

Armed Parole & Probation Course

2020 Curriculum Overview



State of Oregon

Department of Public Safety Standards and Training

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Executive Summary

The original firearms training program for Parole & Probation Officers consists of 44.5 hours of training over one calendar week. This program was last revised in 2010, but consisted largely of administrative changes only. The last substantial revision to this program occurred in 2002.

In May of 2019, the Oregon Association of Community Corrections Directors (OACCD) approved a concept to improve the firearms training program with the understanding that a sufficient revision would extend the duration of training. DPSST staff then developed a training proposal that was reviewed and revised in July 2019 by the Parole & Probation Firearms Revision Workgroup, comprised of constituents, citizen members, and DPSST staff.

The Revision Workgroup recommended the establishment of a new 74-hour Armed Parole & Probation (APP) program, with training conducted over two calendar weeks. The program would focus on building fundamental skills for an armed Parole & Probation Officer by providing training in three dedicated tracks of instruction; firearms skills, physical skills, and decision making.

In July of 2019, the Corrections Policy Committee granted the Training Division the authority to pilot the APP Program. A pilot program was conducted during the administration of PPFA Class 34 in September and October of 2019. This pilot program was then reviewed by the Revision Workgroup.

The workgroup found that the APP Program yielded objective and subjective benefits compared to the original program (PPFA), and recommended to the Corrections Policy Committee that the APP Program be formally adopted and the PPFA Program retired.

If formally adopted by the CPC and the Board, this program would be offered at least annually by the Training Division. In consultation with OACCD, DPSST is prepared to draft an administrative rule to require completion of this program, as specified by ORS 166.263, by any Parole & Probation Officer who is armed in the performance of their duties.



Board-Approved Course Breakdown

74-Hour Armed Parole & Probation Course

COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
DECISION MAKING	12.5		
Confrontational Simulation	8	Required by DPSST- Students must complete all ConSim sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop understanding of the legal authority guiding use of force decisions and the ability to appropriately apply that authority			
<i>Core Topic:</i> Legal authority and governmental interest			
<i>Core Topic:</i> Effective communication			
Legal Authority Lab	1	None	N/A
<i>Goal:</i> Develop understanding of the legal authorities guiding decisions around high risk filed activities			
<i>Core Topic:</i> Consent			
<i>Core Topic:</i> Community caretaking			
<i>Core Topic:</i> Warrants			
<i>Core Topic:</i> Curtilage and perimeters			
<i>Core Topic:</i> Pursuits			
<i>Core Topic:</i> Building labeling and communication			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Use of Force Review			
<i>Goal:</i> Develop understanding of the legal authority guiding use of force decisions and the ability to appropriately apply that authority			
<i>Core Topic:</i> Objective reasonableness			
<i>Core Topic:</i> Severity of the crime			
<i>Core Topic:</i> Immediate threat			
<i>Core Topic:</i> Officer safety			<p>When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.</p>
<i>Core Topic:</i> Types of resistance	3.5	Required by DPSST- Students must complete the session	
<i>Core Topic:</i> Evading arrest			
<i>Core Topic:</i> Tense, uncertain and rapidly evolving circumstances			
<i>Core Topic:</i> Totality of the circumstances			
<i>Core Topic:</i> Type and amount of force			
<i>Core Topic:</i> Lawful use of force and legitimate use of force			
<i>Core Topic:</i> Risk assessment			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
SKILLS	61		
Defensive Tactics	8	Required by DPSST- Students must complete all DT sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce physical skills and techniques used to affect an arrest or defend against an attack			
<i>Goal:</i> Develop ability to effectively make decisions in stressful or violent environments			
<i>Core Topic:</i> Defensive concepts while standing			
<i>Core Topic:</i> Defensive concepts while on the ground			
<i>Core Topic:</i> Handcuffing			
<i>Core Topic:</i> Decision making under stress			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Firearms			
<i>Goal:</i> Introduce the use, limitations and techniques of the service handgun			
<i>Goal:</i> Develop ability to effectively use firearms to defend self, a partner, or a third party against a lethal force encounter			
<i>Core Topic:</i> Safety			
<i>Core Topic:</i> Nomenclature and ammunition	40	Required by DPSST- Students must complete all firearms sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Core Topic:</i> Care and cleaning			
<i>Core Topic:</i> Essentials (grip, trigger, aim, stance)			
<i>Core Topic:</i> Administrative processes (draw, load, unload, reload, malfunction clearance)			
<i>Core Topic:</i> Cover and concealment			
<i>Core Topic:</i> Reduced light		Required by DPSST- Students must achieve a passing score on the qualification course	Students must achieve a passing score of 80% on any of the available attempts during the academy on the handgun qualification course. Students who are unable to pass the qualification must remediate the qualification course as scheduled through the Class Coordinator.



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
<p>Physical Fitness Training</p> <p><i>Goal:</i> Enhance ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties</p> <p><i>Core Topic:</i> Cardiovascular endurance</p> <p><i>Core Topic:</i> Core strength</p> <p><i>Core Topic:</i> Speed and agility conditioning</p> <p><i>Core Topic:</i> Muscle failure thresholds and proprioceptive neuromuscular facilitation</p> <p><i>Core Topic:</i> Aerobic and anaerobic capacity</p>	2	Required by DPSST- Students must complete all PT sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a make-up session with another class (any discipline) or otherwise as arranged with the Health & Fitness Coordinator. Students unable to remediate while at the academy will develop a plan with the Health & Fitness Coordinator to remediate at their agency.
<p>Strategies for Safe Movement</p> <p><i>Goal:</i> Develop understanding of tactics and movements related to safe and effective building approaches and searches</p> <p><i>Core Topic:</i> Principles of searching</p> <p><i>Core Topic:</i> Building identification</p> <p><i>Core Topic:</i> Speed of movement</p> <p><i>Core Topic:</i> Structural challenges</p> <p><i>Core Topic:</i> Room entries</p> <p><i>Core Topic:</i> Reduced light</p>	8	Required by DPSST- Students must complete all SFSM sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Tactical Medicine Lab	3	Required by DPSST- Students must complete the session	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce techniques for providing immediate care for victims in response to certain wounds			
<i>Core Topic:</i> Officer role			
<i>Core Topic:</i> Phases of Casualty Care			
<i>Core Topic:</i> M.A.R.C.H.			
<i>Core Topic:</i> Trauma management			
ADMINISTRATION	0.5		
Orientation	0.5	None	N/A
GRAND TOTAL	74	Mandated per OAR- No more than 10% of the course may be missed (must complete a minimum of 67 hours of training)	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.



Handgun Qualification

Course of Fire

The DPSST Handgun Qualification Course (HQ) includes the following stages of activity:

Stage 1

Distance: 25 yards
Time: 10 seconds
Start position: Low ready
Description: Upon the start signal, shooters will fire 1 round standing and 1 round kneeling.

Stage 2

Distance: 15 yards
Time: 10 seconds
Start position: Low ready
Description: Upon the start signal, shooters will fire 1 round around the strong side of cover and one round around the support side of cover while standing.

Stage 3

Distance: 7 yards
Time: 5 seconds per string
Start position: Holstered
Description: This stage will consist of four strings of fire of 2 rounds each. The first string begins with the shooters facing the target and firing 2 rounds upon the start signal. The second string begins with shooters facing right and upon the start signal, turning, then drawing and firing 2 rounds. The third string mirrors the second but with the shooters facing left. The fourth and final string begins with shooters facing up range, turning to face their target, then drawing and firing 2 rounds.

Stage 4

Distance: 5 yards
Time: 15 seconds
Start position: Low ready, gun downloaded to 2 rounds only
Description: Upon the start signal, shooters will fire 2 rounds, step right or left as they perform an empty reload, and fire 6 additional round.

Stage 5

Distance: 3 yards
Time: 5 seconds
Start position: Holstered
Description: Dominant hand only. Upon the start signal, shooters will draw and fire 3 rounds.

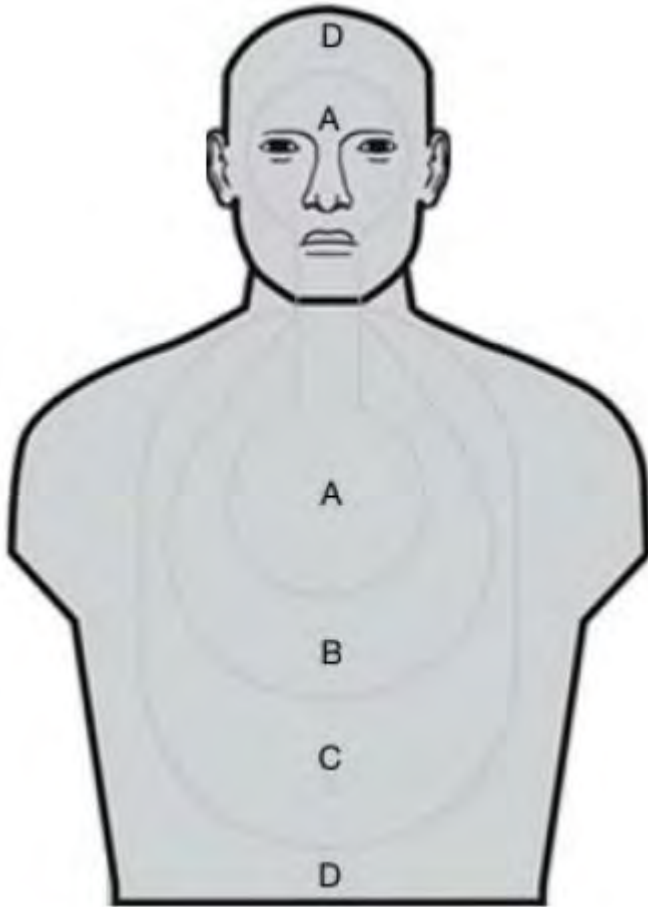
Stage 6

Distance: 3 yards
Time: 5 seconds
Start position: Low ready
Description: Support hand only. Upon the start signal, shooters will fire 2 rounds.



Target Scoring & Administration

The DPSST Handgun Qualification Course (HQ) is scored using the target shown.



The target has four separate scoring areas that are light gray in color and marked with lettering to delineate their score.

- A: 4 Points
- B: 3 Points
- C: 2 Points
- D: 1 Point

Additionally, any impact on the paper target outside the light gray area shown here *deducts* 4 points from the total score.

If a student creates more or less than 25 identifiable hits on the entire target, they have disqualified themselves from a score and, consequently, failed to qualify.

If a student has created a large hole with multiple hits, and a specific count cannot be made, they will be afforded the benefit of the doubt and all rounds will be scored to the same scoring area.

Students must achieve a passing score of 80 points in order to successfully pass the HQ. For the purposes of range administration, a student may complete this qualification either “warm” (having shot practice rounds prior to completing the HQ) or “cold” (having not shot any live rounds prior to completing the HQ).

Students will be afforded five opportunities to pass the Handgun Qualification Course.



Revision Workgroup

Constituent and Community Members

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Development Timeline

DPSST Staff Review and Discussions with OACCD	February – May 2019
Development of APP Curriculum by Revision Workgroup	May – July 2019
Approval to Pilot APP Curriculum by Corrections Policy Committee	August 13, 2019
Pilot of APP Curriculum	September – October 2019
Evaluation of Pilot and Final Revisions to APP Curriculum by Revision Workgroup	October 29, 2019
Recommended Approval of 2020 APP Curriculum by Corrections Policy Committee	November 12, 2019
Review of 2020 APP Curriculum by Board on Public Safety Standards and Training	January 23, 2020



Evaluation of Pilot Program

Below is a summary of the review completed by the Revision Workgroup in October 2019 including observation, data and anecdotal information, as well as the challenges and achievements of the pilot program in its first run. There will be some references to the old program for comparison purposes.

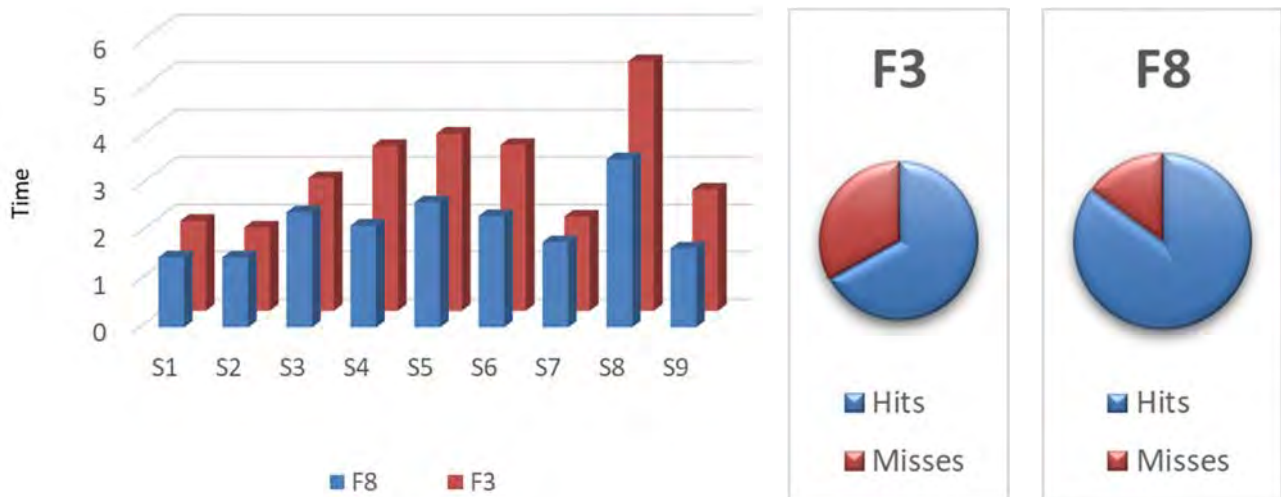
Objective Measures

Safety Violations & Injuries

- One student was removed from training on Wednesday of week 1 for a safety violation
- One student was injured during defensive tactics training on Wednesday of week 2
- Neither of these statistics are inconsistent with past training programs

Performance Data

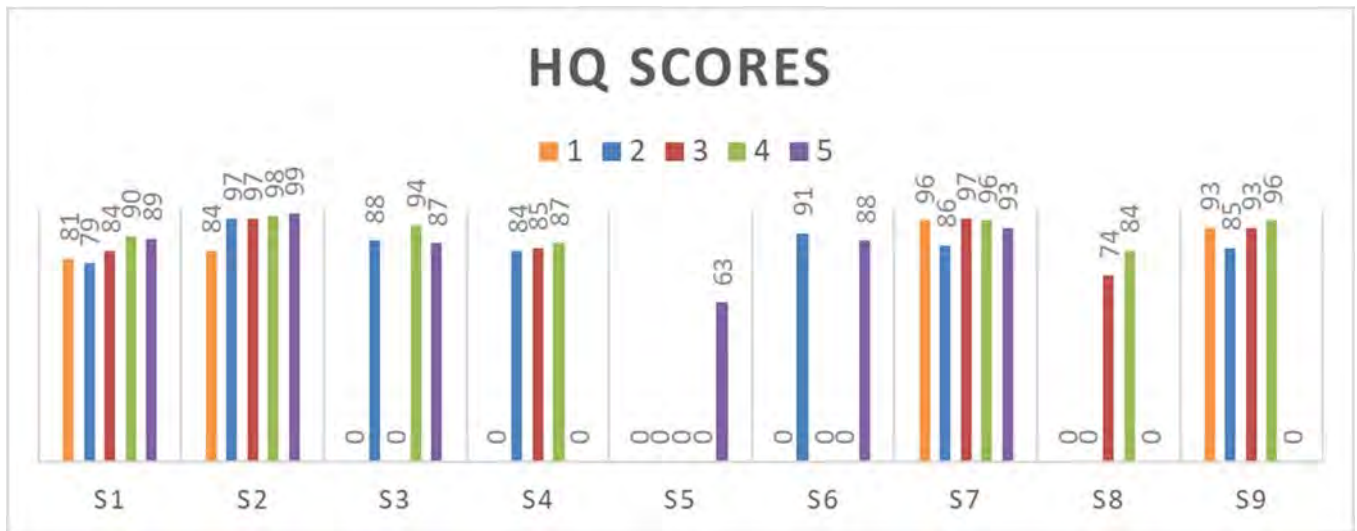
- Draw and Hit Baseline
 - On two occasions, students were given three attempts to make a “hit” on a small steel target from a distance of 10 yards
 - Time recorded using a shot timer
 - Initial data was recorded during Firearms Session 3 (F3) on Wednesday of Week 1
 - Final data was recorded during Firearms Session 8 (F8) on Thursday of Week 2





- **Qualification Scores**

- Students shot a handgun qualification (HQ) five separate times during the second week of training (as opposed to the previous model of all three qualification opportunities in one day of week one)
 - Session 6, Cold
 - Session 7, Cold
 - Session 8, Cold
 - Session 9, Cold
 - Session 10, Warm
- All students qualified except one (injury); some met the qualification requirement every time (qualification requirement is 80% or higher)



Anecdotal Feedback

- Students offered input during a debrief at the conclusion of training
 - “I don’t think I would have qualified if I only had one week.”
 - “It felt rushed, but I never felt like it was too much for me.”
- Instructors from five P&P agencies participated in, or observed, training
 - All offered support for the two-week model of training
 - Several responded to an online survey about this pilot
 - “I feel strongly that the students from this class have a more well-rounded set of skills than most of my co-workers.”
 - “This academy does a good job of giving students skills to support their use of a gun, like more defensive tactics time and time working de-escalation in force on force training.”
 - “I was happy to see students be taught in a way that lets them decide what techniques work for them, rather than the old way of being forced to do something one way only.”



CONFRONTATIONAL SIMULATION (Sessions 1-2)

INSTRUCTIONAL GOAL(S):

This course is designed to develop a new armed parole & probation officer’s understanding of the legal authority guiding use of force decisions and the ability to appropriately apply that authority.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate authority guiding an officer’s use of force	Scenarios
Describe subject behaviors that could require officer intervention or response	Scenarios
Articulate governmental interest in a given situation	Scenarios
Demonstrate effective communication	Scenarios
Analyze a given situation and respond with the appropriate type and amount of force	Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

ARREST, SEARCH AND SEIZURE
Plan a strategy for making an arrest
Plan a strategy for conducting a search of a person, premises, vehicle, etc
Direct the actions of parole officer(s) arriving to assist



COMMUNICATION, CONFLICT RESOLUTION, AND INTERACTING WITH THE MENTALLY ILL

Communicate with other officer or other officials during high risk situations.

USE OF FORCE AND FIREARMS

Apply reasonable force within legal parameters

Use articulate, clear and reasonable commands

Move to, and fire from, a position of cover

CONTENT SUMMARY:

- Video scenarios
- Physical scenarios



DEFENSIVE TACTICS (Sessions 1-4)

INSTRUCTIONAL GOAL(S):

This course is designed to:

1. Introduce an armed parole & probation officer to physical skills and techniques used to affect an arrest or defend against an attack.
2. Develop an armed parole & probation officer’s ability to effectively make decisions in stressful or violent environments.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Demonstrate effective defensive concepts from a standing position	In-Class Activity
Demonstrate effective defensive concepts from a ground position	In-Class Activity
Handcuff and search a cooperative subject	In-Class Activity
Demonstrate effective decision making under stress	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

PHYSICAL TASKS
Run to escape an attacking person
Balance while leaning, stretching, or ducking around obstacles



USE OF FORCE AND FIREARMS

Defensive Tactics Skills (Items 249-270)

CONTENT SUMMARY:

- Defensive concepts while standing
 - Escort positions
 - Clinch work
 - Standing side control
 - Take downs
 - “Default” punch defense
 - In-fight weapon access in clinched entanglements
- Defensive concepts while on the ground
 - Getting back to standing
 - Escaping full mount
 - Escaping side control
 - In-fight weapon access in grounded entanglements
- Handcuffing
 - Cooperative handcuffing
 - Searches
 - Kneeling and prone cuffing
 - High risk cuffing
- Decision making under stress
 - Force on Force evolutions
 - Multitasking under life threatening circumstances



FIREARMS (Sessions 1-10)

INSTRUCTIONAL GOAL(S):

This course is designed to:

1. Introduce an armed parole and probation officer to the use, limitations and techniques of the service handgun.
2. Develop an armed parole and probation officer’s ability to effectively use firearms to defend themselves, a partner, or a third party against a lethal force encounter.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate critical firearms safety rules	In-Class Activity
Achieve a passing score on the qualification	Qualification
Demonstrate safe and proficient firearms handling skills	In-Class Activity
Articulate the difference between cover and concealment and how to correctly use cover	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

USE OF FORCE AND FIREARMS
Firearms Skills (Items 271-2760)



CONTENT SUMMARY:

- Safety
- Ammunition
- Pistol nomenclature
- Care and cleaning
- Essentials
 - Grip
 - Trigger
 - Aiming
 - Stance
- Administrative processes
 - Draw
 - Load
 - Unload
 - Reloading
 - Malfunction clearance
- Miscellaneous
- Cover and concealment
- Reduced light
- Qualification



LEGAL AUTHORITY LAB

INSTRUCTIONAL GOAL(S):

This course is designed to develop a new officer’s understanding of the legal authorities guiding their decisions around high risk field activities.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate authority to search a given structure	In-Class Activity
Articulate authority to enter private property	In-Class Activity
Describe circumstances when an officer may search without a warrant	In-Class Activity
Identify a structure by a labeling system	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

ARREST, SEARCH AND SEIZURE
Plan a strategy for making an arrest
Plan a strategy for conducting a search of a person, premises, vehicle, etc
Direct the actions of parole officer(s) arriving to assist



COMMUNICATION, CONFLICT RESOLUTION, AND INTERACTING WITH THE MENTALLY ILL

Communicate with other officer or other officials during high risk situations.

USE OF FORCE AND FIREARMS

Apply reasonable force within legal parameters

Use articulate, clear and reasonable commands

Move to, and fire from, a position of cover

CONTENT SUMMARY:

- Consent
- Community caretaking
- Warrants
- Curtilage
- Perimeters
- Pursuits
- Building labeling and communication



PHYSICAL FITNESS TRAINING

INSTRUCTIONAL GOAL(S):

This course is designed to enhance an armed parole & probation officer’s ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Participate in 4 physical fitness training sessions	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

PHYSICAL TASKS
Physical Skills (Items 219-233, 237-248)
USE OF FORCE AND FIREARMS
Move to, and fire from, a position of cover
EMOTIONAL WELLNESS
Cope with the physical effects of personal acute emotional stress such as fear, anger, etc.
Cope with the physical effects of personal chronic (cumulative) emotional stress
Cope with maintaining a state of hypervigilance over protracted periods of time



Cope with the emotional and physical impact of constant exposure to high risk offenders

CONTENT SUMMARY:

- Cardiovascular endurance
- Core strength
- Speed and agility conditioning
- Team building
- Aerobic and anaerobic capacity
- Muscle failure thresholds
- Proprioceptive muscular facilitation



STRATEGIES FOR SAFE MOVEMENT (Sessions 1-2)

INSTRUCTIONAL GOAL(S):

This course is designed to develop an armed parole and probation officer's understanding of tactics and movements related to safe and effective building approaches and searches.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate authority to search a given structure	Scenario
Demonstrate safe building and room entry	In-Class Activity Scenario
Identify a structure by a labeling system	In-Class Activity
Demonstrate safe weapon handling while moving	Scenario
Identify appropriate search speed for a given situation	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's *2015 Parole and Probation Officer Job Task Analysis*:

ARREST, SEARCH AND SEIZURE
Plan a strategy for making an arrest
Plan a strategy for conducting a search of a person, premises, vehicle, etc
Direct the actions of parole officer(s) arriving to assist



COMMUNICATION, CONFLICT RESOLUTION, AND INTERACTING WITH THE MENTALLY ILL

Communicate with other officer or other officials during high risk situations.

USE OF FORCE AND FIREARMS

Apply reasonable force within legal parameters

Use articulate, clear and reasonable commands

Move to, and fire from, a position of cover

CONTENT SUMMARY:

- Principles of searching
- Building identification
- Speed of movement
- Structural challenges
- Room entries
- Low light



TACTICAL MEDICINE LAB

INSTRUCTIONAL GOAL(S):

This course is designed to introduce an armed parole and probation officer to techniques for providing immediate care for victims in response to certain wounds.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate important considerations when responding to an injured person	In-Class Activity
Apply a tourniquet	In-Class Activity

CRITICAL AND ESSENTIAL TASKS or METRICS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's *2015 Parole and Probation Officer Job Task Analysis*:

USE OF FORCE AND FIREARMS
Use appropriate tools and tactics in response to use of force situations

CONTENT SUMMARY:

- Officer role
- Phases of casualty care
 - Care under fire
 - Tactical field care
 - Tactical evacuation care
- M.A.R.C.H.
 - Massive hemorrhage
 - Airway



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- Respiration
- Circulation
- Hypothermia
- Trauma management



USE OF FORCE REVIEW

INSTRUCTIONAL GOAL(S):

This course is designed to develop a new officer’s understanding of the legal authority guiding use of force decisions and the ability to appropriately apply that authority.

LEARNING OUTCOME(S):

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate authority guiding an officer’s use of force	In-Class Activity
Describe subject behaviors that could require officer intervention or response	In-Class Activity
Articulate governmental interest and legitimacy in a given situation	In-Class Activity
Differentiate between “type” and “amount” of force that can be used by officers	In-Class Activity
Analyze a given situation and respond with the appropriate type and amount of force	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST’s *2015 Parole and Probation Officer Job Task Analysis*:

ARREST, SEARCH AND SEIZURE
Plan a strategy for making an arrest
Direct the actions of parole officer(s) arriving to assist
Arrest offender with a warrant



Arrest offender without a warrant

COMMUNICATION, CONFLICT RESOLUTION, AND INTERACTING WITH THE MENTALLY ILL

Observe a person's body language to assess their attitude, intentions, etc.

Communicate with other officer or other officials during high risk situations.

USE OF FORCE AND FIREARMS

Apply reasonable force within legal parameters

Use articulate, clear and reasonable commands

CONTENT SUMMARY:

- Objective reasonableness
- Severity of the crime
- Immediate threat
- Officer safety
- Types of resistance
- Evading arrest
- Tense, uncertain, and rapidly evolving circumstances
- Totality of the circumstances
- Type and amount of force
- Lawful use of force and legitimate use of force
- Risk assessment