

Riverside Police Department
Field Training Officer Basic Course
Expanded Course Outline
40-Hour - Four Day Course
Updated 8/1/17

BLOCK 1: INTRODUCTION AND ORIENTATION

1 hours

I. LEARNING NEED

To proactively participate in and successfully complete the POST-certified Field Training Officer (FTO) Course, the student must be aware of the POST FTO Course goals, expectations, and training requirements as well as key components of field training program development and operations.

A. RECOGNIZE POST FTO COURSE GOALS AND OBJECTIVES, INCLUDING THE DEVELOPMENT OF A NEW FTOs ABILITY TO:

1. Provide training and coaching while integrating trainees into the mission, goals and operation of the agency
 - a. Contribute to the agency and the community
2. Provide trainees with a means to apply their knowledge and skills in the work environment
 - a. Application of academy training
 - b. Knowledge of job specifics
 - c. Knowledge of resources
3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
 - a. Debrief calls for service, scenarios, etc.
 - b. Complete timely DORs, Daily Training Notes, etc.
4. Recognize different learning styles and respond appropriately to the needs of the trainee
 - a. "Telling is not teaching, listening is not learning"
 - b. "You can't build a skill through lecture"
5. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from their assignments
 - a. Establish a communication channel for learning
 - b. Establish a communication channel for counseling

B. MEET PRESENTER-SPECIFIC ATTENDANCE/BEHAVIOR REQUIREMENTS

1. 10% Rule
 - a. Cannot miss more than 10% of the hours/classes
 - b. Must make up any time missed
2. Arrive late/leaving early requires instructor notifications
3. Appropriate casual attire will be permitted
4. Subpoenas
5. Set cellular phones and pagers to vibrate
6. Breaks provided by instructors
7. Lunch times outlined in the course schedule
 - a. Times may vary
8. Complete any agency specific written tests/assessments required

C. SUCCESSFULLY COMPLETE ALL POST AND PRESENTER-SPECIFIC ACTIVITIES AND TESTING REQUIREMENTS INCLUDING:

1. POST-required Teaching/Training demonstration
 - a. The student must successfully present a one-on-one training demonstration simulating a FTO-Trainee situation
 - b. The student will be given a law enforcement training topic and a student learning style and must provide training in the selected topic area to a trainee or role player
 - c. The student is expected to use a training plan with varied adult learning styles, RIDEM, (see pages 30-31) and communication techniques
 - d. Using the FTO Update Rubric developed specifically for this exercise, the demonstration will be evaluated by another student
2. Case study analysis
3. Presenter-developed activities/tests
 - a. Role playing, group activity participation required

D. IDENTIFY AND DISCUSS THE TRAITS OF EXEMPLARY SUPERVISORS

1. List the names of exemplary field training officers
2. List the traits/characteristics of exemplary field training officers

E. IDENTIFY AND DISCUSS KEY COMPONENTS OF A SUCCESSFUL FIELD TRAINING PROGRAM, WHICH MAY INCLUDE:

1. Commitment of department head and administrative staff
 - a. Allow time to train
 - b. Time/personnel provided to effectively run the program
 - c. Support of remedial and/or termination recommendations
2. Clearly articulated organizational structure/chain of command
 - a. Smooth information flow (up and down)
 - b. Must have FTP Supervisory Administrator Coordinator (SAC)
 - c. Ensure decisions are made at the appropriate level
3. Well-organized and effective field training program guide/manual
 - a. System for regular review and revisions
4. Regular field training staff meetings
 - a. Instills strong, positive communication
5. FTO and program critique by trainees
 - a. Provides important feedback
 - b. Quality assessment
6. Clearly defined roles/expectations for:
 - a. Trainees
 - b. FTOs
 - c. FTO Supervisor
 - d. FTP Coordinator-Administrator
 - e. Watch Commander

F. IDENTIFY AND DISCUSS THE IMPACT OF FIELD TRAINING PROGRAMS, INCLUDING:

1. As the “introduction” to the agency’s law enforcement patrol duties, the field training program exposes trainees to the agency’s culture, values, and ethics:
 - a. Lays the foundation upon which careers will be built
 - b. Establishes organizational loyalty
2. Uses only approved methods, procedures, and techniques to present training
 - a. Learn it the right/accepted way the first time
 - b. Reinforce what is taught in the academy
3. The future of the agency is significantly impacted by values established in field training

- a. Sets the tone for years to follow
- b. Establishes a standard of acceptable behavior, performance and professionalism

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A. The student will participate in an introductory activity that provides the opportunity to meet the other class participants and establishes a creative learning environment that already has many relevant resources (the students themselves).
- B. The student will participate in a small group activity or facilitated discussion addressing the impact of field training.
- C. The student will participate in an instructor led introduction to the case study biographies that will be utilized throughout the FTO Course.

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A. The student may view the POST FTO Course Introductory Video or be otherwise informed of the FTO Course content.
- B. The student may participate in a small group activity or facilitated discussion of the key components of successful field training programs.

BLOCK 2: FIELD TRAINING PROGRAM GOALS AND OBJECTIVES *1hours*

I. LEARNING NEED

Field Training Officers are expected to engage the trainee in the integration and application of classroom knowledge to actual field performance, therefore, they must have a working knowledge of POST-approved academy training and field training programs as well as the evaluation and training processes of both.

A. IDENTIFY THE FOUR GOALS OF A POST-APPROVED FIELD TRAINING PROGRAM, INCLUDING:

1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
 - a. Knowledge
 - b. Comprehension/understanding:
 - 1) Adult learning concepts
 - 2) What is your trainee's learning style?

- c. Psychomotor skills
 - d. Proper application
 - e. Able to properly analyze and evaluate
2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
- a. To build on basic academy learning:
 - 1) Recognize FTO program as an extension of the basic academy
 - 2) Based on standardized curricula and performance objectives
 - 3) Academic limitations
 - a) Minimal knowledge and skills
 - b) Not everyone can apply academic learning to the job
 - b. To ensure uniformity by training in phases
 - 1) Systematic approach
 - 2) Assure trainee's ability to perform skills/tasks for competent operation of a one officer patrol car
3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
- a. Commitment to train equal to commitment to evaluate
 - b. Sufficient training prior to evaluation
 - c. Standardize terms, testing, and evaluation
 - d. Documentation of performance
 - 1) Daily Observation Report (DOR)
 - 2) Mid Phase Report (MPR)
 - 3) End of Phase Review
 - 4) FTO/Program Evaluation
 - e. Fair and consistent termination process
4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community
- a. Creating a standard of professionalism throughout the state

B. DISCUSS THE POST COMPETENCY BASED PROGRAM PHILOSOPHY

C. EXPLAIN THE NEED FOR STANDARDIZED CURRICULUMS AND PERFORMANCE OBJECTIVES, WHICH MAY MINIMALLY INCLUDE:

1. To provide consistency with academy training
 - a. Learning Domains in academies are based on standardized curricula and performance objectives, so field training programs designed the same way assist in the transition and the practical application of previously learned information
 - b. The POST FTP Guide is designed with objectives that require a higher level of performance of many of the same objectives from the basic course. Application and/or Evaluation vs. Knowledge or Comprehension (Bloom's Taxonomy)
2. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
 - a. Material presented by each FTO is the same in each phase of training
 - b. Provides fair/equitable delivery of information – prevents trainee complaints

D. RECOGNIZE TERMINOLOGY, RESOURCES, TESTING METHODS, AND OTHER ACTIVITIES USED IN THE REGULAR BASIC COURSE, INCLUDING:

1. Training and Testing Specifications
2. Workbooks
3. POST Basic Academy Testing
4. Scenarios

E. EXPLAIN HOW THE FIELD TRAINING PROGRAM IS AN EXTENSION OF THE REGULAR BASIC COURSE

1. Academy prepares the trainee for entry into the Field Training Program
2. Provides a *real-life* environment in which to apply knowledge
3. FTOs must make themselves aware of the training provided at the academy used by their agency so that they can hold the trainee accountable for that training
4. FTOs must become familiar with potential resources available from their local academy
5. FTOs must support and reinforce material and methods taught in the academy

F. IDENTIFY AND DISCUSS THE FIELD TRAINING PROCESS

1. Trainee Rotations
 - a. Primary Sergeant
 - b. Phase 1-4 = 5 weeks each
 - c. Metro = 1 week
 - d. Pop, Traffic, and Phase 7 = 2 weeks each
2. Weekly Meetings
 - a. Interview, discuss, and document
3. Mid Phase Review
4. Trainee Interviews
 - a. Quality of training provided
5. FTO/FT SAC (Supvor/Admin/Coordinator) Interaction
 - a. Developing training plans
 - b. Coordinating one-on-one training with Subject Matter Expert (SME)
 - c. Identifying outside resources (Sylvan Learning Center)

G. REVIEW AND DISCUSS THE FIELD TRAINING MANUAL

1. Duties and Responsibilities
 - a. FTO
 - b. Trainee
 - c. FT SAC
 - d. Command
2. Standard Evaluation Guidelines
 - a. Know what acceptable is, and go up or down from there
 - b. Be consistent
3. Maintaining the Field Training Guide
 - a. Guide responsibility
 - b. Returning the guide to the FT SAC
4. Frequently asked questions
 - a. Leaving the trainee to write reports while you go home
 - b. Expecting the trainee to work for free
 - c. Assigning homework
 - d. Court attendance

H. CONTRAST THE DIFFERENCE BETWEEN TRAINING AND EVALUATION, AND RECOGNIZE HOW BOTH COMPLIMENT EACH OTHER IN A SUCCESSFUL FIELD TRAINING PROGRAM

1. Training is the opportunity to:
 - a. Provide instruction and demonstration, with the trainee attempting the task, and FTO coaching and providing feedback
2. Evaluation is:
 - a. The process of documenting progress or lack of learning those tasks
3. Training must occur prior to evaluation
4. One without the other makes learning unachievable

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A. The student will view the POST “Basic Academy” Discussion Scenario Video.
- B. The student will participate in a facilitated discussion regarding the POST Regular Basic Course or Academy used by his/her agency and the preparation provided for the trainee’s entrance into a field training program (FTP). At a minimum, the discussion must address:
 1. The Regular Basic Course as preparation for entry into a field training program
 2. The field training program as a training environment for applying knowledge learned in the academy to the duties of a solo patrol officer
 3. FTOs must make themselves aware of the training provided at the academy(ies) used by their agency so that they can hold trainees accountable for that training
 4. FTOs must become familiar with potential resources available from their local academy(ies)
 5. FTOs must support and reinforce material and methods taught in the academy(ies)
- C. Using Learning Domain #3, *Policing in the Community*, the student will participate in an activity that familiarizes him/her with the format(s) and layout(s) of the Training and Testing Specifications of the Regular Basic Course and the Learning Domain Workbooks.

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A. The student may participate in a small group activity or facilitated discussion contrasting the FTP and academy training and evaluation processes.
- B. The student may participate in an activity and/or guided discussion wherein they explore their own academy experiences, make observations about trainee readiness for field training, and evaluate what they are hearing about current academy training.

BLOCK 3: EXPECTATIONS, FUNCTIONS, AND ROLES OF THE FIELD TRAINING OFFICER (FTO)

2 hours

I. LEARNING NEED

FTOs must develop an understanding and appreciation of the multiple functions, roles, and relationships they will have as field training officers and how those differ from their functions, roles, and responsibilities in their jobs as regular officers.

A. EXPLAIN THE ATTRIBUTES OF A SUCCESSFUL FTO, WHICH MAY INCLUDE:

1. Effective communicator
 - a. Uses active listening skills
 - b. Remains calm
 - c. Controls the situation
2. Ethical
 - a. Demonstrates integrity
 - b. Promotes character
 - c. Displays professional values
3. Professional
 - a. Works with other FTOs to help the whole program
 - b. Appearance and demeanor
4. Knowledgeable
 - a. Knows and stays current with the law
 - b. Demonstrates knowledge through proper application
5. Experienced
 - a. Broad experience base
 - b. Associates with other quality role models
 - c. Helps/mentors all to become quality role models

- d. Willing to ask questions
- e. Knows where to look for information
- 6. Courageous
 - a. Physical courage
 - b. Moral courage
- 7. Fair
 - a. Reviews training
 - b. Communicates clearly
 - c. Sets goals/expectations
 - d. Objective evaluations
 - e. Gives immediate feedback
- 8. Committed
 - a. Understands training requires long hours
 - b. Accepts responsibility of teaching
 - c. Willing to mentor and nurture the trainee
 - d. Has respect for training
- 9. Loyal
 - a. Displays loyalty to the community
 - b. Displays loyalty to the department
 - 1) Its mission, vision, and values

B. IDENTIFY AND EXPLAIN THE FUNCTIONS OR ROLES OF THE FTO, INCLUDING:

- 1. Role Model
 - a. Leads by example
 - b. Teaches by example
 - c. Strong values
 - 1) Personally
 - 2) Professionally
 - d. High level of integrity
- 2. Trainer/Teacher
 - a. Wants/helps trainee to learn
 - b. Accepts responsibility for progress of trainee
 - c. Reinforces positive attributes & accomplishments
 - d. Individualizes training/breaks down information
 - 1) Easily understood manner

- 2) Relative to trainee's skill level
- 3) Relative to trainee's learning style
3. Evaluator
 - a. Makes honest, objective assessments of behavior and performance
 - b. Provides feedback
 - c. Makes decisions and forwards to supervisor
4. Supervisor
 - a. First in the trainee's chain of command
 - b. Oversees daily work
 - c. Sets goals and objectives
5. Coach/Mentor/Counselor
 - a. Allows for practice
 - b. Provides hints and encouragement to motivate trainee
 - c. Allows trainee to work through problems
 - d. Answers questions
 - e. Provides direction or assistance
 - f. Knows when to inform supervisor
6. Leader
 - a. Able to develop others/hold trainee accountable
 - b. Shares responsibilities with trainee
 - c. Develops/utilizes resources
 - d. Sets clear expectations in a positive environment
 - e. Models appropriate behavior
 - f. Able to act as a change agent

C. DISCUSS THE KEY ELEMENTS FOR ESTABLISHING TRUST BETWEEN THE FTO AND THE TRAINEE, INCLUDING:

1. **TTruth**
 - a. Established by integrity
2. **RRespect**
 - a. Gives personal worth
3. **Understanding**
 - a. Shows compassion and empathy
4. **Support**
 - a. Provides strength and shows commitment
5. **Teamwork**

- a. Brings trainees into the organization

D. DEMONSTRATE THE ABILITY TO ESTABLISH A MUTUALLY POSITIVE WORKING RELATIONSHIP BETWEEN THE TRAINEE AND FTO USING KNOWLEDGE OF THE TRAINEE’S EDUCATION, BACKGROUND, CULTURAL PERCEPTIONS, WORK HISTORY, ETC.

- 1. Develop rapport
- 2. Good interpersonal skills
 - a. Open
 - b. Responsive
 - c. Approachable
 - d. Supportive

II. LEARNING NEED

There will be stresses involved in the field training environment. It is important for FTOs to recognize stress in their trainees that may adversely affect trainee performance.

A. DISCUSS SOURCES OF STRESS THAT MAY AFFECT TRAINEE PERFORMANCE, INCLUDING:

- 1. Personal sources
 - a. Family
 - b. Friends/families lack understanding of the law enforcement “culture”
 - c. Financial
 - d. Wellness
- 2. Professional sources
 - a. Expectations of trainee performance
 - b. Administration
 - c. Peer pressure
 - d. Personal – “Failure is not an option”

B. RECOGNIZE SYMPTOMS OF TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS

- 1. Impaired judgment
 - a. Poor decisions
 - b. Unable to make decisions

2. Deteriorating health
 - a. Becomes sick easily
 - b. Increase in sick leave use
 - c. Muscle tics
3. Impatience with self and others

C. IDENTIFY AVAILABLE METHODS AND RESOURCES TO MINIMIZE TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS

1. Employee Assistance Programs
2. Chaplains/Clergy
3. Psychologists
4. Mentoring program
5. Exercise/work-out plan

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A. The student will view the POST “FTO Responses” Discussion Scenario Video and participate in a facilitated discussion that will reinforce the following:
 1. The need to demonstrate the positive attributes of successful FTOS
 2. The need to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee’s education, background, cultural perceptions, work history, etc.
 3. The need to actively demonstrate the leadership role of the FTO
- B. The student will view the POST “Trainee Stress” Discussion Scenario Video and participate in a facilitated discussion that will reinforce the FTOs knowledge of possible sources of trainee stress and available methods and resources to minimize trainee psychological, physical, and emotional stress.
- C. Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A. The student may view the last segment of POST’s “Qualities of a Good FTO” Telecourse and participate in a facilitated discussion that reviews and reinforces those qualities.
- B. In pairs, the students will be given the opportunity to practice an introductory session as if they were meeting their trainee for the first time. This activity will

reinforce the importance of developing a strong working relationship between the FTO and trainee.

BLOCK 4: ETHICS, PROFESSIONALISM AND LEADERSHIP

4 hours

I. LEARNING NEED

FTOs must be fully aware of ethical standards and how they relate and guide them in terms of conduct and decision-making. FTOs must recognize and be prepared for ethical and other issues, unique to the FTO/trainee relationship, that will emerge during the field training program.

Field training officers are expected to be leaders and to demonstrate leadership skills. FTOs must recognize and apply basic principles and theories of leadership within their organizations.

A. DEFINE ETHICS, INCLUDING:

1. The POST definition:
 - a. The accepted principles of conduct, governing decisions and actions, based on professional values and expectations
2. Law Enforcement Code of Ethics

B. IDENTIFY AND DISCUSS ETHICAL ISSUES WITHIN THE FIELD TRAINING ENVIRONMENT, INCLUDING BUT NOT LIMITED TO:

1. Practicing misconduct
 - a. Gratuities, solicitations, half-priced meals, etc.
 - b. Negative/inappropriate comments or behavior directed toward other officers, subordinates, superiors, and/or agencies
 - c. Participating in or allowing trainee discrimination and/or hazing
 - d. Using inappropriate language or terminology
 - e. Displaying negative/inappropriate behavior toward the community
2. Creating an unprofessional learning environment
 - a. Socializing or fraternizing with a trainee
 - b. Entitlements
3. Demonstrating integrity and a positive mental outlook
 - a. Intervention in unethical conduct of trainee, other FTO, or peer
4. Code of Silence

- a. Striving for departmental transparency

C. EVALUATE THE EFFECT(S) OF IDENTIFIED ETHICAL ISSUES ON THE FTO/TRAINEE RELATIONSHIP

- 1. Impact on FTO/trainee working relationship
 - a. Effects trust, integrity, willingness to support, etc.
 - b. Potential ramifications (positive and negative)
- 2. FTO's ability to impact ethical issues
 - a. Must be above reproach
 - b. Train to engage in pre-planning
 - c. Engage trainees and peers in discussions
- 3. FTO/trainee relationship
 - a. Socializing off duty
 - b. Inappropriate relationships

D. ANALYZE AN ETHICAL DILEMMA UTILIZING THE POST “*ETHICAL DECISION-MAKING TOOLS FOR CALIFORNIA LAW ENFORCEMENT*”

- 1. Ethical Tools
 - a. Character
 - b. Ethical choice strategies
 - c. Decision making
- 2. Ethical challenges
 - a. Continuum of compromise

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A.** The student will view the POST “Ethics” Discussion Scenario Video and participate in a facilitated discussion of how he/she would handle this incident with the trainee and the FTP SAC. The student should further explore how he/she would handle the situation if it were another FTO who filed the report.
- B.** The student will participate in small group activities and/or a facilitated discussion where he/she will analyze ethical dilemmas using POST’s “Ethical Decision-Making Tools for California Law Enforcement” as a resource.
- C.** Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

TBD by Presenter

IV. DEFINE LEADERSHIP, INCLUDING:

1. The post definition:
 - a. The practice of influencing people, while using ethical values and goals, to produce an intended change

A. IDENTIFY AND EXPLAIN CHARACTERISTICS DEMONSTRATED BY VARIOUS RECOGNIZED LEADERS

1. Famous leaders such as:
 - a. Gandhi
 - b. Patton
 - c. Truman
 - d. Reagan
 - e. Hitler
2. Characteristics
 - a. Ambition
 - b. Confidence
 - c. Courage
 - d. Intelligence
 - e. Eloquence
 - f. Responsibility
 - g. Creativity
 - h. Compassion
 - i. Trustworthiness
 - 1) Even in times of great stress, good leaders can be depended upon to put the needs of others above personal considerations

B. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A LEADER

1. Determining leadership potential
 - a. Survey says.....

2. Leadership examined
 - a. Directing
 - b. Coaching
 - c. Supporting
 - d. Delegating

C. DISCUSS CURRENT PRINCIPLES, THEORIES, AND TRENDS OF LEADERSHIP AND HOW THEY MAY APPLY TO THE FTO (WESTPOINT LEADERSHIP PROGRAM)

1. Adult development
 - a. Structure building
 - b. Structure changing
 - c. Early adult transition
 - d. Entering adult world
 - e. Age thirty transition
 - f. Settling down
 - g. Middle life transition
 - h. Enters middle adulthood
2. Attribution
 - a. Blame or credit theory
 - b. Distinctiveness
 - c. Consensus
 - d. Consistency
 - e. Biases
 - 1) Negative outcome bias
 - 2) Actor/observer bias
 - 3) Self-serving bias
 - 4) Apology effect
3. Equity
 - a. Most people believe that life owes them a fair share
 - b. The fairness theory
 - c. Alter inputs
 - d. Alter outputs
 - e. Change C/O
 - f. Act on C/O

- g. Cognitive distortion
 - h. Leave the field
 - i. Leader strategy
4. Expectancy
- a. Most people's motivation is based on the belief that if they try, they can perform and then get the result they want most
 - b. "E" expectancy
 - c. "I" instrumental
 - d. "V" valence
 - e. Individual behavior
 - f. Performance objectives
 - g. Reward
5. M.T.C.
- a. Most people respond to positive and/or negative consequences
 - b. The reward and punishment theory
 - 1) Terminology
 - 2) Reward rules
 - 3) Punishment rules
 - 4) Leadership strategies
6. Socialization
- a. Process of which members become part of the group
 - b. Goals of socialization
 - c. Senior organization leaders relay broad goals
 - d. Focal leaders are the primary role leaders
 - e. Peers are those with same rank and are highly influential
 - f. Subordinates often provide input and advice to the boss
 - g. Others provide external personal influences
 - h. Leader strategies
 - i. An enlightened leader
7. Group development
- a. The degree to which members are attracted to and remain in the group
 - b. Stages of development
 - c. Leader strategy
 - 1) Forming

- 2) Storming
 - 3) Norming
 - 4) Performing
8. Decision making
- a. Often called collective problem solving. The ability to choose, communicate with, and use input of capable subordinates
 - b. The normative model
 - 1) Autocratic
 - 2) Consultative
 - c. Two asset factors
 - 1) Quality
 - 2) Acceptance
 - d. Assets of collective problem solving
 - e. Liabilities of collective problem solving
9. Power
- a. Leadership as a transaction
 - b. Focus of leadership
 - c. Idiosyncrasy credits
 - d. Theory x and theory y
 - e. Bases of power
 - f. Outcomes

D. ANALYZE SITUATIONS REQUIRING APPLICATIONS OF LEADERSHIP PRINCIPLES AND THEORIES

- 1. From presidents to coaches
 - a. Learning from those who lead
- 2. The dynamic nature of values
 - a. Value conflict

E. ASSESS THE POSITIVE ASPECTS OF THE LEADERSHIP ROLE OF FTOs

- 1. Able to inspire leadership traits in trainees
 - a. Laying the ground work for success
 - b. Creating a leadership mind-set

2. Able to delegate via problem solving
 - a. Shared responsibility
3. Able to build the future of agency
 - a. The commanders of tomorrow are the trainees of today

IV. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A.** Using a leadership survey or other assessment tool, the student will participate in an exercise wherein they will analyze their own strengths and weaknesses as a leader.
- B.** The student will participate in a group exercise and/or facilitated discussion that reinforces their ability to analyze and apply leadership principles and theories.
- C.** Case study exercise – the student groups determined on day one will discuss and address their trainee’s written case study provided for this block of instruction.

VI. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

Tbd by presenter

BLOCK 5: TEACHING AND TRAINING SKILLS DEVELOPMENT *4 hours*

I. LEARNING NEED

To effectively carry out their training and teaching, FTOs must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve.

A. DEFINE COMMUNICATION AS IT RELATES TO THE FTO POSITION

1. FTO↔Trainee
 - a. Active listening
 - b. No surprises
2. FTO↔FTO SAC
 - a. Open lines of communication with the same focus on the development of the trainee
3. FTO/Trainee↔Community
 - a. Developing a problem solving relationship

B. DISCUSS AND DISCUSS REASONS FOR DEVELOPING POSITIVE COMMUNICATION SKILLS, TO INCLUDE:

1. Better interpersonal and professional relationships
 - a. Eliminates misunderstandings
 - b. Provides clear direction
 - c. Allows for teamwork

2. Job satisfaction/success and reputation
 - a. Reduces stress
 - b. Enhances ability to reach goals
 - c. Establishes rapport

3. Professional and personal safety/liability
 - a. Demonstrates professional attitude
 - b. Reduces likelihood of conflict

C. IDENTIFY THE BASIC COMPONENTS OF THE COMMUNICATION PROCESS, INCLUDING:

1. Sender of the message
2. Receiver of the message
3. The message itself
4. Context of the message
 - a. Words and tone used (tone is attitude!)
 - b. Often it is not what is said as much as how it is said that makes the impact on the receiver

5. The channel used to convey the message
 - a. Verbal
 - b. Written

6. Noise and filters (both the sender's and receiver's)
 - a. Distraction
 - b. Background
 - c. Biases

7. Feedback on the message
 - a. Was it understood?

D. RECOGNIZE THE COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING, INCLUDING:

1. Verbal and non-verbal
 - a. Verbal (word choice, delivery, etc.)
 - b. Non-verbal (body language, distance, etc.)
2. Effective active listening
 - a. Validate the sender's message (repeat or paraphrase)
3. Recognizing and overcoming barriers to communication
 - a. Unspoken biases/prejudices

II. LEARNING NEED

To be effective trainers, FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating to increase the trainee's retention, awareness, and effectiveness as a solo patrol officer.

A. REVIEW THE COMPONENTS OF EFFECTIVE TRAINING, INCLUDING:

1. Instructor qualities
 - a. High level of communication skills
 1. Voice tone
 2. Eye contact
 3. Use of words
 4. Rate of speech
 5. Hand gestures
 6. Active listening skills
 - b. Understands learning process
 - c. Understands teaching methodology
 - d. Understands and uses a variety of teaching aids
 - e. Works to develop and maintain his/her skills
2. Presentation skills
 - a. Ability to present information in a manner that is easily understood
 - b. Uses diverse presentation methods
3. Teaching/Training styles

- a. Rote
 - b. Intimidator
 - c. Presenter
 - d. Developer
 - e. Facilitator
4. Teaching/training aids
- a. Maps
 - b. Chalkboard/white board
 - c. Computer-based training (CBT)
 - d. Video/audio tapes
 - e. Post workbooks
 - f. Evaluations/assessments/tests
 - g. Scenarios
 - h. Reference materials
 - 1) Peace officer sourcebook
 - 2) Case law updates
 - 3) Field training manual
5. Training plans
- a. Has a training game plan
 - 1) Keeps trainee on track
 - 2) Allows for flexibility
 - 3) Lists learning expectations

B. REVIEW THE ELEMENTS OF STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING, USING THE RIDEM ACRONYM

- 1. Student/Trainee centered
 - a. Focuses on student/trainee learning needs
 - b. Puts the focus of learning on the student/trainee
- 2. Teacher/FTO centered
 - a. Focuses on the teacher/FTO
 - b. Focuses on what the teacher/FTO knows
- 3. RIDEM Theory
 - a. **R**elelevance
 - b. **I**nvolvement
 - c. **D**iscovery
 - d. **E**xperience

e. Modeling

C. REVIEW AND ANALYZE ADULT LEARNING STYLES (e.g. VISUAL, AUDITORY, AND KINESTHETIC) AND LEARNING DOMAINS (e.g. AFFECTIVE, COGNITIVE, AND PSYCHOMOTOR) AND HOW THEY IMPACT THE LEARNING PROCESS

1. Learning styles
 - a. Visual
 - 1) Learns by seeing/watching
 - b. Auditory
 - 1) Learns by hearing/being told
 - c. Kinesthetic
 - 1) Learns by doing/trying different things
 - d. Multi-sensory approach is the most effective
2. Learning domains
 - a. Cognitive
 - 1) Involves knowledge and development of intellectual skills
 - a) Evaluation
 - b) Synthesis
 - c) Analysis
 - d) Comprehension
 - 2) Includes recall or recognition of facts, patterns, and concepts
 - a) Short-term memory
 - b) Long-term memory
 - b. Affective
 - 1) The manner in which we deal with things emotionally
 - a) Feelings
 - b) Values
 - c) Appreciation
 - d) Enthusiasm
 - e) Motivation
 - f) Attitude
 - c. Psychomotor

- 1) Physical movement
 - 2) Coordination
 - 3) Motor skills
 - 4) Requires practice
 - a) Speed
 - b) Precision
 - c) Distance
 - d) Procedures
 - e) Techniques
3. Adult learning concepts
- a. Types
 - 1) Experience-based
 - 2) Self-directed/facilitated learning
 - 3) Participatory
 - b. Importance of application
 - 1) Respects the learner
 - 2) Respects diversity
 - 3) Focuses on needs of learner
 - 4) Practical and meaningful
 - 5) Challenging
 - 6) Fun = increased retention
4. Rates of learning
- a. Individuals learn at different rates/speeds
 - b. The more senses involved, the more effective the learning

D. DISCUSS OTHER FACTORS OR ISSUES THAT MAY IMPACT THE LEARNING PROCESS, INCLUDING:

1. Learning environment
 - a. Formal instructional setting (classroom)
 - b. Patrol car
 - c. Range
2. Student/Trainee factors
 - a. Personal distractions
 - b. Learning plateaus
3. Teacher/Trainer factors
4. Other outside factors

- a. Presence of non-field training personnel
- b. Availability of appropriate training aids and resources

E. IDENTIFY AND EXPLAIN QUALITIES OF SUCCESSFUL TEACHERS, WHICH MAY INCLUDE:

- 1. Caring/compassion
 - a. “People don’t care how much you know until they know how much you care.”
- 2. Knowledge (subject matter expert/resource)
 - a. Broad base of knowledge to draw on
 - b. Accuracy of that knowledge
 - c. Stays current on information needed to competently perform duties
- 3. Skill
 - a. Willfully demonstrates skills correctly
 - b. Maintains skill levels
 - c. Works to learn new skills
- 4. Motivation
 - a. Wants to teach
 - b. Works to help others learn
- 5. Focused on values
 - a. Strong work ethic

F. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER

- 1. Assess performance in the instruction game exercise
 - a. Can you improve on your performance?
 - b. Did you recognize what worked and what not work? did

G. DEVELOP A TRAINING PLAN USING A COMMON INSTRUCTIONAL DESIGN METHOD, WHICH MAY INCLUDE:

- 1. Introduction (explain performance objectives)
- 2. Presentation (impart the new knowledge or skill)

3. Application (opportunity to put new knowledge or skill to use)
4. Test (evaluate progress – holds the learner accountable)

H. DEVELOP LEARNING ACTIVITIES

1. Purpose
 - a. Reinforce training
 - b. Learning by doing
 - c. Promote decision making
 - d. Promote teamwork
 - e. Safely problem solve
2. Types
 - a. Role play
 - b. Brain storming
 - c. Scenarios/table top exercises
 - d. Simulations
 - e. Group exercises

I. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS

1. Establish relevance
 - a. Specific to topic
 - b. Specific to agency

III. LEARNING NEED

CONTEMPORARY ADULT LEARNING METHODS

A. RESPONSIBILTIY

1. FTO responsibility
 - a. Provide training and guidance
 - b. Provide ongoing constructive feedback
 - c. Provide an opportunity for success

2. Responsibility to your trainee
 - a. Recognize different learning styles and respond to trainee's needs
 - b. Apply communication and counseling skills to assist in conflict resolution
3. Agency responsibility
 - a. Be a model of ethical behavior
 - b. Identify and practice the role of a field training officer
 - c. Establish a professional relationship with the trainee
 - d. Accept responsibilities for actions and decisions
4. Project professional standards
 - a. Positive attitude
 - b. Exemplary appearance
 - c. Communication skills
 - d. Knowledge of departmental policy
 - e. Knowledge of law and liability issues
 - f. Knowledge of department practices

B. LEARNING

1. Gaining of knowledge or skill by study, teaching, or discovery
2. An observable and sustained change of behavior
3. Adults vs. Children
 - a. Trainees are not children
4. Learning styles
 - a. Motivation
 - b. Reward
 - c. Readiness
 - d. Meaningfulness
 - e. Association
 - f. Simplicity
 - g. Feedback
 - h. Exercise
5. Considerations
 - a. Stress
 - b. Mental variables
 - c. Time constraints

- d. Physical considerations
- e. Individual learning styles

C. IMPACTS ON LEARNING

- 1. Instructor
 - a. Appearance
 - b. Leadership
 - c. Tact
 - d. Enthusiasm
 - e. Communication skills
 - f. Knowledge
 - g. Preparation
 - h. Interaction
- 2. Trainee
 - a. Amount of sleep
 - b. Eating habits
 - c. Stress
 - d. Self-confidence
 - e. Prior knowledge
 - f. Previous training
 - g. Age differences
 - h. Education

D. TYPES OF PERSONAL INTELLIGENCE

- 1. Linguistic
- 2. Logical-mathematical
- 3. Spatial
- 4. Kinesthetic
- 5. Musical
- 6. Intrapersonal
- 7. Interpersonal

E. MOTIVATION VS. LEARNING

1. Motivation's effect on learning
2. Learning's effect on motivation
3. Training is most effective when the learner is properly motivated

F. LEARNING PLATEAUS

1. Point where learning stops or levels off
 - a. Fatigue
 - b. Boredom
 - c. Distractions
 - d. Information overload
 - e. Waning interest

G. ADULT LEARNING CONDITIONS

1. Vary instructional methods and activities
2. Employ creative teaching and demonstration methods
3. Frequently provide positive reinforcement
4. Appeal to as many senses as possible

H. SUMMARY

1. Recognize your learning methods
2. Recognize your trainee's learning style
3. Adjust your techniques to your trainee

IV. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A.** At the start of this instructional block, the student will participate in the instruction game (skill builder) exercise – see facilitator's guide. This activity allows the student to analyze their personal strengths and weaknesses as a trainer. The facilitated discussion during and after the activity will be the basis for further learning and allow the students to have a common training experience to draw from throughout the rest of the activities in this block and the remainder of the course.
- B.** The student will view the post "trainee learning styles" discussion scenario video and analyze adult learning styles (e.g. Visual, auditory, and kinesthetic) and

learning domains (e.g. Affective, cognitive, and psychomotor) and how they relate to the field training environment.

- C. Case study exercise – the student groups determined on day one will discuss and address their trainee’s written case study provided for this block of instruction.

V. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

Tbd by presenter

BLOCK 6: INTERACTION WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY *4 hours*

I. LEARNING NEED

The FTO should be able to interact with persons with mental illness or intellectual disability, including scenario-based training on issues related to stigma, etc., pursuant to PC 13515.29)

II. STIGMA

A. Provide context for stigma and the role it plays in mental illness, intellectual disabilities, and substance use disorders

1. The meaning of stigma – a mark of disgrace or shame associated with a particular circumstance, quality, or person
2. The consequences of stigmatization – social isolation, fear, violence, mistrust, prejudice and discrimination

B. Discuss both historical and modern day stigmatization of mental illness, intellectual disabilities, and substance use disorders as it pertains to

1. Societal views and treatment of mental illness
2. The evolution of medical treatment
3. Dramatizations by the news and entertainment industry

C. Compare and contrast the way different cultures treat mental illness, intellectual disabilities, and substance use disorders in the areas of;

1. Stigmatization
2. The social impact on families and individuals
3. Barriers to seeking help and participating in treatment

III. STIGMA REDUCTION

A. Identify mechanisms to reduce personal bias against people with mental illness, intellectual disabilities, and substance use disorders:

1. Learn the facts
2. Get to know people who have experiences with mental illness, intellectual disabilities, and substance use disorders

B. Identify mechanisms to reduce stigmatism against people with mental illness, intellectual disabilities, and substance use disorders:

1. Speak out against the display of false beliefs and negative stereotypes
2. Speak openly of personal experiences
3. Don't discriminate, judge, or stereotype
4. Show respect, treat with dignity

C. Present the perspective of individuals and families experienced with;

1. Mental illness
2. Intellectual disabilities
3. Substance use disorders (co-occurring)

IV. MENTAL ILLNESS/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS

A. Mental Illness

1. Describe the cause and nature
2. Identify Indicators
3. Discuss and develop appropriate language and rapport building strategies

B. Intellectual Disabilities

1. Describe the cause and nature
2. Identify indicators
3. Discuss and develop appropriate language and rapport building strategies

C. Substance Use Disorders

1. Identify indicators
2. Discuss and develop appropriate language and rapport building strategies

V. IDENTIFYING AND UTILIZING RESOURCES

A. Community

1. City services and resources
2. County services and resources
3. Nonprofit organizations

4. Local government resources

B. State

1. Services and resources
2. Nonprofit organizations

Suggestion: Include the National Alliance on Mental Illness (NAMI) and Veteran's Services

VI. LAWS (this is an optional section – not mandated by the law)

1. Discuss how the following laws are applied in encounters with individuals with mental illness, how they preserve the rights of individuals with mental illness, and protect public safety

A. Lanterman-Petris-Short (LPS) Act California Welfare and Institutions Code 5000 et seq. involuntary civil commitments

B. Case law; The Tarasoff Decision 17 Cal. 3d 425,551 P. 2d 334, 131 Cal Rptr. 14 (Cal. 197 Notifications)

C. California Penal Code 5150, (5150(e), 5150F) (1), and 5150.2
Involuntary psychiatric hold

D. California Welfare and Institutions Code 5585 – Children's Civil Commitment and Mental Health Act of 1988

E. Health Insurance Portability and Accountability Act (HIPPA)

F. California Welfare and Institutions Code Section 8102 Confiscation of deadly weapons

2. Determine if an individual meets the criteria for a psychiatric hold and evaluation as described in 5150 of the California Penal Code and 5585 of the California Welfare and Institutions Code

A. Mental, physical, and emotional state of the individual

B. History

C. Other pertinent information (including witness statements and state of physical surroundings when applicable).

VII. DE-ESCALATION AND CONFLICT RESOLUTION IN A VARIETY OF SITUATIONS

1. Initial Response

A. Stabilize and secure the scene

- B. Minimize factors that create unnecessary exigency or excitation
 - C. Gather intelligence
 - E. Establish a plan
 - F. Gather resources
2. De-escalation and Conflict Resolution
 - A. Assess individual's mental, physical and emotional state
 - B. Apply appropriate techniques to build rapport and communication 6
 - C. Motivate individual to cooperate
 3. Completion
 - A. Decide on appropriate disposition of the individual based on the totality of the circumstances and available resources
 - B. Provide resources and information to all involved parties

VIII. Training Video Review and Discussion

1. Training Video: Autism Recognition and Response #223
 - A. Analysis and Discussion
2. Training Video: POST Traumatic Stress Disorder and Traumatic Brain Injury #248
 - A. Analysis and Discussion
3. Training Video: Mental Health Crisis
 - A. Analysis and Discussion
4. Homeless Encounter
 - A. Analysis and Discussion
5. Suspicious Vehicle
 - A. Analysis and Discussion

BLOCK 7: DRIVER AWAREMENESS / DRIVER SAFETY

4 hours

I. LEARNING NEED

The FTO must be able to demonstrate safe driving practices to include defensive driving, collision prevention issues, enhanced driving skills and knowledge and compliance of department policy.

A. FTO'S ROLE ENFORCEMENT DRIVING/TRAINING/EVALUATION:

1. The FTO plays a critical role in determining the trainee's mindset, setting the bar for ethical, safe, and policy-directed driving
2. Facilitated Discussion
 - a. What issues do you see regarding deputies or officers in training relating to driving?

B. DEVELOPING A "SAFE" DRIVING PHILOSOPHY

1. Situation-Appropriate:
 - a. Modified driving response for varied circumstances

2. **Focused**
 - a. Concerns related to roadway position, distractions, fatigue and multi-tasking
3. **Educated**
 - a. Application of training and policy
4. Critical areas of instruction covered at the RBC that should be reinforced during the Field Training Program and at In-Service Training
 - a. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses is ongoing
 - b. Speeds that officers are expected to encounter in routine and emergency driving
 - c. Night driving
 - d. Use of interference vehicle(s) to simulate actual roadway conditions

C. COLLISION PREVENTION ISSUES:

1. Goals – Decision Making
 - a. Mental attitude
 - b. Officer safety and fault awareness
 - c. Changing the culture
 - 1) Impact of “unofficial” policies
 - a) “Get me there first”
 - 2) The community impact of improper driving.
 - 3) Ethical dilemmas
2. Factors in SAFE tactical driving
 - a. Speeds
 - b. Intersections
 - c. Attitudes
 - d. Space cushion
 - e. Seatbelts
 - 1) Tactical removal (if policy allows): Removing seatbelt as patrol vehicle slows, just prior to safely coming to a stop, so the officer can quickly exit the vehicle
 - f. Vision and distractions
 - g. Stopping distances
 - h. Backing
 - i. Inattention or divided attention

- j. Considerations for safe driving in low light conditions:
 - 1) Identify and recognize night driving hazards
 - 2) Discuss techniques to improve night driving
 - 3) Light to dark transition, glare and vision
 - 4) Reaction time at night
 - 5) Overdriving headlights

- 3. Specific Considerations for the FTO
 - a. If allowed by agency policy the FTO may need to personally address the following skills or refer the trainee for additional EVOC training
 - 1) Rear wheel cheat
 - 2) Front wheel swing
 - 3) Apexing (high/low/high)
 - 4) Backing
 - 5) Shuffle steering
 - 6) Maintaining a “high visual horizon”
 - 7) Reference material available in LD 19

 - 4. How and what to watch - eyes and hands – tunnel vision, “white knuckles”

 - 5. Training video suggestions (can be agency specific and must be POST-approved)
 - a. Damage to cars showing how driving issues might be determined from the various types of damage to the vehicles
 - b. Indications of “bad” driving or inappropriate actions
 - c. “Commentary driving” with “hazards” visible

D. POLICY AND PROCEDURE CONSIDERATIONS

- 1. Department requirements (compare and discuss)
- 2. Pursuit policy models
- 3. The “unwritten” policies/department culture

E. RESOURCES AND CONSIDERATIONS FOR EVALUATION AND ENHANCING TRAINEE DRIVING SKILLS:

- 1. The FTO may want to evaluate the trainee’s basic driving skills prior to performing routine patrol functions. The following are suggested activities and areas to evaluate those skills:
 - a. LEDS
 - b. Parking stalls/lots skills
 - c. Patrol vehicle size awareness exercises

- d. Cones and lots – suggestion: use the same exercises (“T-box” or “Y-turn around”) for sizing and performance development

2. Driving issues for FTO
 - a. Leadership and Ethical Considerations
Video suggestions (must be agency- and POST-approved)
 - b. Liability issues (responsibility to supervise, be ethical, and model proper driving)
 - c. Impact on FTO/trainee working relationship
3. Intervention
 - a. FTO's ability to impact ethical issues
 - b. Potential ramifications (positive and negative)
 - c. Effects on trust, integrity, willingness to support, etc.

F. ROUNDTABLE/GROUP DISCUSSION TOPICS:

1. What do you look for; how do you evaluate, correct and train? Examples might include:
 - a. Shuffle steering
 - b. Steer to the rear (purpose)
 - c. Apex cornering and braking (how / when / why)
 - d. Braking in general (vehicle dynamics)
 - d. Vehicle pre-flight checks

G. SUGGESTIONS FOR FUTURE TRAINING:

1. Driver awareness
2. EVOC instructor
3. AOT courses
4. Professional providers

BLOCK 8: LEGAL AND LIABILITY ISSUES FOR FTOs

4 hours

I. LEARNING NEED

FTOs must recognize the various legal and liability issues involved in field training and become familiar with ways to best minimize individual and departmental exposure.

A. IDENTIFY AND EXPLAIN VARIOUS LIABILITY CONCEPTS RELATED TO FIELD TRAINING, TO INCLUDE:

1. Failure to train
2. Failure to supervise
3. Negligent training
4. Negligent retention
5. Negligent supervision
6. Negligent entrustment
7. Direct/Vicarious liability

B. IDENTIFY CONCEPTS OF RISK MANAGEMENT AND METHODS FOR REDUCING CIVIL LIABILITY, TO INCLUDE:

1. Close supervision and expedited reporting
2. Appropriate, timely intervention
3. Recognizing the functions and roles of the FTO
4. Knowledge of and adherence to agency policies and directives

C. DISCUSS CURRENT TRENDS IN PERSONAL AND AGENCY CIVIL LIABILITY

D. SUMMARIZE VARIOUS FORMS OF HARASSMENT AND DISCRIMINATION IN THE WORKPLACE, INCLUDING:

1. Sexual harassment
2. Hostile work environment
3. “Quid Pro Quo”
4. Verbal/Visual/Physical harassment
5. Discriminatory issues defined in the ADA
6. Disparate treatment (protected classes)

E. EXPLAIN HOW TO MINIMIZE INDIVIDUAL AND DEPARTMENTAL EXPOSURE TO LIABILITY FROM TRAINEE CLAIMS OF HARASSMENT, DISCRIMINATION, AND/OR UNETHICAL BEHAVIOR

F. DISCUSS METHODS/SAFEGUARDS FOR KEEPING INAPPROPRIATE CONDUCT OUT OF THE FIELD TRAINING PROGRAM, INCLUDING:

1. Hazing
2. Fraternalization

3. Favoritism
4. Sexual harassment

G. IDENTIFY AND EXPLAIN LABOR ISSUES RELATED TO FIELD TRAINING, WHICH MAY INCLUDE:

1. Peace Officer Bill of Rights (AB 301)
2. Property interest (Skelly)
3. Liberty interest (Lubey)
4. EEOC (Equal Employment Opportunity Commission) - Federal
5. DFEH (Department of Fair Employment and Housing) - State
6. FLSA (Fair Labor Standards Act) - Federal
7. MOU (Memorandum of Understanding) - Agency specific issues

II. LEARNING NEED

Legal issues by Jeb Brown

A. DUTY TO DEFEND OFFICERS

1. Liability under state law

B. CALIFORNIA TORT CLAIMS ACT

C. RESPONDEAT SUPERIOR

1. Traffic Collisions/Pursuits
2. Senate Bill 719
3. Fleeing from police officers
4. Civil immunity
5. When do I start a pursuit?
 - a. Factors to consider
6. Driver Responsibility
7. Supervisor Responsibility
8. Intervention?
9. Scott vs. Harris

10. County of Sacramento vs. Lewis
11. Alcala vs. City of Corcoran
12. Adams vs. Merced County Sheriff

A. FALSE ARREST/FALSE IMPRISONMENT

(Duty/Special Relationship Doctrine)

1. Chaves vs. Martinez
2. Zelig vs. County of Los Angeles
3. Lugtu vs. CHP
4. Johnson vs. City of Seattle
5. Minch vs. CHP

B. DUTY TO SUMMON MEDICAL ASSISTANCE

1. Tanton vs. City and County of San Francisco
2. Brittain vs. County of San Bernardino

F. LIABILITY UNDER FEDERAL LAW

1. 42 U. S. C. 1983

**G. STATUTE OF LIMITATIONS FOR ACTIONS
UNDER SECTIONS 1983**

A. USE OF FORCE

1. Tennessee vs. Garner
2. Graham vs. Connor

B. QUALIFIED IMMUNITY

1. Saucier vs. Katz
2. Heck vs. Humphrey
3. Nuno vs. County of San Bernardino
4. Fikes vs. Cleghorn

- 5.Scott vs. Henrich
- 6.Forrester vs. City of San Diego
- 7.Forrett vs. Richardson
- 8.Headwaters Forest Defense vs. County of Humboldt
- 9.Brosseau vs. Haugen
10. Robinson vs. Solano County
11. Boyd vs. Benton County
12. Smith vs. City of Hemet
13. Yount vs. City of Sacramento
14. Davis vs. City of Las Vegas
15. Winterrowd vs. Nelson
16. Martinez vs. City of Los Angeles

C. SEARCH AND SEIZURE

- 1.Georgia vs. Randolph
- 2.Hudson vs. Michigan
- 3.Motley vs. Parks
- 4.Samson vs. California
- 5.USA vs. Paopao
- 6.USA vs. Black
- 7.Frunz vs. City of Tacoma
- 8.Fisher vs. City of San Jose
9. Hell's Angels vs. City of San Jose

D. DAMAGES

- 1.Who is responsible?
2. Payment of punitives

L. RESPONDEAT SUPERIOR UNDER FEDERAL LAW

1. City of Canton vs. Harris

M. LIABILITY OF SUPERVISORS AND FIELD TRAINING OFFICERS

- 1.State Law
- 2.California Government Code 815; 820.8
3. Federal Law

N. SUPERVISORY LIABILITY IMPOSED

1. Respondeat Superior
2. City of Canton vs. Harris

O. SUPERVISORS PRESENT AT SCENE

P. FAILURE TO ADEQUATELY TRAIN

Q. POLICY AND PROCEDURES

R. FAILURE TO SUPERVISE

S. PATTERN OR PRACTICE

T. IS DOCUMENTATION IMPORTANT?

U. PUNITIVE DAMAGES

V. POLICE OFFICER PERSONNEL FILES

1. Caker vs. Crogan
2. Davis vs. City of Sacramento
3. 82 ops.
4. Rivero vs. Superior Court

W. PENAL CODE 832.7 EXEMPTIONS

1. Attorney General's Opinion
2. Michael vs. Gates
3. People vs. Superior Court

X. PROSECUTORIAL ACCESS TO

**ADMINISTRATIVELY COMPELLED
STATEMENTS**

1. U.S. vs. Koon
2. People vs. Gwillim

**Y. INVESTIGATIONS OF OFFICER INVOLVED
SHOOTINGS**

1. Watson vs. County of Riverside

**Z. INTERNAL AFFAIRS INVESTIGATIONS OF
OFFICER MISCONDUCT**

1. Peace Officer Bill of Rights
2. City of Los Angeles vs. Superior Court
3. Steinert vs. City of Covina

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

- A.** The student will view the POST “Legal Issues” Discussion Scenario Video and discuss the liability issues generated by the video.
- B.** The student will participate in a group activity and/or facilitated discussion to determine how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior to include:
 1. Inform the offending party of the possible consequences of his/her action(s)
 2. Report the behavior to a supervisor
 3. Do not become party to the behavior
 4. Maintain a professional relationship with all trainees and do not allow a trainee to be subjected to or become involved in questionable conduct/behavior
- C.** Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A.** After dividing the class into six small groups, the facilitator should provide research/reference materials related to the listed forms of harassment and discrimination. Each group discusses the material and its application to the field training environment. The groups will then present their findings to the rest of the class allowing for further discussion and facilitator reinforcement of correct interpretations.
- B.** The student may view the POST “FTO Responses” Discussion Scenario Video again in this block of instruction looking at the responses from a legal/liability perspective.

BLOCK 9: COMPETENCY, EVALUATION, AND DOCUMENTATION 7 hours

I. LEARNING NEED

FTOs must provide each trainee with fair expectations and evaluations. They must be familiar with agency standards and be able to properly evaluate and document trainee performance in relation to those agency standards using Standardized Evaluation Guidelines (SEGs).

A. DEFINE COMPETENCY AS IT RELATES TO FIELD TRAINING, TO INCLUDE:

- 1. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency
 - a. Acceptable does not mean perfect
 - b. Fully trained officer vs. fully experienced
- 2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program
 - a. Methods of demonstrating competency (read, write, discuss, demonstrate, and role play)
- 3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
 - a. Competency based training

C. IDENTIFY THE PURPOSE AND COMPONENTS OF THE DAILY OBSERVATION REPORT (DOR), WHICH MAY INCLUDE:

1. Provide a record of trainee's progress in some or all of the following areas:
 - a. Attitude
 - b. Appearance
 - c. Relationships
 - d. Performance
 - e. Knowledge

D. IDENTIFY THE PURPOSE AND COMPONENTS OF THE STANDARDIZED EVALUATION GUIDELINES (SEGs), WHICH MAY INCLUDE:

1. To provide a definition, in behavioral terms, of various levels of performance, using:
 - a. A behavioral description for every category listed on the DOR
 - b. Articulated reference points within each category description (i.e., "1", "4", and "7" or "NI", "C", etc.)
 - c. Terminology and rationale supporting each reference point

D. ASSESS VARIOUS LEVELS OF PERFORMANCE AND ASSIGN A NUMERIC OR ALPHABETIC VALUE FOR TRAINEE BEHAVIOR BASED UPON SEGS

1. Be consistent
 - a. Establish a level of acceptable based on SEG standards and move up and down from acceptable
 - b. Do not guess
2. Reach consensus
 - a. Agreeing on pass/fail

E. EXPLAIN COMMON PERFORMANCE APPRAISAL ERRORS, WHICH MAY INCLUDE:

1. Error of leniency
 - a. Rating too high
2. Error of personal bias
 - a. Rating the person-not the performance
3. Error of central tendency
 - a. Trying to be on the safe side

- b. Avoiding written responses
- 4. Error of related traits
 - a. Attentive to duty, must have a high degree of initiative
- 5. Error of event bias
 - a. Using one or two events to build up or tear down a trainee's performance
- 6. Error of motivational grading ("room to grow")
 - a. Scoring low to intentionally motivate
- 7. Error of averaging scores
 - a. Six good car stops outweighs two bad ones, so trainee is doing fine

E. DISTINGUISH THE DIFFERENCES BETWEEN PERFORMANCE DEFICIENCIES AND TRAINING DEFICIENCIES, TO INCLUDE:

- 1. Performance deficiencies are related to the trainee's ability (or lack of) and his/her issues
 - a. Trainee does not know what to do
 - b. Trainee knows *what* to do, but not *how* to do it
 - c. Trainee knows what to do and how to do it, but just doesn't *want* to do it
- 2. Training deficiencies are related to the FTO and/or field training program issues
 - a. Inconsistent instruction from FTOs
 - b. Not enough time provided for learning
 - c. Unenthusiastic/burned out FTOs

F. EXPLAIN WHY EVALUATION DOCUMENTATION MUST SUPPORT EACH RATING OF THE TRAINEE'S PERFORMANCE, WHICH MAY INCLUDE:

- 1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
- 2. Provides the basis for any plans to help the trainee improve performance as needed

G. DISCUSS WRITING NARRATIVES AND HOW THEY APPLY TO THE EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS

1. Set the stage
 - a. Provide a description of the environment
2. Use verbatim quotes
 - a. It is more clear to report what was said
3. Report the facts – avoid conclusions
 - a. Report what occurred. Do not include your interpretation of why
4. Remember your audience
 - a. From Chief to chief counsel
5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing
 - a. Clear and concise is always best
6. Speak to performance, not personality
 - a. Criticize the act not the person
7. Use lists, if appropriate
 - a. Lists save time
8. Think remedial
 - a. What was tried last time
 - b. If something is not working change your approach
9. Use quantification whenever possible
 - a. “It took Bill five tries to successfully complete a burglary report.”
10. Do not predict
 - a. Predictions set up false expectations

H. PRODUCE AN ACCURATE WRITTEN RECORD/NARRATIVE BASED ON OBSERVED PERFORMANCE, USING SEGS

1. Use SEG language directly in the narrative
2. Meet the four goals of documentation:
 - a. Clear
 - b. Concise
 - c. Complete
 - d. Correct

I. DISCUSS THE IMPORTANCE OF, AND CONSIDERATIONS FOR, THE DELIVERY OF TRAINEE EVALUATIONS, TO INCLUDE:

1. Mere completion and signatures do not achieve the purpose of proper evaluations
 - a. Every evaluation is important. If you end up in court, every word is important
2. Ample time should be allowed for open discussion of evaluations prior to signing
 - a. The trainee should not be surprised by what is in an evaluation
3. Discussions should be held where privacy can be maintained with little or no interruptions
 - a. Each evaluation is a stepping stone for the trainee and very important to them-do not gloss over evaluations as if they mean nothing
4. Discussions should be a two-way conversation
 - a. Ask the trainee for input
 - b. Allow the trainee to provide his/her opinion
5. FTOs should emphasize that evaluations address performance, not personality
 - a. Evaluate the performance-NOT the person

J. DISCUSS ALTERNATIVE EVALUATION AND DOCUMENTATION METHODS APPROVED BY POST, WHICH MAY INCLUDE:

1. Daily Training Notes with Weekly Progress Reports
2. Phase Evaluation Reports
3. PTO (Police Training Officer) Programs:
 - a. Journaling
 - b. Coaching and Training Reports (CTRs)
 - c. Problem Based Learning Exercises (PBLEs)
 - d. Neighborhood Portfolio Exercises (NPEs)

K. TRAINEE REMOVAL FROM THE FIELD TRAINING PROGRAM

1. Documentation
 - a. Documentation must show the trainee was provided every opportunity to succeed

- 1) Repeating “Bob is unable to complete an acceptable traffic stop,” is ineffective, without documenting sufficient attempts at remediation
- b. Documentation should clearly outline remediation attempts, the trainee’s failure to correct deficiencies, or any significant event or set of events which led to the recommendation for removal of the trainee
- c. Documentation must hold up in court
2. Removal procedures
 - a. Telling the trainee (Responsibility?)
 - b. Allowing a trainee to resign/contact others
 - c. Departmental Policy
 - d. Placing a trainee on mandatory leave vs. allowing a trainee to be placed somewhere pending termination
 - e. Recovering departmental property

II. LEARNING NEED

TRAINEE TERMINATION

A. TERMINATION

1. Possibly one of the most stressful things you may participate in as an FTO
2. Requires complete and thorough documentation of all facets of the FTO program
3. You may be required to testify in court to support your recommendations

B. SOMETHING GOOD TO KNOW

1. Pitches Motions
2. Attorneys are getting smarter
3. Requesting FTO files/training files
4. “Failure to Train” is now one of the top reasons we as police are sued

C. TERMINATION PROCEDURES

1. Gather all your paperwork:
 - a. DORs
 - b. Mid-Phase and End of Phase reports
 - c. Remedial training plans
 - d. Contracts, etc.
2. Documentation should show positive as well as negative
3. After it has all been reviewed, make your verbal recommendation to the FTO Sergeant and the FTO Administrative Sergeant, who will take it from there
4. Documentation summarizing trainees performance should include conclusions & recommendations regarding retention or dismissal by the FTO Administrative Sergeant
5. Notify trainee of pending recommendation by the FTO Administrative Sergeant
6. Allow trainee to speak to anyone in the Chain of Command
7. Trainee may elect to resign
8. Retain all paperwork related to termination (FTP)
9. If you don't, that will be the time it **WILL** come back to haunt you!

D. ALLEGATIONS OF WRONGFUL TERMINATION

1. Lack of/or inadequate documentation
2. Failure to complete the FTO program book
3. Failure to provide feedback through DORs, Mid Phase, and End of Phase Evaluations
4. Failure to provide remedial training
5. FTO misconduct
6. Failure to comply with POST guidelines

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (4)

- A. Using POST-produced or approved video scenarios **or** live classroom or academy scenarios, the student will accurately assess various levels of performance and assign a numeric or alphabetic DOR value for trainee behavior based upon SEGs. Facilitated group discussion will allow the process of standardization of ratings to develop. Using the competent solo patrol officer

standard as acceptable behavior, the activity should be repeated until standardization or consistent group consensus is developed.

- B.** The student will view the POST “Trainee Attitude” Discussion Scenario Video and discuss the importance of, and considerations for, the delivery of trainee performance evaluations.
- C.** The student will view the POST Documentation Scenarios Video and produce an accurate record/narrative based on the observed performance from at least two of these three video scenarios:
 - 1. Use of Force
 - 2. Officer Safety
 - 3. Not Responding to Training
- D.** Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A.** The students may participate in a small group activity to practice how they would deliver their written evaluations from the documentation scenario exercise to reinforce the importance of performance evaluations that may include:
 - 1. The trainee must understand the evaluation. This does not mean that the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
 - 2. The performance evaluation must be the basis for plans to help the trainee improve performance as needed.
- 3. The performance evaluation must give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

BLOCK 10: INTERVENTION TECHNIQUES

1 hour

I. LEARNING NEED

Trainees will make and must be allowed to make mistakes while learning. These mistakes provide critical learning points for the trainee, however, the situation cannot be allowed to deteriorate to the point where officer and public safety and/or agency liability become an issue. FTOs must know when and how to intervene in trainee responses to calls for service or scenarios in order to maintain safety and prevent liability.

A. DISCUSS THE CONCEPT OF “FAILING FORWARD,” INCLUDING:

1. Some of the most profound learning occurs when mistakes are made
 - a. Driving the wrong route is OK as long as the time delay does not impact safety
2. Allowing trainees to explore ideas and make mistakes fosters an environment of learning
 - a. Trainee must not be afraid to make mistakes in front of you
3. In the context of “failing forward,” trainees discover not only positive solutions, but also what does not work
 - a. If what you are doing is not successful, try something else!
4. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
 - a. If you find fault every time the trainee does something, they will stop trying
 - b. If every time you say, “That was OK, but....” The trainee will stop listening to what you’re saying and just wait for the but.....

B. EXPLAIN HOW INTERVENTION TECHNIQUES ARE USED AS LEARNING TOOLS, TO INCLUDE:

1. Trainees should be allowed to experience as much as possible within certain/safe limits
 - a. Safety must be paramount
2. Trainees learn best by doing and can learn from their mistakes

- a. Do not do it for them. They need to learn to do what to do--be patient!
- 3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
 - a. The tap in-tap out concept

C. IDENTIFY SITUATIONS WHERE INTERVENTION BY THE FTO WOULD BE APPROPRIATE AND EXPLAIN APPLICABLE INTERVENTION TECHNIQUES FOR EACH SITUATION, TO INCLUDE:

- 1. Officer safety
 - a. Searches
 - b. Driver side vs. passenger side approach
- 2. Public safety
 - a. Separating involved parties
 - b. Hazards
- 3. Misapplication or violation of law
 - a. Attempting an arrest for a misdemeanor not committed in their presence
- 4. Violation of department rules, regulations, or procedures
 - a. Handcuffing
 - b. Pursuit policy
- 5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)

D. EVALUATE THE APPROPRIATE USE OF INTERVENTION TECHNIQUES, INCLUDING:

- 1. Subtle
 - a. Certain signals can reinforce/redirect learning
 - 1) Clearing throat
 - 2) Simple questions
 - b. Body Language
 - 1) Eye contact
 - 2) Facial expressions
 - 3) Gestures
 - 4) Body posture and orientation

- 5) Proximity
- 6) Paralinguistic
- 7) Humor
- c. Increases perceived psychological closeness between teacher and student
2. Overt
 - a. Verbal (interrupt, shout, etc.)
 - b. Physical (tap/grab trainee's arm, signal/gesture, etc.)

E. ASSESS THE POTENTIAL POSITIVE AND NEGATIVE EFFECTS OF FTO INTERVENTION ON THE TRAINEE AND THE WORKING RELATIONSHIP WITH THE FTO

1. Potential Positive Effects of Timely FTO Intervention
 - a. Gives trainee back confidence and self-respect
 - b. Does not relieve the trainee of responsibility
 - c. Makes trainee solve the problem
 - d. Maintains safety, reduces liability
2. Potential Negative Effects of FTO Intervention
 - a. Inhibits or stops learning
 - b. Compromises or erodes relationship between FTO and trainee
 - c. May give citizens the impression of incompetence

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (2)

- A.** The student will participate in a facilitated discussion assessing the potential positive and negative effects of timely FTO intervention and the impact on the working relationship between the FTO and trainee. At a minimum the discussion must address:

Potential negative effects, which may include:

1. Inhibits or stops learning
2. Compromises or erodes relationship between FTO and trainee
3. May give citizen's the impression of incompetence

Potential positive effects, which may include:

1. Gives trainee back his/her confidence and self-respect

2. Does not relieve the trainee of responsibility, makes him/her solve the problem
 3. Maintains safety, reduces liability
- B.** Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

- A.** The student will participate in a role-playing exercise or video review that reinforces the appropriate use of intervention techniques.

BLOCK 11: TEACHING AND TRAINING SKILLS DEMONSTRATION 2 hours

I. LEARNING NEED

To ensure that FTOs have acquired the skills necessary to deliver effective training, FTOs are expected to develop and deliver a training plan that uses varied adult learning styles and communication techniques.

- A. APPLY ACQUIRED KNOWLEDGE AND TECHNIQUES TO DEVELOP A ONE-ON-ONE TRAINING PLAN**
- B. PRESENT ONE-ON-ONE TRAINING, USING VARIED ADULT LEARNING STYLES AND COMMUNICATION TECHNIQUES**
- C. EVALUATE THE TRAINING DELIVERED BY OTHER FTOS**

II. REQUIRED TESTS/EXERCISES

Teaching/Training Demonstration – The student must successfully present a one-on-one training demonstration simulating an FTO-Trainee situation. The student will select from a list of law enforcement training topics and provide training in the selected topical area to a trainee or role player. The student is expected to develop a training plan that uses varied adult learning styles and communication techniques. Using the Standardized Evaluation Guidelines (SEGs) developed specifically for this exercise, the demonstration will be evaluated by another student.

BLOCK 12: TEST AND SCENARIO DEVELOPMENT STRATEGIES 2 hours

I. LEARNING NEED

Aside from calls for service, agencies may use other methods to evaluate their trainees in the field training program. FTOs should be familiar with other methods used to evaluate and improve trainee performance, including tests and scenarios, and be able to facilitate that training.

A. DISCUSS THE USE OF WRITTEN AND SCENARIO TESTS WITHIN THE FIELD TRAINING PROGRAM

1. Written testing appropriate for:
 - a. Penal, vehicle codes, etc.
 - a. Radio codes
2. Scenarios are appropriate for:
 - a. Making up for low volume of calls
 - b. Exposure to calls which may not be received

B. EXPLAIN THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO TRAINING, INCLUDING:

1. Positive aspects
 - a. Provides a safe learning environment
 - b. Less liability than actual calls for service
 - c. Events are repeatable
 - d. Training can be halted at key points to reinforce learning
 - e. Can fill in the “holes” for things the trainee may not be exposed to during training
 - f. Can prepare the trainee for more difficult situations
2. Negative aspects
 - a. Not as realistic as calls for service
 - 1) May not be taken seriously
 - b. Can be predictable
 - b. Must be maintained and updated
 - c. Requires good role players and resources
 - 1) Team up with dispatch to add an element of realism

- 2) Determine availability of alternate radio channels to use during scenarios

C. EXPLAIN SITUATIONS WHERE WRITTEN TESTS AND/OR SCENARIOS ARE APPROPRIATE, INCLUDING:

1. To cover more specific knowledge components
 - a. Individual city codes
 - b. Agency policies and procedures
 - c. Radio code tests
 - d. Terrorism, homicide investigations, or calls the trainee is not likely to experience during field training
2. To assist in remedial training efforts
 - a. Easier to control variables
 - b. Lower level of stress
 - c. Can be repeated
3. To make up for low volume of calls for service
 - a. Documentation that learning area was covered
 - b. Provide a level of exposure to begin the experience building process

D. RECOGNIZE OFFICER SAFETY AND LIABILITY ISSUES INVOLVED IN SCENARIO TRAINING, TO INCLUDE:

1. Recognize the FTO's risk management responsibilities
 - a. Financial loss
 - b. Employee loss
 - c. Injuries and tragedies
2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
 - a. Safety is always your first consideration
3. Loaded weapons should NEVER be used
 - a. Check and re-check all weapons
 - b. Use of training weapons (plastic guns/knives)
4. Scenario should not be dangerous, demeaning, harassing or expose the agency to liability
 - a. Safety first!
 - b. Maintain professional integrity

E. DETERMINE DETAILED LOGISTICS, TIMING AND LOCATION OF SCENARIOS, INCLUDING:

1. Clearly defined training goals or performance objectives should be developed for each scenario
 - a. Objective
 - b. Reliable
 - c. Valid
2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
 - a. Safety checklist documenting checked items
3. Establishment of an audible signal for any participant to halt the scenario at any time
 - a. Whistle or sound-box
4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)
 - a. Make sure EVERYONE knows it is a training exercise, including citizens when necessary

F. DESIGN, FACILITATE, AND EVALUATE SCENARIOS USED FOR BOTH REMEDIAL TRAINING AND COMPETENCY EVALUATION

1. Creating and developing a training scenario

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (1)

A. The student will, working in a small group and using the scenario development worksheet, design, facilitate, and evaluate scenarios. This activity must be designed to allow the student to:

1. Develop and plan their own scenarios for either competency evaluation or for remedial training
2. Draw upon resources available to his/her group
3. Articulate the steps/considerations necessary in developing a safe and meaningful scenario for a trainee

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

Tbd by Presenter

BLOCK 13: REMEDIATION

2 hours

I. LEARNING NEED

FTOs are expected to recognize issues that might cause substandard performance in their trainees and to be able to effectively deal with those issues by developing remedial training plans and delivering the requisite remedial training.

E. IDENTIFY PRINCIPLES OF REMEDIAL TRAINING PLANS, TO INCLUDE:

1. Specific
 - a. Specifically identify and describe the deficiency
2. Measurable
 - a. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources
3. Attainable
 - a. The trainee should have ample time to reach the required goals
4. Realistic
 - a. Relative to the deficiency and time frame
5. Trackable
 - a. Able to be assessed and documented

F. DESCRIBE THE ROLES AND EXPECTATIONS OF THE TRAINEE, THE FTO, AND THE FTP SAC IN REMEDIAL TRAINING

1. Trainee
 - a. Assist in diagnosis of problem
 - b. Recognize and acknowledge deficiency exists
 - c. Accept feedback
 - d. Give input to remediation plan
2. FTO

- a. Diagnose problem
 - b. Remember how adults learn best
 - 1) Use a variety of teaching techniques
 - c. Provide feedback and document trainee's performance
 - d. Be aware of, and use all available resources
 - e. Be creative
 - f. Maintain safety
 - g. Successfully complete remediation plan
3. FTP SAC
- a. Keep agency administration informed
 - b. Maintain records
 - c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (i.e., immaturity; life experience; fear, etc.)

G. SUMMARIZE COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS

1. Specified performance deficiencies
 - a. Problem defined
2. Training assignments
 - a. Measures used to correct problem
3. Documented completion or extension
 - a. Problem corrected or additional training required

H. DETERMINE THE CAUSE OF THE TRAINEE'S FAILURE TO LEARN, (I.E. FTO TRAINING METHODS, TRAINEE LEARNING STYLE(S), LACK OF EFFORT, PROGRAM DEFICIENCIES, ETC.)

1. Identifying what has been tried and determined to be ineffective
 - a. Ask trainee to discuss previous training attempts
 - b. Review DORs or other written reports
 - c. Talk with previous FTO
2. Evaluate trainee's learning method
 - a. Learning styles can fluctuate

3. Deficiencies in the program/FTOs
 - a. Failure to use role playing for training areas not experienced during Field Training
 - b. Evaluation only training
 - c. Failure to use remediation
 - d. Fully experienced versus fully trained

I. IDENTIFY AND APPLY A VARIETY OF REMEDIATION METHODS AND RESOURCES, WHICH MAY INCLUDE:

1. Role-plays or scenarios
 - a. Provides immediate feedback
 - b. Can be done for call taking or dispatched calls
 - c. Allows hands-on demonstration
2. Volunteering for calls-for-service that provide additional training in deficient areas
 - a. Real life scenarios
 - b. Gain additional experience
3. Reading, writing, and/or study assignments
 - a. Can address specific topics
 - b. Allow the learner to study in a relaxed setting
 - c. Keeps the student on track
4. Videos and/or audio tapes
 - a. Can be agency specific
 - b. Can reinforce lectured learning
 - c. Easy to obtain
5. Learning Activity Packages (LAPs)
 - a. Contain all necessary materials
6. Other outside college or POST courses
 - a. Sylvan Learning Center
 - b. Local Community Colleges

J. EXPLAIN THE NEED TO EVALUATE AND DOCUMENT REMEDIAL TRAINING, TO INCLUDE:

1. Feedback on trainee progress (or lack of)
 - a. If you didn't write it down, it didn't happen

2. May be supporting, critical factor in the event of a recommendation for termination
 - a. EVERY document is important if the trainee fails to complete the program

K. RECOGNIZE THE NEED FOR PROPER EVALUATION AND DOCUMENTATION TO SUPPORT TRAINEE TERMINATION, TO INCLUDE:

1. Identifies training that was provided
 - a. Not only the first time, but remediation attempts
2. Supports decisions to terminate
 - a. When it is time to terminate, the decision should be clear to all involved
3. Prevents/minimizes claims by trainee
 - a. If a trainee fails the program, it should be due to his or her inability to adequately perform-not a failure to train-don't throw money away!

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (2)

- A.** The student, working in a small group and using a remedial training plan worksheet, will review a written or video scenario demonstrating deficient trainee performance. This activity must be designed to allow the student to:
1. Identify the performance deficiencies
 2. List the methods and resources that best address these deficiencies
 3. Discuss a variety of teaching techniques based upon the needs of the trainee and how he/she learns best
 4. Develop a remedial training plan based upon the scenario
- B.** Case Study Exercise – The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

III. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

Tbd by Presenter

BLOCK 14: CASE STUDY PRESENTATION AND WRAP UP

2 hours

I. LEARNING NEED

FTOs must be able to analyze and apply the knowledge, skills, and abilities gathered during the FTO Course. The Case Study Presentation will allow FTOs an opportunity to observe how their fellow FTOs handled their case study issues and how best to prepare for their opportunity to serve as an FTO for their agency.

A. IDENTIFY THE NEXUS OF THE CASE STUDY EXERCISES TO FTO ACTIVITIES

1. Many of the case study situations were based on actual field training incidents. Each trainee will bring individual characteristics and experiences to the training program; FTOs must be prepared to work with each trainee on an individual basis

B. DEMONSTRATE THE APPLICATION OF ACQUIRED FIELD TRAINING KNOWLEDGE, SKILLS, AND ABILITIES

1. Ethical decision making
2. Role modeling
3. Risk management

C. COMPARE AND CONTRAST THE OUTCOMES OF THE CASE STUDY PROCESS

1. Synopsize trainee background & issues
2. Present the trainee's actions and behaviors while answering the following:
 - a. Did issues arise that no one in the group had previously dealt with or heard about?
 - b. Were there discoveries during the group discussions that clarified your role(s) as a FTO?
 - c. Were you able to reach a consensus as to the success of this trainee in the program?

II. REQUIRED INSTRUCTIONAL ACTIVITIES – (1)

- A.** Case Study Exercise – Each group will present their trainees to the rest of the class covering the following aspects of the trainee’s behavior and their final outcome:
1. Did issues arise that no one in the group had previously dealt with/heard about?
 2. Were there findings during the discussions that clarified your role(s) as a FTO?
 3. Were you able to reach a consensus as to the success of this trainee in the program?