

# STC Course Certification Questionnaire

<b>Course Name: Basic Shotgun Course</b>	
<b>Course Hours: 8</b>	<b>Min Class Size: 6 Max Class Size: 10</b>
<p><b>Course Summary: <i>(Brief description of the course)</i></b>          This course will provide probation officers with the basic skills, training and knowledge to safely and effectively utilize the department issue, Remington 870, 12 gauge shotgun in the course of probation field work.</p> <p>The course will review shotgun action and control manipulation, loading/unloading/reloading, weapon handling, carry positions, movement, shot placement, multi-threat response, response to weapon malfunctions, and weapon transitions.</p> <p>This course consists of lecture, instructor demonstration, and both dry fire and live fire drills.</p>	
<p><b>Performance Objectives: <i>(What the trainees will be able to do at the conclusion of the course.)</i></b></p> <ul style="list-style-type: none"> <li>• Trainee will be able to describe the SLO County Probation Dept. policy regarding the use of department shotguns and articulate tactical considerations to make before deploying the shotgun in probation field work.</li> <li>• Trainee will be able to identify and demonstrate understanding of the shotgun's controls and perform loading/unloading/reloading.</li> <li>• Trainees will be able to demonstrate safe and effective weapon handling and carry positions.</li> <li>• Trainees will be able to identify effective anatomical areas to target and complete live fire drills while on open ground, from behind cover, or while moving.</li> <li>• Trainees will demonstrate the ability to transition to sidearms in response to shotgun malfunctions and clear malfunctions.</li> </ul>	
<p><b>Justification for Class Size Less than 16:</b> Due to the amount of dynamic movement on the range required, no more than 10 students should be enrolled in this class at a time.</p>	
<p><b>If testing is required, check applicable tests.</b></p> <p> <input type="checkbox"/> Pre-Post Test                      <input type="checkbox"/> Final Examination                      <input checked="" type="checkbox"/> Performance (Behavior Skills)  <input type="checkbox"/> True/False                              <input type="checkbox"/> Multiple Choice (Job Knowledge)    <input type="checkbox"/> Written Skills (Essay)         </p>	
<p><b>Lesson Plan:</b> Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training. The lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.</p> <p>➤ <b>Room Set-Up:</b>  <i>(Describe below how the classroom needs to be set up (e.g., classroom style, small group, theater, etc.).)</i></p> <ol style="list-style-type: none"> <li>1. Outdoor range that is designed to have multiple shooters on the line at a time.</li> <li>2. Tables and chairs for lecture</li> </ol> <p>➤ <b>Instructor Material(s)/Equipment Needed:</b>  <i>(Indicate below all material and equipment needed, including handouts and reference material for the class or module.)</i></p> <ol style="list-style-type: none"> <li>1. Threat targets</li> <li>2. Barricades and/or doorways</li> <li>3. Masking Tape</li> <li>4. Black sharpie (1 per instructor)</li> <li>5. Staple gun and staples</li> <li>6. Target stands w/ target backers</li> <li>7. Inert training rounds</li> <li>8. Ammunition</li> <li>9. Trainees and Instructors: Eyes/Ears, duty gear/vest, duty sidearm, duty shotgun</li> <li>10. First-aid kit</li> </ol>	

➤ **Time for Each Section or Exercise/Activity:**

(In the "Training Agenda" below, specify the beginning and end time or amount of time needed for each exercise/activity, section, or topic.)

- I. 0800-0805: Safety Brief
- II. 0805-0900: Shotgun Policy, Shotgun Intro, Action/Controls, Ammunition types
- III. 0900-0945: Loading, Unloading, & Reloading  
0945-1000: Break
- IV. 1000-1030: Carry Positions, Shooting Positions, Sight Picture
- V. 1030-1145: Basic Live Fire Drills: Burst to body, failure drill, head vs pelvic girdle  
1145-1245: Lunch
- VI. 1245-1415: Movement, Doorways, & Using Cover
- VII. 1415-1515: Transition to Sidearms & Spread Fire  
1515-1530: Break
- VIII. 1530-1645: Malfunctions
- IX. 1645-1700: Q&A, Evaluations

➤ **Trainer's Speaking Notes: (per section)**

(Include below any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.)

**I. Safety Brief: (5 minutes)**

**A. Safety briefing to include:**

- 1. Four cardinal rules of firearms safety
  - a. Hot brass procedure
- 2. Emergency medical plan
- 3. Range instructions
  - a. Safe weapon handling on the range (only handle firearm at the direction of the firearms instructor. Weapons can be out of the holster at the safety table or down range while on the firing line.
  - b. No bending down to pick up equipment on the firing line until instructed to do so.
  - c. No walking off the firing line until instructed to do so.
- 4. Cold/Hot Range procedures
- 5. Insure that locations of the first aid kit and AED are known to all participants.
- 6. Cell phone rule

**II. Shotgun Policy Review, Introduction, Action/Controls, Ammunition Types**

**A. Shotgun Policy Review**

- 1. Latest shotgun policy revision is pending
- 2. Key aspects are expected to remain the same
- 3. Deployment
  - a. Situations where officers have current information that leads them to reasonably anticipate an armed encounter involving an offender or other associated individuals
  - b. Situations where officers reasonably anticipate, based on subject or location history, that they will come into contact with individuals with a history of violence or possession of deadly weapons
  - c. During the service of arrest or search warrants
  - d. During joint special operations with other law enforcement agencies, including active shooter response
- 4. Storage
  - a. [REDACTED]. The officer having control of the shotgun is responsible for ensuring the shotgun is COMPLETELY unloaded with the safety on before being secured in the weapon rack

b. During normal field conditions, [REDACTED]

[REDACTED] The officer having control of the shotgun is responsible for ensuring that there is no shell in the chamber, the magazine tube is fully loaded, the hammer is not cocked, and the weapon is on safe unless being readied for immediate use.

c. Officers assigned to either Sheriff's Office Task Force will be issued a shotgun. [REDACTED]

[REDACTED] it is the responsibility of the officer to keep the shotgun in a safe and secure place with the department supplied trigger lock installed on the shotgun or stored in a California approved locked gun safe/gun locker.

#### **B. Shotgun Pros & Cons / Tactical Considerations before Deploying**

1. Pros: Ease of operation, terminal effectiveness, increased range, potential to defeat barriers
2. Cons: Heavy, long, cumbersome in close quarters, limited magazine capacity, slow to reload, heavy recoil, comparatively slow follow-up shots, potential for over-penetration
3. Tactical considerations before deploying include: Cumbersome in close quarters, other tasks you may be responsible for during the entry/operation
4. Note how we have tried to mitigate the cons: Collapsible, recoil-reducing stock, side saddle ammo carriers, segmented slugs, etc.

#### **C. Review nomenclature/Identify controls**

1. Instructor physically identifies parts and controls and demonstrates function.
2. Instructor describes and demonstrates pre-loading inspection and function check
3. Students practice manipulating controls and inspections on the firing line with empty shotguns

#### **D. Ammunition Types**

1. Instructor identifies types of ammunition: segmented slug, other variety of slugs, buckshot, birdshot, training, "beanbag"
2. Ammunition is passed around to students for examination during explanation
3. The only approved duty ammunition is the Winchester Ranger segmenting slugs issued by the department. However, emergency reloads during an active gunfight with other ammunition supplied by another LEO is permissible.
4. With the Winchester Ranger segmenting slugs, overpenetration is limited by projectile design. Shots should generally be limited to 50 yards.

### **III. Loading, unloading, & reloading**

#### **A. Conditions of transport/ carry**

1. "Cruiser ready" or "vehicle ready"
  - a. Chamber EMPTY
  - b. Magazine fully loaded
  - c. Firing pin released
  - d. Safety on
2. Response ready
  - a. Chamber LOADED
  - b. Magazine fully loaded
  - c. Safety on

#### **B. Administrative Loading and Unloading**

1. Instructor explains and demonstrates loading of magazine tube
2. Instructor explains and demonstrates unloading of magazine tube (and emptying of chamber)
3. Students practice loading and unloading shotguns with inert training rounds

#### **C. Reloading**

1. Instructor explains and demonstrates tactical and combat reload
  - a. Tactical Reload: continuously load additional rounds into the magazine tube from your ammo supply
  - b. Combat Reload: feeding rounds directly into the chamber from your ammo supply
2. Students practice reloading with inert training rounds

#### **IV. Transport, Carry Positions, Shooting Positions, Sight Picture**

##### **A. Vehicle Transport**

1. Instructor demonstration of vehicle equipment followed by student dry practice.

##### **B. Carry Positions**

1. MUZZLE CONTROL, down or up depending on circumstances and surroundings
2. Use the shotgun's sling
3. Two handed carry
  - a. Transport carry vs. ready positions
  - b. "Shotgun sul"
  - c. Low ready: Instructor demonstration followed by student practice
  - d. High ready: Instructor demonstration followed by student practice

##### **C. Shooting Positions**

1. All positions will utilize snug "cheek weld," strong contact of stock to shoulder, strong grips with both hands.
2. All positions used to fire pistols can be utilized to fire shotguns.
  - a. Wider, more aggressive stance when standing will aid recoil control

##### **D. Sight Picture**

1. Department shotguns equipped with "Ghost Ring" sights
2. Center the front sight in the ring
3. As with your pistol: Focus on the Front Sight!

#### **V. Basic Live Fire Drills**

##### **A. Live Fire Drills**

1. Students will perform live fire drills of various shot sequences: 2-3 round bursts, failure drill with head shot, failure drill with pelvic girdle shot

#### **VI. Movement, Doorways, and Using Cover**

##### **A. Movement**

1. Shotgun sul vs. ready position vs. shouldered weapon depending on threat circumstances
2. Reminder that key in all movements is muzzle direction
3. Instructor demonstration followed by student dry practice
4. Live fire practice

##### **B. Doorways**

1. Briefly lower the barrel as you cross the threshold to prevent your weapon from entering first

##### **C. Using Cover**

1. Be aware that standoff distance from cover is greater than it would be with a pistol
2. Instructor demonstration followed by student dry practice
3. Live fire practice

#### **VII. Transitions to Sidearms and Spread Fire**

##### **A. Transitions**

1. Transition to the sidearm is generally the first response to shotgun malfunction.
2. Push shotgun down and aside and let it hang on the sling as sidearm is drawn to address the threat
3. Instructor demonstration followed by student dry practice
4. Live fire drills

##### **B. Spread Fire**

1. "Spread fire" is a tactic used in a situation in which the dynamics involved require you to shoot multiple threats in succession and then shoot previously shot threats again.

- a. Example: You shoot two threats who are firing at you or advancing on your position simultaneously. The first threat shot is momentarily stopped but then suddenly resumes shooting or advancing and needs to be shot again to be stopped.
2. Live fire practice

## VIII. Malfunctions

### A. Transition vs. Clearing the Malfunction depending on Circumstances

1. Immediate transition to sidearm in face of active threat. Circumstances MAY allow immediate malfunction clearing
2. Remember to be moving and seeking available cover also

### B. Types of Malfunctions and Clearing

1. Failure to Fire, aka "Type 1"
  - a. Observable characteristics: Click of the firing pin
  - b. Cause: likely either an empty chamber or bad ammo
  - c. Solution: Tilt ejection port toward ground, fully cycle action, assess the need to still fire
2. Failure to Eject aka "Stovepipe" or "Type 2"
  - a. Observable characteristics: Inoperable trigger, hull observed protruding from the ejection port, action not closed
  - b. Cause: likely caused action not being fully cycled. Empty hull failed to eject completely and is trapped in partially-closed ejection port
  - c. Solution: Visually confirm protruding hull, tilt ejection port toward ground, fully cycle action, assess need to still fire
3. Double-feed aka feed-way stoppage or "Type 3"
  - a. Observable Characteristics: Inoperable trigger, action not closed, action possibly bound up
  - b. Cause: likely caused by action not being fully cycled. Empty hull remains in chamber as new shell is partially lifted to chamber by elevator.
  - c. MUST immediately transition to sidearm
  - d. Solution: Visually confirm double-feed, tilt ejection port toward ground, forcefully strike butt of shotgun against ground (or other solid surface) to force action open to dislodge round on elevator. Visually confirm chamber has been cleared and is ready to feed new round
4. Instructor demonstration followed by student dry practice

## IX. Q&A, Evaluations

### ➤ Handout/Classroom Materials:

*(The distribution of handouts and classroom materials should be noted in the section of the lesson plans where the distribution occurs.)*

Printed copy of Powerpoint with photos, diagrams, and other info will be given to students.

### ➤ Testing Type and Description of BST/WST completion (if applicable):

*(The type of test(s) to be given in the class or module; i.e., Multiple Choice Test (MCT), Job Knowledge Test (JKT), Behavior Skills Test (BST), and Written Skills Test (WST). Describe in writing each BST and WST to be completed in the class or module. This can be attached to the lesson plan as a handout and labeled appropriately as to when to administer it.)*

### Training Agenda

Time Begin	Time End	Subject or Topic	<i>Select one or more</i> Lecture Group /Discussion Demonstration Group Exercise Trainee Practice Evaluation	Instructor(s)
0800	0805	<i>Range Safety Briefing</i>	<i>Lecture</i>	
0805	0900	<i>Shotgun Policy, Shotgun Intro, Action/Controls, Ammunition Types</i>	<i>Lecture Demonstration Dry Practice</i>	
0900	0945	<i>Loading, Unloading, &amp; Reloading</i>	<i>Lecture Demonstration Dry Practice</i>	
1000	1030	<i>Transport, Carry Positions, Shooting Positions, &amp; Sight Picture</i>	<i>Lecture Demonstration Dry Practice</i>	
1030	1145	<i>Basic Live Fire Drills</i>	<i>Live Fire Drills</i>	
1145	1245	<i>Lunch</i>		
1245	1415	<i>Movement, Doorways, &amp; Using cover</i>	<i>Lecture Demonstration Dry Practice Live Fire Drills</i>	
1415	1515	<i>Transition to Sidearms &amp; Spread Fire</i>	<i>Lecture Demonstration Dry Practice Live Fire Drills</i>	
1530	1645	<i>Malfunctions</i>	<i>Lecture Demonstration Dry Practice</i>	
1645	1700	<i>Q&amp;A, Evaluations</i>		