes disabled. This evaluation also prepares BRT students for Stage 3 of the Daylight Qualification.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and use the one-handed grip with their primary and support hand.
- Score 4 total hits on the target. The student will be given 5 seconds for each string of fire.

## Special Notes

No alibis are to be granted for self-induced malfunctions. If a shooter has a malfunction while shooting one-handed, it is most likely caused by a weak grip/limp wrist, so they did not achieve the "Grip" measurable.

Students who have pistols with de-cocking levers must de-cock before transitioning the weapon to their support hand.

| ONE-HAND SHOOTING EVALUATION (6:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** 1 magazine with 7 rounds | | | **Target:** one B21E |
| **Distance:** 5-yard line | **Number of Rounds:** 6 | **Time Limit:** 5 seconds | **Minimum Passing Score:** 4 |
| **Measurables:** Load and Charge, Draw, Grip, Shooting Stance and Platform, Speed, Accuracy, Safety | | | |
| **Procedure**<br>1. Instructor: "Load and charge your weapon, then holster."<br>2. Instructor: "Assume the offensive ready stance."<br>3. Instructor: "On the command of_____, draw with your primary hand only and fire 3 rounds in 5 seconds."<br>4. Instructor: <give command><br>5. Instructor: "De-cock, if applicable, and assume the compressed ready."<br>6. Instructor: "Safely transition the weapon to your support hand and return to the compressed ready."<br>7. Instructor: "On the command of_____, fire 3 rounds in 5 seconds using your support hand only."<br>8. Instructor: <give command><br>9. Instructor: "Safely transition the weapon back to your primary hand, and holster." | | | |

# INSTRUCTOR MATERIAL: COVER AND CONCEALMENT EVALUATION

The purpose of this evaluation is to ensure that each student can safely and accurately engage a threat while on the move and from behind cover. Instructors should introduce this evaluation in the form of a scenario. For example, the student is approaching a subject to talk to them and, at some point, the subject becomes a deadly threat.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and engage the threat while moving to cover.
- Reload behind cover.
- Utilize cover correctly.
- Re-engage the threat from a different part of cover from where they entered.
- Score at least 4 hits in 12 seconds.

A diagram of the set up for this evaluation is available in these instructor materials.

**Special Notes**

This is a one-on-one evaluation. Instructors must stay close to, and in control of, the student while they perform this evaluation.

Stacked barrels or backer-boards stapled to posts are acceptable forms of cover. Consider other practical options if these are not available.

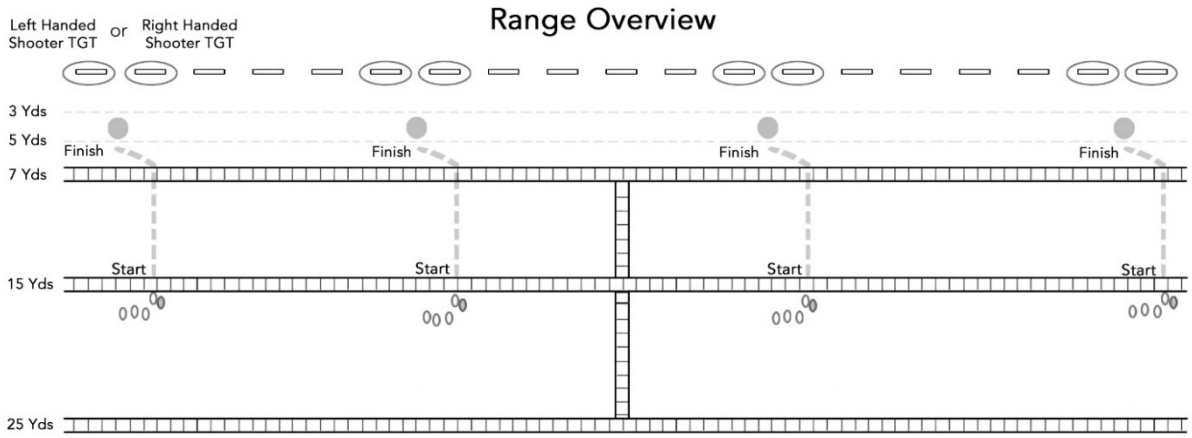
When students are walking toward the target, they should be walking in an alert but relaxed manner, as if they are approaching a subject during a stop, not as if they are anticipating a threat command.

| COVER AND CONCEALMENT EVALUATION (1:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** 2 magazines with 3 rounds each | | | **Target:** one B21E |
| **Distance:** 5-yard line | **Number of Rounds:** 6 | **Time Limit:** 12 seconds | **Minimum Passing Score:** 4 |
| **Measurables:** Load and Charge, Draw, Engage Threat While Moving to Cover, Reload Behind Cover, Use of Cover, Extended Weapon Remains Behind Cover, Engage Threat from Different Part of Cover, Accuracy, Speed, Safety | | | |
| **Procedure**<br>1. Have the student align on the target at the 15-yard line.<br>2. Instructor: “Load and charge your weapon, and holster.”<br>3. Instructor: “Assume an interview stance.”<br>4. Instructor: “On the command of_____, walk toward the target. Then, on the command of_____, draw and fire 3 rounds while moving to cover. Reload and fire 3 more rounds from a different part of cover than where you entered in 12 seconds.”<br>5. Instructor: <give commands><br>6. Instructor: “Holster.” | | | |

# INSTRUCTOR MATERIAL: COVER AND CONCEALMENT EVALUATION SET-UP

## Cover and Concealment Evaluation Course Diagram

### Range Overview




### Lane Setup

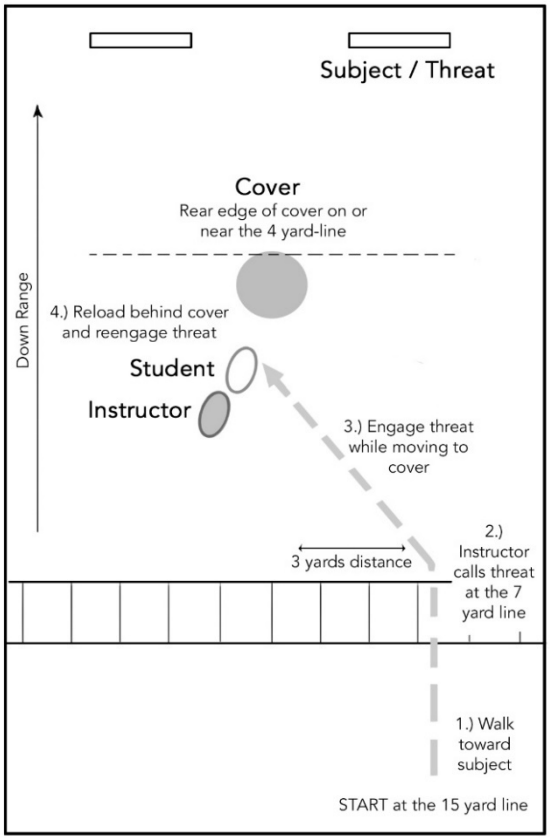



Diagram depicts a right-handed shooter.

### Notes to the Instructor

- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.
- Stacked barrels or backer-boards stapled to posts are acceptable forms of cover. Consider other reasonable options if these are not available.
- Also consider setting up targets for right and left-handed shooters, or placing all left-handed shooters on the left-most lane.

### Legend

- Subject / Target
- Cover
- Instructor
- Student

Diagram depicts a right-handed shooter rolling out from behind stacked barricades to reengage the threat.

# INSTRUCTOR MATERIAL: DISCRETIONARY SHOOTING EVALUATION

The purpose of this evaluation is to ensure that each student can take appropriate action when arriving on scene, and safely identify and neutralize all threats in a timely manner.

The training center may use any discretionary course it chooses, including role-play and firearm simulators. However, the student must meet all of the following requirements:

- Use verbal commands.
- Utilize cover correctly.
- Reload behind cover.
- Distinguish deadly threats from non-deadly threats, and take appropriate action.
- Neutralize all threats without hesitation, and assess for additional threats.

**Special Notes**

This is a one-on-one evaluation. Instructors must stay close to, and in control of, the student while they perform this evaluation.

For this evaluation, while accuracy is important, it is not a measurable. However, the student must engage all deadly threats to achieve the "Neutralize Threat(s)" measurable.

The student must not fire upon a non-deadly threat to achieve the "Threat Recognition" measurable.

<table>
<tr><th colspan="4">DISCRETIONARY SHOOTING (1:1 STUDENT-TO-INSTRUCTOR RATIO)</th></tr>
<tr><td colspan="3">Magazine Loadout & Order: Training center discretion</td><td>Target:<br>Training center discretion</td></tr>
<tr><td>Distance: Training center discretion</td><td>Number of Rounds:<br>Training center discretion</td><td>Time Limit:<br>Training center discretion</td><td>Minimum Passing Score:<br>Training center discretion</td></tr>
<tr><td colspan="4">Measurables: Verbal Commands, Use of Cover, Reload Behind Cover, Threat Recognition, Neutralize Threat(s) Reaction Time, Safety, Scan</td></tr>
<tr><td colspan="4">Procedure<br><br>Training centers may use a firearms simulator, simulated rounds, blank rounds, live rounds, or role plays to conduct the Discretionary Shooting Evaluation.<br><br>Training centers determine the magazine loadouts, distances, times, and target(s) for achieving the required measurables.</td></tr>
</table>

# INSTRUCTOR MATERIAL: HANDGUN DAYLIGHT QUALIFICATION

Use Form CJSTC-4, Handgun Performance Evaluation (one for each student), to record the results for each qualification attempt.

A student must fire the stages on all CJSTC-approved courses of fire in sequential order, beginning with stage 1, until all stages are completed.

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The purpose of this qualification is to ensure that each student can safely and accurately fire from various distances during daylight hours. In addition, it gets students used to moving "off the X" or out of the visual cone of a deadly threat anytime they draw their weapon.

In this 38-round course of fire, the BRT student must meet all of the following requirements:

- Create distance after firing from the hip in Stage 1.
- Step laterally before firing on all other stages to escape the threat's visual cone.
- Score at least 33 hits in 2 out of 3 attempts, under time.

**Special Notes**

The training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics.

Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).

**Number of Attempts**

To qualify with the handgun, a student must successfully fire the daylight course in 2 out of 3 attempts. A BRT student who fails the initial three attempts will remediate and be allowed to fire the course three more times.

**Alibis**

If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions. However, if a shooter has a self-induced malfunction while shooting from the hip during Stage 1, the instructor may grant 3 alibi rounds for the two-hand high point position portion of the stage.

**Disqualification on an Attempt**

Any student who fails to follow directions during a qualification attempt is disqualified from that attempt and should receive a "fail" for the attempt on the CJSTC-4 form. Cause for disqualification includes, but it is not limited to, moving before engaging the threat in Stage 1, stepping the wrong way, shooting the wrong number of rounds in a string of fire, using the wrong shooting platform, or failing to

demonstrate safe practices on the range. When a student completes this course, they should have fired 38 rounds on one target.

**Scoring Targets**

On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student's score. Ancillary paper tears should not be counted when scoring.

1. Only certified handgun instructors will score targets.
2. Any hit completely inside Zone 4 or 5 or touching the exterior scoring line of Zone 4 or 5 of the approved target adds to a student's score. The approved target is a commercially produced B-21E target or similar. Its color is optional.
3. To successfully demonstrate handgun proficiency, the student must hit the scoring area at least 33 times.
4. To qualify with the handgun under daylight conditions, the student must successfully fire the course in 2 out of 3 attempts. A BRT student who fails the initial three attempts will remediate and be allowed to fire the course three more times.
5. A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student's failure to demonstrate safe practices on the range, which includes not following directions. When a student completes this course, he or she should have fired 38 rounds on one target.
6. If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

**Remediation**

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A BRT student who fails to achieve qualifying scores in 2 out of 3 attempts receives remedial training from the lead instructor or assistant as described on the written Remediation Plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested for an additional three attempts. Submit the Remediation Plan along with the CJSTC-4 form to the appropriate training center personnel.

# INSTRUCTOR MATERIAL: HANDGUN DAYLIGHT QUALIFICATION COURSE OF FIRE

| 38-ROUND HANDGUN DAYLIGHT QUALIFICATION (6:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:**<br>2 magazines with 13 rounds first, and 1 magazine with 12 rounds last. | | | **Target:** One B21-E |
| **Distance:**<br>Varies by stage | **Number of Rounds:** 38 | **Time Limit:**<br>Varies by stage | **Minimum Passing Score:**<br>BRT students: 33<br>Instructor students: 36 |

### STAGE 1: Hip and Two-Hand High Point from the Draw

1-yard line to the 3-yard line; 6 rounds in 6 seconds

The training center has the option of letting students execute the hip shooting portion of this stage of fire using either the one-handed or two-handed grip.

**Procedure**

1. Instructor: “Load and charge your weapon, then holster.”
2. Instructor: “Align on your target and assume the offensive ready stance.”
3. Instructor: “On the command of_____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds.”
4. Instructor: <give command>
5. Instructor: “Assume the compressed ready.”

### STAGE 2: Two-Hand High Point from the Compressed Ready Position

3-yard line; 4 rounds; 3 seconds per string

**Procedure**

1. Instructor: “Align on your target and remain in the compressed ready.”
2. Instructor: “On the command of_____, step left and fire 2 rounds in 3 seconds.”
3. Instructor: <give command>
4. Instructor: “Assume the compressed ready and re-align on your target.”
5. Instructor: “On the command of_____, step right and fire 2 rounds in 3 seconds.”
6. Instructor: <give command>
7. Instructor: “Holster.”

## STAGE 3: Primary and Support Hand Extended from the Draw with Reload

3-yard line; 6 rounds; 5 seconds per string

**Procedure**

1. Instructor: “Align on your target and assume the offensive ready stance.”
2. Instructor: “On the command of_____, draw with your primary hand only while stepping left; then fire 3 rounds in 5 seconds.”
3. Instructor: <give command>
4. Instructor: “Reload if you haven’t already, de-cock if applicable, re-align on your target, and assume the compressed ready.”
5. Instructor: “Safely transition the weapon to your support hand and return to the compressed ready.”
6. Instructor: “On the command of_____, step right and fire 3 rounds using your support hand only in 5 seconds.”
7. Instructor: <give command>
8. Instructor: “Safely transition the weapon back to your primary hand, and holster.”

## STAGE 4: Two-Hand High Point from the Draw

7-yard line; 4 rounds; 5 seconds per string

**Procedure**

1. Instructor: “Align on your target and assume the offensive ready stance.”
2. Instructor: “On the command of_____, draw while stepping right; then fire 2 rounds in 5 seconds.”
3. Instructor: <give command>
4. Instructor: “Holster.”
5. Instructor: “Re-align on your target and return to the offensive ready stance.”
6. Instructor: “On the command of_____, draw while stepping left; then fire 2 rounds in 5 seconds.”
7. Instructor: <give command>
8. Instructor: “Holster.”

## STAGE 5: Two-Hand High Point from the Draw with Reload

7-yard line; 12 rounds in 20 seconds

**Procedure**

1. Instructor: “Align on your target and assume the offensive ready stance.”
2. Instructor: “On the command of_____, draw while stepping right; then fire 12 rounds in 20 seconds; you will perform a mandatory reload.”
3. Instructor: <give command>
4. Instructor: “Holster.”

### STAGE 6: Two-Hand High Point from the Draw

15-yard line; 6 rounds in 15 seconds

**Procedure**

1. Instructor: “Align on your target and assume the offensive ready stance.”
2. Instructor: “On the command of_____, draw while stepping right; then fire 6 rounds in 15 seconds.”
3. Instructor: <give command>
4. Instructor: “Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check.”

After students complete the 38-round course of fire, safety-check their weapons to make sure they are unloaded. Students should then holster unloaded weapons.

# INSTRUCTOR MATERIAL: HANDGUN LOW LIGHT QUALIFICATION

Use Form CJSTC-4, Handgun Performance Evaluation (one for each student), to record the results for each qualification attempt.

- ✓ A student must fire the stages on all CJSTC-approved courses of fire in sequential order, beginning with Stage 1, until all stages are complete.
- ✓ A student must use a handheld flashlight on all stages of fire that require illumination.

Have students fire this course in darkness, under starlight, moonlight, and light from the surrounding area (streetlights). There must be sufficient lighting for students on the line to be able to identify the target.

In the dark, line safeties and instructors must be extremely attentive to students on the line. Once the course of fire starts, the student returns to the compressed ready after each stage of fire.

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**Scoring Targets**

On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student's score. Ancillary paper tears should not be counted when scoring.

1. Only certified handgun instructors will score targets.
2. Any hit inside Zone 4 or 5 or touching the exterior scoring line of Zones 4 and 5 of the approved target adds to a student's score. The approved target is a commercially produced B-21E target or similar. Its color is optional.
3. To successfully demonstrate handgun proficiency, the student must hit the scoring areas at least 15 times. (Note: Instructor students must score at least 16.)
4. To qualify with the handgun under low light conditions, the student must successfully fire the course in 1 out of 2 attempts. A BRT student who fails the initial two attempts will remediate and be allowed to fire the course two more times.
5. A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student's inability to use a handheld flashlight or failure to demonstrate safe practices on the range, which includes not following directions. When a student completes this course, he or she should have fired 18 rounds on one target.
6. If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire an alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

**Remediation**

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A BRT student who fails to achieve qualifying scores in 1 out of 2 attempts receives remedial training from the lead instructor or assistant as described on the written Remediation Plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested for an additional two attempts. Submit the Remediation Plan along with the CJSTC-4 form to the appropriate training center personnel.

# INSTRUCTOR MATERIAL: HANDGUN LOW LIGHT QUALIFICATION COURSE OF FIRE

| 18-ROUND HANDGUN LOW LIGHT QUALIFICATION (6:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout & Order:** 1 magazine with 9 rounds first, 1 magazine with 3 rounds second, and 1 magazine with 6 rounds last. | | | **Target:** One B21-E |
| **Distance:** Varies by stage | **Number of Rounds:** 18 | **Time Limit:** Varies by stage | **Minimum Passing Score:** 15 |

### STAGE 1: Two-Hand High Point from the Draw

3-yard line; 3 rounds in 4 seconds

**Procedure**

1. Instructor: "Load and charge your weapon, then holster."
2. Instructor: "Align on your target and assume the offensive ready stance."
3. Instructor: "On the command of_____, draw and step right; then fire 3 rounds in 4 seconds."
4. Instructor: <give command>
5. Instructor: "Assume the compressed ready."

### STAGE 2: Two-Hand High Point from the Compressed Ready Position with Reload

3-yard line; 6 rounds in 6 seconds

**Procedure**

1. Instructor: "Align on your target and remain in the compressed ready."
2. Instructor: "On command of_____, step left and fire 6 rounds in 6 seconds."
3. Instructor: <give command>
4. Instructor: "Reload if you haven't already, and holster."

### STAGE 3: Two-Hand High Point with a Flashlight from the Compressed Ready Position with Reload

7-yard line; 3 rounds in 5 seconds

**Procedure**

1. Instructor: "Align on your target, draw, and assume the compressed ready, with your flashlight in your support hand."
2. Instructor: "On the command of_____, step right, illuminate the target, and fire 3 rounds in 5 seconds."
3. Instructor: <give command>
4. Instructor: "Reload if you haven't already, and return to the compressed ready."

## STAGE 4: Two-Hand High Point with a Flashlight from the Compressed Ready Position

7-yard line; 6 rounds in 6 seconds

**Procedure**

1. Instructor: “Align on your target and remain in the compressed ready with your flashlight.”
2. Instructor: “On the command of_____, step left, illuminate the target, and fire 6 rounds in 6 seconds.”
3. Instructor: <give command>
4. Instructor: “Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check.”

# INSTRUCTOR MATERIAL: ACTIVE THREAT/SHOOTER DRILLS

The purpose of these mandatory drills is to ensure that each student has the confidence to respond alone to deadly threats, particularly in crowded environments. These are not scored evaluations; however, they must be completed in the following order:

1. Pre-Serpentine Course #1
2. Pre-Serpentine Course #2
3. Serpentine Course #1
4. Serpentine Course #2
5. Serpentine Course #3

Diagrams of the set up for these drills are available in these instructor materials.

Throughout the courses of fire, students will demonstrate the following:

- Move through a simulated crowded environment with a loaded weapon.
- Engage the threat while on the move.
- Follow the threat to the ground and re-engage.
- Properly scan the area for additional threats.

**Special Notes**

These drills are one-on-one. Instructors must stay close to, and in control of, the student while they perform each course.

Instructors must emphasize muzzle discipline to students when maneuvering through the serpentine course.

Instructors must check to see that the student's finger is on the trigger while the weapon remains presented at the threat that they engaged after following it to the ground, until the student is certain that the threat is neutralized.

A good analogy to use for these drills is that the students should move like a lion through the grass. Students should not announce themselves.

Students should continuously look from side to side, moving their eyes and heads, while moving through the course to help reduce tunnel vision.

If a student experiences lock back as they approach the threat, they should commit to using their handgun as a blunt object, rather than trying to reload their weapon in close proximity to the threat.

Before the students complete the Active Threat/Shooter Drills, re-emphasize the importance of lowering their bodies and staying in their offensive ready stance or compressed ready position. Physically demonstrate the differences between the low-ready position, the Sul position, and the compressed ready position, and how the compressed ready position is a more stable platform for maneuvering in tight spaces. This should be performed with a loaded firearm.

Remind them that when the weapon is out and presented at an **identified deadly threat**, the finger is on the trigger; and, when the weapon is in the compressed ready position, the finger is off the trigger. Also explain that circumstances, environment, and threat level will dictate whether the finger will be on the trigger when the weapon is presented.

# INSTRUCTOR MATERIAL: ACTIVE THREAT/SHOOTER DRILLS COURSES OF FIRE

| PRE-SERPENTINE COURSE #1-STATIONARY (1:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout:** 1 full magazine | | | **Target:** two B21E, BC21QT, or similar targets |
| **Distance:** 5-yard line | **Number of Rounds:** XX | **Time Limit:** N/A | **Minimum Passing Score:** N/A |

**Procedure**

1. Instructor: "Load and charge, and assume the compressed ready."
2. Instructor: "On the command of_____, engage the top target, then follow the threat all the way to the ground. Once the threat is neutralized, scan and return to the compressed ready."
3. Instructor: <give command>

The objective is to get the student comfortable shooting in a crowded environment, so crowd the student's space as they perform this drill.

Students will perform this drill several times until they run out of ammunition.

The number of rounds per attempt is up to the instructor.

| PRE-SERPENTINE COURSE #2-MOVEMENT (1:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout:** 1 full magazine | | | **Target:** two B21E, BC21QT, or a similar target |
| **Distance:** 5-yard line | **Number of Rounds:** XX | **Time Limit:** N/A | **Minimum Passing Score:** N/A |

**Procedure**

1. Instructor: "Load and charge, and assume the compressed ready."
2. Instructor: "On the command of_____, engage the top target while moving forward. Follow the threat all the way to the ground and continue to engage. Once the threat is neutralized, scan and holster."
3. Instructor: <give command>

The objective is to get the student comfortable shooting while advancing on a threat. Students will perform this drill twice, and the number of rounds per attempt is up to the instructor.

| SERPENTINE COURSE #1, 2, AND 3 (1:1 STUDENT-TO-INSTRUCTOR RATIO) | | | |
|---|---|---|---|
| **Magazine Loadout:** 1 full magazine per course | | | **Target:** two B21E, BC21QT, or a similar target |
| **Distance:** N/A | **Number of Rounds:** XX | **Time Limit:** N/A | **Minimum Passing Score:** N/A |

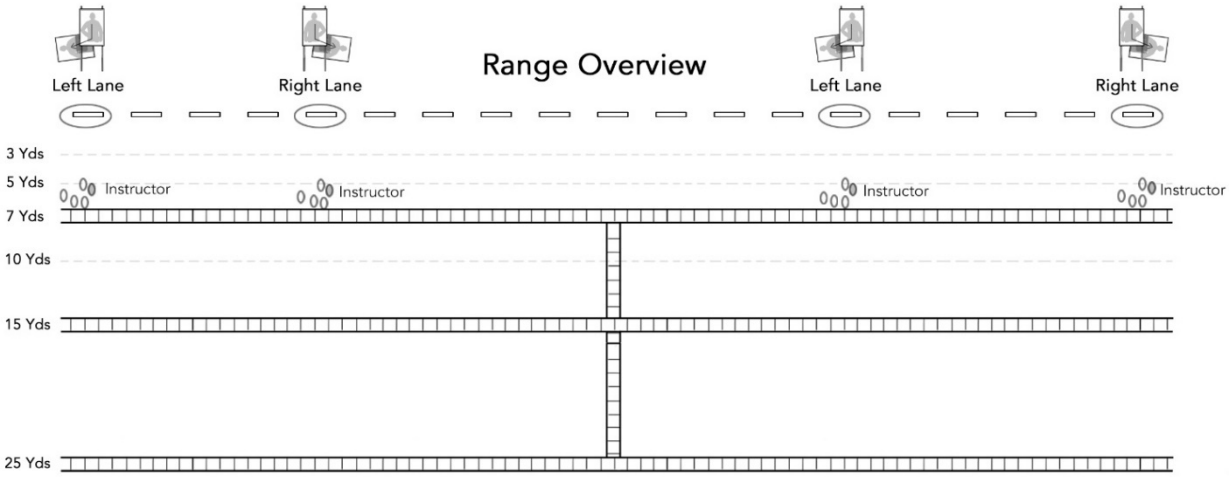
**Procedure**

1. Instructor: "Load and charge and holster."
2. Instructor: "Assume a casual stance."
3. Instructor: "On the command of_____, draw and assume the compressed ready while moving toward the threat, weaving through the "crowd." When the threat is visible and within range, engage the top target, then follow the threat all the way to the ground and continue to engage. Once the threat is neutralized, scan and holster."
4. Instructor: <give command>

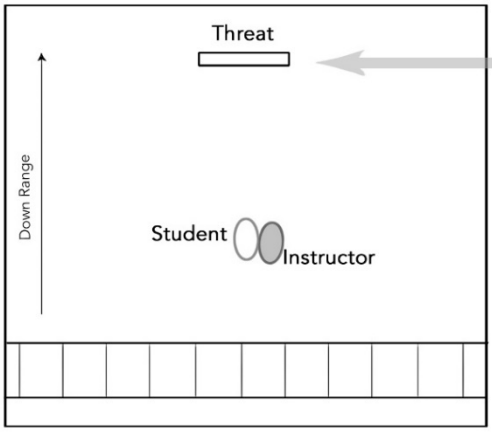
Students will perform each course at least once, and the number of rounds per attempt is up to the instructor.

# INSTRUCTOR MATERIAL: ACTIVE THREAT/SHOOTER DRILLS—SET-UP

## Active Threat/Shooter Pre-Serpentine Course Diagram




### Lane Setup (Course #1-Stationary)



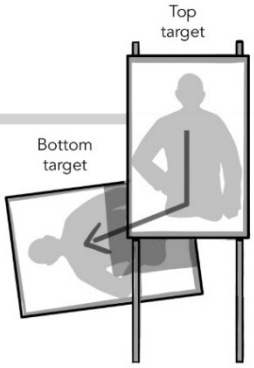
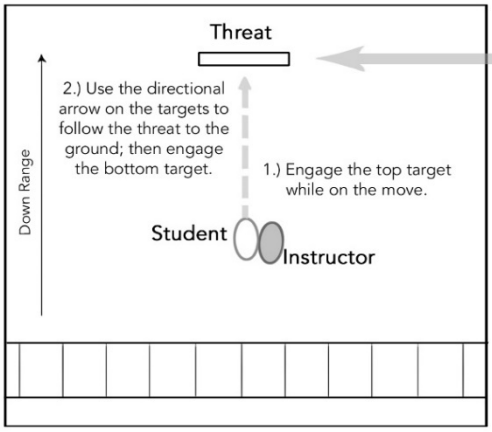




Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

Both diagrams depict the left lane

### Lane Setup (Course #2-Movement)



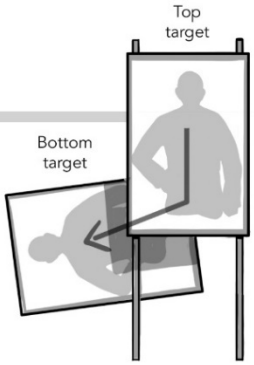




Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

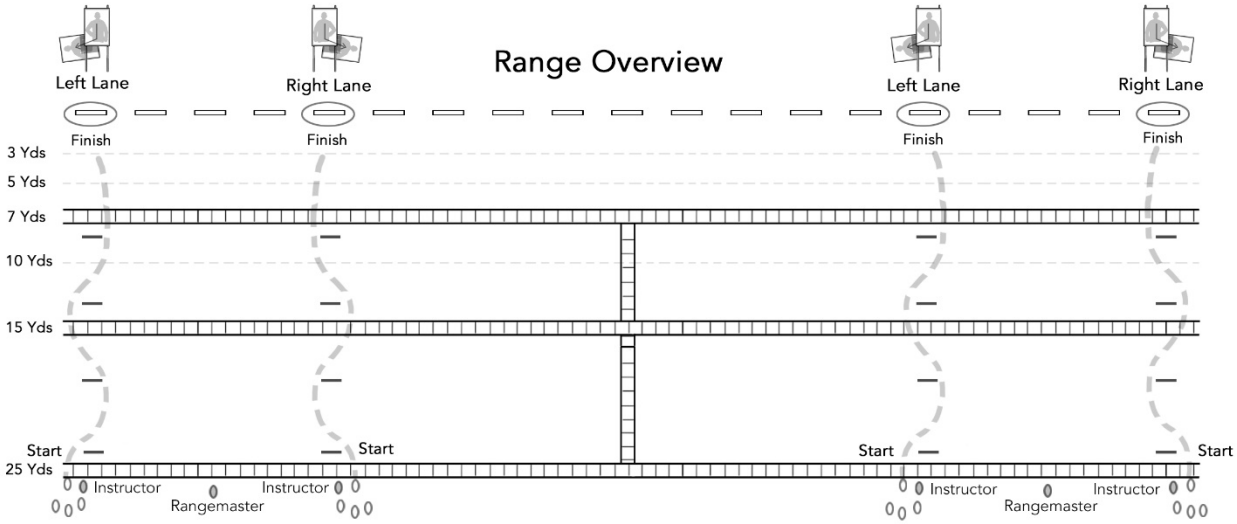
### Notes to the Instructor

- Run both courses before allowing students to run the serpentine.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.
- For course #1, stay close to, and make contact with, the student to get them used to shooting in a crowded environment.
- For course #2, stay close to the student as they advance to, and engage, the threat.

### Legend

- Threat
- Instructor
- Student

# Active Threat/Shooter Serpentine Course #1 Diagram




## Lane Setup

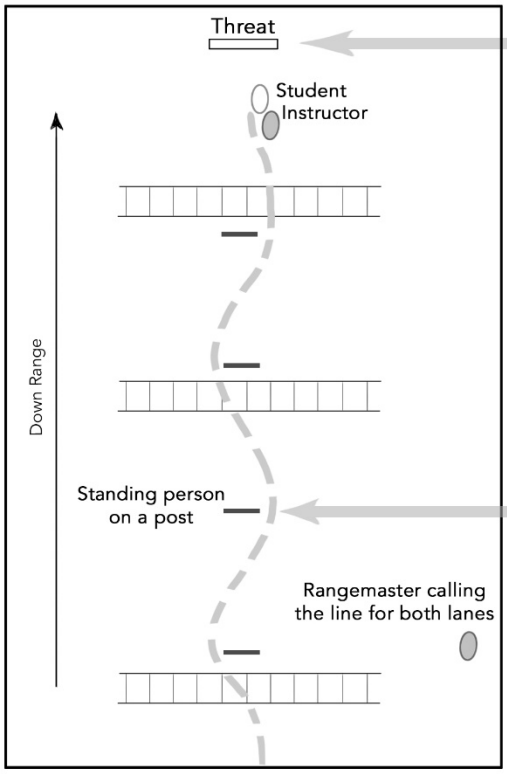



Diagram depicts the left lane

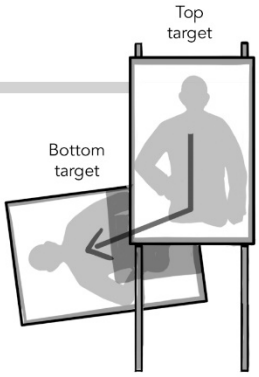



Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

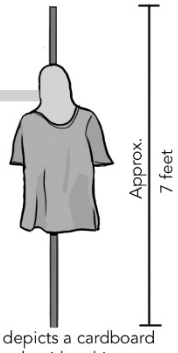



Diagram depicts a cardboard shaped body with t-shirt on a post. **You may use other objects instead,** so long as they are of equal height.

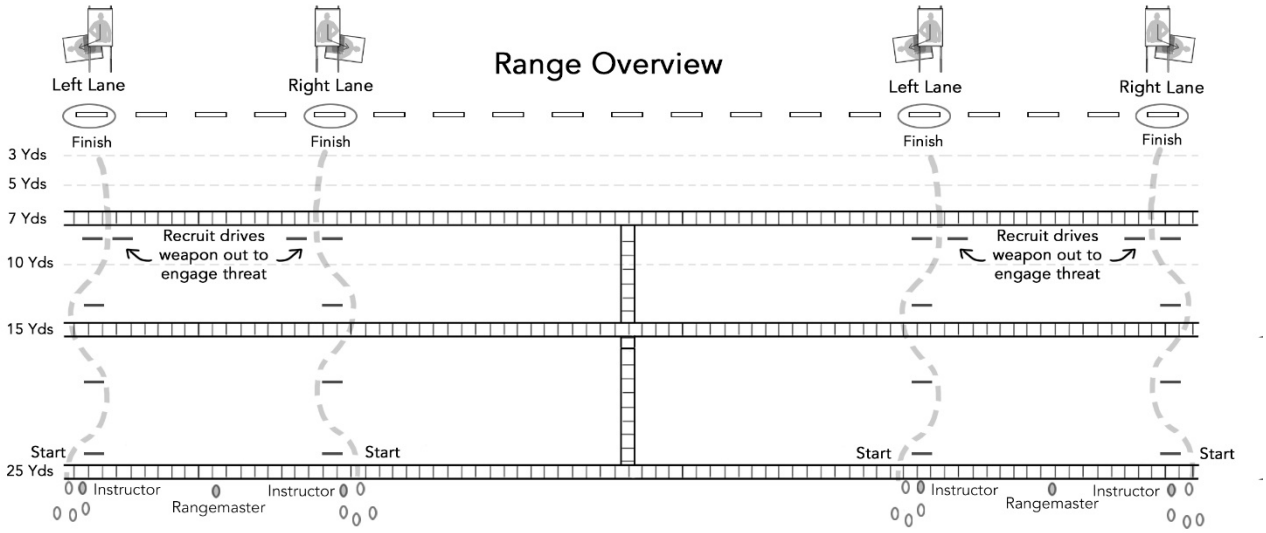
## Notes to the Instructor

- This setup provides an example of the props you could use to simulate an active shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

## Legend

- Threat
- Standing person
- Instructor
- Student

# Active Threat/Shooter Serpentine Course #2 Diagram




## Lane Setup

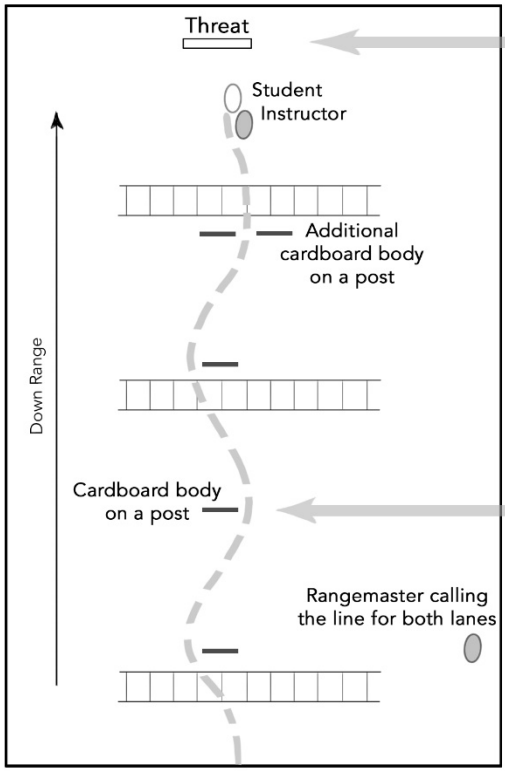



Diagram depicts the left lane

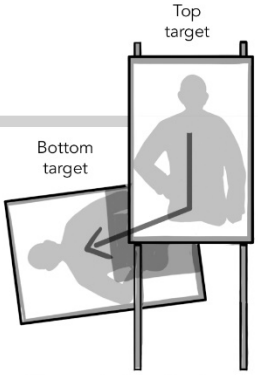



Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

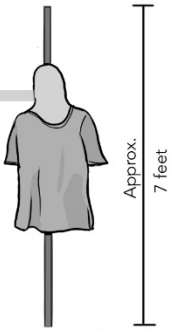



Diagram depicts a cardboard shaped body with t-shirt on a post. **You may use other objects instead**, so long as they are of equal height.

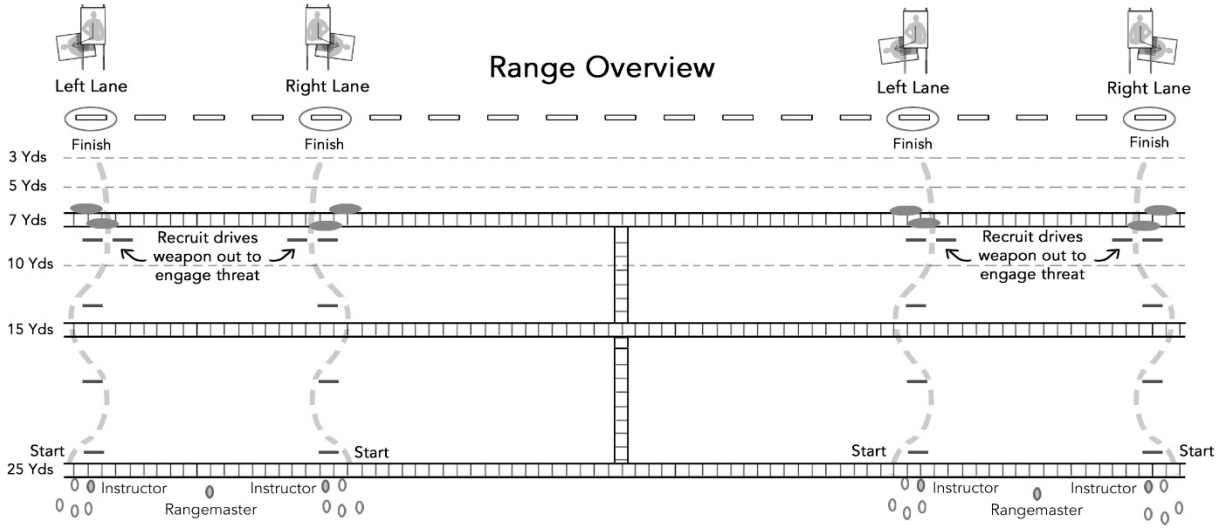
## Notes to the Instructor

- This setup provides an example of the props you could use to simulate an active a shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

## Legend

- Threat
- Standing person
- Instructor
- Student

# Active Threat/Shooter Serpentine Course #3 Diagram




## Lane Setup

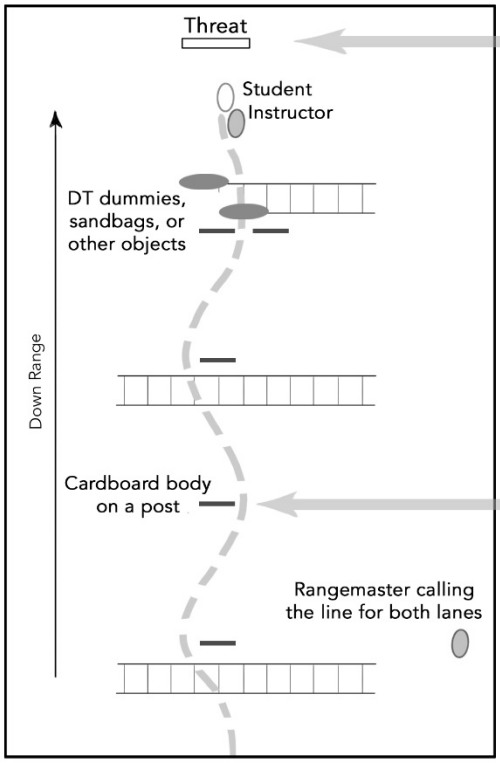



Diagram depicts the left lane

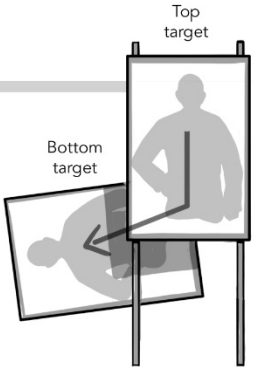



Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

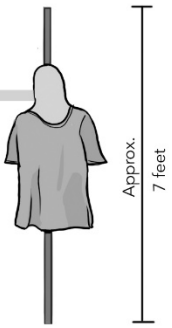



Diagram depicts a cardboard shaped body with t-shirt on a post. **You may use other objects instead**, so long as they are of equal height.

## Notes to the Instructor

- This setup provides an example of the props you could use to simulate an active shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- You are also **not limited** to the number of "dead or injured persons" on the range.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

## Legend

- Threat
- Standing person
- Dead or injured person
- Instructor
- Student

# Instructor Material: Recommended Skill-Building Drills

Consider using these skill-building drills to teach new skills, correct shooting errors, and prepare students for the handgun courses of fire. It is essential that you practice each drill beforehand so that you know how to demonstrate them correctly in front of students. These drills may be modified to fit your preference.

## Offensive Ready Stance and Compressed Ready Position

| OFFENSIVE READY STANCE—DRY FIRE (PART A) | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume a relaxed stance with both arms to the side. |
| Step 3 | Plant both feet shoulder width apart or slightly wider. |
| Step 4 | Align head, shoulders, and hips toward the threat with toes pointed forward. |
| Step 5 | Bend the knees slightly. |
| Step 6 | Bring the weapon-side leg to the rear so that the toes align with the heel or arch of the support-side foot. |
| Step 7 | Lean slightly forward to distribute more weight to the front balls of the feet. |
| Step 8 | Raise both arms to the front to form a guard. This will look different for each student. |
| Step 9 | Repeat steps 2–8 several times until comfortable and ready to add a weapon. |

| COMPRESSED READY POSITION—DRY FIRE (PART B) | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and remain in the two-hand high point position. |
| Step 4 | While maintaining both hands on the weapon, bring the weapon in close toward the center of the body and off to the weapon side slightly. The primary arm should be pulled back and pressed against the side of the body with the finger off the trigger and indexed on the frame. |
| Step 5 | The barrel of the weapon should be pointed slightly downward or parallel to the ground facing forward. |
| Step 6 | The instructor will call threat. |
| Step 7 | Extend the weapon to the two-hand high point position. |
| Step 8 | Repeat steps 4–7 several times. |
| Step 9 | Scan and holster. |

## DRAW STROKE

| DRAW STROKE—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Reach for the holster with the primary hand. |
| Step 4 | Establish a proper grip high on the backstrap before removing the weapon out of the holster with the primary hand. |
| Step 5 | Remove the weapon from the holster. |
| Step 6 | Raise the weapon to where the primary arm is bent at a 90° angle with the muzzle level and pointing down range. |
| Step 7 | Gradually raise the weapon to where the support hand meets the primary hand near the center of the chest or in the workspace to form a two-handed grip. |
| Step 8 | Extend and bring the weapon up on the target while simultaneously applying torque to the grip and finding the front sight. |
| Step 9 | Ensure that the sights are raised to eye level, and not the other way around. |
| Step 10 | Scan and holster. |
| Step 11 | Repeat steps 2–10 several times. |

# SIGHT ALIGNMENT AND SIGHT PICTURE

| SIGHT ALIGNMENT AND SIGHT PICTURE—DRY FIRE | |
|---|---|
| | Apply a piece of tape over the top of the rear sights to form a “bridge” before conducting the drill. |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, then pause the weapon at the workspace with the sights at eye level. |
| Step 4 | With both eyes open, slowly extend to the two-hand high point position while aligning the sights on the center of the target. |
| Step 5 | Maintain focus on the front sight while the rear sight comes into alignment. The top of the front sight should visually “touch” the tape, with equal light on each side. |
| Step 6 | Return the weapon to the workspace, approximately half way between the two-hand high point position and the chin with the sights still at eye level. Keep the muzzle slightly elevated with elbows in. |
| Step 7 | Repeat steps 4–6 several times. |
| Step 8 | Scan and holster. |

# TRIGGER PRESS AND PREP

These drills are designed to help the student learn to quickly and accurately manipulate the trigger when addressing an identified deadly threat that they are justified in shooting.

## TRIGGER PRESS/PREPARATION—DRY FIRE (PART A)

This drill is meant to allow the student to watch their finger manipulate the trigger so they can see, as well as feel, how far they are able to move the trigger before reaching the "wall." Seeing the movement facilitates student learning by adding a visual element to the physical motion.

| | |
|---|---|
| Step 1 | Begin with a safe and unholstered weapon with no magazine inserted, and in a relaxed stance. |
| Step 2 | Grip the weapon with the primary hand only, with the magazine well pressed against the belly button area and the weapon pointed to the side. |
| Step 3 | Look down at the weapon and gradually apply steady pressure to the trigger to remove the slack. This is called a trigger prep. |
| Step 4 | Release the trigger to its natural point and repeat. |
| Step 5 | Once comfortable with the process, combine these steps into one motion by rapidly performing the trigger prep:<br>1. Release pressure.<br>2. Apply pressure.<br>3. Release pressure.<br>4. And repeat.<br>5. Continue this for a while, and then randomly stop the movement during the trigger prep. Hold the pressure for about 5 seconds. |
| Step 6 | Press the trigger to the rear and observe the trigger during the process. |
| Step 7 | Repeat steps 2–6 several times. |

## TRIGGER PRESS/PREPARATION—DRY FIRE (PART B)

Pair students up and use the student-coach method to perform this drill.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, then perform a trigger prep as the weapon is being presented to the two-hand high point position, not afterwards.<br>The coach (another student) will watch to see if the shooter performs the trigger prep at the same time they present their weapon to the target. |
| Step 4 | Once the weapon is in the two-hand high point position, the coach will give the command "fire." |
| Step 5 | Finish the trigger press and attempt to fire. The coach will cycle the slide to simulate a round being fired. The shooter will prep the trigger as the slide is being cycled. |
| Step 6 | Scan and assume the compressed ready. |
| Step 7 | Repeat steps 3–5 several times. |
| Step 8 | Scan and holster, then switch roles. |

# TRIGGER ANTICIPATION

| TRIGGER ANTICIPATION—DRY FIRE | |
|---|---|
| Pair students up and use the student-coach method to perform this drill. | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw while prepping the trigger, acquire a good sight picture, and assume the two-hand high point position. |
| Step 4 | The coach (another student) will stand an empty casing on top of the weapon near the front sight. The empty casing should not fall off when the trigger is pressed to the rear. The goal is to keep the weapon as still as possible when taking the shot. |
| Step 5 | Attempt to fire. |
| Step 6 | The coach will cycle the slide and stand the empty casing back on top of the weapon near the front sight. The shooter will prep the trigger as the slide is being cycled. |
| Step 7 | Repeat steps 5–6 several times. |
| Step 8 | Scan and holster, then switch roles. |

# LOADING, UNLOADING, AND RELOADING

| LOADING—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon to the workspace. |
| Step 4 | With the weapon still in the workspace, use the support hand to retrieve an empty magazine from the magazine pouch. |
| Step 5 | Use the index finger to guide the magazine into the magazine well and use the palm to push the magazine into the well with some force.<br>The index finger will rest on the side of the empty magazine facing the nose of the rounds, while the thumb will provide counter pressure on the opposite side. |
| Step 6 | Grab the rear end of the slide with the support hand, with the palm over the top and the fingers and thumb on the sides. |
| Step 7 | Pull the slide all the way to the rear and release it. This will “chamber a round.” |
| Step 8 | Extend the weapon to the two-hand high point position and acquire a good sight picture. |
| Step 9 | Holster. |
| Step 10 | Repeat steps 2–9 as necessary. |

| UNLOADING—DRY FIRE | |
|---|---|
| Step 1 | Begin with a holstered weapon with an empty magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon to the workspace. |
| Step 4 | Depress the magazine release with the thumb or finger as needed and orient the weapon so that gravity will allow the empty magazine to drop. If the magazine still fails to drop, grab the bottom of the empty magazine with the support hand to pull it out. |
| Step 5 | Grab the rear end of the slide with the support hand, pull it all the way to the rear, and lock it in place. |
| Step 6 | Observe the chamber visually and physically to verify that the chamber and magazine well are empty and free of ammunition. |
| Step 7 | Release the slide forward by either:<br>a. using your primary hand to push the slide lever down, OR<br>b. grabbing the rear end of the slide with your support hand, pulling it all the way to the rear, and releasing it. |
| Step 8 | Reacquire a good sight picture, then scan and holster. |
| Step 9 | Repeat steps 2–8 as necessary. |

| RELOADING—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw while prepping the trigger, assume the two-hand high point position, and acquire a good sight picture. |
| Step 4 | Attempt to fire. |
| Step 5 | Lock the slide to the rear to simulate an empty gun. |
| Step 6 | Bring the weapon to the workspace and depress the magazine release. |
| Step 7 | Orient the weapon so that gravity will allow the empty magazine to drop. If the magazine still fails to drop, grab the bottom of the empty magazine with the support hand to pull it out. |
| Step 8 | As the magazine drops, use the support hand to retrieve an empty magazine from the magazine pouch. |
| Step 9 | Use the index finger to guide the magazine into the magazine well with some force. |
| Step 10 | Release the slide forward to chamber a round by either:<br>a. using your primary hand to push the slide lever down, OR<br>b. grabbing the rear end of the slide with your support hand, pulling it all the way to the rear, and releasing it.<br>c. This will bring the weapon back into action. |
| Step 11 | Repeat steps 2–10 as necessary. |
| Step 12 | Scan and holster. |

# MALFUNCTION CLEARANCE

| CLEARING A PHASE I MALFUNCTION—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire. |
| Step 4 | Bring the weapon into the workspace and identify and clear the malfunction:<br>1. Tap<br>2. Rack<br>3. Ready |
| Step 5 | Attempt to fire from the two-hand high point position. |
| Step 6 | Return to the compressed ready and repeat steps 3–5 several times. |
| Step 7 | Scan and holster. |

**COMBINATION: TRIGGER, MARKSMANSHIP, RELOAD, AND PHASE I CLEARANCE**
**BALL AND DUMMY**

**Magazine Loadout:** 3 magazines with dummy rounds mixed with live rounds. The number of dummy and live rounds is up to the instructor, so long as the first and last rounds are live. After each student loads their three magazines, mix them up and return.

**Distance:** 7-15 yards
**Target:** B21-E or steel target

Form multiple lanes with students standing in line facing down range. One instructor per lane.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon, reacquire a good sight picture, and holster. |
| Step 5 | Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire. |

| | |
|---|---|
| Step 6 | If necessary, bring the weapon into the workspace and identify and clear the malfunction:<br>1. Tap<br>2. Rack<br>3. Ready |
| Step 7 | Attempt to fire from the two-hand high point position. |
| Step 8 | Continue firing and clearing the weapon until the slide locks to the rear. |
| Step 9 | Bring the weapon back into the workspace and reload. |
| Step 10 | Scan and holster. |
| Step 11 | Repeat steps 2–10 two more times. |

## CLEARING A PHASE I MALFUNCTION—LIVE FIRE (PRE-EVALUATION)

**Magazine Loadout**: 1 magazine with 3 rounds + 1 dummy round. Load the 3 rounds first, and then the 1 dummy round at the top.

**Distance:** 5-yard line
**Target:** B21-E

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon, reacquire a good sight picture, and holster. |
| Step 5 | Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire. |
| Step 6 | Bring the weapon into the workspace, and identify and clear the malfunction:<br>1. Tap<br>2. Rack<br>3. Ready |
| Step 7 | Fire 2 rounds from the two-hand high point position. |
| Step 8 | Scan and holster. |

## CLEARING A PHASE II MALFUNCTION—DRY FIRE

For the Phase II Malfunction Clearance Evaluation, the training center has the option of having students drop the magazine that is removed from the firearm or store it on their person for potential future use. In either case, they must use a new magazine when they reload.

The training center also has the option to require students to lock the slide back before removing the magazine or not. In either case, students must work the slide.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw while prepping the trigger, acquire a good sight picture, and assume the compressed ready. |
| Step 4 | Attempt to fire from the two-hand high point position. |
| Step 5 | Bring their weapon into the workspace, and identify and clear the malfunction:<br>a. Lock the slide to the rear (optional).<br>b. Remove the magazine (either drop or store).<br>c. Work the slide several times to ensure that the weapon is clear. |
| Step 6 | With the weapon still in the workspace, load and charge with a new empty magazine. |
| Step 7 | Attempt to fire from the two-hand high point position. |
| Step 8 | Scan and reassume the compressed ready. |
| Step 9 | Repeat steps 4–8 several times, scan and holster. |

## CLEARING A PHASE II MALFUNCTION—LIVE FIRE (PRE-EVALUATION)

**Magazine Loadout**: Dummy round or empty casing in chamber, 1 magazine with 1 round, and 1 magazine with 3 rounds.

**Distance:** 5-yard line
**Target:** B21-E

For the Phase II Malfunction Clearance Evaluation, the training center has the option of having students drop the magazine that is removed from the firearm or store it on their person for potential future use. In either case, they must use a new magazine when they reload.

The training center also has the option to require students to lock the slide back before removing the magazine or not. In either case, students must work the slide.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with a dummy round or empty casing in the chamber, the slide forward, and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 1 round to set up a Phase II malfunction, then reacquire a good sight picture and assume the compressed ready. |

| | |
|---|---|
| Step 5 | Attempt to fire from the two-hand high point position. |
| Step 6 | Bring the weapon into the workspace, and identify and clear the malfunction:<br>a. Lock the slide to the rear (optional).<br>d. Remove the magazine (either drop or store).<br>e. Work the slide several times to ensure that the weapon is clear. |
| Step 7 | With the weapon still in the workspace, load and charge a new magazine with 3 rounds. |
| Step 8 | Fire 2 rounds from the two-hand high point position. |
| Step 9 | Scan and holster. |

# RECOIL MANAGEMENT

These drills are designed to help the student learn to quickly and accurately manipulate the trigger when addressing an identified deadly threat that they are justified in shooting.

| RECOIL MANAGEMENT—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | 1. Draw and extend the weapon to the two-hand high point position, establishing a solid grip with an equal amount of hands on both sides of the weapon.<br>2. The instructor will adjust each shooter's hands, and will draw a line across the meaty portion of both thumbs with a marker.<br>3. The instructor will explain that the support hand pinky should be applying the majority pressure in an upwards direction towards the rear plate. |
| Step 4 | Assume the compressed ready. |
| Step 5 | Extend the weapon to the two-hand high point position and acquire a good sight picture. The marker lines on both thumbs should be evenly aligned. |
| Step 6 | Repeat steps 4–5 several times. |
| Step 7 | Scan and holster. |

**RECOIL MANAGEMENT—LIVE FIRE (PART A)**

**Magazine Loadout**: 1 magazine with 9 rounds
**Distance:** 7-yard line
**Target:** 4" circle

Students and instructors move forward to evaluate the target only after the first string of fire. Consider having students also practice this drill from the holster.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 9 rounds, reacquire a good sight picture, and assume the compressed ready. |

| | |
|---|---|
| Step 5 | Prep the trigger while extending the weapon to the two-hand high point position and fire 3 rounds in 8 seconds. The marker on both thumbs should line up (refer to the dry fire drill). |
| Step 6 | Return to the compressed ready. |
| Step 7 | Repeat steps 5–6 two more times. |
| Step 8 | Scan and holster. |

## RECOIL MANAGEMENT—LIVE FIRE (PART B)

**Magazine Loadout:** 1 magazine with 9 rounds
**Distance:** 7-yard line
**Target:** 6” circle

> Students and instructors move forward to evaluate the target only after the first string of fire. Consider having students also practice this drill from the holster.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 9 rounds, reacquire a good sight picture, and assume the compressed ready. |
| Step 5 | Prep the trigger while extending the weapon to the two-hand high point position and fire 3 rounds in 6 seconds. The marker lines on both thumbs should be evenly aligned (refer to the dry fire drill). |
| Step 6 | Return to the compressed ready. |
| Step 7 | Repeat steps 5–6 two more times. |
| Step 8 | Scan and holster. |

## RECOIL MANAGEMENT—LIVE FIRE (PART C)

**Magazine Loadout:** 1 magazine with 12 rounds
**Distance:** 7-yard line
**Target:** 8” circle

Students and instructors move forward to evaluate the target only after the first string of fire. Consider having students also practice this drill from the holster.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target and assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 12 rounds, reacquire a good sight picture, and assume the compressed ready. |
| Step 5 | Prep the trigger while extending the weapon to the two-hand high point position and fire 6 rounds in 6 seconds. The marker lines on both thumbs should be evenly aligned. |
| Step 6 | Return to the compressed ready. |
| Step 7 | Repeat steps 5–6 one more time. |
| Step 8 | Scan and holster. |

# HIP SHOOTING

| HIP SHOOTING—DRY FIRE (PART A) | |
|---|---|
| For the Hip Shooting Evaluation, the training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics. Consider having students also practice this drill with two hands (omitting step 5). | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, then raise the weapon to where the primary forearm/elbow is pressed against the side of the body. |
| Step 4 | Slightly tilt the weapon's magazine well toward the torso while ensuring that the muzzle is level and pointing down range. |
| Step 5 | Perform the upper area block with the support hand. |
| Step 6 | Attempt to fire. |
| Step 7 | Scan and holster. |
| Step 8 | Repeat steps 2–7 several times, doing each step individually. |

| HIP SHOOTING—DRY FIRE (PART B) | |
|---|---|
| Consider having students also practice this drill with two hands (omitting the upper area block). | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw and attempt to fire from the hip with the primary hand while performing the upper area block with the support hand (steps 3-6 from the previous drill, but performed simultaneously). |
| Step 4 | Take one step back while transitioning to the two-hand high point position. |
| Step 5 | Attempt to fire. |

| | |
|---|---|
| Step 6 | Scan and holster. |
| Step 7 | Repeat steps 2–6 several times. |

## HIP SHOOTING—LIVE FIRE (PART A)

**Magazine Loadout:** 1 magazine with 6 rounds
**Distance:** 1-3-yard lines
**Target:** B21-E

For the Hip Shooting Evaluation, the training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics. Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 6 rounds, reacquire a good sight picture, and holster. |
| Step 5 | Draw, and then fire 3 rounds from the hip utilizing a one-handed or two-handed grip. Perform the upper area block with the support hand if using the one-handed grip. |
| Step 6 | Scan and holster. |

## HIP SHOOTING—LIVE FIRE (PART B)

**Magazine Loadout:** 1 magazine with 7 rounds
**Distance:** 1-3-yard lines
**Target:** B21-E

An additional round will remain in the chamber once the drill is complete so that the student does not scan with an empty weapon.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |

| | |
|---|---|
| Step 4 | Load and charge the weapon with a magazine with 7 rounds, then reacquire a good sight picture, and holster. |
| Step 5 | Draw, and then fire 3 rounds from the hip utilizing a one-handed or two-handed grip; then create distance (step back) and fire 3 rounds from the two-hand high point position. Perform the upper area block with the support hand if using the one-handed grip. |
| Step 6 | Scan and holster. |

# ONE-HAND SHOOTING (PRIMARY AND SUPPORT)

| ONE-HAND SHOOTING—DRY FIRE | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw then, with the primary hand only, bring the weapon to eye level and acquire a good sight picture. Keep the support hand in a safe location away from and behind the weapon. |
| Step 4 | Without disturbing the front sight, press the trigger. |
| Step 5 | Cycle the slide with the support hand to reset the trigger, and return the support hand to the safe location. |
| Step 6 | Acquire another good sight picture with the primary hand only. |
| Step 7 | With the primary hand only, bring the weapon to waist level and safely transition it to the support hand, then assume the compressed ready. |
| Step 8 | With the support hand only, bring the weapon to eye level and acquire a good sight picture. Keep primary hand in a safe location away from and behind the weapon. |
| Step 9 | Without disturbing the front sight, press the trigger. |
| Step 10 | Cycle the slide with the primary hand to reset the trigger, and return the primary hand to the safe location. |
| Step 11 | Acquire another good sight picture with the support hand only. |
| Step 12 | With the support hand only, bring the weapon to waist level and safely transition it to the primary hand, then assume the compressed ready. |
| Step 13 | Acquire another good sight picture with the primary hand only. |
| Step 14 | Scan and holster. |

| ONE-HAND SHOOTING—LIVE FIRE | |
|---|---|
| **Magazine Loadout:** 3 magazines with 6 rounds each<br>**Distance:** 5-yard line<br>**Target:** B21-E<br>Repeat this drill as needed. After the first magazine, consider firing 2 rounds each, and then 3 rounds each as time permits. | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |

| | |
|---|---|
| Step 3 | Draw, acquire a good sight picture, and bring the weapon into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 3 rounds, reacquire a good sight picture, and holster. |
| Step 5 | Draw then, with the primary hand only, bring the weapon to eye level and acquire a good sight picture. Keep the support hand in a safe location away from and behind the weapon. |
| Step 6 | Without disturbing the front sight, fire 1 round. |
| Step 7 | Acquire another good sight picture with the primary hand only. |
| Step 8 | Bring the weapon to waist level and safely transition it to the support hand, then assume the compressed ready. |
| Step 9 | With the support hand only, bring the weapon to eye level and acquire a good sight picture. Keep primary hand in a safe location away from and behind the weapon. |
| Step 10 | Without disturbing the front sight, fire 1 round. |
| Step 11 | Acquire another good sight picture with the support hand only. |
| Step 12 | Bring the weapon to waist level and safely transition it to the primary hand, then assume the compressed ready. |
| Step 13 | Acquire another good sight picture with the primary hand only. |
| Step 14 | Repeat steps 5–13 two more times, then reload. |
| Step 15 | Scan and holster. |

## ONE-HAND SHOOTING—LIVE FIRE (PRE-EVALUATION)

**Magazine Loadout:** 1 magazine with 7 rounds
**Distance:** 5-yard line
**Target:** B21-E

> An additional round will remain in the chamber once the drill is complete so that the student does not scan with an empty weapon.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon back into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 7 rounds. |
| Step 5 | Reacquire a good sight picture and holster. |

| | |
|---|---|
| Step 6 | Draw with the primary hand only and fire 3 rounds in 5 seconds. Scan, de-cock if applicable, and assume the compressed ready. |
| Step 7 | Safely transition the weapon to the support hand and return to the compressed ready. |
| Step 8 | With the support hand only, fire 3 rounds in 5 seconds. Scan and return to the compressed ready. |
| Step 9 | Safely transition the weapon back to the primary hand, and holster. |

# COVER AND CONCEALMENT

| COVER AND CONCEALMENT—DRY FIRE (PART A) | |
|---|---|
| Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill. Form multiple lanes with one instructor per lane, and have students take turns performing this drill. | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target at the 15-yard line. Do not assume a shooting stance. |
| Step 3 | Casually walk toward the target as if it's a non-deadly threat. |
| Step 4 | The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with a safe and empty weapon. |
| Step 5 | Touch the cover, and then say, "I'm safe. I'm too close. Now back up." |
| Step 6 | Back up and holster. |
| Step 7 | Repeat steps 2–6 several times. |

| COVER AND CONCEALMENT—DRY FIRE (PART B) | |
|---|---|
| Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill. Form multiple lanes with one instructor per lane, and have students take turns performing this drill. | |
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Align on the target at the 15-yard line. Do not assume a shooting stance. |
| Step 3 | Casually walk toward the target as if it's a non-deadly threat. |
| Step 4 | The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with a safe and empty weapon. |
| Step 5 | Touch the cover, and then say, "I'm safe. I'm too close. Now back up." |
| Step 6 | Reload with an empty magazine from behind cover. |
| Step 7 | Roll out from behind a different part of cover using either the standing or kneeling position, and re-engage the threat with a safe and empty weapon. |
| Step 8 | Scan and holster. |

| | |
|---|---|
| Step 9 | Repeat steps 2–8 several times, each time rolling out from a different part of cover from the standing and kneeling positions. |

## COVER AND CONCEALMENT—LIVE FIRE (PRE-EVALUATION)

**Magazine Loadout:** 2 magazines with 3 rounds
**Distance:** 5-yard line
**Target:** B21-E

Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill. Form multiple lanes with one instructor per lane, and have students take turns performing this drill.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and bring the weapon into the workspace. |
| Step 4 | Load and charge the weapon with a magazine with 3 rounds, acquire a good sight picture, and holster. |
| Step 5 | Align on the target at the 15-yard line. Do not assume a shooting stance. |
| Step 6 | Casually walk toward the target as if it’s a non-deadly threat. |
| Step 7 | The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with 3 rounds. |
| Step 8 | Perform a slide-lock reload with a magazine with 3 rounds. |
| Step 9 | Roll out from behind a different part of cover using either the standing or kneeling position, and re-engage with 3 rounds. |
| Step 10 | Holster a clear and empty weapon. |

# SURVIVAL SHOOTING

| ONE-HANDED RELOAD |
|---|

**Magazine Loadout**: 1 magazine with 1 round, 1 magazine loaded (instructor discretion on how many rounds)

**Distance:** 5-yard line
**Target:** B21-E

Have students practice all options.

| | |
|---|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Load and charge the weapon with a magazine with 1 round, and holster. |
| Step 4 | Draw with the primary hand only and fire 3 rounds, when weapon locks back, perform a one-hand reload and complete the string of fire. |
| Step 5 | When the weapon locks back, release the magazine.<br>• If using the primary hand only, use the thumb of the shooting hand to press the magazine release.<br>• If using the support hand only, use the index finger of the support hand to press the magazine release. |
| Step 6 | Select one of the following methods to hold the weapon:<br>• Place the weapon between your knees, with the magazine well facing out.<br>• Place the weapon under the 'injured' arm.<br>• Place the weapon behind the knee, with the magazine well facing up.<br>• Place the weapon in the holster, backwards, magazine well facing out (may not work with light mounted weapons). |
| Step 7 | Insert the fresh magazine into the magazine well, seat it, and tug it to make sure it is secure. |
| Step 8 | Chamber a round by either:<br>• pressing the slide lock lever to release the slide, OR<br>• using a sturdy surface (belt buckle, pocket flap, heal of boot) to push the slide back and release it. |
| Step 9 | When finished firing rounds, scan and holster. |
| Step 10 | Repeat as necessary. |

# INSTRUCTOR MATERIAL: DISCRETIONARY SHOOTING COURSE EXAMPLE

Students must be evaluated on a discretionary shooting course of fire.

The training center may use any discretionary course it chooses, including role-play and firearm simulators. However, the student must meet all of the following requirements:

- Use verbal commands.
- Utilize cover correctly.
- Reload behind cover.
- Distinguish deadly threats from non-deadly threats, and take appropriate action.
- Neutralize all threats without hesitation, and assess for additional threats.

This 18-round Discretionary Shooting Course Example is provided as an option for live-fire training.

The student's time on the course begins when the targets are first presented or the student steps beyond the visual barricades.

---

### Stage 1

Two rounds fired

**Objective 1: Two targets (one deadly threat, one non-deadly threat), two rounds, 10-second time limit**

1. With your handgun loaded and holstered, walk the 3-yard line.
2. When a threat appears:
    a. Draw your handgun.
    b. Move to cover.
    c. Neutralize the target by firing two rounds.
3. Keep your firearm out as you scan for additional threats.
4. When the threat ends, begin walking, carrying your firearm in a tactical ready stance.

### Stage 2

Four rounds fired

**Objective 2: Three targets (two deadly threats, one non-deadly threat), four rounds, use of cover, 20-second time limit**

1. Walk the 3-yard line.
2. When a threat appears:
    a. Move to cover.
    b. Fire two rounds at each deadly threat target.
3. Reload, if necessary, scanning the area for additional threats.
4. Assume the tactical ready stance.

### Stage 3

No round fired

**Objective 3: Two targets (two non-deadly threats), zero rounds, no cover, 15-second time limit**

1. Assume the tactical-ready stance, and walk the 3-yard line.
2. When targets appear, verbally challenge them using proper commands.
3. Scan for additional threats.
4. When the threat ends, assume the tactical ready stance.

### Stage 4

Four rounds fired

**Objective 4: Four targets (two deadly threats, two non-deadly threats), four rounds, use of cover, 20-second time limit**

1. Assume the tactical ready stance, and walk the 3-yard line.
2. When a threat appears:
    a. Move to cover.
    b. Fire two rounds at the appropriate target.
3. Scan for additional threats.
4. When threat ends, assume the tactical ready stance.

### Stage 5

Two rounds fired

**Objective 5: two targets (one deadly threat, one non-deadly threat), two rounds, use of cover, 10-second time limit**

1. Assume a tactical ready stance and walk the 3-yard line carrying your loaded handgun.
2. When a threat appears:
    a. Move to cover.
    c. Fire two rounds.
3. Reload, if necessary, scanning the area for additional threats.
4. When threat ends, assume the tactical ready stance.

### Stage 6

Six rounds fired

**Objective 6: Five targets (three deadly threats, two non-deadly threats), six rounds, no cover, 20-second time limit**

1. Assume the tactical ready stance, and move from cover.
2. Upon target acquisition, fire two rounds at each deadly threat target.
3. Assume the tactical ready stance.

### After Stage 6

1. Unload your weapon.
2. Safety-check your weapon.
3. Ask an instructor to check your weapon to make sure that it is clear and empty.
4. Holster and secure the weapon.

# INSTRUCTOR MATERIAL: SHOTGUN FAMILIARIZATION

***This training is optional.***

Assign each student two targets.

## Stage 1

Before beginning the relays:

1. Make sure the fore-end/slide is forward and the safety is on.
2. On command, load four rounds of ammunition into the magazine tube.

Shoulder Shooting
Open position; 15-yard line; T-1, T-2; four rounds of ammunition; three relays of fire; varying time limits; hot line exercise

### Relay 1

1. On command, from the standing-ready or low-ready position, chamber a round.
2. Assume the shoulder position.
3. Move the safety to the off position.
4. Fire one round at T-1 in 6.0 seconds.
5. Eject the spent shell, and chamber a live round.
6. Continue to cover T-1 until the threat ends.
7. Upon command, return to a standing-ready or low-ready position, keeping your shotgun pointed in a safe direction.

### Relay 2

1. On command, assume the shoulder position.
2. Fire one round at T-2 in 5.0 seconds.
3. Eject the spent shell, and chamber a live round.
4. Continue to cover T-2 until the threat ends.
5. Resume the standing-ready or low-ready position.

### Relay 3

1. On command, assume the shoulder position.
2. Fire one round at T-1 and one round at T-2 in 6.0 seconds.
3. Eject the spent shell, leaving the fore-end/slide to the rear.
4. Move to cover.
5. From behind cover, combat-load one round into the ejection port to chamber the round.
6. Load three rounds into the magazine tube.

## Stage 2

Shoulder Shooting

Behind cover; 15-yard line; T-1, T-2; four rounds of ammunition; three relays of fire; varying time limits; hot line exercise

**Relay 1**

1. On command, from the standing-ready or low-ready position, move behind cover.
2. Assume the shoulder position, roll out from behind cover.
3. Fire one round at T-1 in 6.0 seconds.
4. Eject the spent shell, and chamber a live round.
5. Return to cover.

**Relay 2**

1. On command, roll out from behind cover.
2. Assume the shoulder position.
3. Fire one round at T-2 in 6.0 seconds.
4. Eject the spent shell, and chamber a live round.
5. Return to cover.

**Relay 3**

1. On command, roll out from behind cover.
2. Assume the shoulder position.
3. Fire one round at T-1, eject the spent shell, and fire one round at T-2 in 7.0 seconds.
4. Move the safety to the on position.
5. Upon command, complete a safety check of your shotgun, and follow range instructions.

# INSTRUCTOR MATERIAL: SEMIAUTOMATIC RIFLE FAMILIARIZATION

***This training is optional.***

From the 25-yard line, have students fire at a reduced target, such as the Q-RD, Q-TCRD2, or B-29 (reduced police silhouette).

Before beginning the course and with all students from the 25-yard line, have the students:

1. Fill two magazines with 10 rounds of ammunition.
2. Upon command, with the empty rifles/carbines in safe mode, insert a magazine, load a round into the chamber, and take a low-ready position.

---

### Relay 1

1. Identify your target.
2. Assume the standing position, and shoulder your weapon.
3. Move the safety to the off position.
4. Fire five rounds into the target's center in 10 seconds.
5. Cover the target until the threat ends.
6. Place the safety in the on position.
7. Return to the standing or standing low-ready position.

### Relay 2

1. Identify your target.
2. Assume the kneeling position, and shoulder your weapon.
3. Move the safety to the off position.
4. Fire five rounds into the target's center in 10 seconds.
5. Cover the target until the threat ends.
6. Place the safety in the on position.
7. Return to the standing or standing low-ready position.

### Reload

When the range officer makes the line safe and you finish Relay 2, change your magazine, and reload. Reloading is not part of the timed relay.

### Relay 3

1. Fire Relays 3 and 4 from behind cover.
2. Identify your target.
3. Using cover, assume the standing or kneeling-barricade position, and shoulder your weapon.
4. Move the safety to the off position.

5. Fire five rounds into the target's center in 10 seconds.
6. Cover the target until the threat ends.
7. Place the safety in the on position.
8. Return to the standing or standing low-ready position.

**Relay 4**

1. Identify your target.
2. Using cover, assume the prone position, and shoulder your weapon.
3. Move the safety to the off position.
4. Fire five rounds into the target's center in 15 seconds.
5. Cover the target until the threat ends.
6. Place the safety in the on position.
7. Return to the standing or standing low-ready position, and point your weapon in a safe direction.

# CRIMINAL JUSTICE DEFENSIVE TACTICS

**Course Number:** CJK_0051

**Course Hours:** 80 hours

**Course Structure:** 3 units, 22 lessons

**Course Outcomes:**

At the end of this course, students will be able to:

- ✓ make an accurate threat assessment of a situation
- ✓ use force appropriate to subject resistance and situational factors
- ✓ demonstrate a prevailing attitude and the willingness and ability to fight when necessary
- ✓ use integrated force options
- ✓ escalate, de-escalate, or disengage in a situation as appropriate
- ✓ perform defensive tactics techniques with proficiency

## Course Description

Instructors are not required to teach all techniques presented in this course. Instead, this course is a menu-driven program. For law enforcement and correctional probation programs, a minimum of 28 techniques must be taught and tested, and a minimum of 29 techniques are required for correctional programs. Some techniques are mandatory and must be taught. However, for many categories of techniques, the training center director and the lead defensive tactics instructor have the flexibility to select which techniques to teach and test in order to design a defensive tactics program that gives students a basic level of proficiency in defensive tactics and meets local agency needs.

The fundamental principles of each technique have been identified in sequential steps, but the movements to complete the technique allow for flexibility by the instructor. For example, the fundamental principle of the bent wrist transporter is to apply pressure to the wrist, but the instructor may teach a variation of hand placement to apply that pressure.

When performing defensive tactics, instructors are required to lead students through a proper period of warm-up and cooldown exercises each day.

The lessons Vascular Neck Restraints and Impact Weapons are optional for law enforcement, correctional, and correctional probation officers.

Required Activities

Helpful Notes

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

## Instructor-to-Student Ratio

Pursuant to Rule 11B-35.0021, F.A.C., instructors must comply with the instructor-to-student ratio:

For instruction of the Criminal Justice Defensive Tactics course or Defensive Tactics Instructor Course, there shall be one lead defensive tactics instructor that shall be counted in the instructor-to-student ratio of one Commission-certified defensive tactics instructor for every eight students actively engaged in defensive tactics. Actively engaged is defined as "a student engaged in the practical performance of any one of the approved defensive tactics techniques."

## Performance Requirements

To pass the Criminal Justice Defensive Tactics course, students must meet performance requirements, including:

- ✓ achieve a passing score of at least 80% on the written end-of-course examination (cognitive knowledge)
- ✓ demonstrate 100% proficiency in all of the required techniques (proficiency skills)
- ✓ participate in the chemical agent contamination exercise

Instructors will test students on each of the required techniques and record the results on Form CJSTC-6: Defensive Tactics Performance Evaluation.

**Once proficiency testing on a skill has begun, no additional training, assistance, or practice is allowed on that skill.**

Students may get one more try at the required demonstration of performance either on the written end-of-course examination or in the proficiency test but not both. If a student fails the physical skills demonstration, the instructor must complete a written remediation form and allow the student to correct deficiencies through practice. If a student fails on the second attempt to achieve performance standards in either the written examination or the skills test, the student fails the Criminal Justice Defensive Tactics course. See Rules 11B-35.001 and 11B-35.0024, F.A.C.

## Documentation of Proficiency

Instructors must document a student's performance and any remediation or failure of the physical skills testing. Form CJSTC-6: Defensive Tactics Performance Evaluation is required for each student. For a student who needs remediation, a written plan is also required that identifies the deficient area(s), the corrective action(s) required for improvement, and the time allotted for practice before retesting. Instructors may use any written form that includes these basic elements. The instructor must discuss the remediation plan with the student to ensure understanding.

After the student completes the plan for remediation, the instructor will retest the student on the remediated skills and document the results on Form CJSTC-6. If the student passes, the instructor will attach the remediation plan to the performance evaluation form and submit to the training school for retention.

If the student fails the second attempt to demonstrate the performance standards, either in the written end-of-course examination or the proficiency skills, the student fails the Criminal Justice Defensive Tactics course. The instructor must indicate the failure on Form CJSTC-6 while noting the reason(s) for failure in the comments section. The training school will retain the performance evaluation form and remediation plan with the student's records. The student may arrange with the training school to retake the Criminal Justice Defensive Tactics course.

# COURSE OUTLINE

Criminal Justice Defensive Tactics ..... 199
Course Outline ..... 201
Basic Recruit Proficiency Training Remediation Plan ..... 202
Unit 1 Introduction ..... 203
Lesson 1 Overview of Defensive Tactics Program ..... 203
Lesson 2 Preparation for Defensive Tactics Training ..... 204
Unit 2 Use of Force ..... 206
Lesson 1 Force Guidelines ..... 206
Lesson 2 Survival Stress Reaction ..... 210
Unit 3 Defensive Tactics Techniques ..... 212
Lesson 1 Fundamental Principles of Defensive Tactics ..... 212
Lesson 2 Communication and Commands ..... 214
Lesson 3 Threat Assessment and Response ..... 215
Lesson 4 Pressure Points ..... 217
Lesson 5 Escorts and Transporters ..... 219
Lesson 6 Restraint Devices ..... 220
Lesson 7 Frisks and Searches ..... 222
Lesson 8 Blocks and Strikes ..... 224
Lesson 9 Takedowns ..... 226
Lesson 10 Upright Grappling and Body Hold Escapes ..... 229
Lesson 11 Vascular Neck Restraints ..... 232
Lesson 12 Ground Control ..... 234
Lesson 13 Impact Weapons ..... 237
Lesson 14 Chemical Agents ..... 239
Lesson 15 Weapon Retention ..... 242
Lesson 16 Handgun Defense ..... 244
Lesson 17 Defense Against Edged Weapons ..... 246
Lesson 18 Deadly Force Techniques ..... 248

# BASIC RECRUIT PROFICIENCY TRAINING REMEDIATION PLAN

| Defensive Tactics | Firearms | First Aid | Vehicle Operations | DUI Traffic Stops |
|---|---|---|---|---|

*(circle one)*

Student Name: Student ID #:

Training School: Class #:

Evaluation Point or Technique:

Area(s) of Deficiency:

Plan for Improvement:

Allotted Time for Improvement:

**I have read and understand the above remediation plan.**

Student: Date:

*Signature*

Instructor: Date:

*Print* *Signature*

Lead Instructor: Date:

*Print* *Signature*

**I voluntarily choose to retest before the completion of the fully allotted time for improvement as stated above. I fully understand that I am responsible for this decision. Should I fail, I will fail the entire proficiency basic recruit course.**

Actual Time to Complete:

*Student Signature* *Date*

Acceptable Performance: ☐ Yes ☐ No (If no, describe the outcome below.)

Outcome:

# UNIT 1 INTRODUCTION

## LESSON 1 OVERVIEW OF DEFENSIVE TACTICS PROGRAM

### Lesson Goal

At the end of this lesson, students will understand the structure and goals of the defensive tactics training program.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)
Form CJSTC-6: Defensive Tactics Performance Evaluation

---

**HL411.1. Define defensive tactics**

Distribute copies of the course summary overview to students.

Provide an overview of the defensive tactics training program, including academy requirements, student expectations, instructional strategies, required equipment, performance evaluations, safety rules, conduct on the mat, and other relevant information.

Use Form CJSTC-6 throughout the course for students' performance evaluations on the required defensive tactics.

**LESSON VOCABULARY**

defensive tactics

# UNIT 1 INTRODUCTION

## LESSON 2 PREPARATION FOR DEFENSIVE TACTICS TRAINING

### Lesson Goal

At the end of this lesson, students will be prepared to participate in the defensive tactics training program and demonstrate stretching exercises, falling techniques, and recovery techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL412.1. Apply strategies for optimal physical performance during a defensive tactics training program**

☑ **HL412.2. Demonstrate falling techniques**

☑ **HL412.3. Demonstrate recovery techniques**

Have the necessary equipment ready for demonstrating falling techniques, such as protective gear and mouthpieces. Mats are required.

Discuss issues related to preparation for defensive tactics training, including:

- cardiovascular exercise
- diet and nutrition
- sleep and rest
- appropriate clothing and shoes
- grooming (hair, nails, jewelry, and hygiene)
- safety rules
- academy requirements

Demonstrate and have students perform stretching exercises.

Demonstrate and have students perform all of the falling techniques.

- Discuss the importance of falling safely to prevent injury.
- Demonstrate the techniques from a squatting and a standing position.
- Have students practice the techniques.

Demonstrate and have students perform the following techniques:

- foundation
- recover to a standing position
- hip escapes
- sprawl

Demonstrate and have students perform the drilling exercises.

Hip escapes (shrimping movement) with and without gear make excellent warm-up exercises.

If students are having difficulty with the recover to the standing position technique, you may demonstrate the alternative by shifting body weight to one knee first, then pushing up to a standing position.

**LESSON VOCABULARY**

cardiovascular training

posting

prone position

shrimping

# UNIT 2 USE OF FORCE

## LESSON 1 FORCE GUIDELINES

### Lesson Goal

At the end of this lesson, students will understand using reasonable and necessary force when taking a suspect into custody, when working in a correctional environment, or when defending themselves or others.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)
Florida Statutes

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- ☑ **HL421.1. Identify elements of the Florida Statutes related to the use of force by criminal justice officers**
- ☑ **HL421.2. Explain the provisions of chapters 944 and 945, F.S., related to the use of force by state correctional and correctional probation officers**
- ☑ **HL421.3. Explain the concept of objective reasonableness**
- ☑ **HL421.4. Explain that subject resistance and officer response may change rapidly**
- ☑ **HL421.5. Apply the legal authority for an officer's response to a subject's resistance**
- ☑ **HL421.6. Explain escalation, de-escalation, and disengagement**
- ☑ **HL421.7. Explain how the injury potential to an officer may affect their response**
- ☑ **HL421.8. Define passive resistance**
- ☑ **HL421.9. Define active resistance**
- ☑ **HL421.10. Define aggressive resistance**
- ☑ **HL421.11. Define deadly force resistance**
- ☑ **HL421.12. Demonstrate officer presence**
- ☑ **HL421.13. Define physical control**
- ☑ **HL421.14. Define less lethal weapon**
- ☑ **HL421.15. Discuss deadly force in relation to defensive tactics**

☑ **HL421.16. Identify what is needed to justify using deadly force**

☑ **HL421.17. Identify the circumstances when an officer has the duty to intervene**

☑ **HL421.18. Identify the subject's ability, opportunity, and intent as they relate to the officer's response to resistance**

☑ **HL421.19. Explain what totality of circumstances means**

☑ **HL421.20. Identify various situational factors that may influence the use of force**

☑ **HL421.21. Apply reasonable and necessary force to given situations**

Discuss issues related to the legal use of force, including:

- constitutional and statutory authority to use force
- objective reasonableness
- totality of circumstances
- subject resistance levels
- officer response options
- situational factors
- criteria for use of deadly force
- escalation, de-escalation, and disengagement

Explain excessive use of force and when an officer has a duty to intervene.

Explain the Force Guidelines.

Provide the class with different scenarios that would require an officer to make decisions about whether to use force. The scenarios chosen should be applicable to the job and include situations that would require a range of officer responses, from officer presence and verbal commands to situations requiring physical control, less lethal force, and deadly force.

- Ask students which response options are legal and objectively reasonable for the situation.
- Discuss factors (e.g., officer, subject, and environment) that influence an officer's response.
- Emphasize the totality of the circumstances.
- Change the facts in the scenario slightly to illustrate the response options of escalation, de-escalation, and disengagement.
- Point out whether the subject has the apparent ability, opportunity, or intent to carry out the perceived threat.

Demonstrate officer presence and command presence.

Have students write brief reports in response to a variety of scenarios that explain, based on the totality of circumstances, the action that they would take and the legal justification for their decisions.

Have students practice verbally describing their decision-making and the legal justification for actions.

Provide students with a scenario that would require them to intervene and have them explain how and why they would intervene.

Provide students with case studies related to use of force and the court's findings and discuss.

**LESSON VOCABULARY**

ability

active resistance

aggressive resistance

command presence

compliance

deadly force resistance

de-escalation

disengagement

escalation

force guidelines

intent

less lethal weapon

objective reasonableness

officer presence

opportunity

passive resistance

physical control

totality of circumstances

# UNIT 2 USE OF FORCE

## LESSON 2 SURVIVAL STRESS REACTION

### Lesson Goal

At the end of this lesson, students will recognize the effects of survival stress on the body and mind during a critical incident.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL422.1. Explain how survival stress affects confrontation between a subject and an officer**

☑ **HL422.2. Describe the four instinctual reactions when experiencing survival stress**

☑ **HL422.3. Describe the psychological changes that may occur while experiencing survival stress**

☑ **HL422.4. Describe the physiological changes that may occur while experiencing survival stress**

☑ **HL422.5. Describe the impact that survival stress may have on an officer's decision-making**

☑ **HL422.6. Describe the changes that may occur in speech patterns while experiencing survival stress**

☑ **HL422.7. Identify the desired state of awareness or readiness an officer should maintain while on routine duty**

☑ **HL422.8. List techniques that may assist an officer in managing the effects of survival stress**

Describe the physiological changes and changes in decision-making and speech patterns that may occur while experiencing high anxiety.

Explain the threat awareness spectrum.

Explain how to cope with the effects of survival stress.

**Suggested Readings**

Cannon, W. B. (1920). *Bodily Changes in Pain, Hunger, Fear, And Rage: An Account of Recent Researches into the Functions of Emotional Excitement*. Hard Press.

De Becker, G. (2002). *Fearless: Real Truth About Risk, Safety, And Security in A Time of Terrorism*. Little, Brown.

De Becker, G. (1997). *The Gift of Fear: Survival Signals That Protect Us from Violence*. Bantam Doubleday Dell.

Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little, Brown.

Grinker, R. R. & Spiegel, J. P. (1963). *Men Under Stress*. McGraw-Hill.

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Grossman, D. (1995). *On Killing: The Psychological Cost of Learning to Kill in War and Society*. Bay Books/Little, Brown.

Grossman, D. & Siddle, B. K. (1998). "Critical Incident Amnesia: The Physiological Basis and the Implications of Memory Loss During Extreme Survival Stress Situation." *The Firearms Instructor: The Official Journal of the International Association of Law Enforcement Firearms Instructors*, 31.

Howard, P. J. (2006). *The Owner's Manual for The Brain: Everyday Applications from Mind-Brain Research*. Bard Press.

Jay, T. (1999). *Why We Curse: A Neuro-Psycho-Social Theory of Speech*. John Benjamins.

Lazarus, R. S. & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer.

Sagen, C. (1977). *The Dragons of Eden: Speculations on the Evolution of Human Intelligence*. Ballantine Books.

Siddle, B. K. (1995). *Sharpening the Warrior's Edge*. PPCT Management Systems.

Tenenbaum, G., Eklund, R. C., & Kamata, A. (Eds.) (2012). *Measurement in Sport and Exercise and Psychology*. Human Kinetics.

**LESSON VOCABULARY**

complex motor skills

fine motor skills

gross motor skills

submit

survival stress

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 1 FUNDAMENTAL PRINCIPLES OF DEFENSIVE TACTICS

### Lesson Goal

At the end of this lesson, students will understand the fundamental principles used in defensive tactics techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL431.1. Describe the fundamental principles of applying defensive tactics**

☑ **HL431.2. Describe how to gain control over a subject when applying defensive tactics**

Discuss the fundamental principles used in defensive tactics techniques, including balance, leverage, pain compliance, mechanical compliance, joint manipulation, motor dysfunction, a penetrating strike, and the clinch technique.

**Helpful Notes**

Ranges of Combat

- standing or free movement
- clinch
- ground

Teach distance management from any position. Manage the distance; manage the fight.

When you are on the offensive, you want to limit space and stay close.

When you are on the defensive, you want to maximize space to escape.

Leverage: When you want to extend or flex a joint, you should pull or push on the end of the limb.

**LESSON VOCABULARY**

balance

balance displacement

clinch

joint manipulation

leverage

mechanical compliance

motor dysfunction

pain compliance

penetrating strike

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 2 COMMUNICATION AND COMMANDS

### Lesson Goal

At the end of this lesson, students will understand the components of verbal direction.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL432.1. Describe the components of appropriate verbal direction**

Discuss issues related to communication and commands, including:

- differences between dialogue and verbal direction
- appropriate use of touch as a communication tool

Demonstrate appropriate verbal direction.

Have students practice verbal direction.

**LESSON VOCABULARY**

communication

dialogue

touch

verbal direction

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 3 THREAT ASSESSMENT AND RESPONSE

### Lesson Goal

At the end of this lesson, students will understand the process of assessing a threat and be able to demonstrate appropriate responses.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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- ☑ **HL433.1. Identify the need for conducting a threat assessment**
- ☑ **HL433.2. Identify verbal and non-verbal cues in assessing threats**
- ☑ **HL433.3. Demonstrate the interview stance**
- ☑ **HL433.4. Demonstrate the offensive ready stance**
- ☑ **HL433.5. Identify relative positioning**
- ☑ **HL433.6. Demonstrate how to maintain a minimum reactionary gap**
- ☑ **HL433.7. Identify the danger zone**
- ☑ **HL433.8. Demonstrate hand clearing**
- ☑ **HL433.9. Define reaction time principle**
- ☑ **HL433.10. Demonstrate evasion and redirection techniques**

Mats are optional.

Instruct each of the following techniques:

- interview stance
- offensive ready stance
- relative positioning
- hand clearing
- evasion technique
- redirection technique

Discuss issues related to threat assessment and response, including:

- subject behavior
- environmental factors
- reactionary gap and danger zone
- reaction time principle
- safety issues when engaging and disengaging from a suspect (hand clearing)

Demonstrate the interview and offensive ready stances.

Explain the relative positioning diagram.

Demonstrate relative positioning and reactionary gap.

Demonstrate evasion and redirection techniques.

Have students practice the stances and movements.

Use role plays and scenarios to practice evasion, redirection, and hand-clearing techniques. You may introduce the use of a club or knife in these exercises.

Discuss the similarities and differences between an empty-hand attack and a weapon attack.

**LESSON VOCABULARY**

body movement

danger zone

evasion

reaction time principle

reactionary gap

redirection

relative positioning

visual control

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 4 PRESSURE POINTS

### Lesson Goal

At the end of this lesson, students will understand the concept of pain compliance and its use in controlling resistant subjects and be able to demonstrate how to apply a pressure point technique.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL434.1. Demonstrate pressure point techniques**

Have the equipment ready for demonstrating techniques, such as protective gear. Mats are optional.

Instruct a minimum of one technique.

Discuss the fundamentals of applying pressure points, including:

- pain compliance
- stabilization
- touch pressure
- counter-pressure
- verbal commands
- use of fingertips

Demonstrate the selected technique(s).

Have students practice the selected technique(s).

Although some systems approve the use of control sticks, such as kubotans, for applying pressure, this lesson addresses using fingertips only.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**LESSON VOCABULARY**

pressure points

stabilization

touch pressure

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 5 ESCORTS AND TRANSPORTERS

### Lesson Goal

At the end of this lesson, students will be able to demonstrate proper escort and transporter techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL435.1. Demonstrate escort and transporter techniques**

Have the necessary equipment ready for demonstrating techniques. Mats are optional.

Instruct the escort position and a minimum of one transporter technique.

Discuss the fundamentals of escort and transporter techniques, including:

- pain compliance
- mechanical compliance
- joint manipulation
- verbal commands
- approach and points of contact
- diversion techniques

Demonstrate the selected techniques.

Have students practice the selected technique(s).

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**LESSON VOCABULARY**

escort

transporters

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 6 RESTRAINT DEVICES

### Lesson Goal

At the end of this lesson, students will be able to demonstrate the proper application and removal of restraint devices.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL436.1. Demonstrate using restraint devices**

Have the necessary equipment ready for demonstrating handcuffing techniques, such as handcuffs, handcuff keys, and optional restraint devices. Mats are optional.

Instruct students in the application and removal of handcuffs.

For correctional students, demonstrate the application and removal of leg irons.

Discuss the fundamentals of restraint devices from different positions, including:

- nomenclature of handcuffs
- maintenance
- proper placement
- safety issues in application
- proper fit
- double-locking
- removal
- verbal commands
- approach

Have students practice the techniques.

Demonstrate the use of other restraint devices, including flexible cuffs, waist chains, and leg restraints.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**LESSON VOCABULARY**

handcuffs

restraint devices

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 7 FRISKS AND SEARCHES

### Lesson Goal

At the end of this lesson, students will be able to demonstrate pat down, custodial, and inmate clothed searches, and articulate the process for conducting a strip/unclothed search.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL437.1. Demonstrate conducting physical frisks and searches**

Have the necessary equipment ready for demonstrating search techniques, such as handcuffs, handcuff keys, and simulated contraband items. Mats are optional.

Instruct the pat-down technique and at least one additional technique.

Discuss the fundamentals of searches, including:

- pat-down frisk/search
- plain touch/feel doctrine
- custodial search
- inmate clothed search
- inmate strip/unclothed search
- quadrant search approach
- legal issues

Give students pre-search instructions:

- Handcuff the suspect, if applicable.
- Search the hair using an object such as a pen, or have the subject run their fingers through their hair or shake their head vigorously. This request may prevent injury from objects hidden in the hair.
- Look before you touch. Be aware of objects that may puncture or cut.
- Do not probe unseen areas.

Demonstrate the search techniques (except for inmate strip/unclothed searches) while explaining the correct procedures, such as quadrant search approach. You may include simulated contraband in the demonstration.

Have students practice the pat down and any other selected technique(s).

Conduct search exercises while varying the situation:

- Dim the lighting.
- Create a stressful environment with loud noise, music, strobe light, and so on.
- Plant simulated contraband, weapons, or other prohibited items on the subject.
- Have two officers conduct a search of a resistant subject.
- Search a prone subject.

Set up scenarios to teach legal use of force decision-making. You may set up your own, or consider the following suggestions:

- Student pats down a suspect and locates a firearm in the suspect's waistband. The suspect indicates that they have a concealed weapon license. How should the student proceed?
- Student responds to reports of a homeless person at a rest stop. Subject has on a coat during summer, and there is a noticeable bulge on the right side. How should the student proceed?
- Student approaches three loitering suspects in a neighborhood with a history of drug sales. One runs as the student approaches. The student advises the other two that a pat down will be conducted. Both subjects look at each other and take a step backward. How should the student proceed?

Have students bring extra clothing to use during search exercises. Protective gear, such as latex gloves, may be used during search exercises.

**LESSON VOCABULARY**

custodial search technique

pat down

plain touch/feel doctrine

quadrant search approach

reasonable suspicion

search

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 8 BLOCKS AND STRIKES

### Lesson Goal

At the end of this lesson, students will be able to demonstrate blocking techniques and properly executed and effective strikes to distract, incapacitate, or gain control of a subject.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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- ☑ **HL438.1. Demonstrate blocking techniques**
- ☑ **HL438.2. Identify target areas for empty-hand strikes**
- ☑ **HL438.3. Demonstrate striking techniques**
- ☑ **HL438.4. Demonstrate diversion techniques**
- ☑ **HL438.5. Demonstrate kicking techniques**

Have protective gear ready for demonstrating blocking techniques.

Have the necessary equipment ready for demonstrating striking techniques, such as handheld or heavy striking bags and protective gear. One striking bag is required for every two students actively engaged in defensive tactics techniques.

Mats are optional.

Instruct upper-area and mid-area blocks.

Discuss the fundamentals of blocking, including:

- body movement
- evasion
- redirection
- blocking areas
- points of contact
- blocking surface and positions
- verbal commands

Demonstrate the selected techniques.

Have students practice the techniques.

Instruct a minimum of five striking techniques.

Discuss the fundamentals of striking, including:

- thrust (penetrating strike)
- snap-back
- appropriate stances
- body dynamics for generating power (rotating the hips, breath control)

Discuss and demonstrate the basics of delivering effective strikes:

- hand or foot configuration for delivering a strike (e.g., how to make a fist)
- gauging distance
- target area (target acquisition)
- proper delivery system (e.g., thrust and snap-back)
- stance
- body dynamics

Discuss target areas for empty-hand strikes.

Demonstrate the selected techniques.

Have students practice the selected techniques.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

Teach students foot movement (how to move laterally, forward, backward, and diagonally while maintaining an offensive ready stance) before teaching strikes and evasive movements.

**LESSON VOCABULARY**

blocks

diversion

empty-hand striking technique

snap-back

temporary motor dysfunction

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 9 TAKEDOWNS

### Lesson Goal

At the end of this lesson, students will be able to demonstrate proper takedown techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL439.1. Demonstrate takedown techniques**

Have the necessary equipment ready for demonstrating takedown techniques. Mats are required.

Instruct a minimum of two techniques.

Discuss the fundamentals of takedown techniques, including topics such as:

- verbal commands
- approach and points of contact
- diversion techniques
- balance displacement
- pain compliance
- mechanical compliance
- environmental factors
- control before, during, and after application
- strength versus leverage
- officer-subject size factors
- follow-up techniques

Demonstrate the selected techniques.

Have students practice each of the selected techniques.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**Helpful Notes**

**Takedowns**

- posture—refers to having the spine in a strong position.
- structure—most efficient for subject to use their limbs.
- base—a platform from which to apply and absorb force.
- angle—it is better to be facing the subject when they are not facing you, so you would always like to move towards their side or back. In order to get to their side or back, you need to be able to go under or around their arm on that side (e.g., pummeling, arm drag, underhook, or overhook).

Control the head, control the body.

You never want to be flat on your back. You want to be on your side (one butt cheek and one shoulder blade). When you are flat, you are pushing straight up against gravity. It is also much easier to hip escape or shrimp being at an angle versus flat on your back.

**Straight Arm Takedown**

- Key Detail: Officer must break the subject's posture.
- Common Mistake: Not enough downward pressure on the subject's arm.

**Safety Note:** Subject should use a front fall.

**Hammer Lock Takedown**

- Key Detail: Officer should stay close to the subject.
- Safety Note: The subject should use a front fall.

**Shoulder Lock Takedown**

- Key Detail: Officer must keep downward pressure on the subject's shoulder.
- Safety Note: The subject should use a front fall.

**Rear Takedown**

Once you establish the clinch on the subject, the subject's arm sometimes ends up over your head. Any time your head ends up under your opponent's arm, you should use it to set up the rear clinch and the rear takedown.

- Key Detail: Proper sitting angle and effective "bungee cord" pull on the hips.
- Common Mistake: Too much twist on the fall/failure to keep blocking leg straight; not tucking your arm to your side before landing to avoid the subject landing on it.

**Safety Note**: Subject should use a proper rear/side fall.

If the officer can't block the subject's ankle, the technique can still be effectively completed by sitting and straightening the blocking leg in between the subject's legs.

**Front Takedown**

When using the clinch to neutralize a surprise attack from an aggressive subject, the safest option is usually to disengage as soon as the opportunity arises, so you can use other force options. If, while in the clinch, you decide that you would rather take the subject to the ground to apprehend them, then the Front Takedown is a simple and reliable way to make it happen.

- Key Detail: Effective level-change and clinch lift.
- Common Mistake: Failure to maintain hip connection during the takedown.
- Subject: Land with your hips first and break your fall.

**Safety Note:** For training purposes, the subject should hold the officer's back and block their face to avoid being head butted as the takedown happens. Alternatively, the officer can release the subject and not fall with them.

**LESSON VOCABULARY**

takedowns

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 10 UPRIGHT GRAPPLING AND BODY HOLD ESCAPES

### Lesson Goal

At the end of this lesson, students will be able to demonstrate proper upright grappling and body hold escape techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**☑ HL4310.1. Demonstrate upright grappling and body hold escape techniques**

Have the necessary equipment ready for demonstrating upright grappling and body hold escape techniques. Mats are required.

Instruct a minimum of three techniques.

Discuss the fundamentals of upright grappling and body hold escape techniques, including:

- verbal commands
- approach and points of contact
- diversion techniques
- balance displacement and stabilization
- pain compliance
- mechanical compliance
- environmental factors
- protection of equipment and weaponry
- control before, during, and after the application
- strength versus leverage
- officer-subject size factors
- follow-up techniques
- deadly force issues (e.g., multiple attackers, subject's access to weapons, and officer exhaustion)

Demonstrate the selected techniques.

Have students practice the selected technique(s).

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**Helpful Notes**

Advise students to use caution when applying a headlock in class. Teach students who are in the headlock how important it is to react quickly to the attack and turn their head to minimize risk of injury.
Teach students the proper way to apply a headlock before teaching escapes from headlocks. This technique is an airway choke that can lead to serious injury if performed aggressively. To avoid injury, ensure students move slowly when practicing escapes from headlocks.

**Defend and Escape From a Rear Chokehold**

- Key Detail: Officer must slip the same arm/leg as the subject's choking arm.
- Common Mistake: Not creating enough space between you and the subject.

**Escape From Front Body Hold Over/Under Arms**

Key Detail: Officer should keep their thumbs tucked.

**Escape From Rear Body Hold Over/Under Arms**

Key Detail: Officer should drop their center of gravity forcefully and curl their arms upward to create space to move.

**Escape From Side Headlock**

Once you establish the clinch on the subject, there is a good chance they will get desperate and try to catch you in a headlock.

If the subject's grip comes apart, escaping while standing should be your first option.

- Key Detail: Obtain proper sitting angle.
- Common Mistake: Before landing, tuck your arm into your side to avoid the subject landing on top of your arms and keep your blocking leg straight to avoid the subject landing on top of your leg.

Note: If the officer cannot block a subject's ankle, the technique can still be effectively completed by sitting and straightening the blocking leg in between the subject's legs.

**Escape From Front Headlock**

When you establish the clinch, the subject will get desperate and attempt to grab anything that will make them feel more secure.

If the subject's grip comes apart, escaping while standing should be your first option.

- Key Detail: Move to the side opposite the choke.
- Common Mistake: Weak knee chop and front takedown.

**Safety Note:** Control the descent by shuffling your feet past the subject's legs after the chop.

When stuck in a front head lock/guillotine choke, do whatever it takes to establish yourself in side control with your body positioned on the side opposite the choke. If the knee chop is not successful, you may need to resort to a more aggressive leg hook to get the fight to the ground. Always keep your chin tucked and act quickly.

**Escape From Front Football Tackle**

- Key Detail: Officer must thrust lead hip into the subject creating downward pressure.
- Common Mistake: Officer should fight their instinct to move backwards.

**LESSON VOCABULARY**

grappling

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 11 VASCULAR NECK RESTRAINTS

### Lesson Goal

At the end of this lesson, students will be able to demonstrate a simulation of a vascular neck restraint technique.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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This lesson is optional for law enforcement, corrections, and correctional probation.

**Vascular neck restraints should only be used when deadly force is authorized as per recommendations in both the 2020 national *Consensus Policy* and the Florida Police Chiefs Association report, *Use of Force Policy and Related Issues.***

☑ **HL4311.1. Demonstrate a simulation of a vascular neck restraint technique**

Have the necessary equipment ready for demonstrating vascular neck restraints.

Mats are required.

Discuss the fundamentals of vascular neck restraints, including:

- history of use
- avoidance of airway restriction
- proper arm alignment
- excited delirium
- physiology
- compliance levels
- subject's post-application care
- classification of vascular neck restraints as deadly force

Demonstrate the technique without rendering the subject unconscious.

Caution: Have students practice the technique without rendering the subject unconscious. Closely monitor students' practice, and discuss methods of signaling compliance such as tapping.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**Helpful Notes**

Advise students to use caution when applying a headlock in class. Teach students who are in the headlock how important it is to react quickly to the attack and turn their head to minimize risk of injury.

- Always adhere to your organization's use of force policy regarding the application of the vascular neck restraint.
- This technique is not a respiratory restraint; at no point should there be any significant pressure on the structures of the front of the neck nor should there be any stress placed on the cervical vertebrae.
- When you apply the vascular neck restraint, remember to breathe, and make sure you hold the pressure long enough to allow the technique to work. It will take anywhere from 6 to 15 seconds to render the subject unconscious.
- Be aware that if you release the subject's neck immediately, they may wake up within a few seconds. It is important to be able to recognize when the subject is unconscious so that you can immediately transition to another form of control, such as handcuffing.
- To avoid unnecessary injury, do not continue to apply the vascular restraint after you are aware that the subject is unconscious.
- Key Detail: Hug the "V" using back strength instead of arm strength.

**LESSON VOCABULARY**

vascular neck restraint

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 12 GROUND CONTROL

### Lesson Goal

At the end of this lesson, students will be able to demonstrate basic techniques to defend themselves, escape from an attack, and control a subject while on the ground.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL4312.1. Demonstrate ground control techniques**

☑ **HL4312.2. Demonstrate ground escape techniques**

Have the necessary equipment, such as protective gear, ready for demonstrating ground techniques. Mats are required.

Instruct a minimum of seven techniques. The following techniques are mandatory:

- ground defense position
- guard stall
- guard break
- defend and escape from side control
- full mount stall
- defend and escape from rear mount

Discuss the fundamentals of ground fighting, including:

- environment
- fitness levels
- psychology of the ground fight
- body mechanics
- injury potential
- avoiding injury
- conserving energy
- establishing a controlling position
- protecting equipment and weaponry

- recognizing rapidly changing threats
- importance of keeping eye contact on the subject at all times

Discuss the fundamentals of stalling techniques, including:

- reasons for stalling (e.g., fatigue, injury, space considerations, or limited control options)
- strength versus leverage
- minimizing movement on the ground to avoid injury or escape
- ability to escalate, de-escalate, or disengage from a ground position
- how to establish a position of control

Demonstrate the selected techniques.

Have students practice the techniques.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance. For example, have students perform circular movement drills with and without a weapon and work in pairs to simulate the ground defense position.

**Helpful Notes**

When practicing stalls, the officer should allow the subject 30 seconds to attempt to get up or gain control.

**Guard Stall**

Your ideal position in a ground fight is being on top. If you are unable to keep the top position and end up in the bottom of the fight, you can use your legs to wrap the opponent in a position called the guard stall. This position allows you to neutralize punches from the bottom of the guard.

- Key Detail: Effective head control and arm control on the gun side.
- Common Mistake: Using too much energy.

**Guard Break**

- Key Detail: Solid posture and good diversion strikes.
- Common Mistake: Leaning forward while posturing instead of leaning back.

**Side Control**

Generally, it is easiest to maintain control of a subject from the side mount. Focus on establishing a good base, and allow the subject to burn all their energy.

Key Detail: Keep hips low, chest heavy, and use hands and feet for base.

**Defend and Escape From Side Control**

You want to avoid letting the subject achieve side control at all costs. But if they do, conserve your energy and only escape when a clear opportunity is available.
The worst-case scenario is being flat on your back. To avoid this, immediately get to an angle before the subject is able to control you and put you flat.
When getting to your feet, remember high head wins.

**Full Mount**

Expect the subject to use every ounce of energy to throw you off. Once you neutralize their explosive escape attempts, they will be very discouraged and, in most cases, will give up.

- Key Detail: Constant hip pressure.
- Common Mistake: Weak torso alignment.

**Bridge and Roll**

- Key Detail: Constant closeness.
- Common Mistake: Bridging sideways instead of upwards.
- Safety Note: Subject must turn trapped hand palm up before the roll.

**Elbow Escape**

- Key Detail: Officer's leg must be completely flat and hips turned in that direction.
- Common Mistake: Officer should keep their face close to the subject's chest to avoid strikes.
- Subject: Keep your body rigid to make it realistic.

**LESSON VOCABULARY**

stalling

supine position

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 13 IMPACT WEAPONS

### Lesson Goal

At the end of this lesson, students will be able to demonstrate the proper use and application of intermediate weapons.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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This lesson is optional for law enforcement, corrections, and correctional probation.

☑ **HL4313.1. Identify target areas for impact weapon strikes**

☑ **HL4313.2. Demonstrate impact weapon techniques**

Have the necessary equipment ready for demonstrating the use of intermediate weapons, such as an impact weapon, a holster or ring if applicable, training weapons, striking bags, shields, or protective suits. Mats are optional.

Instruct strikes, thrusts, and blocks with an impact weapon.

Discuss the fundamentals of using intermediate weapons, including:

- verbal commands
- approach and relative positioning
- target areas
- environmental factors
- weapons of opportunity
- striking principles
- use of force issues
- electronic control devices

Demonstrate the selected techniques, explaining proper grip, stances, generation of power, and snap-back.

Have students practice each of the selected technique(s). Provide corrective feedback and assistance as needed.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**LESSON VOCABULARY**

electronic control devices (ECD) or electronic immobilization devices

impact weapon

intermediate weapons

interview stance with an impact weapon

offensive ready stance with an impact weapon

weapons of opportunity

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 14 CHEMICAL AGENTS

### Lesson Goal

At the end of this lesson, students will know the effects of a chemical agent through contamination and decontamination procedures.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL4314.1. Identify the types of chemical agents used by criminal justice officers**

☑ **HL4314.2. Identify the active ingredient in oleoresin capsicum**

☑ **HL4314.3. Identify the use of the Scoville heat unit (SHU) in measuring the burning effect of chemical agents**

☑ **HL4314.4. Identify the physical effects of a chemical agent on a subject**

☑ **HL4314.5. Describe the correct responses to a subject's prolonged or severe reactions to chemical agent contamination**

☑ **HL4314.6. Identify decontamination procedures for contamination from a chemical agent**

**Instructor Preparation**

Multiple instructors or assistants will be necessary for this exercise.
Before the exercise, set up a contamination station. Have the needed equipment on hand:

- striking bags
- safety glasses, if used
- adequate supply of chemical agent spray

Set up decontamination stations stocked with the equipment and supplies for safe and effective decontamination. For example:

- flowing water
- paper towels
- baby shampoo
- fans
- rubber gloves

Discuss information related to chemical agents, including topics such as:

- the types of chemical agents primarily used by criminal justice officers
- the active ingredient of OC (oleoresin capsicum) spray
- the effect of OC spray on a contaminated subject
- the nomenclature of an OC canister
- deployment of a handheld canister of OC spray
- decontamination procedures

**Exercise—Contamination by a Chemical Agent**

This exercise has three phases:

1. The instructor contaminates the student, following the product manufacturer's recommendations or academy policy.
2. The student performs the required defensive tactics techniques assigned by the instructor.
3. The instructor assists the student with decontamination, following the established procedures.

Describe the effects of contamination.

Give examples of ways that students should prepare for contamination:

- Do not wear any oil-based cosmetics or products.
- Remove glasses or contact lenses.
- Remove items such as hats, headbands, hair clips, and pins.
- Wear the appropriate equipment and clothing.

Explain to students what is required of them during this exercise.

Describe the decontamination process.

**Contamination**

1. Contaminate students with the chemical agent.
2. Students will move through the exercise by role-playing an encounter with a suspect and performing the assigned defensive tactics techniques.

**Decontamination**

1. After the contamination exercise is completed, students will follow decontamination procedures.
2. Before dismissing students, instructors should make sure that students have recovered from the effects of contamination.

**LESSON VOCABULARY**

CS

OC

Scoville heat units (SHU)

strobing

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 15 WEAPON RETENTION

### Lesson Goal

At the end of this lesson, students will be able to demonstrate safe and effective methods of retaining weaponry.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL4315.1. Demonstrate weapon retention techniques**

Have the necessary equipment, such as training weapons, holsters, duty belts, and belt keepers, ready for demonstrating weapon retention techniques. Mats are optional.

Instruct a minimum of two techniques.

Discuss the fundamentals of weapon retention techniques, including:

- verbal commands
- reaction principles
- striking techniques
- relative positioning
- environmental factors
- protection of equipment and weaponry
- officer or subject size factors
- follow-up techniques
- deadly force issues

Demonstrate the selected techniques.

Have students practice each of the selected techniques.

Create drills using multiple attacks to enhance conditioned responses and improve job-related performance.

**Helpful Notes**

Discuss the possibility of the weapon becoming out of battery if it is grabbed by the subject. To ensure a functional weapon, the student could tap the magazine and rack another round into the chamber.

**Holstered Handgun Retention**

Safety Note: During the officer's body rotation, be aware of injury to the subject's wrist.

**Drawn Handgun Retention**

- Key Detail: The officer must pull the weapon close to their body to maintain leverage.
- Safety Note: The subject should grab the weapon in a manner to prevent injury from gun sights.

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 16 HANDGUN DEFENSE

### Lesson Goal

At the end of this lesson, students will be able to demonstrate safe and effective methods of handgun defense.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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☑ **HL4316.1. Demonstrate handgun defense techniques**

Have the necessary equipment ready for demonstrating handgun disarming techniques, such as training weapons. Mats are optional.

**Instruct all techniques.**

Note: Demonstration of proficiency is not required for these techniques.

Discuss the fundamentals of handgun disarming techniques, including:

- verbal commands
- mindset and commitment
- diversion techniques
- environmental factors
- protection of equipment and weaponry
- strength versus leverage
- officer or subject size factors
- follow-up techniques
- deadly force issues

Discuss handgun cycles of operation.

Demonstrate the general guidelines for handgun defense.

Have students practice the techniques.

Caution: Students should not place their fingers inside the trigger guard or alongside the barrel.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**LESSON VOCABULARY**

telegraphing

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 17 DEFENSE AGAINST EDGED WEAPONS

### Lesson Goal

At the end of this lesson, students will be able to demonstrate how to defend against an attacker who is using an edged weapon.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL4317.1. Demonstrate defense against edged weapons techniques**

Have the necessary equipment, such as training edged weapons and protective gear, ready for demonstrating the techniques. Mats are optional.

Instruct a minimum of one technique.

Discuss the fundamentals of an edged-weapon attack, including:

- the survival mindset of edged-weapon attack—expect to be cut; keep fighting, and attack the attacker.
- the importance of hand-eye coordination.
- evasion and redirection concepts.
- force options.

Demonstrate knife attack patterns.

Demonstrate the selected technique.

Have students practice the selected technique.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

**Helpful Notes**

I.C.A.T.

- Intercept the knife by closing the distance and using an arm drag or underhook.
- Control the knife with your whole body (hands, body, head position).
- Angle creation (your hips face the subject and the subject's hips face away from you).
- Transition to a takedown, strike, firearm, or disengage.

Note: Your objective is to get behind the blade and not stay in front of it.

# UNIT 3 DEFENSIVE TACTICS TECHNIQUES

## LESSON 18 DEADLY FORCE TECHNIQUES

### Lesson Goal

At the end of this lesson, students will be able to demonstrate a simulation of deadly force techniques.

### Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 4)

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**HL4318.1. Demonstrate the simulation of deadly force techniques**

Have the necessary equipment, such as a matted surface and examples of weapons of opportunity, ready for demonstrating the techniques.

**Instruct all techniques.**

Note: Demonstration of proficiency is not required for these techniques.

Discuss the fundamentals of deadly force techniques, including:

- definition of a weapon
- intended use of weapon
- weapons of opportunity
- target areas

Demonstrate the simulation of deadly force techniques.

Create drills using multiple techniques to enhance conditioned responses and improve job-related performance.

# CONDUCTED ELECTRICAL WEAPON/DART-FIRING STUN GUN

**Course Number:** CJK_0421

**Course Hours:** 4 hours

**Course Structure:** 1 lesson

**Course Outcomes:**

At the end of this course, students will be able to:

- ✓ describe the statutory and training requirements for using a CEW
- ✓ describe the use of force justification issues for using a CEW
- ✓ describe the possible effects a CEW can have on the human body
- ✓ indicate primary and alternative target areas and areas to avoid on a subject when using a CEW

Required Activities

Helpful Notes

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

# COURSE OUTLINE

Conducted Electrical Weapon/Dart-Firing Stun Gun ..... 249
Course Outline ..... 250
Use of the Conducted Electrical Weapon ..... 251
Instructor Material: Conducted Electrical Weapon/Dart-Firing Stun Gun ..... 254

# USE OF THE CONDUCTED ELECTRICAL WEAPON

## Lesson Goal

At the end of this course, students will know the legal and use of force aspects of using a stun gun or CEW, how using a stun gun or CEW affects the human body, and how to operate a stun gun or CEW safely.

## Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 5)
Florida Statutes
Instructor Material—Blank CEW Use of Force Report Example

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- ☑ **HL500.1. Provide the statutory and commonly used definitions of a CEW**
- ☑ **HL500.2. Describe how an officer becomes authorized to use a CEW**
- ☑ **HL500.3. Describe the statutory guidelines for when to use a CEW**
- ☑ **HL500.4. Describe how a CEW works to control a subject**
- ☑ **HL500.5. Describe how to use a dart-firing stun gun (DFSG) as a drive stun**
- ☑ **HL500.6. Describe the effects of using a CEW on the human body**
- ☑ **HL500.7. Describe appropriate target areas on a subject when using a CEW**
- ☑ **HL500.8. Describe subject behaviors that can influence your decision to use a CEW**
- ☑ **HL500.9. Describe the statutory use of force guidelines for using a CEW**
- ☑ **HL500.10. Describe tactical factors involved in deciding when to use a CEW**
- ☑ **HL500.11. Describe subject and officer safety concerns when using a CEW**
- ☑ **HL500.12. Describe how to care for an in-custody subject after using a CEW**
- ☑ **HL500.13. Describe how to document using a CEW**
- ☑ **HL500.14. Recognize the importance of remaining current on CEW policy issues and trends**

Distribute copies of the course summary to students.

Explain the basic terminology of conducted electrical weapons (CEWs).

Explain the legal aspects under ss. 790.01(3) and 943.1717, F.S, for using a CEW/DFSG.

Explain how CEWs work, including their basic nomenclature.

Explain the differences and similarities of the basic stun gun and the dart-firing stun gun.

Explain how to use a dart-firing stun gun as a drive stun.

Explain the possible effects of a CEW application on the human body, including signature marks.

Explain what primary and alternative sites on the body to target or avoid.

Explain subject considerations involving the use of a CEW, including:

- drug-induced psychosis
- impaired, ill, or pregnant subjects

Explain the use of force considerations for using a CEW.

Explain tactical and safety considerations of using a CEW, including the role of backup officers.

Explain after-care considerations for subjects following a CEW application.

Explain how to document using a CEW:

- Provide examples of Use of Force Reports.
- Emphasize the importance of writing complete and accurate narrative sections.
- Emphasize documenting each application according to agency policies and procedures.

**LESSON VOCABULARY**

ampere

conducted electrical weapon (CEW)

cycle

drug-induced psychosis

electro-muscular disruption (EMD)

signature marks

# INSTRUCTOR MATERIAL: CONDUCTED ELECTRICAL WEAPON/DART-FIRING STUN GUN

## Conducted Electrical Weapon Use of Force Report Example

Date/Time: _____ Officer name and agency: _____

On scene supervisor: _____ Officer(s) involved: _____

CEW model: _____

battery type: _____ Alkaline _____ NiMH

air cartridge type(s): _____ 21-ft. (standard) _____ 21-ft. _____ 15-ft. _____ 35-ft.

CEW serial #: _____ Medical facility: _____ Doctor: _____

Nature of the call or incident: _____ Charges: _____

Booked: Y / N

Type of subject: _____ human _____ animal

Location of incident: ( ) indoor ( ) outdoor ( ) jail ( ) hospital

Type of initial force used: ( ) physical ( ) baton ( ) chemical ( ) firearm ( ) impact munition

(check all that apply)

Nature of any injuries and medical treatment required: _____

Admitted to hospital for Injuries: Y / N Admitted to hospital for psychiatric: Y / N

Medical exam: Y / N Suspect under the influence: Alcohol/Drugs (specify): _____

Was an officer/law enforcement employee injured other than by CEW? Y / N

Incident type (circle appropriate response(s) below):

civil disturbance suicidal suicide by cop violent suspect barricaded warrant other

Subject information: age: _____ sex: _____ height: _____ race: _____ weight: _____

CEW use (circle one): Success/Failure Suspect wearing heavy or loose clothes: Y / N

Number of air cartridges fired: _____ Number of cycles applied: _____

Usage (check one): ( ) arc display only ( ) laser display only ( ) CEW application

CEW: Is this a dart probe contact? Y / N Is this a drive stun contact? Y / N

Approximate target distance at the time of the dart launch: _____feet

Distance between the two probes: _____ inches Need for an additional shot? Y / N

Did dart contacts penetrate the subject's skin? Y / N Probes removed on scene: Y / N

Did CEW application cause injury? Y / N If yes, was the subject treated for the injury? Y / N

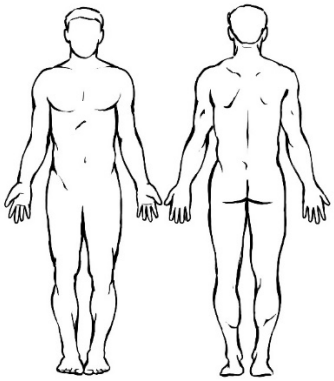
DESCRIPTION OF INJURY: _____

_____

_____

**Application Areas**

(Place Xs where probes hit suspect and Os where stunned)



SYNOPSIS:_____

_____

_____

_____

_____

_____

Need for additional applications? Y / N Did the device respond satisfactorily? Y / N

If the CEW deployment was unsuccessful, was a DRIVE STUN follow-up used? Y / N

Describe the subject's demeanor after the officer used or displayed the device:_____

_____

_____

_____

_____

Chemical spray: Y / N Baton or blunt instrument: Y / N

Authorized control holds: Y / N If yes, what types: _____

Describe other means attempted to control the subject: _____

Photographs taken: Y / N Report completed by: _____

ADDITIONAL INFORMATION: _____

# CRIMINAL JUSTICE OFFICER PHYSICAL FITNESS TRAINING

**Course Outcomes**

At the end of this course, students will be able to:

- ✓ increase their physical fitness
- ✓ improve their scores on the final fitness evaluation
- ✓ adopt a foundation for lifelong fitness

**Course Description**

The CJSTC-certified training academies are charged with developing a structured written Physical Fitness Conditioning Program for basic students and the appropriate instructional materials. The Physical Fitness Conditioning Program consists of two parts:

- ✓ Physical Fitness Training Plan
- ✓ Wellness Nutritional Component

The Physical Fitness Training Plan should be developed to improve the students' performances on the final fitness evaluation. The plan can be in an outline format and should include different types of training exercises and an exercise schedule.

A copy of the Physical Fitness Training Plan must be provided to the student's physician, nurse practitioner, or physician's assistant at the time that Form CJSTC-75, Physician's Assessment, is completed by these medical personnel before acceptance into a Basic Recruit Training Program. The Physical Fitness Training Plan must also be provided to the student at the time that they complete the Applicant's portion of Form CJSTC-75.

The academy and the instructor must also develop wellness and nutritional materials for the Physical Fitness Conditioning Program. The Wellness Nutritional Component can be in outline format and should be structured to improve the overall health of the students. The plan should cover the basic elements of nutrition, weight control, and stress management.

A copy of both parts of the Physical Fitness Conditioning Program (Physical Fitness Training and Wellness Nutritional Component) must be kept on file in the class folder for review.

Many agencies have their own physical fitness programs and standards that exceed the CJSTC goals. Even if agency students have standards that they must meet as part of their temporary employment, they still have to complete the physical fitness training and successfully complete the exit evaluation for the Basic Recruit Training Program.

Required Activities

Helpful Notes

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

| PROGRAM | COURSE NUMBER | COURSE HOURS | ESTIMATED TRAINING HOURS PER WEEK |
|---|---|---|---|
| Criminal Justice Officer Physical Fitness Training: Florida Law Enforcement Academy | CJK_0096 | *60 Hours | 3 |
| Criminal Justice Officer Physical Fitness Training: Florida Correctional Probation Basic Recruit Training Program | CJK_0281 | *34 Hours | 3 |

The physical fitness training hours are based on the total instructional hours of each of the basic recruit training programs.

# COURSE OUTLINE

Criminal Justice Officer Physical Fitness Training ..... 257
Course Outline ..... 259
Vertical Jump ..... 261
One-Minute Sit-Ups ..... 261
300-Meter Run ..... 261
Push-Ups—Standard Form ..... 262
Push-Ups—Modified (Knee) Push-Ups for Women ..... 262
1.5-Mile Run ..... 263

# CRIMINAL JUSTICE OFFICER PHYSICAL FITNESS TRAINING

## Lesson Goal

At the end of this course, students should be able to demonstrate improvement in their overall fitness and understand the importance of adopting a commitment to lifelong fitness.

## Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 6)
Form CJSTC-67A, Academy Physical Fitness Standards Report
Form CJSTC-75, Physician's Assessment

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☑ **HL600.1. Explain why physical training requirements are necessary for a criminal justice officer**

☑ **HL600.2. Describe each of the five parts of the required physical assessments in a Commission-approved basic recruit training program**

☑ **HL600.3. Demonstrate the vertical jump in the required entry and exit assessments**

☑ **HL600.4. Demonstrate one-minute sit-ups in the required entry and exit assessments**

☑ **HL600.5. Demonstrate the 300-meter run in the required entry and exit assessments**

☑ **HL600.6. Demonstrate the maximum push-ups in the required entry and exit assessments**

☑ **HL600.7. Demonstrate the 1.5-mile run in the required entry and exit assessments**

**Physical Fitness Training Plan**

**Pre- and Post-Evaluations**

The pre-evaluation must be conducted within the first two weeks of the start of a Basic Recruit Training Program. The students' performance results from the fitness evaluation must be recorded on Form CJSTC-67A.

The post-evaluation must be conducted within the last two weeks of a Basic Recruit Training Program. The students' performance results from the fitness evaluation must be recorded on Form CJSTC-67A.

**Evaluation**

Assess the students' performances on the following tasks:

- vertical jump
- one-minute sit-ups

- 300-meter run
- maximum push-ups
- 1.5-mile run

## Vertical Jump

### Equipment

- vertical measuring apparatus fixed to a smooth wall
- method of marking extension when jumping, such as chalk dust or Velcro

### Procedure

1. The participant stands with one side toward the wall, feet together, and reaches up as high as possible to mark their standard reach.
2. The participant jumps as high as possible and marks the highest point of the jump. The participant must jump from both feet in a stationary stance; the arms may be pumped and thrust upward.
3. The score is the total inches, to the nearest 1/2 inch, above the standard reach mark.
4. Record the best score from three trials.

## One-Minute Sit-Ups

### Procedure

1. The participant starts by lying on their back, knees bent, heels flat on the floor, with the fingers laced and held behind the head. The participant should avoid pulling on the head with the hands. The buttocks must remain on the floor with no thrusting of the hips.
2. A partner holds the participant's feet down.
3. The participant then performs as many correct sit-ups as possible in one minute.
4. In the up position, the participant should touch the elbows to the knees and then return until the shoulder blades touch the floor.
5. The score is the total number of correct sit-ups. Any resting must be done in the up position.
6. Breathing should be as normal as possible. The participant should make sure not to hold their breath.

## 300-Meter Run

### Equipment

- stopwatch
- 400-meter running track or any measured 300-meter flat surface with sufficient distance to slow to a stop

**Procedure**

1. Warm-up and stretching should precede testing.
2. The participant runs 300 meters at a maximum level of effort. Record the time used to complete the distance.
3. The participant should walk for 3–5 minutes immediately following the test to cool down. This is an important safety practice.

> The participant may walk, if necessary. However, the time walked will be recorded.

## Push-Ups—Standard Form

**Procedure**

1. The participant's hands are placed shoulder-width apart, with fingers pointing forward. Some part of the hands must lie within a vertical line drawn from the outside edge of the shoulders to the floor.
2. Start from the up position: the arms are fully extended with elbows locked and only the hands and feet touching the floor. The participant must keep the back straight at all times and lower the chest to about 3 inches from the floor. A small rubber ball or sponge (3 inches in dimension) can be placed on the floor to check for distance. The participant then returns to the up position with the elbows fully locked. This is one repetition.
3. Resting is permitted only in the up position. The back must remain straight during resting.
4. When the participant elects to stop or cannot continue, the total number of correct push-ups is recorded as the score. There is no time limit for this exercise.

## Push-Ups—Modified (Knee) Push-Ups for Women

> Female candidates may choose to do standard or modified push-ups.

**Procedure**

1. The participant's hands are placed shoulder-width apart, with fingers pointing forward. Knees are bent, and ankles are crossed. Only hands and knees should touch the floor.
2. Participants descend until elbows are bent approximately 90º, then straighten arms, and return to the starting position.
3. The participant must keep the back straight at all times and lower the chest to about 3 inches from the floor. A small rubber ball or sponge (3 inches in dimension) can be placed on the floor to check for distance. The participant then returns to the up position with the elbows fully locked. This is one repetition.
4. Resting is permitted only in the up position. The back must remain straight during resting.
5. When the participant elects to stop or cannot continue, the total number of correct push-ups is recorded as the score. There is no time limit for this exercise.

# 1.5-Mile Run

### Equipment

- stopwatch
- indoor or outdoor track or other suitable flat running area measuring 1.5 miles

### Procedure

1. The participant should not eat a heavy meal or smoke for at least two to three hours before the evaluation. The participant should warm up and stretch thoroughly before running.
2. The participant runs 1.5 miles as fast as possible.
3. The participants should not physically touch one another during the run, unless it is to render first aid.
4. Finish times should be called out and recorded.
5. Upon completion of the run, the participant should cool down by walking for about five minutes to prevent venous pooling. (Venous pooling is the collection of blood in the lower extremities that reduces the return of blood to the heart and may cause cardiac arrhythmia.)

The participant may walk, if necessary. However, the time will be recorded as time walked

# OFFICER WELLNESS AND PHYSICAL ABILITIES

**Course Number**: CJK_0340

**Course Hours**: 30 hours

**Course Outcomes**:

At the end of this course, students will be able to:

- ✓ improve their score on the final fitness evaluation
- ✓ improve understanding of various elements of wellness, such as nutrition, weight control, and stress management
- ✓ adopt a foundation for lifelong fitness

**Course Description**

The CJSTC-certified training academies are charged with developing a structured written Physical Fitness Conditioning Program for basic students and the appropriate instructional materials. The Physical Fitness Conditioning Program consists of two parts:

- ✓ Physical Fitness Training Plan
- ✓ Wellness Nutritional Component

The Physical Fitness Training Plan should be developed to improve the students' performances on the final fitness evaluation. The plan can be in an outline format and should include different types of training exercises and an exercise schedule.

A copy of the Physical Fitness Training Plan must be provided to the student's physician, nurse practitioner, or physician's assistant at the time that Form CJSTC-75, Physician's Assessment, is completed by these medical personnel before acceptance into a Basic Recruit Training Program. The Physical Fitness Training Plan must also be provided to the student at the time that they complete the Applicant's portion of Form CJSTC-75.

The academy and the instructor must also develop wellness and nutritional materials for the Physical Fitness Conditioning Program. The Wellness Nutritional Component can be in outline format and should be structured to improve the overall health of the students. The plan should cover the basic elements of nutrition, weight control, and stress management.

A copy of both parts of the Physical Fitness Conditioning Program (Physical Fitness Training and Wellness Nutritional Component) must be kept on file in the class folder for review.

Required Activities

Instructor Instructions/Helpful Tips

Suggested Activities

Notes to the Instructor

**LESSON VOCABULARY**

DRAFT

Many agencies have their own physical fitness programs and standards that exceed the CJSTC goals. Even if agency students have standards that they must meet as part of their temporary employment, they still have to complete the physical fitness training and successfully complete the exit evaluation for the basic recruit training program.

# COURSE OUTLINE

Officer Wellness and Physical Abilities ..... 264
Course Outline ..... 266
Vertical Jump ..... 268
One-Minute Sit-Ups ..... 268
300-Meter Run ..... 268
Push-Ups—Standard Form ..... 269
Push-Ups—Modified (Knee) Push-Ups for Women ..... 269
1.5-Mile Run ..... 270

# OFFICER WELLNESS AND PHYSICAL ABILITIES

## Lesson Goal

At the end of this course, students should be able to demonstrate improvement in their overall fitness and understand the importance of adopting a commitment to lifelong fitness.

## Materials

*Florida Basic Recruit Training Program: High Liability*, Volume 2 (Chapter 6)
Form CJSTC-67A, Academy Physical Fitness Standards Report
Form CJSTC-75, Physician's Assessment

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☑ **HL600.1. Explain why physical training requirements are necessary for a criminal justice officer**

☑ **HL600.2. Describe each of the five parts of the required physical assessments in a Commission-approved basic recruit training program**

☑ **HL600.3. Demonstrate the vertical jump in the required entry and exit assessments**

☑ **HL600.4. Demonstrate one-minute sit-ups in the required entry and exit assessments**

☑ **HL600.5. Demonstrate the 300-meter run in the required entry and exit assessments**

☑ **HL600.6. Demonstrate the maximum push-ups in the required entry and exit assessments**

☑ **HL600.7. Demonstrate the 1.5-mile run in the required entry and exit assessments**

**Physical Fitness Training Plan**

**Pre- and Post-Evaluations**

The pre-evaluation must be conducted within the first two weeks of the start of a Basic Recruit Training Program. The students' performance results from the fitness evaluation must be recorded on Form CJSTC-67A.

The post-evaluation must be conducted within the last two weeks of a Basic Recruit Training Program. The students' performance results from the fitness evaluation must be recorded on Form CJSTC-67A.

**Evaluation**

Assess the students' performances on the following tasks:

- vertical jump
- one-minute sit-ups

- 300-meter run
- maximum push-ups
- 1.5-mile run

## Vertical Jump

### Equipment

- vertical measuring apparatus fixed to a smooth wall
- method of marking extension when jumping, such as chalk dust or Velcro

### Procedure

1. The participant stands with one side toward the wall, feet together, and reaches up as high as possible to mark their standard reach.
2. The participant jumps as high as possible and marks the highest point of the jump. The participant must jump from both feet in a stationary stance; the arms may be pumped and thrust upward.
3. The score is the total inches, to the nearest 1/2 inch, above the standard reach mark.
4. Record the best score from three trials.

## One-Minute Sit-Ups

### Procedure

1. The participant starts by lying on their back, knees bent, heels flat on the floor, with the fingers laced and held behind the head. The participant should avoid pulling on the head with the hands. The buttocks must remain on the floor with no thrusting of the hips.
2. A partner holds the participant's feet down.
3. The participant then performs as many correct sit-ups as possible in one minute.
4. In the up position, the participant should touch the elbows to the knees and then return until the shoulder blades touch the floor.
5. The score is the total number of correct sit-ups. Any resting must be done in the up position.
6. Breathing should be as normal as possible. The participant should make sure not to hold their breath.

## 300-Meter Run

### Equipment

- stopwatch
- 400-meter running track or any measured 300-meter flat surface with sufficient distance to slow to a stop

**Procedure**

1. Warm-up and stretching should precede testing.
2. The participant runs 300 meters at a maximum level of effort. Record the time used to complete the distance.
3. The participant should walk for 3–5 minutes immediately following the test to cool down. This is an important safety practice.

> The participant may walk, if necessary. However, the time walked will be recorded.

## Push-Ups—Standard Form

**Procedure**

1. The participant's hands are placed shoulder-width apart, with fingers pointing forward. Some part of the hands must lie within a vertical line drawn from the outside edge of the shoulders to the floor.
2. Start from the up position: the arms are fully extended with elbows locked and only the hands and feet touching the floor. The participant must keep the back straight at all times and lower the chest to about 3 inches from the floor. A small rubber ball or sponge (3 inches in dimension) can be placed on the floor to check for distance. The participant then returns to the up position with the elbows fully locked. This is one repetition.
3. Resting is permitted only in the up position. The back must remain straight during resting.
4. When the participant elects to stop or cannot continue, the total number of correct push-ups is recorded as the score. There is no time limit for this exercise.

## Push-Ups—Modified (Knee) Push-Ups for Women

> Female candidates may choose to do standard or modified push-ups.

**Procedure**

1. The participant's hands are placed shoulder-width apart, with fingers pointing forward. Knees are bent, and ankles are crossed. Only hands and knees should touch the floor.
2. Participants descend until elbows are bent approximately 90º, then straighten arms, and return to the starting position.
3. The participant must keep the back straight at all times and lower the chest to about 3 inches from the floor. A small rubber ball or sponge (3 inches in dimension) can be placed on the floor to check for distance. The participant then returns to the up position with the elbows fully locked. This is one repetition.
4. Resting is permitted only in the up position. The back must remain straight during resting.
5. When the participant elects to stop or cannot continue, the total number of correct push-ups is recorded as the score. There is no time limit for this exercise.

# 1.5-Mile Run

### Equipment

- stopwatch
- indoor or outdoor track or other suitable flat running area measuring 1.5 miles

### Procedure

1. The participant should not eat a heavy meal or smoke for at least two to three hours before the evaluation. The participant should warm up and stretch thoroughly before running.
2. The participant runs 1.5 miles as fast as possible.
3. The participants should not physically touch one another during the run, unless it is to render first aid.
4. Finish times should be called out and recorded.
5. Upon completion of the run, the participant should cool down by walking for about five minutes to prevent venous pooling. (Venous pooling is the collection of blood in the lower extremities that reduces the return of blood to the heart and may cause cardiac arrhythmia.)

The participant may walk, if necessary. However, the time will be recorded as time walked.