

Dublin City Task Force

Diversity, Equity & Inclusion

Mental Health Resources

US City Police Departments currently collaborating with Mental Health Resources:

Arlington, Massachusetts

[Arlington Police Department Link](#)

Program Highlights

- Serves a suburban jurisdiction in close proximity to two urban centers
- Features a co-response program and targeted initiatives, spearheaded by a mental health clinician embedded in the police department, which includes the Jail Diversion Program, Hoarding Response Team, Elder Abuse Prevention Task Force, and Arlington Opiate Outreach Initiative
- Uses strong community partnerships to facilitate cross-sector case management
- Provides multi-modality training, which includes instruction in:
 - Mental Health First Aid (MHFA) for all officers
 - Trauma-informed care
 - Youth development/brain development
 - Context-specific crisis management and intervention techniques
 - Signs and symptoms of mental illness
 - Signs and symptoms of overdose
 - Narcan (deployment and distribution training)
 - Common psychiatric medications and usage
 - Suicide risk and prevention
 - Relevant laws and statutes
- Collects and analyses data comprehensively in a system that allows for specialized clinician access

Houston, Texas

[Houston Police Department Link](#)

Program Highlights

- Multi-faceted strategy staffed by various personnel including crisis intervention-trained (CIT) patrol officers, co-responder units, a Homeless Outreach Team, a Boarding Homes Enforcement Detail, a Chronic Consumer Stabilization Initiative, a Crisis Call Diversion program, a Senior Justice Assessment Center, and trained dispatchers and call takers
- Mental health training for all officers that includes:

- 40-hour Crisis Intervention Team (CIT) training for all cadets
- 8-hour annual advanced CIT classes
- State-mandated 8-hour CIT refresher for all officers with their Basic Peace Officer Certification
- 40-hour Mental Health Peace Officer class for veteran officers
- State-mandated 40-hour CIT class for Basic, Intermediate, and Advanced certification
- State-mandated 8-hour De-escalation class for all cadets, Basic, Intermediate, and Advanced state certifications
- 24-hour Telecommunications Crisis Communications class for tele-communicators (e.g., dispatchers)

Los Angeles, California

[Los Angeles Police Department Link](#)

Program Highlights

- Uses a [multi-layered approach](#) that includes triage by trained dispatchers, 24-hour triage line, co-response teams, follow-up case managers, and focused community engagement
- Features embedded mental health professionals in police agency
- Incorporates comprehensive data collection and information-sharing procedures
- Employs a robust training strategy that includes 40-hour Mental Health Intervention Training
- Engages community partners through the Mental Health Crisis Response Program Advisory Board

Madison County, Tennessee

[Madison County Sheriff's Department Link](#)

Program Highlights

- Participates in an inter-agency collaborative, which includes representatives from city, county, and state criminal justice and behavioral health agencies
- Operates in a primarily rural area with an increased population during business hours due to commuter influx
- Uses a comprehensive training strategy, including 40-hour Crisis Intervention Team (CIT) training
- Established processes for law enforcement personnel to identify and connect appropriate people to a 24/7 Crisis Stabilization Unit (CSU)
- Formalized data collection processes with information-sharing agreements

Madison, Wisconsin

[Madison Police Department Link](#)

Program Highlights

- Collects comprehensive data and shares non-protected information with line-level officers
- Provides training for all officers using “scenario-based” approaches
- Features a multi-layered approach with officers trained to be “mental health liaisons”
- Employs a full-time mental health team of sworn officers and in-house crisis workers
- Facilitates a Crisis Intervention Team (CIT) training program for outside agencies that includes: pre-service academy CIT, in-service CIT updates, basic CIT training, and advanced CIT

[Mental Health Liaison Program](#)

Portland, Maine

[Portland Police Department Link](#)

Program Highlights

- Features mental health professionals embedded in the law enforcement agency
- Operates within a small city, in collaboration with nearby rural community
- Facilitates internship program for Master’s level students
- Uses a co-response model with community-based support network
- Crisis Intervention Team (CIT) training for all officers

[Behavioral Health Response Program](#)

[Jo Freedman Profile](#)

Salt Lake City, Utah

[Salt Lake City Police Department Link](#)

Program Highlights

- Small city and rural community collaboration and coordination across multiple jurisdictions
- Employs a complementary three-team approach through the Community Connection Center (CCC), which includes:
 - Crisis Intervention Team (CIT)
 - Homeless Outreach Service Team (HOST)
 - Community Connections Team (CCT)
- The CIT Crisis Intervention Team (CIT) multi-county collaboration:
 - Provides 40-hour training for patrol and corrections-based academies

- Operates a dedicated CIT Investigative Unit with a detective to follow up on mental health calls for service
- Additional Training includes:
 - Crisis Intervention Team for youth: 8-hour academy
 - Autism training: Two 5-hour courses per year
 - Post-traumatic stress disorder specialization and officer wellness 8-hour course
 - Recertification and officer resilience CIT training

[SLC Police Department Homeless Outreach Services Team \(HOST\)](#)

[Brandee Casias Profile](#)

Tucson, Arizona

[Tucson Police Department Link](#)

Program Highlights

- Mental Health Support Team (MHST)
 - Co-responder program pairs MHST officers with mental health clinicians
 - Proactively and compassionately connects people who have mental health needs to services before, during, and after a crisis
- Crisis Mobile Teams (CMT)
 - Work in tandem with the crisis line to provide continuous access to services
- Crisis Response Center (CRC)
 - Provides 24/7 emergency psychiatric and substance addiction treatment services for both adults and youth
- Multi-tiered training is open to all levels of law enforcement, mental health workers, call takers and dispatchers, emergency medical technicians, paramedics, and firefighters. Training includes:
 - Mental Health First Aid (MHFA) and basic crisis mitigation and management training for all officers; training is also open to the community
 - Crisis Intervention Team (CIT) training for officers on a voluntary basis
 - Advanced training for specialized units including MHST and Special Weapons and Tactics (SWAT) Negotiators

University of Florida

[University of Florida Police Department Link](#)

Program Highlights

- Coordinates among many campus entities involved with student and faculty wellness

- Features on-site support during incidents with trained university officers and crisis intervention consultants
- Provides comprehensive training, including:
 - Intensive 40-hour mental health and crisis intervention team (CIT) training for all sworn officers
 - Annual QPR Gatekeeper Training for Suicide Prevention (Suicide Prevention Resource Center training)
 - Seminars on multicultural and diversity issues
 - Online training for communicating with distressed persons (At Risk-Kognito training)
 - Advanced training on threat assessment and intervention (Gavin DeBecker & Associates training)
- Responds to youth in crisis from K-12 through university-age students due to a K-12 Developmental Research School on campus.

Additional Resources:

<https://csgjusticecenter.org/projects/police-mental-health-collaboration-pmhc/>

Checklists, Assessments, Webinars & Trainings

<https://bja.ojp.gov/program/pmh>

Videos, Statistics, Testimonials

Components to Consider for Dublin:

- Mental Health Peer Mentors
- Police Wellness Day
- Police Follow-up with Axis to connect with successful clients.
- Crisis Intervention
- Co-responder
- Additional Training

Alameda County

Community Assessment and Treatment Team (CATT) Pilot Program

M-Sun 7am-11pm

Response method: CATT will be dispatched through 911 calls and if necessary will work with local police officers and firefighters at the scene to assess people and get them treatment. The teams are planned to be based in Oakland, Hayward, San Leandro, Fremont and currently also serve Piedmont and unincorporated areas of the county served by the Alameda County Sheriff's Office.

Team composition: Teams will include an emergency medical technician and a licensed behavioral health clinician.

Collaboration: A collaboration among core Alameda County Health Care Services Agency programs - Behavioral Health Care Services, Emergency Medical Services, and Alameda Care Connect (Whole Person Care) – as well as other partners – 911 dispatch, the County Sheriff's Office, city police departments, city health and human services, Bonita House and other relevant services - to ensure the crisis response system is more agile and flexible.

Services: CATT will provide mental health assessment, crisis intervention, medical assessment, information, referral, and transportation to a variety of voluntary settings. CATT hopes to divert individuals who are not in need of involuntary hospitalization or an emergency department whenever possible and will be designated to write involuntary psychiatric holds (5150/5585) and transport to emergency departments as necessary.

Budget Info: \$9,878,082 over 5 years

The County's behavioral health department is paying for the program with funds raised in a sales tax measure residents of Alameda approved in 2004, specifically to provide healthcare to vulnerable residents. It is also using money that it receives from state via Mental Health Service Act.

Marin County

Mobile Crisis Response Team (MCRT)

1-415-473-6392

1-415-473-3344 TTY

M-F 8am-9pm

Sat 1pm-9pm

After Hours support from Crisis Stabilization Unit : 415-473-6666

Response method: MCRT will provide rapid crisis intervention in the field to address and de-escalate, as well as stabilize, an immediate crisis in the least restrictive environment possible.

Team composition: MCRT is a team staffed by two Mental Health Clinicians.

Collaboration: MCRT works collaboratively with the citizens of Marin County, community based mental health and substance abuse agencies, hospitals and local enforcement to increase the safety of individuals in crisis.

Services: Face-to-face crisis counseling and brief supportive interventions • Assessment of the individuals mental health and/or substance abuse needs • When necessary, facilitate transportation to Crisis Stabilization Unit (CSU) *Formerly known as PES • Coordination of appropriate and available community-based services for on-going treatment and follow-up • Family support services • Available for phone consultation to law enforcement, first responders, community providers, families and other community members

Expansion: A state grant has allowed Marin County to add a second mobile team to provide psychiatric crisis intervention, and officials may expand the program more if they can find the funding.

San Francisco County

Street Crisis Response Team (SCRT) Pilot Program

M-F 9am-6pm

Response method: The team is dispatched to address calls for service by the 911 call center. Through pairing behavioral health specialists and medical professionals, the Street Crisis Response Team can begin to respond to some of the calls that the SFPD currently answers. The goal of the new program is to provide an appropriate non-law enforcement response to behavioral health emergencies in San Francisco and divert individuals in crisis away from emergency rooms and criminal legal settings into behavioral health treatment.

Team composition: Each team includes a community paramedic, a behavioral health clinician, and a behavioral health peer specialist. Plan is to have at least six teams by the end of March 2021, with the goal of enabling the SCRT to operate citywide, 7 days per week and up to 24 hours a day.

Collaboration: The SCRT pilot program is collaboration between the San Francisco Department of Public Health and the San Francisco Fire Department with significant support from the Department of Emergency Management. The San Francisco Police Department will also be a key partner in the transition of certain types of 911 calls to the new teams.

Services: The SCRT aims to provide trauma-informed clinical interventions and care coordination for people who experience behavioral health crises on the streets of San Francisco.

Budget: 17 million over two years for four, three person teams

The approval of a business tax this past November and a windfall funds from 2018's Prop C "homeless tax" helped see the program to fruition.

Santa Clara County

Mobile Crisis Response Teams

1-800-704-0900

M-F 8am to 8pm

Clinician available 24/7 to assess and connect the caller to appropriate services

Response method: Mobile Crisis Response Teams screen and assess crisis situations over the phone and intervene wherever the crisis is occurring. These teams respond to individuals in crisis that exhibit mental health symptoms, may be suicidal or at-risk and need an evaluation for psychiatric hospitalization.

Team composition: Teams are made up of licensed clinicians and therapists with training and expertise in crisis response.

Collaboration: Mobile Crisis Response Teams work closely with law enforcement, crisis hotlines, the community and family members.

Services: Services provided include crisis screening, intervention, de-escalation services, and connect or refer people to community resources.

Language: Over 200 Languages are available through Language Service Line.

City of San Jose

SJPD Mobile Crisis Response Team Pilot Program

Response method: Officers in the program are dressed in a special uniform; receive additional mental health training and de-escalation training. They respond to calls with the county's Mobile Crisis Response Team.

Team composition: Team consists of two SJ police officers, one sergeant, and a clinician from the Santa Clara County Department of Behavioral Health.

Collaboration: San Jose PD in collaboration with Santa Clara Department of Behavioral Health.

Services: Responding to in-progress calls with officers, clinicians will help de-escalate and resolve emergencies, minimizing police intervention. Clinicians are able to provide crisis assessment, verbal de-escalation, crisis intervention as well as linkages to behavioral health services. The team of officers and clinicians will also conduct home visits through county referrals, identify people frequently in mental health crises, and connect them with services.

Budget: 750,000 for one year. Funded through 2018 Department of Justice Grant.

Plan to have a full-time unit by beginning of March. Plan to hire eight officers for the unit.

Eugene Oregon

Crisis Assistance Helping Out on the Streets

Eugene police non-emergency dispatch: 541-682-5111

Available 24/7

Response method: CAHOOTS (Crisis Assistance Helping Out On The Streets) is a mobile crisis intervention program providing free, confidential services in the Eugene and Springfield area 24 hours a day, 7 days a week. Free response is available for a broad range of non-criminal crises, including homelessness, intoxication, disorientation, substance abuse and mental illness problems, and dispute resolution.

Team composition: The program mobilizes two-person teams consisting of a medic (a nurse, paramedic, or EMT) and a crisis worker who has substantial training and experience in the mental health field.

Collaboration: CAHOOTS is a collaboration between local police and a community service called the White Bird Clinic.

Services: CAHOOTS offers a broad range of services, including but not limited to:

- Crisis Counseling
- Suicide Prevention, Assessment, and Intervention
- Conflict Resolution and Mediation
- Grief and Loss
- Substance Use and Abuse
- Housing Crises
- First Aid and Non-Emergency Medical Care
- Resource Connection and Referrals
- Transportation to Services

Budget: Eugene and Springfield: 2.1 million/year

The CAHOOTS program budget is about \$2.1 million annually, while the combined annual budgets for the Eugene and Springfield police departments are \$90 million. In 2017, the CAHOOTS teams answered 17% of the Eugene Police Department's overall call volume. The program saves the city of Eugene an estimated \$8.5 million in public safety spending annually.

Training and Curriculum

Dublin: Community Task Force on Equity Diversity, and Inclusion

Additional Questions:

- What are the expectations for continuing and ongoing education and training? What are the results?
- Is additional training/education: valued, tracked, compensated, recognized?
- How many officers have earned formal education beyond Post training (AA, AS, BA, BS)? Is education sponsored?
- What, if any, in-service trainings are mandatory for current officers?
- What are the training evaluation tools, compliance, monitoring, results analysis?
- Would like to see a job description for an officer for the Dublin Police Services. Does DPS set higher standards than the statewide minimum standards?
- Following the demand for social justice across the country, what actions have the DPS taken?
- What is the Dublin Police Services philosophy regarding Community Policing? How is it defined, how is it formalized within the department?

Possible additional topics/areas for training (in-service training)?

- Interpersonal and communication skills
- Bias awareness
- Scenario-based, situational decision making
- Crisis intervention
- Procedural justice and impartial policing
- Trauma and victim services
- Mental health issues
- Analytical research and technology
- Languages and cultural responsiveness
- Community Relations
- Police Ethics and Leadership
- Understanding Culture and Race
- Understanding Racism
- Leadership and Integrity
- Community Policing
- Policing America

Notes/Best Practices:

- Community policing - combines elements of traditional and professional policing with an emphasis on community partnerships, prevention and collaborative problem solving to reduce crime, the fear of crime, and improve the quality of life. – Sir Robert Peel
- Based on the work of our Task Force, I would like to see the Dublin Police Services “reimagine” their services by conducting a systematic review and assessment that

demands reflection on systemic injustice that compels innovative and creative solutions to emerge and implemented.

- Evaluate existing models and implement an alternative to law enforcement response system for crisis intervention and wraparound health and human services delivery
- Better align available resources with emergency response needs by establishing a pilot program for non-emergency calls
- Identify new curriculum, redesign and implement a culturally-responsive training program that incorporates de-escalation and mental health components into a comprehensive response for law enforcement
- Develop a program to promote and support holistic officer wellness
- Create listening opportunities with the community.
- Conduct community surveys on attitudes toward policing, and publish the results.
- Define the terms of civilian oversight to meet the community's needs.
- Call on the state Peace Officer Standards and Training (POST) Commission to implement training at all levels to ensure fair and impartial policing.
- Require higher education for law enforcement officers

The Role of Higher Education in Law Enforcement (LE) Hiring

- Most state & local LE agencies (81.5%) require only a high school diploma to be hired as an officer
- 81% of state & local LE academies do not have a minimum educational requirement that includes a college degree.
- California's minimum educational requirement for LE officers is a high school diploma, G.E.D. or other high school equivalency test.
- Although not typically required for LE employment, a college degree can make a difference when seeking promotion.¹

1. *Gardiner, C. (2017). Policing around the nation: Education, philosophy, and practice. California State University, The Center for Public Policy.*

2. *Final Report of the President's Task Force on 21st Century Policing, May 2015*

3. *CA Government Code sec. 1031*

Regular Basic Course

For all city police officers, county sheriff deputies, and most other peace officer categories, the Regular Basic Course is the minimum entry-level training requirement. For all city police officers, county sheriff deputies, and most other peace officer categories, the Regular Basic Course is the minimum entry-level training requirement.

The Regular Basic Course (academy) is the entry-level training requirement for many California peace officers, as specified in [Commission Regulation 1005](#). 40 POST-certified [basic training academies](#), not POST, present the academy in both the Standard and Modular Formats. Those interested in obtaining academy-specific information on entry requirements, costs, and course schedules should contact the academies directly.

Course Formats

The Standard Format of the Regular Basic Course is delivered in a one-part instructional sequence with a minimum requirement of 664 hours. There are two presentation styles: Intensive and Extended. The Intensive Format is a full-time academy that typically meets Monday - Friday, 8:00 a.m. - 5:00 p.m. The Extended Format is a part-time or weekend academy that meets evenings and weekends.

[The Modular Format of the Regular Basic Course](#) is delivered in a three-part instructional sequence that concurrently provides a reserve training program since the three modules coincide with the training requirements for the three levels of California reserve peace officers. The minimum requirement is 730 hours, allowing necessary redundancy of instruction in critical skill areas due to the three-part sequence that can be taken over an extended period of time.

Curriculum

The [Regular Basic Course](#) curriculum is divided into 41 individual topics, called Learning Domains. The Learning Domains contain the minimum required foundational information for given subjects, which are detailed in the [Training and Testing Specifications for Peace Officer Basic Courses](#). The training and testing specifications for a particular domain may also include information on required instructional activities and testing requirements.

Student Workbooks

Student workbooks are important sources of text-based information for the Regular Basic Course. These workbooks introduce each topic and contain self-assessment questions, chapter objectives, workbook learning activities, terminology and definitions. The Regular Basic Course Student Workbooks may be ordered [online](#).

Student Preparedness

The Regular Basic Course prepares each student by providing hands-on experience, including weapons training, role-play scenarios, patrol procedures, emergency vehicle operations, and arrest and control techniques. The student must pass comprehensive, exercise, scenario, and physical abilities tests, to demonstrate readiness for entry into a department's standardized [Field Training / Police Training Program](#). Specific minimum training and testing requirements for the Regular Basic Course can be found in [Commission Procedure D-1](#). Academies provide requirements in addition to POST's and prospective students should contact the academies directly with any questions related to academy-specific requirements.

Individuals applying for a peace officer position in California are required to meet several statewide minimum standards for employment. These standards include:

- No felony convictions
- A fingerprint and criminal history check
- Meeting the citizenship requirement (Included are provisions for permanent resident aliens. See [citizenship requirements FAQs](#).)
- A background investigation indicating the individual is of good moral character
- Minimum age of 18 years
- Minimum education of United States high school graduation or passage of GED or other approved equivalency test
- A medical and psychological suitability evaluation
- An employment interview
- A [reading and writing ability test](#)

**MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT - MODULE I**

October 1, 2020

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
04	Victimology/Crisis Intervention	6 hours
09	Crimes Against Children	4 hours
10	Sex Crimes	4 hours
11	Juvenile Law and Procedures	3 hours
12	Controlled Substances	12 hours
13	ABC Law	2 hours
18	Investigative Report Writing	20 hours
19	Vehicle Operations	40 hours
20	Use of Force/Deescalation	4 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	18 hours
24	Handling Disputes/Crowd Control	8 hours
25	Domestic Violence	10 hours
26	Critical Incidents	8 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	16 hours
29	Traffic Collision Investigations	12 hours
30	Crime Scenes, Evidence, and Forensics	6 hours
32	Lifetime Fitness	44 hours
33	Arrest and Control	32 hours
35	Firearms/Chemical Agents	12 hours
37	People with Disabilities	15 hours
38	Gang Awareness	2 hours
40	Weapons Violations	4 hours
43	Terrorism Awareness	4 hours
Minimum Instructional Hours		316 hours
The minimum number of hours allocated to testing in the Level I Module are shown below. ¹		
Additional instructional and testing hours for POST-required content		16 hours
TESTS	Scenario Tests - (40 hours test administration; 18 hours scenario demonstration) (LDs 1,4,7,20,21,22,23,25,30, and 37)	58 hours
POST-Constructed Comprehensive Module I Test (LDs 5,6,7,8,9,10,11,12,15,16, 20,25,26,28,37,39, 40, and 43)		4 hours
Total Minimum Required Hours		394 hours

¹ Time required for exercise testing, instructional activities, and the Work Sample Test Battery is included in instructional hours.

**MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) - MODULAR FORMAT - MODULE II**

April 1, 2020

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
03	Principled Policing in the Community	20 hours
06	Property Crimes	6 hours
07	Crimes Against Persons/Death Investigation	6 hours
08	General Criminal Statutes	2 hours
15	Laws of Arrest	7 hours
16	Search and Seizure	8 hours
17	Presentation of Evidence	4 hours
18	Investigative Report Writing	20 hours
20	Use of Force/De-escalation	6 hours
21	Patrol Techniques	6 hours
22	Vehicle Pullovers	6 hours
23	Crimes in Progress	10 hours
30	Crime Scenes, Evidence, and Forensics	4 hours
33	Arrest and Control	16 hours
35	Firearms/Chemical Agents	44 hours
39	Crimes Against the Justice System	4 hours
42	Cultural Diversity/Discrimination	15 hours
Minimum Instructional Hours		184 hours
The minimum number of hours allocated to testing in the Module II are shown below. ¹		
Additional instructional and testing hours for POST-required content		2 hours
TESTS		HOURS
POST-Constructed Comprehensive Module II Test (LDs 5,6,7,8,15,16,20, and 39)		3 hours
Total Minimum Required Hours		189 hours

¹ Time required for exercise testing and instructional activities is included in instructional hours.

**MINIMUM CONTENT AND HOURLY REQUIREMENTS
REGULAR BASIC COURSE (RBC) MODULAR FORMAT- MODULE III**

April 1, 2020

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	2 hours
03	Principled Policing in the Community	6 hours
05	Introduction to Criminal Law	4 hours
15	Laws of Arrest	5 hours
16	Search and Seizure	4 hours
17	Presentation of Evidence	2 hours
18	Investigative Report Writing	8 hours
19	Vehicle Operations	8 hours
20	Use of Force/De-escalation	9 hours
28	Traffic Enforcement	2 hours
30	Crime Scenes, Evidence, and Forensics	2 hours
31	Custody	2 hours
33	Arrest and Control	24 hours
34	First Aid, CPR, and AED	21 hours
35	Firearms/Chemical Agents	28 hours
36	Information Systems	2 hours
39	Crimes Against the Justice System	1 hour
42	Cultural Diversity/Discrimination	1 hour

Minimum Instructional Hours 139 hours

The minimum number of hours allocated to testing in the Module III Course are shown below.¹

Additional instructional and testing hours for POST-required content 1 hours

TESTS	HOURS
POST-Constructed Comprehensive Test	
LD 34	1 hour
Module III Test (LDs 5,15,16,20, and 39)	3 hours
Total Minimum Required Hours	144 hours

¹ Time required for exercise testing and instructional activities is included in instructional hours.

TRAINING AND TESTING

SPECIFICATIONS FOR LEARNING DOMAIN #20

USE OF FORCE/DEESCALATION

October 1, 2020

I. LEARNING NEED

Peace officers must recognize that they have the authority to use objectively reasonable force to effect an arrest, to prevent escape, or to overcome resistance as authorized by the California Penal Code. For their safety, and for the safety and well-being of fellow officers, it is critical that peace officers know the laws governing the use of force.

LEARNING OBJECTIVES

- A. Discuss objectively reasonable force as stated by law
- B. Discuss the components of the Fourth Amendment standard for determining objective reasonableness as determined by the U.S. Supreme Court
- C. Explain the legal framework establishing a peace officer's authority during a legal arrest, including:
 - 1. A subject's requirement to submit to arrest without resistance
 - 2. Peace officer's authority to use objectively reasonable force during a detention or arrest
- D. Identify the circumstances set forth in the California Penal Code when a peace officer has the authority to use force
- E. Discuss the level of authority agency policies have regarding the use of force by a peace officer

II. LEARNING NEED

Peace officers must understand how the principles of deescalation can enhance contacts with the public and may result in improved decision-making, reduction in situational intensity, and opportunities for outcomes with greater voluntary compliance.

LEARNING OBJECTIVES

- A. Define deescalation
 - 1. Deescalation is the process of using strategies and techniques intended to decrease the intensity of the situation
 - 2. Recognize common misconceptions and benefits of deescalation
 - 3. Understand the history of deescalation
- B. Recognize the four core concepts of deescalation, to include:

1. Self-control
2. Effective communication
3. Scene assessment and management
4. Force options

C. Understand the components of a Critical Decision-making Model including:

1. Collect information
2. Assess situation, threats, and risks
3. Law and policy
4. Plan
5. Act, review, and reassess

D. Recognize how tactical methods that use time, distance, cover, and concealment assist in deescalation

E. Recognize how strategic communication may enhance deescalation

III. LEARNING NEED

Peace officers must recognize that they have a range of force options available to them. However, in all cases the use of force must be objectively reasonable compared to the threat, resistance, and other circumstances known to the officer at the time the force was used.

LEARNING OBJECTIVES

- A. Define the term “force option”
- B. Identify that the objective of using force is to overcome resistance to gain control of an individual and the situation
- C. Recognize force options and the amount of force peace officers may use based on the subject’s resistance
- D. Explain the importance of training and ongoing practice when responding to potentially dangerous situations that may require the use of force
- E. Discuss the importance of effective communication when using force

IV. LEARNING NEED

Peace officers must fully comprehend their authority, responsibility, and liability regarding the use of deadly force as authorized by law.

LEARNING OBJECTIVES

- A. Identify the legal standard for the use of deadly force
- B. Identify the factors required to establish sufficiency of fear for the use of deadly force
- C. Recognize facts an officer should consider when determining whether or not to use deadly force
- D. Discuss the role of agency policies regarding the use of deadly force

E. Recognize the law regarding justifiable homicide by a peace officer and the circumstances under which the homicide is considered justifiable

V. LEARNING NEED

When a force option has been employed, peace officers' reports must include the critical information to ensure that the chronology, specifics of the events, and the people involved are properly documented.

LEARNING OBJECTIVES

A. Describe why complete documentation of the use of force is critical to the peace officer and the peace officer's agency, to include:

1. Justification for using force
2. Relevant factors and detail
3. Deescalation strategies and techniques utilized

B. Supervisor responsibilities

1. Use of force review and analysis

C. State required reporting

VI. LEARNING NEED

Peace officers must be ready to, and capable of, safely taking control of a dangerous situation.

LEARNING OBJECTIVES

A. Discuss factors that can affect a peace officer's response when threatened with danger, to include:

1. Fear
 - a. Reasonable
 - b. Unreasonable
2. Anger
3. Indecision and hesitation

B. Give examples of acceptable techniques for managing anger

C. Describe the benefits of ongoing physical and mental training for peace officers involving the use of force

VII. LEARNING NEED

Peace officers must recognize the consequences of using unreasonable force, and their legal and ethical responsibilities to intervene if the force being used by another peace officer is inappropriate or unlawful.

LEARNING OBJECTIVES

A. Explain the legal and administrative consequences associated with the use of unreasonable force

B. Explain an agency's potential liability associated with the use of unreasonable force

- C. Explain the consequences of an officer's failure to intervene when unreasonable force is used by another peace officer
- D. Discuss immediate and delayed intervention techniques
- E. Discuss factors that may inhibit a peace officer from intervening in a situation where a fellow officer may be applying unreasonable force

VIII. REQUIRED TESTS

The student is required to demonstrate proficiency in the following competencies:

- 1. Use of Force – The ability to distinguish and apply objectively reasonable force options in given circumstances.
- 2. Problem Solving/Decision-Making – Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
- 3. Legal Authority/Individual Rights – The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
- 4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
- 5. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
- 6. Ethics - Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
- 7. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

IX. REQUIRED LEARNING ACTIVITIES

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* (December 2005) or other comparable sources regarding use of force. At a minimum, each activity, or combination of activities must address the following topics:

1. Exercise of leadership in the application of objectively reasonable force
2. Impact of ethical decision-making on the selection of appropriate force options
3. Evaluation of the effectiveness of force option choices
4. Consequences for the use of unreasonable force on the officer, community perception and public trust

B. The student will participate in a learning activity that will include a use of force scenario that will include simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't shoot situations, and real time force option decision making.

X. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum number of instructional hours on the use of force.

XI. **ORIGINATION DATE**

January 1, 2001

XII. **REVISION DATE**

January 1, 2002	January 1, 2006	July 1, 2010	February 15, 2017
January 1, 2004	January 19, 2007	July 1, 2012	April 1, 2020
September 15, 2004	July 1, 2008	August 1, 2015	October 1, 2020
July 1, 2005	July 1, 2009	February 1, 2017	

TRAINING AND TESTING

SPECIFICATIONS FOR LEARNING DOMAIN #42

CULTURAL DIVERSITY/DISCRIMINATION

October 1, 2020

I. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

- A. Define the terms:
 - 1. Culture
 - 2. Cultural diversity
- B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
- C. Explain the historical and current cultural composition of California

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

- A. Define the term stereotype
- B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions
- C. Define the term prejudice
- D. Define the term discrimination
- E. Define the term racial profiling, including the:
 - 1. Conceptual definition
 - 2. Legal definition
- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:

1. California Penal Code Section 13519.4
2. Fourth Amendment
3. Fourteenth Amendment
4. Current case law
5. Criminal profiling vs. racial profiling

G. Discuss the impact of racial profiling on the:

1. Individual citizens
2. Community
3. Officer
4. Criminal justice system

H. Discuss landmark events in the evolution of civil and human rights

I. Define key indices peace officers should recognize and respect that make up evolving culture among a community

J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

LEARNING OBJECTIVES

A Explain strategies for effective communication within a diverse community, including:

1. Verbal communication
2. Active listening
3. Nonverbal communication

B. Describe positive officer behaviors during contacts with members of a cross-cultural community

C. Discuss articles of faith that can be interpreted as a weapon, including:

1. Identification of the article
2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

A. Discuss the difference between sexual orientation and gender identity.

1. Sexual orientation: a person's physical, emotional and romantic attraction to people of the same and/or other gender
2. Gender identity: a person's sense of being male, female, or something other or in-between

B. Discuss how sexual orientation and gender identity intersect with:

1. Each other
2. Race
3. Culture
4. Religion

C. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:

1. Sexual orientation (straight, gay, lesbian, bisexual)
2. Gender identity (transgender, cisgender, non-binary)
3. Gender expression (the way a person expresses themselves)
4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)

D. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:

1. Demonstrating respect for diversity
2. Recognizing personal bias and its potential negative effect on workplace conduct
3. Honoring the right to privacy and confidentiality
4. Not making assumptions
5. Understanding reasons why employees may not report incidents of harassment/discrimination

E. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:

1. Protests (i.e. The Stonewall Riots (1969))

2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges))
3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

V. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

LEARNING OBJECTIVES

- A. State the legal definition of a hate crime based on the Penal Code
- B. Classify the crime and the elements required to arrest for:
 1. Desecrating religious symbols
 2. Interfering with religious freedom
 3. Terrorizing another
 4. Interfering with an individual's civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
- D. Describe the impact of hate crimes on victims, the victims' families, and the community
- E. Discuss the indicators of hate crimes
- F. Explain considerations when investigating and documenting incidents involving possible hate crimes

VI. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

- A. State the legal definition of sexual harassment
- B. Discuss the federal and state laws dealing with sexual harassment to include:
 1. Title VII
 2. Government Code Section 12940 et. seq.

- 3. Concept of Quid Pro Quo
- 4. Concept of hostile work environment
- 5. Current case law

C. Explain the legal remedies available to a victim of sexual harassment

D. Describe behaviors that constitute sexual harassment, including:

- 1. Verbal
- 2. Physical
- 3. Visual
- 4. Written material
- 5. Sexual favors
- 6. Threats
- 7. Hostile work environment
- 8. Force

E. Explain the mandated sexual harassment complaint process guidelines

F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint

G. Describe the methods for responding to sexually offensive or unwanted behavior

VII. REQUIRED TESTS

None

VIII. REQUIRED LEARNING ACTIVITIES

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

- 1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
- 2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups
- 3. Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation and gender identity bias, and media impact on cultural perceptions

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative

7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident
3. Legal and administrative consequences of the behaviors observed

4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, their families and the community
3. Effectiveness of the law enforcement response

4. Legal rights of, and remedies available to the victim(s)

field

E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing* (December 2005) or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:

1. The impact racial profiling may have had on them as individuals or their community
2. Concerns the students may have as to how racial profiling will affect them in the field
3. Clarification of the myths and realities of racial profiling
4. The concept of individualized suspicion as it pertains to probable cause
5. How the history of the community can affect the way they view law enforcement today
6. Law enforcement's obligation to various cultures within the community
7. What law enforcement must do to increase trust with the community
8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

F. Given three POST-developed video re-enactments depicting possible racial profiling, students will participate in a facilitated discussion and/or small group discussion which addresses the following:

1. Application of the 4th and 14th Amendments and current case law
2. Consensual contacts as it pertains to racial profiling
3. Importance of articulable characteristics or behaviors to develop probable cause.

IX. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum number of instructional hours on cultural diversity/sexual harassment/hate crimes.

X. **ORIGINATION DATE**

January 1, 2001

XI. **REVISION DATE**

January 1, 2004	July 1, 2010
January 1, 2006	July 1, 2011
January 19, 2007	July 1, 2012
July 1, 2008	October 1, 2020