San Luis Obispo Sheriff's Office – Presenter # 2440
Red Dot Sight Pistol Transition Course – Course # 32067
Expanded Course Outline

STATEMENT OF PURPOSE:

This course is designed to provide students with a basic understanding of using a red dot sight on a handgun. This course will provide students with the knowledge and skills required to utilize the sighting system to demonstrate fundamentals in marksmanship and handgun manipulation in the field.

MINIMUM TOPICS/EXERCISES:

(1) Safety Policy / Orientation
(2) Moral Obligations
(3) Use of Force Considerations
(4) Policy and / or Legal Standards
(5) Sight Alignment, Trigger Control, Accuracy
(6) Target Recognition and Analysis
(7) Weapons Clearing / Manipulations
(8) Live Fire Tactical / Marking Cartridges
(9) Basic Tactical Firearms Situations, Judgement and Decision-Making Exercise(s)
(10) Class Exercise / Student Evaluation / Testing

COURSE OBJECTIVES:

The student will:

1. Demonstrate knowledge of their individual Department's Use of Force/Firearms Policy.
2. Identify the tactical analysis key points related to tactical firearms as reported in FBI Law Enforcement Officers Killed and Assaulted (LEOKA) Studies (hereby incorporated by reference).
3. Demonstrate a minimum standard of tactical handgun proficiency with every technique, exercise, and course-of- fire, to include:
   A. Judgment and Decision-Making
   B. Firearms Safety
   C. Fundamentals of Marksmanship
   D. Safe Drawing and Presenting Firearms
   E. Shoot/No Shoot
   F. Speed, Accuracy and Effectiveness under stress and movement conditions
   G. Shot Placement: Combat Effectiveness

H. Malfunctions Clearing
I. Loading/Reloading

Instructors will observe students during the performance of each technique, exercise, and course of fire to evaluate each student's proficiency and ensure they achieve minimum standards of performance. If a student fails to meet the minimum standards, *appropriate* remedial training will be provided until the minimum standards are met.

DAY 1

I. Course Introduction **(1)**
   A. Registration
      i. Students will sign-in on a department class roster to receive a certificate of completion.
      ii. Collect fees, if needed.
   B. Introduction
      i. Instructors will introduce themselves.
      ii. Students will introduce themselves and provide their course expectations.
   C. Course Outline and Objectives
      i. Instructors will provide an overview of the course schedule and outline.
      ii. Instructors will cover the course objectives.

II. Lethal Force Overview – PowerPoint Presentation **(2)**
   A. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
      i. Civil Implications of using Force/Lethal Force

III. Use of Force/Lethal Force and Firearms Policies **(3, 4)**
   A. Use of Force Options
      i. Lethal Force within the Spectrum of Force Options
      ii. Verbal, Hands, Less than Lethal, Lethal Force
      iii. Escalation and De-escalation Process
   B. Department Policy and Deadly Force Policy
      i. Prior to the course, students will review a 30-minute presentation on the impacts of AB 392 on PC 835a and PC 196 and instructed to review their agency policies for Use of Force and Lethal Force.
      ii. Facilitated Discussion to Review Topics:
         1. "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
         2. How agency's policy may have changed relative to AB 392.

3. How agency's policy may have changed in relation to SB 230, which addresses agency Use of Force policies and includes specific mandated criteria for policies no later than January 1st, 2021.
    a. Reasonable cause to believe
        i. Reasonableness of force will be judged from the perspective of a reasonable deputy on the scene at the time.
    b. Imminent threat
        i. Reasonable person would believe the person has present ability, opportunity, and apparent intent to immediately cause GBI or death.
        ii. Reasonably believed to require instant attention.
    c. Death or great bodily injury
        i. Serious impairment of physical condition
    d. Fleeing violent felon specifications
        i. May use deadly force if a person is fleeing for a felony that threatened or resulted in death or GBI and deputy reasonably believes subject will cause death or GBI if not immediately apprehended.
    e. Other policy areas and issues

C. Supporting Case Law
    i. Tennessee vs. Garner
        1. Deadly force
        2. Fleeing felon
    ii. Graham vs. Conner
        1. Reasonable force

D. FBI Law Enforcement Officers Killed/Assaulted (LEOKA) Studies
    i. 2019 Report
        1. Vital Statistics from LEOKA Reports
    ii. Conclusive Tactical Analysis
        1. 30% of officers killed during investigative / enforcement activities.
        2. 91% of officers killed were killed with a firearm.
        3. 29% of officers killed were less than 5 feet from suspect.
        4. 33% of officers killed fired or attempted to fire the weapons.

5. Nearly 25% of assaults on officers occurred between 2000 hours and midnight hours.
6. 29% of officers killed during "low light" conditions (dark, dawn, dusk).

IV. Introduction to Red Dot Sighting System – PowerPoint Presentation **(5, 6)**

A. Evolution of Target Sighting
   i. Early human weapons were unsighted and users were target focused.
      1. Human evolution revolved around this target focused concept.
   ii. Transition to sighted weapons that required sight focus fairly recently in human evolution.
   iii. RDS is a transition back to a more natural, target focused sighting methodology.

B. Science Behind Red Dot Sighting System
   i. Spherical mirror that reflects light emitted from an LED of its axis focus; creates reticle.
   ii. Spherical reflector has a special coating that only reflects red light.
   iii. If you can see the dot, you can hit your target.

V. Advantages and Disadvantages of the Red Dot Sight for Pistols – PowerPoint Presentation **(5, 6)**

A. Disadvantages of RDS
   i. Battery Operated and Could Fail
      1. Battery life on RDS systems varies from manufacture. It is recommended to change the battery no less than annually.
      2. Some manufactured versions have default auto settings where the red dot sights could go to auto-adjust modes or off settings (check manufacture instructions on your version).
   ii. Lens Damage (Crack or Break)
      1. The RDS lens could crack or break from normal wear and tear and / or hardships of the job. The RDS <u>may</u> still function depending on the damage to the lens or the overall RDS.
      2. If the lens or RDS is damaged – the red dot may have lost its zero – point of aim point of impact.
   iii. Moisture and Debris on Lens
      1. Moving from different temperatures and different humidity levels can cause moisture / condensation to collect on the lens, impairing seeing the red dot on the lens or possibly not

seeing the red dot at all. Examples…getting out of patrol car and glasses fog up.

2. Rain can also prevent the dot from being projected onto the lens on some RDS systems. If the weapon is out while it's raining and some raindrops fall onto the projection portion of the RDS, the dot will not be projected onto the lens.
3. Anti-fog solutions can help with the moisture issue, however manufacturer specifications must be considered for each RDS system.
    a. Some manufacturers may recommend NOT using a particular type of solution for a specific RDS.
4. Debris
    a. Debris such as dust or lint can obstruct the red dot on the lens or prevent the red dot from being projected onto the lens.

iv. Expense
1. Manufacture prices vary between RDS systems.
2. Purchase of an additional weapon, cost of Level III duty holster, RDS system, and sights can drive the cost up to carry the RDS.

v. Maintenance
1. Battery Replacement
    a. Battery life on RDS systems varies from manufacture. It is recommended to ensure the weapon is unloaded and change the battery no less than annually.
    b. Duracell is the recommended battery for RDS.
2. Cleaning of Lens on Regular Basis
    a. Care and consideration should be taken when using / deploying a red dot sight for use with a pistol to guarantee the optic is clear and easily seen through. Refer to manufacture recommendations for care and maintenance practices.
3. Checking zero
    a. It is recommended that anytime maintenance or battery replacement occurs, especially if the battery is bottom loaded into the optic, you should check the point of impact or accuracy of the optic with the weapon with live duty ammunition.

B. Advantages

i. Constant Threat Focus
    1. A red dot sight, by superimposing a distinct parallax-adjusted aiming point on the target as it appears in the shooter's field of view, greatly simplifies the shooting equation by only requiring the shooter to focus on a single plane of reference. Now the shooter can focus on the threat / target without continually re-referencing the front and rear sights, thus eliminating the phenomenon commonly referred to as "eye sprint," where the shooter's focus is continually shifting from the target to the front sight. It also plays to the human brain's instinctive reactions under SNS induced stress to focus on the threat (target fixation).

ii. Shooting with Both Eyes Open
    1. Shooting with both eyes open is a requisite skill inherent in effective tactical shooting in terms of speed, accuracy, and continuous situational awareness.
    2. The red dot sight makes "both eyes open" shooting almost intuitive because the target and reticle appear on the same plane in the operator's field of view, and non-magnification allows for extended eye relief. The operator is essentially looking at the threat/target much the same as one would view any object in his/her immediate surroundings on a daily basis.

iii. Speed and Accuracy
    1. Another clear advantage of a red dot sight is the speed of target acquisition and accuracy at extended ranges.
    2. At ranges of 25 yards and greater, the accuracy of these optics vs. traditional iron sights will increase exponentially for most shooters as soon as they start training with it.

iv. Shooting with Diminished Eyesight and/or Low Light Conditions
    1. A red dot sight significantly mitigates the challenges of shooting when you no longer have 20/20 vision or in low light conditions.

v. Transitioning to RDS
    1. There are several considerations when transitioning to a RDS, including the optic to purchase and different ways to mount the optic to the handgun.
    2. Users should purchase high quality optics from reputable manufacturers.

vi. RDS Specific Firearms Fundamentals
    1. With transitioning to a RDS, some firearms fundamentals many need to be adjusted, including presentation and focusing on target rather than front sight.
vii. Addressing RDS Problems
    1. Many of the common issues shooters may encounter when transitioning will be mitigated with training.

VI. Firearms Safety Guidelines

(1)

A. Four Firearms Safety Rules
    i. Students will be introduced to the Four Firearms Safety Rules.
    ii. Students will be strictly held to the standards of the Four Firearms Safety Rules moving forward.
    iii. Four Firearms Safety Rules:
        1. Treat all firearms as if they are loaded.
        2. Never allow your muzzle to cover anything you are not willing to destroy.
        3. Keep your finger off the trigger until your sights are aligned and you have made the conscious decision to fire.
        4. Be sure of your target and what is beyond it.
B. Lead Contamination
    i. Safety precautions
        1. Wash hands, clothes after shooting.
        2. Do not eat or smoke after shooting.
    ii. Pregnancy/children
        1. If you are pregnant, you should avoid shooting until consulting with a doctor.
        2. Ensure children are wearing eye and ear protection.
C. Handling of Weapons
    i. Classroom
    ii. Cleaning Tables
    iii. Firing Line
    iv. Safe Loading / Unloading Techniques
D. Safety/ Medical Briefing and Assignments
    i. First Aid / CPR Team
    ii. Hail Ambulance
    iii. Activate EMS
    iv. Scribe
    v. Code 3 equipped vehicle with driver/ transport

VII. Marksmanship Fundamentals - Sight Alignment, Trigger Control, Accuracy, the Basics of Shooting with a Red Dot Sight **(5, 6)**

- A. Stance
  - i. The most stable position available to shoot from based on environment and situation.
- B. Grip
  - i. Proper grip from draw.
- C. Sight Alignment/Sight Picture
  - i. Constant threat / target focus.
  - ii. Eyes do not shift from the threat/target focal plane.
  - iii. Optic dot is superimposed over the desired point of impact, and the focal point remains on the threat / target.
- D. Trigger Control
  - i. Still essential and hardest aspect for a shooter to learn.
- E. Breathing
  - i. Natural respiratory pause.
  - ii. More important as distance increases.
- F. Follow Through
  - i. Maintain focus on target during recoil.
- G. Presentation of the Weapons / Acquiring the Red Dot Sight
  - i. Presenting the weapon to a threat and locating the red dot sight while staying threat focused.
  - ii. Three methods of acquiring the dot during presentation.
    1. "Wave" method
    2. Baseplate to nose method
    3. Bringing thumbs into to the line of sight

VIII. Class Exercise and Live Fire Drill **(5, 6, 7, 8, 9, 10)**

- A. Zeroing the Red Dot
  - i. Zero at 15 yards, fire prescribed group, and evaluate.
  - ii. Recommend that "witness marks" be placed on the mounting screws of the optic so shooters can self-diagnose if the optic is zeroed.
  - iii. Shoot back up iron sights to verify point of aim / impact and zero as needed.
- B. Focal Plane Shifting Drill
  - i. Students will bring the weapon on target and switch focus between target (target focused) and the dot (dot focused) to demonstrate the difference in the appearance of the dot and subsequently the importance of remaining target focus.

1. While "dot focused," point out to students that the dot will become large, blurry, and out of focus while superimposed on the target.
2. While "target focused," the dot will be appear sharp and in focus while superimposed on the target.

ii. Instructor will further discuss parallax and parallax issue that can arise by being "dot focused" as opposed to focusing on the target.

iii. Drill will first be run dry, followed by live fire.

1. Live fire drills will be done while student is "dot focused" and "target focused" so student can see the impact on accuracy of the parallax issue that arises from being "dot focused."
2. Live fire drills will start at the low ready, then will be performed from the holster.

C. 1-Shot Drills

i. Instructor will demonstrate proper draw stroke and 3 ways to acquire the dot.

1. "Wave" method
2. Baseplate to nose method
3. Bringing thumbs into to the line of sight

ii. Instructor will discuss mechanical offset.

1. At 3 yards, mechanical offset it is about .7 to .9 of an inch.

iii. Students will practice draw and acquiring dot using the preferred of the three methods.

iv. Instructor will demonstrate 1-Shot Drill, live fire.

1. Using a gray man target to practice draw from the holster, acquire red dot, and shoot one round at small black squares.

v. Students will complete drills starting at ½ speed and increasing as accuracy allows.

1. Assess target misses for grip or timing issues.
2. Demonstrate bent arm effectiveness.

D. SIG Assessment Test

i. Each drill is a different shooting performance measure with a defined scoring zone and time standard.

ii. Target with 8-inch hit zone, distance 5 yards, 5 yards between multiple targets.

1. Low Ready: one round in 1.25 seconds
2. Draw – 2 Hand: draw and fire one round in 2 seconds.

3. Draw – Primary & Support Hand: draw and fire one round from primary, transfer to support hand, fire one round from support in 4 seconds.
4. 2 – Slide Lock Reload – 2: draw and fire two rounds, perform slide lock reload, fire two rounds in 5.25 seconds.
5. 6 – Slide Lock Reload – 1: draw and fire six rounds, slide must lock back, reload, fire one round in 6.25 seconds.
6. Multiple Target Z Drill: two targets one yard apart, fire a total of eight shots, moving between targets, in 7.5 seconds.

E. Recoil Management
   i. Instructor will discuss methods to best manage recoil.
      1. Posture
         a. Body upright, eyes on target during presentation
            i. "Body goes where the eyes go"
         b. Instructor will demo, then have students drill "Hand-eye" drill on each other.
      2. Stance
         a. "Athletic" / Combat Isosceles
            i. Support side foot aggresses towards the target.
            ii. Instructor will demo, then have students drill "Jedi Force Punch" drill on each other.
      3. Arms Bent vs. Arms Locked
         a. Arms bent, elbows directed parallel to ground, turn arms into pistons rather than pivot points, help manage recoil.
         b. Instructor will demo, then have students drill "Hand Crush Test" on each other.
      4. Grip vs Leverage
         a. Recoil is better managed by bringing grip up towards the bore-line as opposed to "crushing" grip of gun.
         b. Instructor will demo, then have students drill "Lever Drill" on each other.
   ii. Fire five-shot strings from the 5-yard line at the berm while evaluating dot movement and recoil management.
      1. First string will be from shoots "old" method of shooting.
      2. Each subsequent string will incorporate each of the elements above to see if recoil is more efficiently managed.

F. Cadence Work

i. Fire six-shot strings from the 5-yard line focusing on cadence, tracking the dot, proper trigger reset, and recoil management.

G. Fine Tuning Presentation
   i. To Increase the Speed of the Draw Stroke
      1. Speed up the movement of the support side hand.
      2. Index along the bottom of the holster on the rear portion below the tang of the pistol.
      3. Drive the primary hand into the tang and "spring-board" the gun out of the holster.
      4. Barrel is slightly raised on the press out, and the dot should drop into the field of view as the arms reach extension.

H. Shooting Responses
   i. Controlled Pairs
      1. Building block for a standard defensive response.
      2. Remind students that for every round fired, they should acquire two sight pictures and for every two rounds, they should acquire three sight pictures, etc…
      3. Fire two aimed shots at the attacker's upper torso.
   ii. Standard Defensive Response
      1. A burst of aimed fire to the thoracic cavity.
   iii. Failure to Stop
      1. A burst of aimed fire to the thoracic cavity followed by one shot to the cranio-ocular cavity.
   iv. Non-standard Defensive Response
      1. A burst of aimed fire to the thoracic cavity followed by a burst to the pelvic girdle.
         a. If a headshot is not possible or practical, the pelvic girdle can be used to immobilize the suspect.
   v. Immediate Stop Response
      1. One round to the cranio-ocular cavity.
      2. They are used in a hostage rescue situation when the suspect's body is shielded by the hostage.
   vi. Multiple Target Engagement Drills
      1. Spread Fire
         a. When faced with multiple suspects, important to get shots on each one as quickly as possible to disrupt their O.O.D.A. loop and limits their ability to launch a successful attack.

b. The technique is to shoot each adversary once, then shoot each a second time.

I. Wounded Drills (Single Hand Shooting)
   i. Primary side wounded shooting drills
      1. Body positioning
         a. Roll the shoulder forward, elbow pointed down, wrist bent, thumb "flagged," "delta thumb," or "thumb forward."
         b. Foot positioning is student's preference.
      2. Instructor demonstration of proper single-hand fire.
      3. Students fire slow precision shots on the dot from the 3-yard line.
      4. Students fire 1 precision shot to the head, 3 shots to the body from the 3, 5, and 7-yard lines.
   ii. Transitioning from primary side to support side
      1. Demo 3 different methods of transitioning to support side
         a. "Grip-drop" method, "thumb-hole" method, "thumb over" method
   iii. Support side wounded shooting drill
      1. Address eye dominance issues.
         a. While presenting gun towards target, bring gun slightly over towards dominant eye.
         b. Can also cant the weapon inboard towards dominant eye as well, however not preferred due to recoil management.
      2. Safely drawing a gun from holster without using primary hand.
         a. Instructor Demo
      3. Reloads – between legs, behind the knee, or on the ground and step on the gun.
         a. Instructor Demo
      4. Working the slide because it is locked, use the slide release.
         a. Racking it could induce a malfunction for weapons in the left hand.
         b. Instructor Demo
      5. Instructor will demo live fire support side, wounded drill shooting.
      6. Students fire slow precision shots from the 3-yard line.

7. Students fire 1 precision shot to the head, 3 shots to the body from the 3, 5, and 7-yard lines.

J. Cool Down Drill
   i. Students will shoot 10 rounds, no time limit.

K. Debrief

DAY 2

IX. Firearms Safety Guidelines Review

A. Students will review the Four Firearms Safety Rules and will continue to be held to those rules throughout the course. The Four Firearms Safety Rules are: **(1)**

i. Treat all firearms as if they are loaded.
ii. Never allow your muzzle to cover anything you are not willing to destroy.
iii. Keep your finger off the trigger until your sights are aligned, and you have made the conscious decision to fire.
iv. Be sure of your target and what is beyond it.

B. Lead Contamination
   i. Safety precautions
      1. Wash hands, clothes after shooting.
      2. Do not eat or smoke after shooting.
   ii. Pregnancy/children
      1. If you are pregnant, you should avoid shooting until consulting with a doctor.
      2. Ensure children are wearing eye and ear protection.

C. Handling of Weapons
   i. Classroom
   ii. Cleaning Tables
   iii. Firing Line
   iv. Safe Loading / Unloading Techniques

D. Safety/ Medical Briefing and Assignments
   i. First Aid / CPR Team
   ii. Hail Ambulance
   iii. Activate EMS
   iv. Scribe
   v. Code 3 equipped vehicle with driver/ transport **(5)**

X. Review / Polish Presentation

A. Review "Fine-Tune Presentation" Section above.

XI. Live Fire Drills **(5, 6, 7, 8, 9, 10)**

A. Distance Shooting Drill
   i. Walk Back Holdover Drill
      1. 5 shots fired at 3, 5, 7, 10, 15, and 25-yard lines.
      2. Evaluate targets after each yard line.
      3. Discuss dot adjustment for greater precision at distance.
      4. Discuss 90-10 trigger press.

B. FBI Bullseye Course
    i. Slow Fire
        1. Starting at 25-yard line, student fires 10 rounds in 4 minutes.
    ii. Timed Fire
        1. Starting at 15-yard line, student fires 2 strings of 5 rounds in 15 seconds.
    iii. Rapid Fire
        1. Starting at 15-yard line, student fires 2 strings of 5 rounds in 10 seconds.
C. Parallax Drill
    i. Instructor demonstration
    ii. Shot from 5, 10, 15, and 25 yards moving the dot to the extreme top, bottom, and sides in the viewing area.
        1. Demonstrates dot does not have to be centered; dot on target = hits target.
D. Shooting on the Move Drill
    i. Slow Tactical Walk
        1. 1/1 instructor to student ratio at student's pace.
        2. Students moves from 25-yard line to the 10-yard line and back while engaging a steel target.
        3. Students will fire upon threat command from instructor.
    ii. Fast Tactical Walk
        1. 1/1 instructor to student ratio student's pace.
        2. Student moves from 25-yard line to the 10-yard line and back while engaging the steel target.
        3. Students will fire upon threat command from instructor.
E. SLOSO Medal Qualification
    i. Fired in 7 stages from ranges of 3,5, 7, 10, 15, and 25 yards.
    ii. Students must conduct at least one after-action drill followed by a tactical reload or reload with retention before moving to the next stage.
F. Downed Optic Drills
    i. Four ways optic can "go down."
        1. No dot visible through clear optic lens.
            a. Reason could be that the optic malfunctioned or the battery died.
            b. Students should immediately transition to back-up iron sights.
            c. Body-optic reference could also be used.

i. Framing the target inside the viewing area of the target.
d. Instructor demo
e. Students live-fire from low ready, then holster.

2. Obstruction between students eye and optic
   a. Cannot see the optic viewing area.
   b. Reason could be debris or other obstruction covering the emitter or viewing area.
   c. Students should immediately transition to slide index or body-optic index.
   d. Place tape over rear of optic viewing area.
   e. Instructor demo
   f. Students live-fire from low ready, then holster.
3. Obstruction between the optic and the target
   a. Dot is visible on viewing area but cannot see through viewing area.
   b. Occluded Eye Aiming Technique
      i. This technique takes advantage of the eye's natural binocular vision and our brains ability to merge information from both eyes into what we perceive as a single image.
   c. Place tape over front of optic viewing area.
   d. Instructor demo
   e. Students present on target from low ready to target (dry fire) to observe the dot overlayed on the target.
   f. Students will then live-fire using Occluded Eye Aiming Technique from low ready, then from holster.

ii. Mist, Water, Rain on Optic
1. Spray water on the optic.
2. Students will present to target and check the appearance of their viewing area while water is on their viewing area.
3. Instructor will demo.
4. Students engage with standard defensive response with the wet blurred optic.
   a. Performed from the low ready.

XII. Malfunctions with RDS Equipped Handgun

(7)

A. Type 1 Malfunctions
i. Known as "failure to fire," when the trigger is pulled shooter hears a "click" instead of firing.

ii. Caused by an empty chamber or bad round of ammunition.
iii. Clearing process.
iv. After clear, assess situation and fire if necessary, continue to evaluate.

B. Type 2 Malfunctions
i. Known as a stovepipe or "failure to eject."
ii. Occurs when the ejection port is prevented from closing by a partially ejected shell casing, trigger feels mushy and will not fire.
iii. Clearing process.
iv. After clear, assess situation and fire if necessary, continue to evaluate.

C. Type 3 Malfunctions
i. Known as a "double feed" or "feed way stoppage".
ii. Caused when a round is not extracted from the chamber and another round is being partially fed from the magazine simultaneously, two rounds try to occupy the same space at the same time.
iii. Trigger feels mushy and will be inoperable, and weapon will be out of battery.
iv. Clearing process.
v. After clear, assess situation and fire if necessary, continue to evaluate.

D. Students, at the direction of instructor, will set up each malfunction and dry fire, then live fire, each of the malfunction clearing techniques.

XIII. RDS in Low Light Environment **(6, 7)**

A. Handheld Flashlight
i. Ranges from large Maglights to tiny LED lights.
ii. Typically, the most helpful and least obtrusive tool.
1. Pros – can be used independently from firearm.
2. Cons – degrades accuracy, occupies support-side hand.

B. Weapon Mounted Light
i. Superior to handheld in terms of accuracy under pressure.
ii. If it's the only light source, must violate firearms safety rule #2 by using it to illuminate things.
1. Pros – allows for greater accuracy while illuminating threats.
2. Cons – more difficult to operate under stress, requires pointing a weapon at potentially non-hostile unknown contacts, may cause reliability issues.

C. Adjusting Dot for Various Lighting Conditions

i. Manual Adjustment
ii. Auto Adjust Feature
    1. Discuss pros and cons of auto-adjust.
iii. Discuss the importance of adjusting the dot for prevalent lighting conditions for the work shift.

XIV. Low Light Live Fire Drills **(5, 6, 7, 8, 9, 10)**

A. Controlled Pairs
    i. Building block for a standard defensive response.
    ii. Fire two aimed shots at the attacker's upper torso.
B. Standard Defensive Response
    i. A burst of aimed fire to the thoracic cavity.
C. Failure to Stop
    i. A burst of aimed fire to the thoracic cavity followed by one shot to the cranio-ocular cavity.
D. Non-Standard Defensive Response
    i. A burst of aimed fire to the thoracic cavity followed by a burst to the pelvic girdle.
        1. If a headshot is not possible or practical, the pelvic girdle can be used to immobilize the suspect.
E. Immediate Stop Response
    i. One round to the cranio-ocular cavity.
    ii. Used in a hostage rescue situation when the suspect's body is shielded by the hostage.
F. SIG Assessment Test
    i. Target with 8-inch hit zone, distance 5 yards, 5 yards between multiple targets.
        1. Low Ready: one round in 1.25 seconds
        2. Draw – 2 Hand: draw and fire one round in 2 seconds.
        3. Draw – Primary & Support Hand: draw and fire one round from primary, transfer to support hand, fire one round from support in 4 seconds.
        4. 2 – Slide Lock Reload – 2: draw and fire two rounds, perform slide lock reload, fire two rounds in 5.25 seconds.
        5. 6 – Slide Lock Reload – 1: draw and fire six rounds, slide must lock back, reload, fire one round in 6.25 seconds.
        6. Multiple Target Z Drill: two targets one yard apart, fire a total of eight shots, moving between targets, in 7.5 seconds.

XV. Closing
A. Debrief

i. Student questions

B. Cleaning
   i. Clean weapons.
   ii. Clean range

C. Course Evaluation
   i. Student evaluation of course

D. Graduation and Certificate Presentation