**Learning Activities** (include but not limited to):

1. POST Discussion Scenario Video.
2. POST Teaching/Training demonstration and Presenter developed activities subjects to include but not limited to performance evaluations, positive and negative impact of timely FTO intervention, ethical considerations of intervention.
3. Roundtable/Group Discussion-Engage trainees and peers in discussion
4. One on One Training Scenarios using varied communication and adult learning styles techniques.
5. Develop and present a training plan using common instructional design method RIDEM (Relevance, Involvement, Discovery, Experience, Modeling)
6. Produce an accurate, written record/narrative based on observed video. performance, using SEGS (Standardized Evaluation Guidelines)
7. Class scenarios including but not limited to performance evaluations, and trainee learning styles.

**Methods of Evaluation**

Skills demonstrations and scenarios will be evaluated by instructor for techniques taught in class and will use the Rubric, and evaluate other student demonstrations in the areas of R.I.D.E.M., using POST standards.

Class Discussions will be managed by instructor to maintain consistency and accuracies to content as required by POST.

Written reports will be evaluated by instructor to meet the four goals of documentation: Clear, Concise, Complete, Correct.

Comprehensive POST and presenter developed tests to be evaluated by instructor for accuracy.

1. Required Learning Activity *(20 minutes)*

2. Potential Positive Effects of Timely FTO Intervention

3. Potential Negative Effects of FTO Intervention

1. APPLY ACQUIRED KNOWLEDGE AND TECHNIQUES TO DEVELOP A ONE-ON ONE TRAINING PLAN

1. Formats - RIDEM (Relevance – Involvement – Discover – Experience – Modeling)

B. PRESENT ONE-ON-ONE TRAINING; USE VARIED COMMUNICATIONS TECHNIQUES:

1. Required Learning Activity - *Teaching/Training Skills Demonstration (180 minutes)*

2. *Potential Topics for Teaching/Training Skills Demonstration*

3. Presentations

C. PRESENT ONE-ON-ONE TRAINING; USE VARIED ADULT LEARNING STYLES

1. Visual

2. Auditory

3. Kinesthetic

D. TOPICS FOR DISCUSSION IN THIS AREA MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

1. Community-oriented Policing
2. Challenging Traits of Today’s Trainees
3. Report Writing for FTOs
4. Problem Solving for FTOs
5. Supervisory Skills Development
6. Others as applicable to “how to train”

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

E. IDENTIFY AND APPLY A VARIETY OF REMEDIATION METHODS AND RESOURCES

1. Role-plays or scenarios

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)

6. Other outside college or POST courses

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

1. Written testing appropriate for: Penal codes, vehicle codes, radio codes, etc.

2. Scenarios are appropriate for making up for low volume of calls, and exposure to calls which may not be received.

G. RECOGNIZE OFFICER SAFETY AND LIABILITY ISSUES INVOLVED IN SCENARIO TRAINING

1. Clearly defined training goals or performance objectives should be developed for each scenario

**DAY ONE – BLOCK ONE**

**i. Introduction**

A. Instructor

1. Background

2. Qualifications

B. Students

1. Agency

2. Background

3. Experience

C. Traits of a good supervisor-FTO

D. Course ground rules

 1. Expectations

2. Handouts and activities supplied to students in preprinted materials

1. **review course goals and objectives**
	1. the development of aBILITIES IN A new FTO
	2. Provide training and coaching while integrating trainees into the mission
	3. Provide trainees with a means to apply knowledge and skills in work environment
	4. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
	5. Recognize different learning styles and respond appropriately to trainee
	6. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments
2. MEET PRESENTER-SPECIFIC ATTENDANCE/BEHAVIOR REQUIREMENTS
	1. Attendance
3. Appropriate attire
4. Subpoenas
5. Electronics
6. Breaks/Lunch
7. Complete any agency specific written tests/assessments required
8. POST AND PRESENTER-SPECIFIC ACTIVITIES/TESTING REQUIREMENTS
	1. POST-required Teaching/Training demonstration
	2. Presenter-developed activities/tests
9. review and discuss THE TRAITS OF EXEMPLARY SUPERVISORS
	1. Traits/characteristics of exemplary field training officers
	2. How an FTO manifests the positive traits/characteristics toward trainees
10. key components of a successful Field Training Program
11. Commitment of department head and administrative staff
12. Clearly articulated organizational structure/chain of command
	1. Well-organized and effective field training program guide/manual
	2. Regular field training staff meetings
	3. FTO and program critique by trainees
	4. Clearly defined expectations for each role
	5. the Impact of Field Training Programs

The introduction to agency’s patrol duties

Exposes trainees to the agency’s culture, values, and ethics

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

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

* 1. ImPORTANCE OF ETHICS IN EVERY ASPECT OF Field Training ProgramS

Professionalism

Conduct

* + 1. **BLOCK 2 INTRODUCTION**

Field Training Program-one of the most valuable components in law enforcement

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

A. REVIEW THE FOUR GOALS OF A POST-APPROVED FIELD TRAINING PROGRAM, INCLUDING *(See POST FTP Guide, p. iv)*:

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

4. Creating a standard of professionalism throughout the state of California

B. THE NEED FOR STANDARDIZED CURRICULUM & 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

C. FIELD TRAINING PROGRAMS ARE EXTENSION OF REGULAR BASIC COURSE

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

D. THE FIELD TRAINING PROCESS

1. Trainee rotations

2. Weekly meetings

3. End of phase review

4. Trainee interviews

5. FTO/FT SAC interaction

E. THE FIELD TRAINING MANUAL

* + 1. Duties and Responsibilities
		2. Standard Evaluation Guidelines
		3. Maintaining the Field Training Guide
		4. Frequently asked questions

F. THE DIFFERENCE BETWEEN TRAINING AND EVALUATION

1. Training is the opportunity to provide instruction and demonstration,

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

**IV. BLOCK 3 INTRODUCTIONS**

FTOs must be familiar with the training and testing processes in the Regular Basic Course

1. TERMINOLOGY, TESTING METHODS AND ACTIVITIES USED IN THE REGULAR BASIC COURSE

1. Academy content

2. Academy expectations

3. Recruit evaluation process

1. TRAINEE TRANSISTION TO FIELD TRAINING
	* 1. Preparation for entrance into the Field Training Program
		2. Provides real life environment in which to apply knowledge
		3. FTOs must make themselves aware of the training provided at the academy so trainees can be held accountable
		4. FTOs must support and reinforce material and methods taught in academy

**V. BLOCK 4 INTRODUCTION**

A. LEADERSHIP DEFINED

B. CHARACTERISTICS DEMONSTRATED BY VARIOUS RECOGNIZED LEADERS

* + 1. Famous leaders
		2. Characteristics
		3. Leadership characteristics discussion

C. ANALYZE Personal Strengths and Weaknesses AS A LEADER

1. Determining leadership potential

2. Leadership examined

D. PRINCIPLES, THEORIES, AND TRENDS OF LEADERSHIP IN AN FTO

1. Leadership factors

2. Leadership styles

1. Situational leadership and the FTO

4. Variables that influence leadership styles

E. SITUATIONS REQUIRING APPLICATIONS OF LEADERSHIP PRINCIPLES AND THEORIES

1. From Presidents to coaches - learning from those who lead

2. The nature of values

F. THE POSITIVE ASPECTS OF THE LEADERSHIP ROLE OF FTO

1. What Makes A Good Leader?

2. Able to inspire leadership traits in trainees

3. Able to delegate via problem solving

4. Able to build the future of agency

G. INTRODUCTION TO ETHICS

H. ETHICS DEFINED

I. ETHICAL ISSUES WITHIN THE FIELD TRAINING ENVIRONMENT

* + 1. *HO-FTO Ethics*
		2. Practicing misconduct
		3. Creating an unprofessional learning environment
		4. Demonstrating integrity and a positive mental outlook
		5. Code of Silence

J. EFFECT(S) OF ETHICAL ISSUES ON THE FTO/TRAINEE RELATIONSHIP

1. *LA-POST Ethics Discussion Scenario Video*

2. Impact on FTO/trainee working relationship

3. Affects trust, integrity, willingness to support, etc.

4. Potential ramifications (positive and negative)

5. FTO’s ability to impact ethical issues - above reproach

7. Train to engage in pre-planning

8. Engage trainees and peers in discussions

K. “*ETHICAL DECISION-MAKING TOOLS FOR CALIFORNIA LAW ENFORCEMENT”* HANDOUT

1. Ethical Tools

2. Ethical challenges

3. Continuum of compromise

**VI. BLOCK 5 INTRODUCTION** - Proper tools for the FTO to evaluate and address issues

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 - What issues do you see regarding law enforcement personnel in training relating to driving?

B. DEVELOPING A “SAFE” DRIVING PHILOSOPHY – *HO “SAFE” DRIVING*

1. Situation-appropriate

2. Focused

3. Educated

4. Critical areas of instruction covered at the RBC that should be reinforced

C. COLLISION PREVENTION ISSUES

1. Goals – decision making

2. Factors in safe tactical driving

3. Specific considerations for the FTO

4. Watch: eyes and hands, tunnel vision, “white knuckles”

D. POLICY AND PROCEDURE CONSIDERATION

1. Department requirements -- compare and discuss

2. Pursuit policy models

3. Department culture

E. EVALUATING AND ENHANCING TRAINEE DRIVING SKILLS

1. LEDS

2. Parking stalls/lots skills

3. Patrol vehicle size awareness exercises

4. Cones and lots

5. Driving Issues for the FTO

6. Intervention

F. ROUNDTABLE/GROUP DISCUSSION TOPICS

How does the FTO evaluate?

How does the FTO correct?

How does the FTO train?

G. SUGGESTIONS FOR FUTURE TRAINING

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

**DAY 2**

**VII. BLOCK 10 INTRODUCTION -** FTOs must develop and maintain positive interpersonal communication skills with their trainees, peers, supervisors, and the community they serve

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

A. COMMUNICATION AS IT RELATES TO THE FTO POSITION:

1. FTO ↔ Trainee

2. FTO ↔ FTP SAC

3. FTO/Trainee ↔ Community

B. REASONS FOR DEVELOPING POSITIVE COMMUNICATION SKILLS

1. Better interpersonal and professional relationships

2. Job satisfaction/success and reputation

3. Professional and personal safety/liability

C. THE BASIC COMPONENTS OF THE COMMUNICATION PROCESS

1. Sender of the message

2. Receiver of the message

3. 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

D. COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING

1. *Effective Listening Skills*

2. Verbal and non-verbal

3. Effective active listening

4. Recognizing and overcoming barriers to communication

E. REVIEW THE COMPONENTS OF EFFECTIVE TRAINING

1. Instructor qualities

2. Presentation skills

3. Teaching/training styles

4. Teaching/training aids

5. Training plans

* 1. ELEMENTS OF STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING

1. Student/trainee-centered

2. Teacher/FTO-centered

3. *RIDEM Article*

4. *RIDEM Checklist*

5. RIDEM Theory

G. 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. Required Learning Activity #1 - *Adult Learning Style Profile*

2 *Principles of Adult Learners*

4. Learning domains

5. Adult learning concepts

6. Rates of learning

7. Required Learning Activity #2 - *Trainee Learning Styles Scenario*

1. FACTORS THAT MAY IMPACT THE LEARNING PROCESS

1. Learning environment

2. Student factors /trainer factors

3. Other outside factors

1. QUALITIES OF SUCCESSFUL TEACHERS

1. *Good Teaching – Top Ten Requirements*

2. Knowledge – Subject Matter Resource (SMR)

3. Skill

4. Motivation

5. Focused on values

1. PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER

1. Assess performance in the Instruction Game Exercise

1. DEVELOP TRAINING PLAN USING COMMON INSTRUCTIONAL DESIGN METHOD

1. **R**elevance

2. **I**nvolvement

3. **D**iscovery

4. **E**xperience

5. **M**odeling

1. DEVELOP LEARNING ACTIVITIES

1. Purpose

2. Types

M. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS

N. TEACHING SKILLS DEMONSTRATION:

1. Required Learning Activity #3 - *Training Topic List*

2. Assign topic and learning style

**VIII.** **BLOCK 8: 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

A. THE CONCEPT OF “FAILING FORWARD”

1. Some of the most profound learning occurs when mistakes are made

2. Allowing trainees to explore ideas and make mistakes fosters learning

3. Trainees discover not only positive solutions, but also what doesn’t work

4. Recognizing value of mistakes and problems associated with being afraid of them

5. Mistakes are part of the learning process

B. INTERVENTION TECHNIQUES AS LEARNING TOOLS

1. Trainees should be allowed to experience as much as possible within safe limits

2. Trainees learn best by doing and can learn from their mistakes

3. The importance of turning a situation back to trainee when appropriate (ASAP)

C. Appropriate intervention by FTO and applicable intervention techniques

1. Officer safety

2. Public safety

3. Misapplication or violation of law

4. Violation of department rules, regulations, or procedures

5. 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,

1. *Seven Ways to Improve Your Non-Verbal Communications*

2. Subtle

3. Overt

E. EFFECTS OF FTO INTERVENTION ON TRAINEE/FTO RELATIONSHIP

1. Required Learning Activity - *Positive and Negative Impact (20 minutes)*

2. Potential Positive Effects of Timely FTO Intervention

3. Potential Negative Effects of FTO Intervention

4. Ethical considerations of intervention

F. FACILITATED DISCUSSION: HOW AND WHEN DOES FTO INTERVENE?

**IX. BLOCK 11 INTRODUCTIONS**

FTOs must attend POST-certified FTO Course and are expected to develop and deliver a training plan that employs varied adult learning styles and communication techniques

A. APPLY ACQUIRED KNOWLEDGE AND TECHNIQUES TO DEVELOP A ONE-ON-ONE TRAINING PLAN

1. Formats - RIDEM (Relevance – Involvement – Discover – Experience – Modeling)

B. PRESENT ONE-ON-ONE TRAINING; USE VARIED COMMUNICATIONS TECHNIQUES:

1. Required Learning Activity - *Teaching/Training Skills Demonstration (180 minutes)*

2. *Potential Topics for Teaching/Training Skills Demonstration*

3. Presentations

C. PRESENT ONE-ON-ONE TRAINING; USE VARIED ADULT LEARNING STYLES

1. Visual

2. Auditory

3. Kinesthetic

D. EVALUATE TRAINING DELIVERED BY OTHER FTOS

1. HANDOUT #2 - *Presentation Rubric*

2. Using the Rubric, evaluate other student demonstrations in the areas of R.I.D.E.M.

**X. BLOCK 12 – INTRODUCTION**

Expand on topics already provided in this course provided any new topic(s) are included in the Expanded Course Outline.

A. TOPICS FOR DISCUSSION IN THIS AREA MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

1. Community-oriented Policing
2. Challenging Traits of Today’s Trainees
3. Report Writing for FTOs
4. Problem Solving for FTOs
5. Supervisory Skills Development
6. Others as applicable to “how to train”

**DAY 3**

**XI. BLOCK 7 – INTRODUCTION -** FTOs must - Develop the critical skills necessary to determine if learning is occurring

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

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

FTOs must - Outline the trainee’s road to success and document the journey

A. COMPETENCY AS IT RELATES TO FIELD TRAINING

1. The trainee’s role in demonstrating the required skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer

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. THE PURPOSE AND COMPONENTS OF THE DAILY OBSERVATION REPORT (DOR)

1. HANDOUTs (1a, 1b, and 1c) - *FTP Guide – Appendix 2: Daily Observation Reports (DORs) & Narrative Evaluations (Numeric & NICS Rating Scales)*

2. HANDOUT #2 - *FTP Guide – Appendix 1: POST Standardized Evaluation Guidelines (SEGs)*

3. Provide a record of trainee’s progress

C. REVIEW THE PURPOSE AND COMPONENTS OF THE STANDARDIZED EVALUATION GUIDELINES (SEGS)

1. To provide a definition, in behavioral terms, of various levels of performance, using the SEG’s

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

1. Required Learning Activity #1 - *Performance Evaluations – Scenario Assessments*

2. Consistency

3. Reaching consensus - Agreeing on Pass/Fail

E. COMMON PERFORMANCE APPRAISAL ERRORS

1. HANDOUT #3 - *Common Performance Evaluation/Appraisal Errors*

2. Error of leniency

3. Error of personal bias

4. Error of central tendency

5. Error of related traits

6. Error of event bias

7. Error of motivational grading (“room to grow”)

8. Error of averaging scores

9. Ensure ethical considerations in documentation and evaluation are addressed

F. THE DIFFERENCES BETWEEN PERFORMANCE DEFICIENCIES AND TRAINING DEFICIENCIES

1. Performance deficiencies are related to the trainee’s ability (or lack of) and issues

2. Training deficiencies are related to the FTO and/or field training program issues

G. EVALUATION DOCUMENTATION MUST SUPPORT EACH RATING OF PERFORMANCE

1. Gives the trainee recognition for good/strong performance(s)

2. Calls attention to any weaknesses

3. Provides the basis for any plans to help the trainee improve performance as needed

H. WRITING NARRATIVE EVALUATIONS AND HOW THEY APPLY TO THE EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS

1 HANDOUT #4 - *Aids for Writing Narratives*

2. Set the stage

3. Use verbatim quotes

4. Report the facts — avoid conclusions

5. Remember your audience

6. Watch your grammar, spelling, and legibility — avoid slang, jargon, and swearing

7. Speak to performance — NOT personality

8. Use lists, if appropriate

9. Think remedial

10. Use quantification whenever possible

11. Do not predict

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

1. REQUIRED LEARNING ACTIVITY #2 - *POST VIDEO: DOCUMENTATION SCENARIOS (45 MINUTES)**(or other POST- and agency-approved scenarios appropriate for evaluating trainee actions)*

2. Use SEG language directly in the narrative

3. Meet the four goals of documentation: Clear, Concise, Complete, Correct

J. THE IMPORTANCE OF, AND CONSIDERATIONS FOR, DELIVERY OF TRAINEE EVALUATIONS

1. Mere completion and signatures do not achieve the purpose of proper evaluations

Every evaluation is important if you end up in court — then it’s every word

2. Ample time should be allowed for open discussion of evaluations prior to signing. Trainee should not be surprised by what’s in an evaluation

3. Discussions should be held in private with few or no interruptions

4. Each evaluation is a stepping stone for the trainee and very important to them — don’t gloss over evaluations as if they mean nothing

5. Discussions should be a two-way conversation

6. FTOs should emphasize that evaluations address performance, not personality

K. REVIEW ALTERNATIVE EVALUATION AND DOCUMENTATION METHODS APPROVED BY POST

1. See POST Field training program Guide Appendices

2. Use SEG language directly in the narrative

3. Daily Training Notes with Weekly Progress Reports

4. Phase Evaluation Reports

5. PTO Programs

L. TRAINEE REMOVAL FROM THE FIELD TRAINING PROGRAM

1. Documentation must show the trainee was provided every opportunity to succeed and documentation should clearly outline remediation attempts, the trainee’s failure to correct deficiencies, or any significant event or set of events which led to the recommendation for removal of the trainee; must hold up in court

2. Removal procedures

**XII. BLOCK 9 – INTRODUCTION -** Remedial training is defined as: **A correction or review of previously taught information or procedures** (does not include academy training)

*FTOs must remember:* **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

It is possible that not every field incident or objective in an agency’s program will occur within the time frame of the Field Training Program. FTOs may have to set up a scenario exercise or rely on written/oral responses to specific hypothetical situations to effectively train and evaluate their trainees

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

A. PRINCIPLES OF REMEDIAL TRAINING PLANS (“SMART”)

1. **S**pecific

2. **M**easurable

3. **A**ttainable

4. **R**ealistic

5. **T**rackable

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

1. Trainee

2. FTO

3. FTP SAC

C. COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS

1. Specified performance deficiencies

2. Training Assignments

3. Documented completion or extension

D. DETERMINE CAUSE OF TRAINEE’S FAILURE TO LEARN (E.G., FTO TRAINING METHODS, TRAINEE LEARNING STYLE(S), LACK OF EFFORT, PROGRAM DEFICIENCIES, ETC.)

1. Identify what has been tried and determined to be ineffective

2. Evaluate trainee’s learning method

3. Deficiencies in the program/FTOs

E. IDENTIFY AND APPLY A VARIETY OF REMEDIATION METHODS AND RESOURCES

1. Role-plays or scenarios

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)

6. Other outside college or POST courses

F. THE NEED TO EVALUATE AND DOCUMENT REMEDIAL TRAINING

1. Provides feedback on trainee progress

2. Your documentation may be the supporting, critical factor in the event of a recommendation for termination

G. PROPER EVALUATION AND DOCUMENTATION TO SUPPORT TRAINEE TERMINATION

1. Identifies training that was provided

2. Supports decisions to terminate

3. Prevents/minimizes claims by trainee

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

1. Written testing appropriate for: Penal codes, vehicle codes, radio codes, etc.

2. Scenarios are appropriate for making up for low volume of calls, and exposure to calls which may not be received

I. THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO TRAINING

J. SITUATIONS WHERE WRITTEN TESTS AND/OR SCENARIOS ARE APPROPRIATE

1. Handout #1 - OPTIONAL - *POST Publication: Testing… Testing… Testing… 1, 2, 3…*

2. To cover more specific knowledge components

3. To assist in remedial training efforts

4. To make up for low volume of calls for service

K. RECOGNIZE OFFICER SAFETY AND LIABILITY ISSUES INVOLVED IN SCENARIO TRAINING

1. Handout #2 - *Safety Considerations in Role Play Training**(or other POST-approved agency safety policy regarding role playing)*

2. Handout #3 - *NEWS ARTICLE: Police Officer Killed During Training**(or current LEOKA statistics from POST or other fact-checked and credible sources depicting police training accidents)*

3. Recognize the FTO’s risk management responsibilities

4. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training

5. Loaded weapons should **NEVER** be used in role playing – *Let’s repeat that rule:* “**Loaded weapons should NEVER be used in role playing!”**

6. Facilitator-led discussion on scenarios and role playing.

L. 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.)

M. EFFECTIVE REMEDIAL TRAINING AND COMPETENCY EVALUATION

1. How do you develop a remedial training plan?

2. What are your agency policies regarding remedial training?

3. What are the ethical concerns and ramifications of remedial training?

4. What has worked for YOU; what has not?

5. Developing a formal written plan with other FTOs and supervisors

6. Other department resources

**XIII. BLOCK 6 – INTRODUCTION -** FTOs play a critical role in training related to legal and liability issues

The FTO must be able to recognize situations of heightened liability

The FTO must know how to best minimize individual and departmental exposure to liability

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

1. Failure to train

2. Failure to supervise

3. Negligent training

4. Negligent retention

5. Negligent supervision

6. Negligent entrustment

7. Direct/Vicarious liability

B. 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

4. Knowledge of and adherence to agency policies and directives

C. CURRENT TRENDS IN PERSONAL AND AGENCY CIVIL LIABILITY

1. Review of recent settlements, judgments, and decisions from law enforcement, internet, and current news

2. The students will identify behaviors by FTOs that present liability and policy challenges to their agencies

3. Discuss the responsibility of the FTO to mitigate liability challenges

D. VARIOUS FORMS OF HARASSMENT AND DISCRIMINATION IN THE WORKPLACE

1. HANDOUT - *Employer Liability for Harassment (or POST-approved, agency-specific harassment policy)*

2. Sexual harassment

3. Hostile work environment

4. Quid Pro Quo

5. Verbal/Visual/Physical

6. Discriminatory issues defined in the ADA

7. Disparate treatment - Protected classes

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

1. Informing

2. Reporting

3. Involvement

4. Professionalism

F. METHODS/SAFEGUARDS FOR KEEPING INAPPROPRIATE CONDUCT OUT OF FTO PROGRAM

1. Hazing

2. Fraternization

3. Favoritism

4. Sexual harassment/hostile work environment (definition)

G. 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)

**XIV. BLOCK 12 – INTRODUCTION**

Presenter can expand on topics already provided in this course; any new topic(s) MUST be included in the Expanded Course Outline

A. DISCUSSION TOPICS

1. Community-oriented Policing
2. Challenging Traits of Today’s Trainees
3. Report Writing for FTOs
4. Problem Solving for FTOs
5. Supervisory Skills Development
6. Others as applicable to “how to train”

B. WRAP UP QUESTIONING – COURSE EVALUATION – CERTIFICATION OF ATTENDANCE

1. Topics needed but not covered?

 2. Remaining questions about materials

 3. Course evaluations