

INTRODUCTION

Optional LA - Introduction Activity

Instructor can select an agency and POST approved introduction activity, or can have students introduce themselves individually

Instructor

Background and Qualifications

Students

Identify student's background

Identify levels of experience

Ground Rules

A. RECOGNIZE POST FTO COURSE GOALS AND OBJECTIVES, INCLUDING THE DEVELOPMENT OF A NEW FTO'S 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. Complete any agency specific written tests/assessments required

3. Arrive late/leaving early requires instructor notifications

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 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 developed specifically for this exercise, the demonstration will be evaluated by another student.

2. Case Study Analysis

a. The students must participate in a small group presentation of 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 or heard about?
- 2) Were ethical issues identified and how did you resolve the issues?
- 3) Were there findings during the discussions that clarified your role(s) as an FTO?
- 4) Were you able to reach a consensus as to the success of this trainee in the program?

3. Presenter-developed activities/tests

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

Optional LA-Components of a Successful FTP

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 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 trainees, Field Training Officers (FTOs), and Field Training Program Supervisors/Administrators/Coordinators (FTP SACs)

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

1. As the 'introduction' to 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
3. The future of the agency is significantly impacted by values established in field training
 - a. Sets the tone for years to follow

F. CASE STUDY INTRODUCTION

Required LA-Case Study

Students will receive/review their assigned fictitious trainee with their workgroup while the facilitator explains the case study process and final presentation.

INTRODUCTION

Concept of the Field Training Program

One of the most valuable innovations in law enforcement history

On-the-job training necessary after academy training

Academy and Field Training provide the minimum training for performing solo general law enforcement uniformed patrol duties

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

See current POST FTP Guide

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
 - 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 in 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
 - e. Fair and consistent termination process- Ethically sound rationale

4. To enhance the professionalism, job skills, and ethical standards of the law enforcement profession to better serve the community

B. DISCUSS THE POST COMPETENCY-BASED PROGRAM PHILOSOPHY

See current POST FTP Guide

1. Competency includes behaviors that demonstrate effective performance.
2. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result.
3. Competencies are not necessarily specific skills, but rather, the application of skills that produces a successful result.

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:

HO – POST LD 3 Testing and Training Specifications (TTS) and RBC Learning Domains and hours, and Cut Score sheet for the Basic Academy (obtain the most current TTS, and RBC Learning Domain content and hours, from the POST Basic Course Informational Website or the local Basic Academy)

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

Optional – May show an agency and POST approved video depicting basic academy activities

2. Provides a *real-life* environment in which to apply knowledge
3. FTOs must make themselves aware of the training provided at the academy(ies) 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(ies)
5. FTOs must support and reinforce material and methods taught in the academy(ies)

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

Optional LA -Academy Training vs. Field Training

1. Training is the opportunity to:
 - a. Provide instruction and demonstration,
 - b. With the trainee attempting the task, and
 - c. 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

INTRODUCTION

Optional LA-Building the FTO

What does it take to make an FTO?

It takes commitment, dedication, desire, and much more.

There's no such thing as a perfect FTO

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. Willing to ask questions
 - d. 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.

Optional LA-Introduction Session

- 1. Develop rapport
- 2. Good interpersonal skills
 - a. Open
 - b. Responsive
 - c. Approachable
 - d. Supportive
- 3. Maintain a professional, working relationship with the trainee
 - a. No fraternizing or inappropriate behavior (department policy)

- b. Respect the trainee as a person while assisting the trainee through the Field Training Program
- c. Be cognizant of the trainee's background -- experience, culture, education, etc. Try to relate training in a way that will help the trainee understand and succeed
- d. Educate the trainee in the cultural composition of the community, and guide the trainee towards interacting with the community with an attitude of service and partnership
- e. While keeping officer safety in mind, assist the trainee in treating all people with respect

Optional LA- POST FTO Qualities Video, or other agency and POST approved video depicting training officer qualities

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

Optional LA-Stress Simulation

- 1. Personal sources
 - a. Family
 - b. Friends/family's lack of 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"

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

Required LA - POST "Trainee Stress" Discussion Scenario Video or other agency and POST approved video depicting trainee stress in the performance of the job

- 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

G. 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

H. CASE STUDY EXERCISE

Required LA-Case Studies

Student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

INTRODUCTION

In 2010, a POST Commission study (Driver Training Study: Volume I) was analyzed and revealed the act of driving a patrol car to be the single most potentially hazardous event posing risk of injury or death to a law enforcement officer. Law enforcement officers are more likely to be injured or killed in traffic accidents than in any other situation, including assaults. Speed, inattention, driving beyond the capabilities of the driver or vehicle, and failure to employ seatbelts are all contributing factors to law enforcement officers being involved in vehicular accidents. Additionally, citizens are also injured in accidents involving officers. While officers may not be “at fault” in all accidents, and sometimes things happen on the roadway beyond the control of the driver of a patrol car, the risk of being involved in an accident while on patrol is great. However, that risk can be significantly reduced through initial and continued training, awareness, and reinforcement of proper driving practices. The trainee has received initial driver training in a controlled environment at the academy. It is the FTO’s responsibility to build upon what was learned in the academy setting, while also evaluating and enhancing the trainee’s ability to drive a patrol car in all the varied, real-world conditions likely to be encountered in the field.

The goal of this block of instruction is to equip the FTO with the proper tools, mindset, and behavior to evaluate and address issues for today’s law enforcement drivers. Due to the technical nature of the material in this section, it is suggested that an EVOC or Driver Awareness Instructor review the presenter lesson plan created from this expanded course outline, prior to presentation.

Optional LA -- Set the stage for introducing this block of instruction through a discussion or video (agency and POST-approved) depicting the importance of safe driving for law enforcement officers.

A. FTO’S ROLE IN LAW 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 driving issues do you expect to encounter regarding deputies or officers in training?
 - b. Open discussion of examples
 - 1) Familiarity with equipment of the car (switches/cameras etc.)
 - 2) Security of equipment within the car such as belting in bags and cases
 - 3) Speed, inattention, driving in a manner unsafe for the environment, etc.

B. DEVELOPING A “SAFE” DRIVING PHILOSOPHY

HO “SAFE” Driving – Situation-Appropriate, Focused, Educated driving

1. Situation-Appropriate

- a. Modified driving responses for varied circumstances
- 2. Focused
 - a. Concerns related to roadway position, distractions, fatigue, and multi-tasking
- 3. Educated
 - a. Application of training and policy, from initial academy training through in-service/advanced officer training, and all personnel monitoring safe driving practices
- 4. Reinforce the RBC training regarding:
 - a. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses in ongoing and in-service training
 - 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. POLICY AND PROCEDURE CONSIDERATION

- 1. Department requirements -- compare and discuss
 - a. Peer Pressure
 - 1). Discuss peer pressure/ethics of an FTO in training and monitoring SAFE driving. Discuss the need for consistency among FTOs and the need for following department policy and common sense in the field.
 - 2). What if the concepts of SAFE driving are adopted by one member of the agency and not the others? How does and FTO following the SAFE driving approach deal with and FTO who is not following or advocating SAFE driving principles? How would you deal with the pressure from other FTOs?
 - 3). Code 2 High/Code 2.5 does it exist? Do some FTOs encourage driving at unsafe rates of speed? Think safety and liability.
 - 4). Removing the seatbelt prior to arriving at the call
 - 5). Cell phone use policy vs. exemption 23123 (d) CVC
- 2. Pursuit policy models
 - a. Share the various policy models or discuss the specific in- house policy regarding pursuit driving.
 - b. SB 719 directives
- 3. The “unwritten” policies/department culture
 - a. Unauthorized use of “excuse me” lights (rear amber lights), or unauthorized use of opticom to change traffic signals green
 - b. Failure to yield vs. actual pursuit
 - c. “Get me there first”
- 4. Laws Reviewed
 - a. 21055 CVC –exemption
 - b. 21052 CVC– routine driving “obey the rules”
 - c. 21056 CVC– due regard

- d. 17004.7 a),b),c) CVC – civil liability
- 5. Applicable Case Law (examples)
 - 1) Cruz vs. Briseno
 - 2) Lewis vs. Sacramento County Sheriff’s Department
 - 3) Nguyen vs. City of Westminster

D. COLLISION PREVENTION ISSUES

- 1. Goals – Training proper Decision Making
 - a. Changing the culture
 - 1). Again, the impact of “unofficial” policies
 - 2). The community impact of improper driving
 - 3). Ethical dilemmas
 - b. Officer safety and fault awareness
 - c. Psychological Effects
 - 1) Aggression
 - 2) Overconfidence
 - 3) Self-righteousness
 - 4) Impatience
 - 5) Extreme emotions
- 2. Factors in Safe Tactical Driving
 - a. Speeds
 - b. Intersections
 - c. Attitudes
 - d. Space Cushion
 - e. Seatbelts
 - 1). Tactical Removal (if allowed per policy): Removing the seatbelt, as the patrol vehicle slows, just prior to safely coming to a stop, so the officer can safely and 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
 - 6) Weather
- 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

E. RESOURCES AND CONSIDERATIONS FOR EVALUATING AND ENHANCING TRAINEE DRIVING SKILLS

1. The FTO may want to evaluate the trainee’s skill in the basics of driving 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 (It is suggested that the same exercises i.e. “T-box” or “Y-turn around,” be used for sizing and performance development)
2. Driving Issues for the FTO
 - a. Leadership and Ethical Considerations

Optional LA – Show Agency and POST Approved Videos Depicting Ethical Situations in a Patrol Driving Environment

- b. Liability issues - responsibility to supervise, be ethical, 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
 - e. Vehicle Pre-flight Checks

G. SUGGESTIONS FOR FUTURE TRAINING

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

Required LA - CASE STUDY

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

I. INTRODUCTION

Peace Officers 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.

Peace officers are expected to be leaders in the community, in their agencies, and among their peers. To be effective, peace officers must understand the components of leadership and their responsibility to lead.

A. DEFINE ETHICS:

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

B. DEFINE LEADERSHIP:

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

HO-Code of Ethics

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

Optional LA-Ethical Dilemma

HO-FTO Ethics

1. Gratuities, solicitations, half-priced meals, etc.
2. Negative/inappropriate comments or behavior directed toward other officers, subordinates, superiors, and/or agency
3. Socializing or fraternizing with a trainee
4. Participating in or allowing trainee discrimination and/or hazing
5. Using inappropriate language or terminology
6. Displaying negative/inappropriate behavior toward the community
7. Intervention in unethical conduct of trainee, other FTO, or peer
8. Code of Silence
9. Entitlement

HO-Calculating Ethics

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

Required LA-POST Ethics Discussion Scenario Video or Other Agency and POST Approved Video

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

E. ANALYZE ETHICAL DILEMMAS

Required LA-Ethical Decision-Making Tools for California LE or Other Agency and POST Approved Ethical Decision Making Material

F. IDENTIFY AND EXPLAIN CHARACTERISTICS DEMONSTRATED BY VARIOUS RECOGNIZED LEADERS

HO-Leadership Lessons from History

- 1. Famous Leaders
(Gandhi, Patton, Truman, Hitler, etc.)
- 2. Characteristics

HO-Leader of Character

- 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, and can be depended upon to put the needs of others - above personal considerations

G. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A LEADER

Required LA- Leadership Survey or Other Agency and POST Approved Leadership Assessment (Note – in the Required Activities, several leadership assessment and leadership style documents have been provided. The presenter may choose any of these activities, or can find an additional one that is Agency and POST approved. Additionally, links to leadership websites have also been provided, in order for the presenter to search for additional assessment or survey documents).

Optional LA-Strengths and Weaknesses

H. DISCUSS PRINCIPLES, THEORIES, AND TRENDS OF LEADERSHIP AND HOW THEY MAY APPLY TO THE FTO (e.g. Situational Leadership)**

Instructors should add their course material for this specification here. Potential course material might look like this...

- 1. Situational leadership describes a way of adapting leadership behaviors to features of the situation and the trainees

HO-Expanded SL Material

- a. Leadership is an activity
 - b. FTOs provide what is lacking in the situation
 - c. Able to hold others accountable
2. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style

HO-Situational Leadership

- a. Effective leaders/FTOs need to be able to adapt their style to fit the needs of the situation
 - b. Perception is in the eye of the follower
 - c. FTOs need to maximize the performance of their trainees
3. Successful Leaders/FTOs
- a. Proactive
 - b. Flexible to development/performance level of their trainees
 - c. Fill the gap
- I. ANALYZE SITUATIONS REQUIRING APPLICATIONS OF LEADERSHIP PRINCIPLES AND THEORIES AND PROVIDE EXAMPLES OF WHERE/HOW THOSE APPLICATIONS IMPACT THE SITUATIONS**

Required LA – Leadership Analysis

Optional LA – Leadership Video or Other Agency and POST Approved Video Depicting Leadership

J. ASSESS THE POSITIVE ASPECTS OF THE LEADERSHIP ROLE OF FTOS

1. Able to inspire leadership traits in trainees
2. Able to delegate via problem solving (shared responsibility)
3. Able to build the future of agency

K. CASE STUDY EXERCISE

Required LA-Case Study Exercise

Student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

Minimum Mandated 4 hours

I. INTRODUCTION

In order to make appropriate decisions regarding interactions with persons with mental illness or intellectual disability, peace officers must be able to recognize behavioral cues and other indicators of people with mental illness or intellectual disability.

This block shall consist of classroom instruction and instructor-led active learning, such as scenario-based training, shall address issues related to stigma, and shall be culturally relevant and appropriate, pursuant to PC 13515.29.

A. DEFINE

1. Intellectual Disability

- a. Characterized by below-average intelligence or cognitive ability and a lack of skills necessary for day-to-day living. People with intellectual disabilities can and do learn new skills, but they learn them more slowly. There are varying degrees of intellectual disability, from mild to profound.

2. Mental Illness

- a. A medical condition that affects a person's thinking, feeling, mood, ability to relate to others, and disrupts daily functioning. Persons managing a mental illness can have a substantially diminished capacity for coping with the ordinary demands of life. Mental illnesses can affect people of any age, race, religion, income, or background.

3. Stigma

- a. A mark of disgrace or shame associated with a particular circumstance, quality, or person.

B. IDENTIFY THE ROLE OF PEACE OFFICERS WHEN INTERACTING WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY

1. Applying culturally responsive community policing principles

- a. A person's ability to communicate, comprehend, move about, and generally interact within the community depends on the nature and severity of the disability.
- b. Depending on that individual's specific abilities and needs, standard law enforcement procedures may have to be adjusted when officers interact with people with developmental disabilities.

2. Identify mechanisms to reduce stigma against people with mental illness and intellectual disability

- a. The officer should avoid prejudging the contact and remain aware of an underlying disability.
- b. It is every peace officer's responsibility to treat everyone with respect and integrity no matter what their disability, race, creed, gender identity, or religion.
- c. Responding officers should observe the behavior exhibited by the person in an effort to determine what is happening and what might be prompting the observed behavior.

C. RECOGNIZE APPROPRIATE PEACE OFFICER RESPONSE(S) AND METHODS OF COMMUNICATION WHEN RESPONDING

TO A CALL THAT INVOLVES A PERSON WITH MENTAL ILLNESS AND OR INTELLECTUAL DISABILITY

1. Initial Response
2. De-escalation and Conflict Resolution
3. Completion

D. IDENTIFYING AND UTILIZING RESOURCES

1. Several resource services are available to peace officers and individuals with mental illness and intellectual disability. Examples of the types of resources available include but are not limited to the following:
 - a. Agency-related assessment or crisis teams
 - b. Private organizations offering support groups
 - c. Substance abuse facilities
 - d. County mental health agencies
 - e. Community counseling centers
 - f. Regional developmental disabilities centers
 - g. Independent/assisted living centers
 - h. National support/information organizations such as the National Alliance for the Mentally Ill (NAMI)
 - i. Local missions or shelters
 - j. Faith-based organizations
 - k. Senior citizens centers or dependent adult resources
 - l. Veterans Administration

NOTE: Peace officers should become familiar with the organizations that are available within their respective regions.

E. ANALYZE THE FTOS AND TRAINEE INTERACTION WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY USING THE VIDEOS PROVIDED BY POST. LEAD A FACILITATED ANALYSIS AND DISCUSSION.

Required LA – Juvenile Runaway, Part 1 Video Scenario

Video Overview: *A trainee and FTO are on patrol when they notice and stop a 15-year-old female runaway. After confirming her identity, they return her to her home. The female has self-identified as a transgender female (female identifying as male). She is exhibiting signs of depression and anxiety. The juvenile begins arguing with her mother and the trainee attempts to control the situation.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Juvenile Runaway, Part 1 Video Scenario. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Juvenile Runaway, Part 1 Video Scenario Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Juvenile Runaway, Part 1 Video Scenario. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also create questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Juvenile Runaway, Part 1 Video Analysis

Video Overview: *Subject matter experts discuss the learning points important to this video scenario.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Juvenile Runaway, Part 1 Video Analysis. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Juvenile Runaway, Part 1 Video Analysis Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Juvenile Runaway, Part 1 Video Analysis. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also come up with questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Juvenile Runaway, Part 2 Video Scenario

Video Overview: *A trainee and FTO stopped a 15-year-old female runaway and returned her to her home. In Part 2, we see the trainee finish talking to the juvenile's mother and then approach the juvenile to talk to her. The trainee learns about her possible marijuana usage as well as other personal problems she may be suffering. The scene concludes with the trainee speaking to the juvenile and the juvenile's mother at the front door.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Juvenile Runaway, Part 2 Video Scenario. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Juvenile Runaway, Part 2 Video Scenario Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Juvenile Runaway, Part 2 Video Scenario. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also create questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Juvenile Runaway, Part 2 Video Analysis

Video Overview: *Subject matter experts discuss the learning points important to this video scenario.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Juvenile Runaway, Part 2 Video Analysis. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Juvenile Runaway, Part 2 Video Analysis Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Juvenile Runaway, Part 2 Video Analysis. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also come up with questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Homeless Encounter Video Scenario

Video Overview: *A business owner reports a homeless man to the rear of the business. When the trainee and FTO arrive, the business owner asks that they tell the homeless man to leave, even though the property where he is sitting does not belong to this business owner. The trainee and FTO approach the man, who is apparently suffering from mental illness. They ask him to leave and he declines. The trainee asks if there is anything the trainee can do to help the man and he declines this as well.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Homeless Encounter Video Scenario. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Homeless Encounter Video Scenario Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Homeless Encounter Video Scenario. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also create questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Homeless Encounter Video Analysis

Video Overview: *Subject matter experts discuss the learning points important to this video scenario.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Homeless Encounter Video Analysis. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Homeless Encounter Video Analysis Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Homeless Encounter Video Analysis. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also come up with questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Mental Health Crisis Video Scenario

Video Overview: *Officers arrive on scene where a father has reported his son out of control and suffering from mental illness. As officers speak with the father outside, the son comes out of the house and begins swinging a baseball bat in the front courtyard of the home. The trainee takes the lead in speaking to the son and trying to calm him. Once the son is safely taken into custody, the trainee again speaks with the father and offers some resources.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Mental Health Crisis Video Scenario. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Mental Health Crisis Video Scenario Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Mental Health Crisis Video Scenario. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also create questions to ask the class, relevant to the topic and learning points for this activity.

Required LA – Mental Health Crisis Video Analysis

Video Overview: *Subject matter experts discuss the learning points important to this video scenario.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different question (5 groups would be 5 different questions) from the facilitator guide for Mental Health Crisis Video Analysis. The groups should discuss their question and after 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed. Note: If time permits, the instructor can select the questions ahead of time and have these pre-printed on 3X5 cards or a computer printout, then these can simply be handed to each group.*

Required FG – Mental Health Crisis Video Analysis Facilitated Discussion

The instructor should lead the class on a facilitated discussion (ask the questions) from the facilitators guide for Mental Health Crisis Video Analysis. The instructor should ask those questions that were not assigned in the learning activity from the learning activity section (above) for this video activity. The instructor may ask all of these questions or select the most appropriate if time does not permit using all the questions. The instructor may also come up with questions to ask the class, relevant to the topic and learning points for this activity.

Optional LA – Traumatic Brain Injury Video Scenario

Video Overview: *This scenario depicts a veteran living in a roommate situation. While the female roommate is trying to show the veteran how to operate the remote control, the veteran becomes frustrated when he cannot comprehend how to work the remote and reacts in a verbally aggressive manner. This frightens the female and she calls local law enforcement.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different key learning point (5 groups would be 5 different points) from the facilitator guide for Traumatic Brain Injury Scenario. The groups should discuss their learning points and how they would properly handle the situation. After 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed.*

Optional LA – De-escalation PTSD Video Scenario

Video Overview: *This segment depicts a veteran driving down the road when he sees a box fall off a delivery truck. He experiences a flashback of when he narrowly missed hitting an improvised explosive device (IED) while deployed.*

Learning Activity: *Divide the class into groups of 4 to 6 per group. The instructor will assign each group a different key learning point (5 groups would be 5 different points) from the facilitator guide for De-escalation PTSD Scenario. The groups should discuss their learning points and how they would properly handle the situation. After 5 minutes (approximately) the instructor should ask a spokesperson from each group to report out to the class on the important learning points discussed.*

INTRODUCTION

FTO must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve

Required LA-Instruction Game

FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating

A. DEFINE COMMUNICATION AS IT RELATES TO THE FTO POSITION

1. FTO↔Trainee
2. FTO↔FTP SAC
3. FTO/Trainee↔Community

B. 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:

Optional LA-Communicating

1. Sender of the message
2. Receiver of the message
3. The message itself
4. Context of the message
 - a. Words and tone used
 - 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

Optional LA-Listening Barriers

HO-Effective Listening,

- a. Unspoken biases/prejudices

E. IDENTIFY AND EXPLAIN COMPONENTS OF EFFECTIVE TRAINING, INCLUDING:

Optional LA-Teaching Effectiveness or Training Experiences

- 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

HO-Teaching and Training Considerations

- a. Ability to present information in a manner that is easily understood
 - b. Uses diverse presentation methods
3. Teaching/Training styles

Optional LA-Dead Poet's Society Video or Other Agency and POST Approved Video

- a. Rote
 - b. Intimidator
 - c. Presenter
 - d. Developer
 - e. Facilitator
4. Teaching/Training aids

Optional LA: Stand & Deliver Video or Other Agency and POST Approved Video

- 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

F. COMPARE AND CONTRAST 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 onus 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

HO-Ridem Article & Ridem Checklist

- a. **R**elevance
- b. **I**nvolvement
- c. **D**iscovery

- d. Experience
- e. Modeling

G. 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

Optional LA-Perceptual Learning Styles

HO-Principles of Adult

Learners

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

Optional LA- Learning Styles Application

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

Optional LA-Hand to Chin

- a. Individuals learn at different rates/speeds
- b. The more senses involved, the more effective the learning

Required LA-POST Trainee Learning Styles Scenario Video or Other Agency and POST Approved Video

H. DISCUSS OTHER FACTORS OR ISSUES THAT MAY IMPACT THE LEARNING PROCESS

- 1. Learning Environment
 - a. Formal instructional setting (Classroom)
 - b. Patrol Car
 - c. Range
- 2. Student Factors
 - a. Personal distractions
 - b. Learning plateaus
- 3. Other outside factors

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

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

HO-Good Teaching

1. Caring/Passion
 - 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
6. Ethical
 - a. Honest/Truthful
 - b. Integrity
 - c. Committed
 - d. Train to engage

J. 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 didn’t work?

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

1. Introduction (Performance objectives are explained)
 - a. What it is that will be taught
 - b. Why it is important (WIIFM)

2. **P**resentation (Impart the new knowledge or skill)
 - a. Delivery methods

HO-Selecting a Delivery Strategy

- b. Manner best suited for trainee
3. **A**pplication (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill
4. **T**est (Evaluation of progress – holds the learner accountable)
 - a. Provides immediate feedback to trainer/trainee
 - b. Evaluation of progress
 - c. Allows for remediation if needed
 - d. Serves as documentation of training and knowledge/skill level

L. 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. Case studies
 - b. Role play
 - c. Brain storming
 - d. Scenarios/table top exercises
 - e. Simulations
 - f. Group exercises

M. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS

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

N. CASE STUDY EXERCISE

Required LA-Case Study

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

INTRODUCTION

FTOs must:

1. Develop the critical skills necessary to determine if learning is occurring
2. Give critical feedback and clear direction to guide the trainee to an acceptable level of competence
3. Exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation

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
2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program
3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result

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

HO – POST DORs and SEGs (2 types – Numeric and N/ICS) – Located in the Current POST FTP Guide on the POST Website

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

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

HO – POST DORs and SEGs (same as above)

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
2. To provide honest accurate documentation reflecting the values, vision, and mission of the agency:
 - a. Appropriate terminology and language
 - b. Building trust and willingness to support trainee

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

Required LA-Performance Evaluations - Scenario Assessments

1. Be consistent
2. Reach consensus

E. EXPLAIN COMMON PERFORMANCE APPRAISAL ERRORS, WHICH MAY INCLUDE

HO – Evaluation and Appraisal Errors

1. Error of leniency
2. Error of personal bias
3. Error of central tendency
4. Error of related traits
5. Error of event bias
6. Error of motivational grading (“room to grow”)
7. Error of averaging scores

F. DISTINGUISH 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

G. 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

H. DISCUSS “AIDS FOR WRITING NARRATIVES” AND HOW THEY APPLY TO THE EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS

HO – Aids for Writing Narratives, and the Art of Writing, or Other Agency and POST Approved Handout Addressing Narrative Writing

1. Set the stage
2. Use verbatim quotes

3. Report the facts – avoid conclusions
4. Remember your audience
5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing

Optional LA-Writing Self-Assessment

6. Speak to performance, not personality
7. Use lists, if appropriate
8. Think remedial
9. Use quantification whenever possible
10. Do not predict

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

Required LA-Documentation Scenario Videos

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

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

Required LA- POST Trainee Attitude Video or Other Agency and POST Approved Video

1. Mere completion and signatures do not achieve the purpose of proper evaluations
2. Ample time should be allowed for open discussion of evaluations prior to signing
3. Discussions should be held where privacy can be maintained with little or no interruptions
4. Discussions should be a two-way conversation
5. FTOs should emphasize that evaluations address performance, not personality

Optional LA-Evaluation Delivery

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

See Current POST Police Training Officer (PTO) Guide Appendices Located on POST Website

1. Daily Training Notes with Weekly Progress Reports
2. Phase Evaluation Reports
3. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs)

L. CASE STUDY EXERCISE

Required LA-Case Study

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

INTRODUCTION

Trainees will make and must be allowed to make mistakes

The FTO's responsibility to intervene when a trainee's actions/decisions are inappropriate is critical

There are different ways to intervene and one may be more appropriate than another depending on the situation

A. DISCUSS THE CONCEPT OF 'FAILING FORWARD', INCLUDING:

1. Some of the most profound learning occurs when mistakes are made
2. Allows trainees to explore ideas and make mistakes fosters an environment of learning
3. In the context of 'failing forward', trainees discover not only positive solutions, but also what does not work
4. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them

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 should be paramount
2. Trainees learn best by doing and can learn from their mistakes
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)

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

Optional LA-Intervention Video Clips or Role Play

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. Purposeful violation of department rules, regulations, or procedures
 - a. Use of force issues
 - b. Pursuit policy
 - c. Ethical situations/unwritten rules

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

HO-Six Ways to Improve Your Non-Verbal Communications

- a. Certain signals can reinforce/redirect learning
 - 1) Clearing throat
 - 2) Simple questions
- b. Body Language

Optional LA-Intervention-Non Verbal

- 1) Eye contact
 - 2) Facial expressions
 - 3) Gestures
 - 4) Body posture and orientation
 - 5) Proximity
 - 6) Paralinguistics
 - 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.)

Optional LA- Tap In/Tap Out

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

Required LA-Positive and Negative Impact

1. Potential Positive Effects of Timely FTO Intervention
 - a. Gives trainee back his/her 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 citizen's the impression of incompetence

F. CASE STUDY EXERCISE

Required LA-Case Studies

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

INTRODUCTION

Remedial training is defined as: **A correction or review of previously taught information or procedures** (does not include academy training)

FTOs must remember that: 1) a mistake or performance deficiency must be corrected, and 2) that correction should come as soon as practical after the behavior without interfering with the department's service responsibility.

Problems that do not seem to go away or are repeated call for remedial training

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

HO-Remediation Article

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**
4. The trainee should have ample time to reach the required goals
5. **Realistic**
 - a. Relative to the deficiency and time frame
6. **Trackable**
 - a. Able to be assessed and documented

B. 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.)

C. SUMMARIZE COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS

HO – Remedial Training Plans

- 1. Specified performance deficiencies
- 2. Training Assignments
- 3. Documented completion or extension

D. 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
- 2. Evaluate trainee’s learning method
 - a. Learning styles can fluctuate
- 3. Deficiencies in the program/FTOs

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

HO-Instructional Methods

- 1. Role-plays or scenarios

Required LA-Remediation Training Plan

- 2. Volunteering for calls-for-service that provide additional training in deficient areas
- 3. Reading, writing, and/or study assignments
- 4. Videos and/or audio tapes
- 5. Learning Activity Packages (LAPs)

See Current POST FTP Guide, Learning Activity Packages, on the POST Website

- 6. Other outside college or POST courses

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

- 1. Provides feedback on trainee progress (or lack of)
- 2. May be supporting, critical factor in the event of a recommendation for termination

G. RECOGNIZE THE NEED FOR PROPER EVALUATION AND DOCUMENTATION TO SUPPORT TRAINEE TERMINATION, TO INLCUDE:

- 1. Identifies training that was provided
- 2. Supports decisions to terminate

- a. Ethically and morally sound rationale
- 3. Prevents/minimizes claims by trainee

H. CASE STUDY EXERCISE

Required LA-Case Studies

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

INTRODUCTION

Field training staff should agree on a schedule and manner/approach for training and testing new officers/deputies

Not every field incident or objective in an agency's program will occur within the time frame of the FTP. FTOs may have to set up a scenario exercise or rely on the trainee's written response to specific situations

Competency may be demonstrated through department constructed knowledge tests, scenario exercises, or field performance

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

1. Written testing appropriate for:
 - a. Penal, vehicle codes, etc.
 - b. 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. TRAINING, INCLUDING:

1. Positive aspects
 - a. Provides a safe learning environment
 - b. Less liability than actual calls for service
 - c. **DISCUSS THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO** 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
 - g. Can reinforce ethical values of agency
2. Negative aspects
 - a. Not as realistic as calls for service
 - 1) May not be taken seriously
 - b. Can be predictable
 - c. Must be maintained and updated
 - d. Requires good role players and resources
 - 2) Team up with dispatch to add an element of realism
 - 3) Determine availability of alternate radio channels to use during scenarios

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

HO-POST Testing

HO-Importance of Role Playing in Training or other Agency and POST Approved Material on the Importance of Role Playing in a Training Program

1. To cover more specific knowledge components such as code sections and crime elements, as well as, agency policies and procedures
2. To assist in remedial training efforts
3. To make up for low volume of calls for service

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

HO-Safety in Role Playing

1. Recognize the FTO's risk management responsibilities
2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
3. Loaded weapons should NEVER be used
4. Let's repeat the above comment – LOADED WEAPONS SHOULD NEVER BE USED IN ROLE PLAYING EXERCISES!!

HO-Police Officer Killed During Training

5. Scenario should not be dangerous demeaning, harassing or expose the agency to liability

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

1. Clearly defined training goals or performance objectives should be developed for each scenario
2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
3. Establishment of an audible signal for any participant to halt the scenario at any time
4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)

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

Required LA-Scenario Development

INTRODUCTION

FTOs play a critical role in training as it relates to legal and liability issues

Must be able to recognize situations of heightened liability

Must know how to best minimize individual and departmental exposure to liability

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

1. Failure to train
 - a. Skills not explained
 - 1) Do not assume trainee can perform skills
 - b. Ensure academy training was adequate
2. Failure to supervise
 - a. Supervisor responsible for performance of subordinates
 - b. FTO considered a supervisor of trainee
3. Negligent training
 - a. Teaching skills, concepts, behaviors which are improper, illegal or unauthorized
4. Negligent retention
 - a. Keeping employees when it is known they cannot perform the minimal duties of the position
5. Negligent supervision
 - a. FTO may be considered supervisor for some activities
 - b. FTO must keep their supervisor apprised of program issues
 - 1) Incompetent trainees
 - 2) Unqualified FTOs
6. Negligent entrustment
 - a. Entrusting trainee with tools of the trade without proper training (i.e., car; firearm; baton, etc.)
 - b. Train to statutory (mandated) and department standards
7. Direct/Vicarious liability
 - a. Civil rights violations
 - 1) If FTO is present and participates, allows or fails to prevent, may be liable
 - 2) “Code of Silence” policy and practice – department may be liable

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
 - a. Avoiding mixed messages
 - b. Documentation of appropriate training
 - c. Documentation of trainee performance
 - d. Documentation of supervision
 - e. Documentation of remediation
 - f. Documentation of knowledge of civil and criminal laws
4. Knowledge of and adherence to agency policies and directives

C. DISCUSS CURRENT TRENDS IN PERSONAL AND AGENCY CIVIL LIABILITY

Optional LA-Liability Trends

HO-Legal Challenges for Training

1. Review of recent settlements, judgments, and decisions

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

1. Sexual harassment

HO-Employer Liability for Harassment

2. Hostile work environment
3. “Quid Pro Quo”
4. Verbal/Visual/Physical
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

Required LA-POST Legal Issues Scenario Video or other Agency and POST Approved Video Used for Generating Discussion on Legal and Liability Issues

Required LA-Liability/Liability Issues (2 options)

1. Informing
 - a. Tell the offending party of the possible consequences of his/her action(s)
2. Reporting

- a. Report inappropriate behavior to a supervisor
- 3. Involvement
 - a. Do not become a party to the behavior
- 4. Professionalism
 - a. Maintain a professional relationship at all times
 - b. Do not allow trainee to be subjected or become involved in questionable situations

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

- 1. Hazing
- 2. Fraternalization
 - a. Consequences associated
 - 1) Potential for harassment complaints
 - 2) Allegations of favoritism
 - 3) Impaired objectivity in evaluations
 - 4) Termination issues
- 3. Favoritism
- 4. Sexual harassment

G. IDENTIFY AND EXPLAIN THE 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
 - a. Overtime issues relating to homework, equipment maintenance, etc.
7. MOU (Memorandum of Understanding) - Agency specific issues

H. CASE STUDY EXERCISE

Required LA-Case Studies

The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

INTRODUCTION

FTOs must have an opportunity apply their skills and knowledge acquired through attendance at the POST-certified FTO Course.

FTOs are expected to develop and deliver an ethically sound 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

1. RIDEM
2. IPAT

B. PRESENT ONE-ON-ONE TRAINING, USE VARIED ADULT LEARNING STYLES AND COMMUNICATIONS TECHNIQUES

Required LA – Teaching/Training Demonstrations

1. Visual, auditory, kinesthetic
2. Two-way communication, active listening, etc.

C. EVALUATE TRAINING DELIVERED BY OTHER FTOs

HO-SEGs and Evaluation for Teaching Demo and Evaluation or other Agency and POST approved evaluation material for Use with the Teaching Demonstration

1. Use SEGs and Evaluation Sheet to evaluate other student demonstrations in the areas of:
 - a. Introduction
 - b. Delivery
 - c. Use of training aids
2. Testing

INTRODUCTION

Case studies were developed for the FTO Course so that students would have an opportunity to discuss various situations that may occur during the field training program

The case studies were developed to take advantage of the best possible resources available during the course, the students themselves

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
2. 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

Required LA – Case Study Presentations

1. Synthesize 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 ethical issues identified and how did you resolve the issues?
 - c. Were there discoveries during the group discussions that clarified your role(s) as a FTO?
 - d. Were you able to reach a consensus as to the success of this trainee in the program?