**LEARNING ACTIVITIES:** Activities include developing a one-on-one training plan, and presenting the one-on-one training plan using varied communication techniques and varied adult learning theory, Teaching/Training Skills Demonstration, Performance Evaluations – Scenario Assessments

**METHODS OF ASSESSMENT:** Presentations to be evaluated by instructor using POST standards such as experiential exercise, group activity, facilitated discussion and skills demonstration.

### i. Introduction, orientation, and goals

# Instructor

* 1. Instructor Introduction

# Students Required Introduction Activity

1. Identify student’s background

1. Identify levels of experience

3. Selection process for becoming an FTO

## COURSE POLICIES

1. POST standard 10% Rule of total class hours for attendance

2. College paperwork/registration

3. Arrive late/leaving early requires instructor notifications

**D. recognize post fto course goals and objectives, INCLUDING the development of a new ftos abiliTIEs**

1. Provide training and coaching while integrating trainees into the mission, goals and operation of the agency

2. Provide trainees with a means to apply their knowledge and skills in the work environment

3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards

* 1. Recognize different learning styles and respond appropriately to the needs of the trainee

5. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments

**E. SUCCESSFULLY COMPLETE ALL POST AND PRESENTER-SPECIFIC ACTIVITIES AND TESTING REQUIREMENTS**

1. POST-required Teaching/Training demonstration/presentation

2. Case Study Analysis

3. Presenter-developed activities/tests as required by the block instructors

**F. REQUIRED CASE STUDY INTRODUCTION/ASSIGNMENT**

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

**G. PRESENTATIONS**

1. Recalling the Orientation information; the student 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

**H. identify and discuss key components of a successful Field Training Program**

1. Commitment of department head and administrative staff

2. Clearly articulated organizational structure/chain of command

3. Well-organized and effective field training program guide/manual

4. Regular field training staff meetings

5. FTO and program critique by trainees

6. Clearly defined roles/expectations for trainees, Field Training Officers (FTOs), and Field Training Program Supervisors/Administrators/Coordinators (FTP SACs)

**I. Identify and discuss the Impact of Field Training Programs, WITH REQUIRED SMALL GROUP DEVELOPMENT/PRESENTATION OF IMPACTS**

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:

1. Uses only approved methods, procedures, and techniques to present training

3. The future of the agency is significantly impacted by values established in field training

**II FIELD TRAINING PROGRAM GOALS AND OBJECTIVES**

**A. INTRODUCTION**

1. One of the most valuable innovations in law enforcement history

2. On-the-job training necessary after academy training

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

**B**. **IDENTIFY THE FOUR GoALS OF A POST-APPROVED FIELD TRAINING PROGRAM**

1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner

2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information

3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed

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

**C**. **DISCUSS THE POST COMPETENCY-BASED PROGRAM PHILOSOPHY**

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.

## EXPLAIN THE NEED FOR STANDARDIZED CURRICULUMS AND PERFORMANCE OBJECTIVES

1. To provide consistency with academy training

2. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program

**E.** **RECOGNIZE TERMINOLOGY, RESOURCES, TESTING METHODS, AND OTHER ACTIVITIES USED IN THE REGULAR BASIC COURSE**

1. Testing and Training Specifications – Using the REQUIRED LD #3 workbook activity and handouts (Cut Scores and Hourly Breakdown) and, after viewing the REQUIRED POST Basic Academy Scenario Video, conduct a required discussion on the Basic Academy’s general design for curriculum. Assuring an understanding of most recent changes and techniques in program delivery.

2. Workbooks – review the Learning Domain (LD) #3 Workbook

3. POST Basic Academy Testing, cut scores and remediation policies

4. Scenarios – ISTs and CISTs

## F. 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(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)

**G.** **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 provide instruction and demonstration,

2. Evaluation is the process of documenting progress or lack of learning

3. Training must occur prior to evaluation

4. One without the other makes learning unachievable

5. Discussion of the Academy Training vs. Field Training

**III EXPECTATIONS, FUNCTIONS AND ROLES OF THE FIELD TRAINING OFFICER (FTO)**

**A. INTRODUCTION: WHAT DOES IT TAKE TO MAKE AN FTO?**

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

2. There’s no such thing as a perfect FTO

**B.** **EXPLAIN THE ATTRIBUTES OF A SUCCESSFUL FTO**

1. Effective communicator

2. Ethical

3. Professional

4. Knowledgeable

5. Experienced

6. Courageous

7. Fair

8. Committed

9. Loyal

**C.** **IDENTIFY AND EXPLAIN THE FUNCTIONS OR ROLES OF THE FTO**

1. Role Model

2. Trainer/Teacher

3. Evaluator

4. Supervisor

5. Coach/Mentor/Counselor

6. Leader

**D. DISCUSS THE KEY ELEMENTS FOR ESTABLISHING TRUST BETWEEN THE FTO AND THE TRAINEE**

1. **T**ruth - Established by integrity

2. **R**espect - Gives personal worth

3. **U**nderstanding - Shows compassion and empathy

4. **S**upport - Provides strength and shows commitment

5. **T**eamwork - Brings trainees into the organization

## 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

3. View and discuss the REQUIRED POST FTO Responses Discussion Scenario Video

4. Review and discussion of the “Qualities of a Good FTO”

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

1. Personal sources

2. Professional sources

**G.** **RECOGNIZE Symptoms of TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS – DISCUSSION AFTER VIEWING THE required “TRAINEE STRESS” SCENARIO VIDEO**

1. Impaired judgment

2. Deteriorating health

3. Impatience with self and others

**H. 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

**I. Case Study Exercise**

Student groups determined on Day One are required to discuss and address their trainee’s written case study provided for this block of instruction

**IV. DRIVER AWARENESS/DRIVER SAFETY**

1. **GOALS**
   1. Create awareness of what we are doing
   2. Consider issues of trainee malfunction
   3. Discuss various methods for enhancing skills
2. **DRIVER TRAINING**
   1. Academy = 32 hours
   2. Skills recruits should have
   3. What you need to teach them
   4. POST “SAFE” Philosophy
   5. Traffic Collision Line of Duty Death Stats
   6. Collision Prevention
   7. Factors in Unsafe Driving
   8. Reaction times/Stopping distances
3. **Case Study Exercise** 
   1. Student groups determined on Day One are required to discuss and address their trainee’s written case study provided for this block of instruction

**V. ETHICS, PROFESSIONALISM & LEADERSHIP**

**A. DEFINE ETHICS**

1. The general understanding of the definition from Merriam-Webster includes: A set of moral principles or values; a theory or system of moral values; a guiding philosophy

2. The POST definition: The accepted principles of conduct, governing decisions and actions, based on professional values and expectations

3. Law Enforcement Code of Ethics discussion from supplied handout

1. **IDENTIFY ETHICAL ISSUES WITHIN THE FIELD TRAINING ENVIRONMENT**

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

10. Utilize the POST handout on “FTO-Ethics for small group discussions

**C.** **EVALUATE THE EFFECT of identified Ethical Issues ON THE FTO/TRAINEE RELATIONSHIP**

1. Impact on FTO/trainee working relationship

2. FTO’s ability to impact ethical issues

3. View the required POST “Ethics Discussion Scenario Video” and engage the students in a discussion of the various dilemmas of ethical situations presented

**D. DEFINE LEADERSHIP, INCLUDing:**

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

**E.** **IDENTIFY AND EXPLAIN Characteristics DEMONSTRATED BY VARIOUS RECOGNIZED LEADERS**

1. Famous Leaders - (Gandhi; Patton; Truman; Hitler; etc.)

2. Characteristics

**F.** **ANALYZE Personal Strengths and Weaknesses AS A LEADER Utilizing the required la “Leadership survey”**

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

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

2. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style

3. Successful Leaders/FTOs

4. Situational Leadership examples and discussion (discretionary handouts and examples from instructors)

**H**. **ANALYZE SITUATIONS REQUIRING APPLICATIONS OF LEADERSHIP PRINCIPLES AND THEORIES AND PROVIDE EXAMPLES OF WHERE/HOW THOSE APPLICATIONS IMPACT THE SITUATIONS**

1. Conduct the REQUIRED learning activity “Leadership Analysis”

**I. 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

**J. CASE STUDY EXERCISE - CONTINUED**

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

**K. AnalyZE Ethical DILEMMAS UTILIZING post’s “ETHICAL Decision-making TOOLs for california law enforcement”**

**VI. INTERACTION WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY**

1. **REVIEW TRAINING RECRUITS RECEIVED IN ACADEMY = LD37**
   1. LD 37 – Persons with Disabilities
   2. Their training focuses on recognizing people with the following disabilities
      1. Developmental Disabilities
      2. Neurological Disorders
      3. Blind or Visually impaired
      4. Deaf or hard of hearing
      5. Mental Illness
      6. Legal requirements for a 72 hour hold per 5150 W&I
   3. They will have had at least two scenarios where they will have dealt with a person with disabilities and a 5150 related scenario.
2. **WHAT TRAINING HAVE YOU HAD WITH CIT OR PERSONS WITH DISIBILTIES?** 
   1. Discuss current academy standards for LD 37
3. **ANALYZE & DISCUSS THE NEW POST TRAINING VIDEOS (April 2017) AS THEY RELATE TO THE RECRUIT & PERSONS WITH DISIBILITIES**

**VII.** **Teaching and Training Skills Development**

**A. Introduction**

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

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

a. Introduction of the required POST “**Instruction Game**”

**B.** **DEFINE COMMUNICATION AS IT RELATES TO THE FTO POSITION**

1. FTO↔Trainee

2. FTO↔FTP SAC

3. FTO/Trainee↔Community

**C.** **discuss reasons for developing positive communication skills**

1. Better interpersonal and professional relationships

2. Job satisfaction/success and reputation

3. Professional and personal safety/liability

**D.** **IDENTIFY THE BASIC COMPONENTS OF THE COMMUNICATION PROCESS**

1. Sender of the message

* + 1. Receiver of the message
  1. The message itself

4. Context of the message

5. The channel used to convey the message

6. Noise and filters (both the sender’s and receiver’s)

7. Feedback on the message

**E.** **RECOGNIZE THE COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING**

1. Verbal and non-verbal

2. Effective active listening

3. Recognizing and overcoming barriers to communication

## F. IDENTIFY AND EXPLAIN COMPONENTS OF EFFECTIVE TRAINING

* + - 1. Instructor qualities

2. Presentation skills

3. Teaching/Training styles

4. Teaching/Training aids

5. Training plans

**G. COMPARE AND CONTRAST THE ELEMENTS OF STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING, USING THE RIDEM ACRONYM**

1. Student/Trainee Centered

2. Teacher/FTO Centered

3. RIDEM Theory utilizing the handouts entitled “RIDEM Article and RIDEM Checklist”

**H**. **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 as introduced by the required POST “Trainee Learning Styles Scenario Video”

2. Learning Domains with handout “perceptual Learning Styles”

3. Adult Learning Concepts

* + 1. Rates of Learning

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

Learning Environment

* 1. Student Factors

3. Other outside factors

* + 1. **IDENTIFY AND EXPLAIN QUALITIES OF SUCCESSFUL TEACHERS**

Caring/Passion

2. Knowledge (Subject Matter Expert/Resource)

3. Skill as exampled by the handout “Good Teaching”

* 1. Motivation
  2. Focused on values
     1. **ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER**

Assess performance in the Instruction Game Exercise

* + 1. **DEVELOP A TRAINING PLAN USING A COMMON INSTRUCTIONAL DESIGN METHOD**
    2. **I**ntroduction (Performance objectives are explained)
    3. **P**resentation (Impart the new knowledge or skill)
    4. **A**pplication (Opportunity to put new knowledge or skill to use)
    5. **T**est (Evaluation of progress – holds the learner accountable)

5. Utilize and add to discussions the handout “Selecting a Delivery Strategy”

#### Develop Learning Activities

Purpose

Types (Case studies, role play, scenarios, simulations, etc)

#### CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS

Establish relevance

#### Case Study Exercise – continued

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

##### VII. COMPETENCY, EVALUATION AND DOCUMENTATION

###### A. INTRODUCTION

1. FTOs must: Develop the critical skills necessary to determine if learning is occurring

2. FTOs must: Give critical feedback and clear direction to guide the trainee to an acceptable level of competence

3. FTOs must: Exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation

1. **define COMPETENCY as it relates to field trAining**
   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
2. **IDENTIFY THE PURPOSE AND COMPONENTS OF THE DAILY OBSERVATION REPORT (DOR)**
   1. Documentation as exemplified in the supplied POST Handout on DORs which provide a record of trainee’s progress in the SEG areas
3. **identify the purpose and components of the Standardized Evaluation Guidelines (SEGs)**
   1. To provide a definition, in behavioral terms, of various levels of performance, as exemplified in the supplied POST Handout on SEGs (2 types – Numeric and Alpha)
4. **REQUIRED ASSESSMENT EXERCISE - Assess Various Levels of Performance and assign a numeric or alphabetic value for trainee behavior based upon segS**
   1. Be consistent
   2. Reach consensus
5. **Explain Common Performance Appraisal Errors, AS EXEMPLIFIED IN THE HANDOUT “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
6. **Distinguish between performance deficiencies and training deficiencies**
   1. Performance deficiencies are related to the trainee’s ability (or lack of) and his/her issues
   2. Training deficiencies are related to the FTO and/or field training program issues
7. **exPLAIN WHY EVALUATION DOCUMENTATION MUST SUPPORT EACH RATING OF THE TRAINEE’S PERFORMANCE**
   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
8. **DISCUSS “Aids for Writing Narratives” HANDOUT AND HOW The AIDS APPLy TO the EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS**
   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
   6. Speak to performance, not personality
   7. Use lists, if appropriate
   8. Think remedial
   9. Use quantification whenever possible
   10. Do not predict
   11. Use an optional learning activity involving a writing assignment, as spontaneous as possible, then apply the self-assessment to that instrument
9. **required observed performance exercise**

1. Produce an accurate written record/narrative based on observed performance, using SEGs after viewing the Documentation Scenario Videos

1. **AFTER VIEWING THE REQUIRED “POST Trainee Attitude Video”, DISCUSS THE IMPORTANCE OF, AND CONSIDERATIONS FOR, THE DELIVERY OF TRAINEE EVALUATIONS**
   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
2. **REVIEW AND discuss Alternative Evaluation AND DOCUMENTATION Methods approved by POST, AND LISTED IN THE POST GUIDE APPENDICES**
   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)

## 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

**VIII. INTERVENTION TECHNIQUES**

## a. INTRODUCTION AND GENERAL PRINCIPLES

1. Trainees will make and must be allowed to make mistakes

2. The FTOs responsibility to intervene when a trainee’s actions/decisions are inappropriate is critical

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

b. DISCUSS THE concept of ‘FAILING FORWARD’

* 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

1. **EXPLAIN HOW INTERVENTION TECHNIQUES ARE USED AS LEARNING TOOLS**
   1. Trainees should be allowed to experience as much as possible within certain/safe limits
   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)
2. **identify Situations Where Intervention by the fto would be Appropriate and explain applicable intervention techniques for each situation**
   1. Officer safety
   2. Public safety
   3. Misapplication or violation of law
   4. Violation of department rules, regulations, or procedures
   5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)

6. Use of an optional learning activity on Intervention by Video Clips or Role Playing

1. **evaluate the Appropriate Use of Intervention Techniques**
   1. Subtle as amplified by the POST Handout “Six Ways to Improve Your Non-Verbal Communications”
   2. Overt (verbal or physical)
2. **REQUIRED DISCUSSION AND LISTING OF THE POSITIVE AND NEGATIVE EFFECTS OF FTO INTERVENTION**

1. Assess by listing the potential positive and negative effects of FTO’s intervention on the trainee and the working relationship with the FTO

## Case Study Exercise - continued

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

**IX. REMEDIATION**

## A. INTRODUCTION

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

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

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

1. **IDENTIFY principles OF REMEDIAL TRAINING PLANS, USE HANDOUT ENTITLED REMEDIATION ARTICLE**
   1. **S**pecific
   2. **M**easurable
   3. **A**ttainable
   4. **R**ealistic
   5. **T**rackable

6. Use the POST Handout “Remedial Training Plans”

1. **DESCRIBE THE ROLES AND EXPECTATIONS OF THE TRAINEE, THE FTO, AND THE FTP-SAC IN REMEDIAL TRAINING**
   1. Trainee
   2. FTO
   3. FTP-SAC
2. **SUMMARIZE COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS**
   1. Specified performance deficiencies
   2. Training Assignments
   3. Documented completion or extension
3. **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
   3. Deficiencies in the program/FTOs
4. **REMEDIATION METHODOLOGIES**

1. Identify and apply a variety of remediation methods and resources, to include the POST Handout “Instructional Methods”

1. Conduct the required learning activity “Remediation Training Plan”
   1. Discussion, explanation and demonstration of the various methodologies of remediation

g. explain the Need to Evaluate and Document Remedial Training

1. Provides feedback on trainee progress (or lack of)

2. May be supporting, critical factor in the event of a recommendation for termination

#### RECOGNIZE THE NEED FOR PROPER EVALUATION AND DOCUMENTATION TO SUPPORT TRAINEE TERMINATION

* + 1. Identifies training that was provided
  1. Supports decisions to terminate
  2. Prevents/minimizes claims by trainee

## Case Study Exercise - continued

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

**X. TESTING AND SCENARIO DEVELOPMENT STRATEGIES**

**A. INTRODUCTION AND GENERAL PRINCIPLES**

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

2. 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

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

B. discuss the use of written and scenario tests within the field training PROGRAM

* 1. Written testing appropriate for penal, vehicle, & radio codes
  2. Scenarios are appropriate for making up for low volume of calls

C. DISCUSS THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO TRAINING

* + 1. Positive aspects
    2. Negative aspects

D. EXPLAIN SITUATIONS WHERE WRITTEN TESTS AND/OR SCENARIOS ARE APPROPRIATE

* + 1. Utilize the POST Handout “POST Testing”

2. To cover more specific knowledge components such as code sections and crime elements, as well as, agency policies and procedures

* 1. To assist in remedial training efforts
  2. To make up for low volume of calls for service
     + 1. **RecognizE officer safety and liability issues involved in scenario training**
     1. Recognize the FTOs risk management responsibilities by use and discussion of the POST Handouts “Safety in Role Playing” and “Police Officer Killed During Training”
     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. Scenario should not be dangerous demeaning, harassing or expose the agency to liability
        1. **Determine detailed logistics, timing and location of scenarios**

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

* + - 1. **Design, facilitate, and evaluate scenarios used for both remedial training and competency evaluation UTILIZING the POST REQUIRED SCENARIO DEVELOPMENT EXERCISE**
  1. In small groups, students will write and/or “act out” short scenarios.

**XI. LEGAL AND LIABILITY ISSUES**

## A. INTRODUCTION

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

2. ftos must be able to recognize situations of heightened liability

3. FTOs must know how to best minimize individual and departmental exposure to liability

1. **identify and explain various LIABILITY CONCEPTS RELATED TO FIELD TRAINING**
   1. Failure to train
   2. Failure to supervise
   3. Negligent training
   4. Negligent retention
   5. Negligent supervision
   6. Negligent entrustment
   7. Direct/Vicarious liability
2. **IDENTIFY CONCEPTS OF RISK MANAGEMENT AND METHODS FOR REDUCING CIVIL LIABILITY**
   1. Close supervision and expedited reporting
   2. Appropriate, timely intervention
   3. Recognizing the functions and roles of the FTO
      1. Avoiding mixed messages
      2. Documentation of appropriate training
      3. Documentation of trainee performance
      4. Documentation of supervision
      5. Documentation of remediation
      6. Documentation of knowledge of civil and criminal laws
      7. Knowledge of and adherence to agency policies and directives
3. **DISCUSS CURRENT TRENDS IN PERSONAL AND AGENCY CIVIL LIABILITY UTILIZING THE POST HANDOUT “LIABILITY TRENDS” AND “CHALLENGES FOR TRAINING”**
   1. Review of recent settlements, judgments, and decisions
4. **SUMMARIZE VARIOUS FORMS OF HARASSMENT AND DISCRIMINATION IN THE WORKPLACE**
   1. Sexual harassment and the Handout “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)
5. **MITIGATION OF EXPOSURES AND CONSEQUENT LIABILITY**
   1. Presentation of a developed explanation of how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior
   2. Introduce Methodologies with discussion on informing/reporting
6. **DISCUSS METHODS/SAFEGUARDS FOR KEEPING INAPPROPRIATE CONDUCT OUT OF THE FIELD TRAINING PROGRAM**
   1. Hazing
   2. Fraternization
   3. Favoritism
   4. Sexual harassment
7. **IDENTIFY AND EXPLAIN THE LABOR ISSUES RELATED TO FIELD TRAINING**
   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

###### Case Study Exercise - continued

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

**XII. TEACHING SKILLS DEMONSTRATIONS**

### a. Introduction

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

2. FTOs are REQUIRED to develop and deliver a training plan that uses varied adult learning styles and communication techniques

## B. The one-on-one presentation

1. Apply acquired knowledge and techniques to develop a one-on-one training plan using**:**

a. Ridem

b. IPAT

2. Present one-on-one training, use varied adult learning styles and communications techniques

## C. EVALUATE TRAINING DELIVERED BY OTHER FTOs

* 1. Using POST developed SEGs for Teaching Demo and Evaluation to evaluate other student demonstrations

XIII. CASE STUDY PRESENTATIONS

**a. OVERVIEW AND EXPLANATION OF USE**

1. 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

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

1. **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

1. **DEMONSTRATE THE APPLICATION OF ACQUIRED FIELD TRAINING knowledge, skills, and ABILITIES**

1. Ethical decision-making

2. Role modeling

3. Risk management

1. **COMPARE AND CONTRAST THE OUTCOMES OF THE CASE STUDY PROCESS**

1. Synopsize trainee background & issues

* 1. Present the trainee’s actions and behaviors and determine whether the trainee should be released, extended, or let go