

Sacramento Police Department – 2320  
ARREST CONTROL (ARSTCTL) PSP Course – 29503

**Statement of Purpose:** The purpose of this course is to update and enhance officer's skills in Arrest and Control Techniques and tactics. This course meets the requirements of the Perishable Skills Program (PSP) for POST.

**Minimum Topics / Exercises:**

- a. Policies, legal standards, and report writing
- b. Use of force considerations
- c. Safety Orientation and warm-up(s)
- d. De-escalation / Verbal commands – in exercise(s)
- e. Body balance/stance/movement patterns – in exercise(s)
- f. Search – in exercise(s)
- g. Equipment / Restraint device(s) use – in exercise(s)
- h. Subjects actions and Officers response to force
- i. Control / Takedown – in exercise(s) Verbal command
- j. Class exercises / Student Evaluation / Testing
- k. Recovery / First Aid (as applicable)

**Course Objectives**

The student will:

- 1. Demonstrate knowledge of their individual Department Arrest and Control Policy and current case law;
- 2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques;
- 3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
  - A. Judgment and Decision-Making
  - B. Officer Safety
  - C. Body Balance, Stance, and Movement
  - D. Searching/Handcuffing Techniques
  - E. Control Holds/Takedowns
  - F. De-escalation/Verbal Commands
  - G. Effectiveness Under Stress Conditions

- I. Safety Briefing (c,e)
  - a. Review of Course Safety Policy
  - b. Safety check of student's equipment
    - i. Empty duty belt
    - ii. NO Firearms/NO Ammunition
    - iii. NO Knives/Sharp/Poking/Stabbing Instruments
- II. Equipment Needs (c)
  - a. Binder – Lesson Plan (updated)
  - b. 15 pairs of training handcuffs
  - c. Blue guns

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- III. Law and policy review regarding use of force (a,b)
- a. Instructors will lead a group discussion regarding department Policy to include AB 392 and 835a PC
  - b. Instructors will lead a group discussion regarding AB 490- Positional Asphyxia
  - c. Instructors will gauge student comprehension of applicable case law by asking relatable questions to the group
- IV. Warm up (c)
- a. Dynamic movements
    - i. Light jog, with karaoke movements
    - ii. Lunges- a couple sets back and forth
    - iii. Shoulder rolls- backward and forward
    - iv. Stretch calves/groin
    - v. Hamstring stretches
    - vi. Stretch out backs
    - vii. Arm movements-Circles, across chests, behind the back
      1. Roll wrists away from body
      2. Roll wrists toward body
  - b. Anything else student feels is necessary to get warmed up (FREE TIME TO STRETCH)
- V. Cursory Search (f,g,l,j)
- i. Turn around, interlace your fingers together (Palms out, thumbs up)
  - ii. Grab ahold of two fingers from the same hand, trapping one finger from the opposite hand in between
  - iii. Search the front waist band, up the front, down the side, back waist band, back pocket, up the back, outside and inside sleeve
  - iv. For the lower body search, draw the hands away from the back slightly more
  - v. Take a small step back and lower your elevation while maintaining ahold of your original grip. Use your primary searching hand to complete the search
- b. Justification
- i. *Do not perform a lower body cursory search without reasonable suspicion to do so. A cursory search is the least invasive search we do, and the subject can deny your search*
  - ii. *Be able to articulate why you are searching the lower body.*
- c. **Learning Activity:** Students will pair up in groups and practice these techniques as observed by instructors
- VI. Standing Modified Search (f,g,l,j)
- a. Tell the subject- “Turn around and face away “
  - b. Interlace their hands-on top of their head
  - c. Walk up gain control of the hands-on top of the head, push the hips forward and step foot through their legs (Remind whatever foot is forward, that will be

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- the searching hand)
- d. Search front waistband, front pocket, up the front, back waist band and up the back
- e. Switch hands and repeat the process.
- f. If you need to cuff the subject, transition to a one-handed rear wrist lock and advise the subject to place their opposite hand at the ear and tilt their head back
- g. Handcuff the hand and bring the hand behind the back
- h. Cuff the second hand and double lock the cuffs
- i. Search the lower body using arm brace against the back
- j. **Learning Activity:** Students will pair up in groups and practice these techniques as observed by instructors

VII. Prone Search (f,g,i,j)

- a. Verbal Commands
- b. Prone control
- c. Search
- d. Handcuffing
- e. Stand-up and finish search
- f. **Learning Activity:** Students will pair up in groups and practice these techniques as observed by instructors

VIII. Proxemics (Distance management) (e,h,j)

- a. Instructors will hold a discussion on the importance of proxemics and managing distance
  - i. Instructors will demonstrate the advantages and disadvantages of being close and further away from an individual they may contact
- b. Instructors will discuss and demonstrate the effects of pressure management
- c. **Learning Activity:**
  - i. Students will pair up and stand across from each other with their hands up near the shoulder level and their feet together. Both students will attempt to push their partner off balance without losing their own footing by using just hand to hand contact. Student's feet must remain stationary. The goal of this exercise is to reinforce pressure management.
  - ii. Students will switch partners to conduct another learning activity. During this exercise students will stand, facing their partner with their feet shoulder width apart. Students should use the push / pull pressure management techniques taught to try and throw their partner off balance. If one partner takes a step to catch themselves, the pair will restart the exercise
  - iii. Students will switch partners to conduct a third learning activity. Students will switch offensive and defensive roles. One partner will start by pushing their partner continuously across the mat room. The partner that is getting pushed will then use the momentum created by the partner

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that is pushing to step off line and change their position to a position of advantage. The goal of this exercise is to allow officers to practice shifting momentum created by an opposing force in their favor

- IX. Takedowns (i,d,e,j)
- a. Instructors will demonstrate the department approved body lock and body fold takedown techniques
    - i. Body lock takedown:
    - ii. Body fold takedown:
  - b. **Learning Activity:**
    - i. Students will pair up in groups and practice these techniques as observed by instructors
- X. Ground control transitions (d,e,h,i,j)
- a. Instructors will demonstrate various ground-based positions and will include the pros and cons of each position
    - i. Mount: Instructors focus on the importance of mount and maintaining the mount once achieved
    - ii. Guard: Instructors will focus on the importance of using legs (large muscle groups) while on their back (position of disadvantage)
    - iii. Side Control:
    - iv. Back Control
      - 1. Seatbelt: Instructors will review and demonstrate the seatbelt technique to effectively control an individual from their back
  - b. **Learning Activity:** Students will pair up in groups and practice these techniques as observed by instructors.
- XI. 2 on 1 officer communication (b,d,e,g,h,j)
- a. Safety Brief:
    - i. Safety check: No weapons, no firearms, no ammo, no OC, no TASER, no knives, no baton
    - ii. Verbal Commands: “ALL STOP”
    - iii. The scenario shall be monitored by safety officers (instructors) to ensure no injuries occur
    - iv. No personal body weapons shall be used in the scenario
  - b. Scenario:
    - i. Two (2) officers are dispatched to a scenario of a subject (role player) refusing to leave. The officers should approach the subject and attempt to gain voluntary compliance by giving verbal commands
  - c. Debrief:
    - i. Instructors will debrief the scenario with individual groups
    - ii. Debrief:
      - 1. Instructors will lead a student led instruction regarding tactics, communication, use of force, after force care, and articulation in

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report writing

- XII. Medical aid / after force care: (k)
  - a. Instructors will review the Search and Handcuff policy to include SPD after force care policy
  - b. Instructors will demonstrate the recovery position and identify the importance of continuously checking vital signs
  
- XIII. Baton end cap transition:
  - a. Instructors will demonstrate new department approved expandable baton end caps
  - b. Time will be allotted at the end of class to assist students with switching out their baton end caps, if needed