

Expanded Course Outline
Arrest and Control Course (PSP) 29503
Fontana Police Department

COURSE GOAL: To teach students the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

COURSE OBJECTIVES:

- Students will demonstrate knowledge of Use of Force law and policy.
- Students will demonstrate a minimum standard of arrest and control skills with every technique, including:
 - Body physics and dynamics
 - Balance, stances, and movement
 - Handcuffing
 - Searches
 - Takedowns
 - Ground control
 - Control holds

I. Introduction and Safety Protocols (30 minutes)

- A. Introductions
 1. Instructor introductions
 - a. Name
 - b. Expectations for the course
- B. Administrative
 1. POST Roster
 2. Hourly distribution
 - a. Overview of modules
 - b. Learning objectives
 - c. Testing expectations
 - d. Breaks and lunch
 - 1) Hourly water/bathroom breaks
- C. Safety protocols
 1. First aid resources
 - a. First aid kits
 - b. AED at facility presenting course
 - c. Medical facilities locations listed in Safety Plan
 2. Notifications of an injury
 - a. Notify an instructor immediately
 - b. Rescue ambulance/Emergency medical services (EMS) if necessary
 3. Infectious disease (COVID) and other sanitation protocols
 4. Awareness during training
 - a. Boundaries of the mats
 - b. Other students
 - c. Be aware of your own body and your personal limitations
 - d. Always exercise self-control

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5. Evacuation
 - a. Exits
 - b. Meeting location
6. Injury prevention
 - a. Briefing of the proper mindset regarding cooperative, productive, and safe training
 - b. Briefing of the importance and meaning of “tapping out”
 - c. Practice slow
 - 1) Start slow and increase speed only when both students are comfortable with the technique
 - 2) Only go as fast as perfect technique allows

II. Use of Force Law and Policy (1 hour)

- A. PC 835a
- B. Graham vs. Connor
- C. Tennessee vs. Garner
- D. AB 392
- E. Fontana Police Department Policy Review

III. Stance, Movement, and Striking (1 hour)

- A. Stances (Neutral, FI, Fighting)
 1. Introduction
 2. Demonstrations
 - a. Body physics and dynamics
 - b. Types of stances
 - c. Essential details
 - d. Most common mistakes
 3. Drill orders
 4. Release reminders – Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

B. Patterns of Movement (all directions, break fall, technical get-up)

1. Introduction
2. Demonstrations
 - a. Body physics and dynamics

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- b. Various movements
- c. Essential details
- d. Most common mistakes
- 3. Drill orders
- 4. Release reminders- Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
- 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment to determine proficiency of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

C. Striking (punch, palm heel, elbow, knee, kick)

- 1. Introduction
- 2. Demonstrations
 - a. Body physics and dynamics
 - b. Types of strikes
 - c. Essential details
 - d. Most common mistakes
- 3. Drill orders
- 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
- 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

IV. Ground Fighting Positions and Escapes (1.5 hours)

A. Guard

- 1. Introduction
- 2. Demonstrations
 - a. Body physics and dynamics
 - b. Position and escape
 - c. Essential details
 - d. Most common mistakes

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3. Drill orders
4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

B. Side Control

1. Introduction
2. Demonstrations
 - a. Body physics and dynamics
 - b. Position and Escape
 - c. Essential detail
 - d. Most common mistakes
3. Drill orders
4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

C. Top Control

1. Introduction
2. Demonstrations
 - a. Body physics and dynamics
 - b. Position and escape
 - c. Essential details
 - d. Most common mistakes
3. Drill orders
4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion

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- d. Help each other out
- 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions
- D. Back Control
 - 1. Introduction
 - 2. Demonstrations
 - a. Body physics and dynamics
 - b. Position and escape
 - c. Essential details
 - d. Most common mistakes
 - 3. Drill orders
 - 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 - 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

V. Lunch (1 hour)

VI. Takedowns and Takedown Defense (2 hours)

- A. Sprawl and Cross face
 - 1. Introduction
 - 2. Demonstrations
 - a. Body physics and dynamics
 - b. Techniques used separate and in combination
 - c. Essential details
 - d. Most common mistakes
 - 3. Drill orders
 - 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out

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5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions
- B. Wrist Control and Clinch
 1. Introduction
 2. Demonstrations
 - a. Body physics and dynamics
 - b. Techniques used separate and in combination
 - c. Essential details
 - d. Most common mistakes
 3. Drill orders
 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions
- C. Snap Down/Collar Tie
 1. Introduction
 2. Demonstrations
 - a. Body physics and dynamics
 - b. Takedown
 - c. Essential details
 - d. Most common mistakes
 3. Drill orders
 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary

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- 3) Continually evaluate students and ask for student questions
- D. Arm Drag
 1. Introduction
 2. Demonstrations
 - a. Body physics and dynamics
 - b. Takedown
 - c. Essential details
 - d. Most common mistakes
 3. Drill orders
 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

VII. Arm Locks (1 hour)

- A. Kimura/Key Lock
 1. Introduction
 2. Demonstrations
 - a. Body physics and dynamics
 - b. Arm lock
 - c. Essential details
 - d. Most common mistakes
 3. Drill orders
 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions
 - B. Straight Arm Lock
 1. Introduction

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2. Demonstrations
 - a. Body physics and dynamics
 - b. Arm lock
 - c. Essential details
 - d. Most common mistakes
3. Drill orders
4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

C. Americana Lock

1. Introduction
2. Demonstrations
 - a. Body physics and dynamics
 - b. Arm lock
 - c. Essential details
 - d. Most common mistakes
3. Drill orders
4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

VIII. Searches and Handcuffing (1 hour)

A. Searches

1. Introduction
2. Demonstrations
 - a. Body physics and dynamics
 - b. Types of searches

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- c. Essential details
- d. Most common mistakes
- 3. Drill orders
- 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
- 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

B. Handcuffing (Standing, Seated, Prone)

- 1. Introduction
- 2. Demonstrations
 - a. Body physics and dynamics
 - b. Types of handcuffing
 - c. Essential details
 - d. Most common mistakes
- 3. Drill orders
- 4. Release reminders - Sets proper cooperative tone for the training
 - a. Give feedback
 - b. Ask questions
 - c. Slow motion
 - d. Help each other out
- 5. Learning activity
 - a. Students technical drilling
 - b. Instructors assess and evaluate
 - 1) Conduct visual assessment of each student
 - 2) Make individual corrections when necessary
 - 3) Continually evaluate students and ask for student questions

IX. Proficiency Drill and Class Critique (1 hour)

- A. Individual Student Demonstration
 - 1. Student alone with instructors
 - 2. Instructors choose the techniques to be demonstrated
 - 3. Student must show proficiency of selected techniques
 - 4. Instructors evaluate proficiency and determine if remediation is needed
- B. Critiques
 - 1. After proficiency drill, provide class critique form
 - 2. Collect and review class critiques