

San Diego County Sheriff's Department Field Training Officer Course

BLOCK 1 INTRODUCTION and ORIENTATION (1.0)

- Instructor
 - Background and Qualifications
- Student Introduction

I. MEET PRESENTER-SPECIFIC ATTENDANCE/BEHAVIOR REQUIREMENTS

- a. 10% Rule
 - i. Cannot miss more than 10% of the hours/classes
 - ii. Must make up any time missed
 - iii. Check roster
 - iv. Break – parking passes

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

- a. Provide training and coaching while integrating trainees into the mission, goals and operation of the agency
 - i. Contribute to the agency and the community
- b. Provide trainees with a means to apply their knowledge and skills in the work environment
 - i. Application of academy training
 - ii. Knowledge of job specifics
 - iii. Knowledge of resources
- c. Provide ongoing, constructive feedback and timely written evaluation, based on agency performance standards
 - i. Debrief calls for service, scenarios, etc...
 - ii. Complete timely DORs, Daily Training Notes, etc...
- d. Recognize different learning styles and respond appropriately to the needs of the trainee
 - i. "Telling is not teaching, listening is not learning"
 - ii. "You can't build a skill through lecture"

Learning Activity –
Introduction Activity
"Who's your neighbor?"
OR "Introduction
Interviews"

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- e. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments
 - i. Establish a communication channel for learning
 - ii. Establish a communication channel for counseling

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

- a. POST-required Teaching/Training demonstration
 - i. The student must successfully present a one-on-one training demonstration (simulating a 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.
- b. Case Study Analysis
 - i. 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:
 - 1. Did issues arise that no one in the group had previously dealt with/heard about?
 - 2. Were there findings during the discussions that clarified your role(s) as a FTO?
 - 3. Were you able to reach a consensus as to the success of this trainee in the program?
- c. Presenter-developed activities/tests
 - i. Learning activity "who is your neighbor?"

Learning Activity – POST introductory video

This used to be 5 minute presentation. It is now more hands on resembles possible real life scenarios in a training car.

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

- a. Commitment of department head and administrative staff
 - i. Allow time to train
 - ii. Time/Personnel provided to effectively run the program
 - iii. Support of remedial and/or termination recommendations
- b. Clearly articulated organizational structure/chain of command
 - i. Smooth information flow (up and down)
 - ii. Must have Field Training Program, Supervisors / Administrators / Coordinators
 - iii. Ensure decisions are made at the appropriate level
- c. Well-organized and effective field training program guide/manual
 - i. System for regular review and revisions
- d. Regular field training staff meetings
 - i. Instills strong, positive communication
- e. FTO and program critique by trainees
 - i. Provides important feedback
 - ii. Quality assessment
- f. Clearly defined roles/expectations for trainees/Field Training Officers (FTOs), and Field Training Program Supervisors / Administrators / Coordinators (FTP SACs)

*Group Discussion –
Ask class to I.D.
components and write
on easel*

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

- a. As the 'introduction' to agency's law enforcement patrol duties, the field training program exposes trainees to the agency's culture, values, and ethics:
 - i. Lays the foundation upon which careers will be built;
 - ii. Establishes organizational loyalty

*Learning Activity –
Impact of Field Training*

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- b. Uses only approved methods, procedures, and techniques to present training
 - i. Learn it the right/accepted way the first time
- c. The future of the agency is significantly impacted by values established in field training
 - i. Sets the tone for years to follow

VI. CASE STUDY INTRODUCTION

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

BLOCK 2 – FIELD TRAINING PROGRAM GOALS AND OBJECTIVES (1.0)

- 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
- I. IDENTIFY THE FOUR GOALS OF A POST – APPROVED FIELD TRAINING PROGRAM, INCLUDING:
 - a. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
 - i. Knowledge
 - ii. Comprehension/understanding
 - iii. Psychomotor skills
 - iv. Proper application
 - v. Able to properly analyze and evaluate
 - b. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
 - i. To build on basic academy learning
 - 1. Recognize FTO program as an extension of the basic academy

See Post 2003 FTP Guide, p. iv (in FTO Course Guide)

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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
- ii. 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
- iii. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
 1. Commitment to train equal to commitment to evaluate
 2. Sufficient training prior to evaluation
 3. Standardized terms, testing, and evaluation
 4. Documentation of performance
 5. Fair and consistent termination process
- iv. To enhance the professionalism, job skills, and ethical standards of the law enforcement community

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

- a. Competency includes behaviors that demonstrate effective performance
- b. 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.
- c. Competencies are not necessarily specific skills, but, rather, the application of skills that produces a successful result

See POST 2003 FTP Guide, p. 1-3 (In FTO Course Guide)

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- III. **EXPLAIN THE NEED FOR STANDARDIZED CURRICULUMS AND PERFORMANCE OBJECTIVES, WHICH MAY MINIMALLY INCLUDE:**
- a. To provide consistency with academic training
 - i. 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
 - ii. 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)
 - b. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
 - iii. Material presented by each FTO is the same in each phase of training
 - iv. Provides fair/equitable delivery of information – prevents trainee complaints
- IV. **RECOGNIZE TERMINOLOGY, RESOURCES, TESTING METHODS, AND OTHER ACTIVITIES USED IN THE REGULAR BASIC COURSE, INCLUDING:**
- a. Testing and Training Specifications – See LD #3 handout
 - b. Workbooks – See LD #3 Workbook
 - c. POST Basic Academy Testing
 - d. Scenarios
- V. **EXPLAIN HOW THE FIELD TRAINING PROGRAM IS AN EXTENSION OF THE REGULAR BASIC COURSE**
- a. Academy prepares the trainee for entry into the Field Training Program

Required Learning Activity – POST

Basic Academy Scenario Video

Required Learning Activity – POST LD #3 Workbook

Handout – Cut Scores (in FTO Course Guide)

Handout – LD Hourly Breakdown (In FTO Course Guide)

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- b. 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
- c. FTOs must become familiar with potential resources available from their local academy(ies)
- d. FTOs must support and reinforce material and methods taught in the academy(ies)

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

- e. Training is the opportunity to:
 - v. Provide instruction and demonstration,
 - vi. With the trainee attempting the task, and
 - vii. FTO coaching and providing feedback
- f. Evaluation is:
 - viii. The process of documenting progress or lack of learning those tasks
- g. Training must occur prior to evaluation
- h. One without the other makes learning unachievable

BLOCK 3 – EXPECTATIONS, FUNCTIONS, AND ROLES OF THE FIELD TRAINING OFFICER (2.0)

- What does it take to make an FTO?
 - It take commitment, dedication, desire, and much more
 - There's no such thing as a perfect FTO

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

- a. Effective communicator
 - i. Uses active listening skills
 - ii. Remains calm
 - iii. Controls the situation

*Required Learning
Activity – Basic
Academy Discussion*

*(Can be combined with
required video)*

*Optional Learning
Activity – Academy
Experiences*

*Optional Learning
Activity – Academy
Training vs. Field
Training*

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- b. Ethical
 - i. Demonstrates integrity
 - ii. Promotes character
 - iii. Displays professional values
- c. Professional
 - i. Works with other FTOs to help the whole program
 - ii. Appearance and demeanor
- d. Knowledgeable
 - i. Knows and stays current with the law
 - ii. Demonstrates knowledge through proper application
- e. Experienced
 - i. Broad experience base
 - ii. Associates with other quality role models
 - iii. Willing to ask questions
 - iv. Knows where to look for information
- f. Courageous
 - i. Physical courage
 - ii. Moral courage
- g. Fair
 - i. Reviews training
 - ii. Communicates clearly
 - iii. Sets goals/expectations
 - iv. Objective evaluations
 - v. Gives immediate feedback
- a. Committed
 - vi. Understands training requires long hours
 - vii. Accepts responsibility of teaching
 - viii. Willing to mentor and nurture the trainee
 - ix. Has respect for training
- b. Loyal
 - x. Displays loyalty to the community
 - xi. Displays loyalty to the department
 - 1. Its mission, vision, and values

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

- a. Role Model
 - i. Leads by example
 - ii. Teaches by example
 - iii. Strong values
 - 1. Personally
 - 2. Professionally
 - iv. High level of integrity
- b. Trainer/Teacher
 - i. Wants/Helps trainee to learn
 - ii. Accepts responsibility for progress of trainee
 - iii. Reinforces positive attributes & accomplishments
 - iv. Individuals training/Breaks down information
 - 1. Easily understood manner
 - 2. Relative to trainee's skill level
 - 3. Relative to trainee's learning style
- c. Evaluator
 - i. Makes honest, objective assessments of behavior and performance
 - ii. Provides feedback
 - iii. Makes decisions and forwards to supervisors
- d. Supervisor
 - i. First in the trainee's chain of command
 - ii. Oversees daily work
 - iii. Sets goals and objectives
- e. Coach/Mentor/Counselor
 - i. Allows for practice
 - ii. Provides hints and encouragement to motivate trainee
 - iii. Allows trainee to work through problems
 - iv. Answers questions
 - v. Provides direction or assistance
 - vi. Knows when to inform supervisor
- f. Leader
 - i. Able to develop others/hold trainee accountable
 - ii. Share responsibilities with trainee
 - iii. Develops/utilizes resources

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- iv. Sets clear expectations in a positive environment
- v. Models appropriate behavior
- vi. Able to act as a change agent

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

- a. **T**ruth
 - i. Established by integrity
- b. **R**espect
 - i. Gives personal worth
- c. **U**nderstanding
 - i. Shows compassion and empathy
- d. **S**upport
 - i. Provides strength and shows commitment
- e. **T**eamwork
 - i. Brings trainees into the organization

IV. 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...

- a. Develop rapport
- b. Good interpersonal skills
 - i. Open
 - ii. Responsive
 - iii. Approachable
 - iv. Supportive

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

- a. Personal sources
 - ii. Family
 - iii. Friends/family's lack of understanding of the law enforcement "culture"
 - iv. Financial
 - v. Wellness

*Required Learning
Activity – POST FTO
Responses Discussion
Scenario Video*

*Optional Learning
Activity - Introduction
Session*

*Optional Learning
Activity – FTO Qualities
Review*

*Optional Learning
Activity – Stress
Simulation*

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- b. Professional sources
 - i. Expectations of trainee performance
 - ii. Administration
 - iii. Peer pressure
 - iv. Personal – "Failure is not an option"

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

- a. Impaired judgment
 - i. Poor decisions
 - ii. Unable to make decisions
- b. Deteriorating health
 - i. Becomes sick easily
 - ii. Increase in sick leave use
 - iii. Muscle tics
- c. Impatience with self and others

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

- a. Employee Assistance Programs
- b. Chaplains/Clergy
- c. Psychologists
- d. Mentoring Program
- e. Exercise/work-out plan

VIII. CASE STUDY EXERCISE

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

BLOCK 4 – ETHICS, PROFESSIONALISM, and LEADERSHIP (4.0)

- General definition of ethics from Merriam-Webster is:
 - A set of moral principles or values
 - A theory or system of moral values
 - A guiding philosophy

*Required POST
"Trainee Stress"
Discussion Scenario
Video*

*Required Learning
Activity – Case Studies*

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- I. **DEFINE ETHICS, INCLUDING:**
 - a. The POST definition
 - i. The accepted principles of conduct, governing decisions and actions, based on professional values and expectations
 - b. Law Enforcement Code of Ethics
- II. **IDENTIFY ETHICAL ISSUES WITHIN THE FIELD TRAINING ENVIRONMENT, INCLUDING BUT NOT LIMITED TO:**
 - a. Gratuities, solicitations, half-priced meals, etc...
 - b. Negative/inappropriate comments or behavior directed toward other officers, subordinates, superiors, and/or agency
 - c. Socializing or fraternizing with a trainee
 - d. Participating in or allowing trainee discrimination and/or hazing
 - e. Using inappropriate language or terminology
 - f. Displaying negative/inappropriate behavior toward the community
 - g. Intervention in unethical conduct of trainee, other FTO, or peer
 - h. Code of Silence
 - i. Entitlement
- III. **EVALUATE THE EFFECT(S) OF IDENTIFIED ETHICAL ISSUES ON THE FTO/TRAINEE RELATIONSHIP**
 - a. Impact on FTO/trainee working relationship
 - i. Effects trust, integrity, willingness to support, etc...
 - ii. Potential ramifications (positive and negative)
 - b. FTO's ability to impact ethical issues
 - i. Must be above reproach
 - ii. Train to engage in pre-planning
 - iii. Engage trainees and peers in discussion
- IV. **ANALYZE ETHICAL DILEMMAS UTILIZING POST'S "ETHICAL DECISION-MAKING TOOLS FOR CALIFORNIA LAW ENFORCEMENT"**
 - a. Learning activity handout
 - i. Ethical Decision Making

Handout – Code of Ethics

Optional Learning Activity – Ethical Dilemma

Handout – FTO Ethics

Handout – Calculating Ethics

Required Learning Activity – POST Ethics Discussion Scenario Video

Required Learning Activity – Ethical Decision-Making Tools for California LE

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- V. CASE STUDY EXERCISE - ETHICS**
- a. Student groups determine on Day One will discuss and address their trainee's written case study provided for this block of instruction
- VI. IDENTIFY AND EXPLAIN CHARACTERISTICS DEMONSTRATED BY VARIOUS RECOGNIZED LEADERS**
- b. Famous leaders
 - i. (Gandhi; Patton; Truman; Hitler; etc...)
 - c. Characteristics
 - i. Ambition
 - ii. Confidence
 - iii. Courage
 - iv. Intelligence
 - v. Eloquence
 - vi. Responsibility
 - vii. Creativity
 - viii. Compassion
 - ix. Trustworthiness
 - 1. Even in times of great stress, and can be depended upon to put the needs of others – above personal consideration
- VII. ANALYZE PERSONAL STRENGTHS AND WEAKNESS AS A LEADER**
- a. Learning Activity Handout
 - i. Leadership survey
- VIII. DISCUSS PRINCIPLES, THEORIES, AND TRENDS OF LEADERSHIP AND HOW THEY MAY APPLY TO THE FTO (e.g.: Situational Leadership)**
- a. Situational leadership describes a way of adapting leadership behaviors to features of the situation and the trainees
 - i. Leadership is an activity
 - ii. FTOs provide what is lacking in the situation
 - iii. Able to hold others accountable
 - b. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style

Required Learning Activity – Case Study Exercise

Handout – Leader of Character / Leadership Tips

Required Learning Activity – Leadership survey

Optional Learning Activity – Strengths and Weaknesses

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- i. Effective leaders/FTOs need to be able to adapt their style to fit the needs of the situation
 - ii. Perception is in the eye of the follower
 - iii. FTOs need to maximize the performance of their trainees
 - c. Successful Leaders/FTOs
 - i. Proactive
 - ii. Flexible to development/performance level of their trainees
 - iii. Fill the gap
- IX. ANALYZE SITUATIONS REQUIRING APPLICATIONS OF LEADERSHIP PRINCIPLES AND THEORIES AND PROVIDE EXAMPLE OF WHERE/HOW THOSE APPLICATIONS IMPACT THE SITUATIONS**
 - a. Learning Activity Handout
 - i. Leadership survey
- X. ASSESS THE POSITIVE ASPECTS OF THE LEADERSHIP ROLE OF THE FTOs**
 - b. Able to inspire leadership traits in trainees
 - c. Able to delegate via problem solving (shared responsibility)
 - d. Able to build the future of agency
- XI. CASE STUDY EXERCISE - LEADERSHIP**
 - e. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction

*Required Learning
Activity – Leadership
Analysis*

*Optional Learning
Activity – Leadership
Video*

*Required Learning
Activity – Case Studies*

BLOCK 5 – INTERACTION WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY (4.0)

- Provide the FTO an overview of methods to assist with identification, methods to assist with contacts, and resources available to those suffering with mental illness or intellectual disability
- Facilitate and discuss video scenarios related to mental illness and related stigmas.

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I. Mental Health Crisis - Scenario

- a. Show Mental Health Crisis – Scenario video and analyze/discuss the following issues:
 - i. How to Identify Indicators of Mental Illness
 - ii. Conflict Resolution and De-escalation Techniques
 - iii. How to Respond Appropriately in a Variety of Situations
 - iv. Appropriate Language Usage
 - v. The Perspective of Individuals or Families
 - vi. Community and State Resources
 - vii. FTO Relationship
 - viii. Procedural Justice

Required Learning Activity – Mental Health Crisis Scenario Video

II. Homeless Encounter - Scenario

- a. Show Homeless Encounter – Scenario video and analyze/discuss the following issues:
 - i. FTO Relationship
 - ii. How to Respond Appropriately in a Variety of Situations
 - iii. Involuntary Hold
 - iv. How to identify and Distinguish Among Indicators of Mental Illness, Intellectual Disability and Substance Use Disorders
 - v. Conflict Resolution and De-Escalation Techniques
 - vi. Procedural Justice

Required Learning Activity – Homeless Encounter Scenario Video

BLOCK 6 – TEACHING AND TRAINING SKILLS DEVELOPMENT (4.0)

- FTO must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve
- FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating

Required Learning Activity – Case Studies

Required Learning Activity – Instruction Game

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I. DEFINE COMMUNICATION AS IT RELATES TO THE FTO POSITION

- a. FTO↔Trainee
- b. FTO↔FTP SAC
- c. FTO/Trainee↔Community

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

- a. Better interpersonal and professional relationships
 - i. Eliminates misunderstandings
 - ii. Provides clear direction
 - iii. Allows for teamwork
- b. Job satisfaction/success and reputation
 - i. Reduces stress
 - ii. Enhances ability to reach goals
 - iii. Establishes rapport
- c. Professional and personal safety/liability
 - i. Demonstrates professional attitude
 - ii. Reduces likelihood of conflict

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

- a. Sender of the message
- b. Receiver of the message
- c. The message itself
- d. Context of the message
 - i. Words and tone used
 - ii. Often it is not **what** is said as much as **how** it is said that makes the impact on the receiver
- e. The channel used to convey the message
 - i. Verbal
 - ii. Written
- f. Noise and filters (both the sender's and receiver's)
 - i. Distraction
 - ii. Background
 - iii. Biases
- g. Feedback on the message
 - i. Was it understood?

*Optional Learning
Activity -
Communicating*

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

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

Optional Learning Activity – Listening Barriers

Handout – Effective Listening

Optional Learning Activity – Teaching effectiveness or training experiences

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

- a. Instructor qualities
 - i. 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
 - ii. Understands learning process
 - iii. Understands teaching methodology
 - iv. Understands and uses a variety of teaching aids
 - v. Works to develop and maintain his/her skills
- b. Presentation skills
 - i. Ability to present information in a manner that is easily understood
 - ii. Uses diverse presentation methods
- c. Teaching/Training styles
 - i. Rote
 - ii. Intimidator
 - iii. Presenter
 - iv. Developer
 - v. Facilitator

Handout – Teaching and Training considerations (in FTO Course Guide)

Optional Learning Activity – Dead Poet's Society Video

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- d. Teaching/Training aids
 - i. Maps
 - ii. Chalkboard/white board
 - iii. Computer-based training (CBT)
 - iv. Video/audio tapes
 - v. POST workbooks
 - vi. Evaluations/assessments/tests
 - vii. Scenarios
 - viii. Reference materials
 - 1. Peace Officer Sourcebook
 - 2. Case law updates
 - 3. Field Training Manual
- e. Training plans
 - i. Has a training game plan
 - 1. Keeps trainee on track
 - 2. Allows for flexibility
 - 3. Lists learning expectations

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

- a. Student/Trainee Centered
 - i. Focuses on student/trainee learning needs
 - ii. Puts the bonus of learning on the student/trainee
- b. Teacher/FTO Centered
 - i. Focuses on the teacher/FTO
 - ii. Focuses on what the teacher/FTO knows
- c. RIDEM Theory
 - i. **R**elevance
 - ii. **I**nvolvement
 - iii. **D**iscovery
 - iv. **E**xperience
 - v. **M**odeling

Optional Learning Activity – Stand & Deliver Video

Handout – RIDEM Checklist (In FTO Course Guide)

Optional Learning Activity – Perceptual Learning Styles

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- VII. ANALYZE ADULT LEARNING STYLE (e.g.: visual, auditory, and kinesthetic) AND LEARNING**
- a. Learning Styles
 - i. Visual
 - 1. Learns by seeing/watching
 - ii. Auditory
 - 1. Learns by hearing/being told
 - iii. Kinesthetic
 - 1. Learns by doing/trying different things
 - iv. Multi-sensory approach is the most effective
 - b. Learning Domains
 - i. 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
 - ii. Affective
 - 1. The manner in which we deal with things emotionally
 - a. Feelings
 - b. Values
 - c. Appreciation
 - d. Enthusiasm
 - e. Motivation
 - f. Attitude
 - iii. Psychomotor
 - 1. Physical movement
 - 2. Coordination
 - 3. Motor skills

Handout – Principles of Adult Learners (In FTO Course Guide)

Optional Learning Activity – Learning Styles Application

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4. Requires practice
 - a. Speed
 - b. Precision
 - c. Distance
 - d. Procedures
 - e. Techniques
- c. Adult Learning Concepts
 - i. Types
 1. Experience-based
 2. Self-directed/Facilitated learning
 3. Participatory
 - ii. 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
- d. Rates of Learning
 - i. Individuals learn at different rates/speeds
 - ii. The more senses involved, the more effective the learning

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

- a. Learning Environment
 - i. Formal instructional setting (Classroom)
 - ii. Patrol Car
 - iii. Range
- b. Student Factors
 - i. Personal distractions
 - ii. Learning plateaus
- c. Other outside factors
 - i. Presence of non-field training personnel
 - ii. Availability of appropriate training aids and resources

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

- a. Caring/Passion
 - i. "People don't care how much you know until they know how much you care"

*Optional Learning
Activity – Hand to Chin*

*Required Learning
Activity – POST
Trainee Learning
Styles Scenario Video*

*Handout – Good
Teaching (In FTO
Course Guide)*

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- b. Knowledge (Subject matter expert/Resource)
 - x. Board base of knowledge to draw on
 - xi. Accuracy of that knowledge
 - xii. Stays current on information needed to competently perform duties
- c. Skill
 - xiii. Willfully demonstrates skills correctly
 - xiv. Maintains skill levels
 - xv. Works to learn new skills
- d. Motivation
 - xvi. Wants to teach
 - xvii. Works to help others learn
- e. Focused on values
 - xviii. Strong work ethic

X. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER

- a. Assess performance in the Instruction Game Exercise
 - i. Can you improve on your performance?
 - ii. Did you recognize what worked and what didn't work?

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

- a. Introduction (Performance objectives are explained)
 - i. What it is that will be taught
 - ii. Why it is important (WIIFM)
- b. Presentation (Impart the new knowledge or skill)
 - i. Delivery methods
 - ii. Manner best suited for trainee
- c. Application (Opportunity to put new knowledge or skill to use)
 - i. Active involvement for adult learning
 - ii. Did trainee currently explain or demonstrate skill
- d. Test (Evaluation of progress – holds the learner accountable)
 - i. Provides immediate feedback to trainer/trainee
 - ii. Evaluation of progress
 - iii. Allows for remediation if needed
 - iv. Serves as documentation of training and knowledge/skill level

Handout – Selecting a Delivery Strategy (In FTO Course Guide)

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XII. DEVELOP LEARNING ACTIVITIES

- a. Purpose
 - i. Reinforce training
 - ii. Learning by doing
 - iii. Promote decision making
 - iv. Promote teamwork
 - v. Safely problem solve
- b. Types
 - i. Case studies
 - ii. Role play
 - iii. Brain storming
 - iv. Scenarios/table top exercises
 - v. Simulations
 - vi. Group exercises

XIII. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS

- a. Establish relevance
 - i. Specific to topic
 - ii. Specific to agency

XIV. CASE STUDY EXERCISE

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

*Required Learning
Activity – Case Study*

Introduce Learning Activity for BLOCK 13 "Teaching and training skills demonstration." Inform students to prepare for presentation on last day. List of potential topics are in BLOCK 13 handouts in Student Guide

BLOCK 7 COMPETENCY, EVALUATION, AND DOCUMENTATION (7.0)

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

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- I. DEFINE COMPETENCY AS IT RELATES TO FIELD TRAINING, TO INCLUDE:**
 - a. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency
 - b. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program
 - c. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
- II. IDENTIFY THE PURPOSE AND COMPONENTS OF THE DAILY OBSERVATION REPORT (DOR), WHICH MAY INCLUDE:**
 - a. Provide a record of trainee's progress in some or all of the following areas;
 - i. Attitude
 - ii. Appearance
 - iii. Relationships
 - iv. Performance
 - v. Knowledge
- III. IDENTIFY THE PURPOSE AND COMPONENTS OF THE STANDARDIZED EVALUATION GUIDELINES (SEGs), WHICH MAY INCLUDE:**
 - a. To provide a definition, in behavioral terms, of various levels of performance, using:
 - i. A behavioral description for every category listed on the DOR
 - ii. Articulated reference points within each category description (i.e.: "1", "4", and "7" or "NI", "C", etc..)
 - iii. Terminology and rationale supporting each reference point
- IV. ASSESS VARIOUS LEVELS OF PERFORMANCE AND ASSIGN A NUMERIC OR ALPHABETIC VALUE FOR TRAINEE BEHAVIOR BASED UPON SEGs**
 - a. Be consistent
 - b. Reach consensus

Handout – 2003 POST DORs and SEGs (2 Types) – Numeric and Alpha (In FTO Course Guide)

Handout – 2003 POST DORs and SEGs (same as above) (In FTO Course Guide)

Required Learning Activity – Performance Evaluations – Scenario Assessments

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*Handout – Evaluation
and Appraisal Errors
(In FTO Course Guide)*

- V. EXPLAIN COMMON PERFORMANCE APPRAISAL ERRORS, WHICH MAY INCLUDE**
- a. Error of leniency
 - b. Error of personal bias
 - c. Error of central tendency
 - d. Error of related traits
 - e. Error of event bias
 - f. Error of motivational grading ("room to grow")
 - g. Error of averaging scores
- VI. DISTINGUISHING BETWEEN PERFORMANCE DEFICIENCIES AND TRAINING DEFICIENCIES, TO INCLUDE**
- a. Performance deficiencies are related to the trainee's ability (or lack of) and his/her issues
 - i. Trainee does not know what to do
 - ii. Trainee knows *what* to do, but not *how* to do it
 - iii. Trainee knows what to do and how to do it, but just doesn't *want* to do it
 - b. Training deficiencies are related to the FTO and/or field training program issues
 - i. Inconsistent instruction from FTOs
 - ii. Not enough time provided for learning
 - iii. Unenthusiastic/burned out FTOs
- VII. EXPLAIN WHY EVALUATION DOCUMENTATION MUST SUPPORT EACH RATING OF THE TRAINEE'S PERFORMANCE, WHICH MAY INCLUDE:**
- a. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
 - b. Provides the basis for many plans to help the trainee improve performance as needed
- VIII. EXPLAIN HOW PROPER NARRATIVES WILL JUSTIFY THE RATINGS AND CLARIFY ANY CONCERNS REGARDING:**
- a. Difficult training issues
 - b. Progressive discipline
 - c. Employee rights to due process
 - d. Liability
 - e. Termination

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IX. DISCUSS "AIDS FOR WRITING NARRATIVES" AND HOW THEY APPLY TO THE EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS

- a. Set the stage
- b. Use verbatim quotes
- c. Report the facts – avoid conclusions
- d. Remember your audience
- e. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing
- f. Speak to performance, not personality
- g. Use lists, if appropriate
- h. Think remedial
- i. Use quantification whenever possible
- j. Do not predict

Handout – Aids for Writing Narratives (In FTO Course Guide)

Optional Learning Activity – Writing Self-Assessment

X. PRODUCE AN ACCURATE WRITTEN RECORD/NARRATIVE BASED ON OBSERVED PERFORMANCE, USING SEGs

- a. Use SEG language directly in the narrative
- b. Meet the four goals of documentation
 - i. Clear
 - ii. Concise
 - iii. Complete
 - iv. Correct

Required Learning Activity – Documentation Scenario Videos

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

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

Required Learning Activity – POST Trainee Attitude Video

Optional Learning Activity – Evaluation Delivery

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

- a. Daily Training Notes with Weekly Progress Reports
- b. Phase Evaluation Reports

See 2003 POST Guide Appendices

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- c. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs)

XIII. CASE STUDY EXERCISE

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

*Required Learning
Activity – Case Study*

BLOCK 8 INTERVENTION TECHNIQUES (1.0)

- 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

****Be careful on time.
Short block with a lot of
information and not a
lot of time for optional
learning activities*

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

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

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

- a. Trainees should be allowed to experience as much as possible within certain/safe limits
 - i. Safety should be paramount
- b. Trainees learn best by doing and can learn from their mistakes
- c. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)

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

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

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

- a. Subtle
 - i. Certain signals can reinforce/redirect learning
 - 1. Clearing throat
 - 2. Simple questions
 - ii. Body Language
 - 1. Eye contact
 - 2. Facial expressions
 - 3. Gestures
 - 4. Body posture and orientation
 - 5. Proximity
 - 6. Paralinguistic
 - 7. Humor
 - iii. Increases perceived psychological closeness between teacher and student
- b. Overt
 - iv. Verbal (Interrupt, shout, etc...)
 - v. Physical (tap/grab trainee's arm, signal/gesture, etc...)

Optional Learning Activity – Intervention Video Clips or Role Play

Handout – Six Ways to Improve Your Non-Verbal Communications

Optional Learning Activity – Intervention-Non Verbal

Optional Learning Activity – Tap In/Tap Out

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

- c. Potential Positive Effects of Timely FTO Intervention
 - vi. Gives trainee back his/her confidence and self-respect
 - vii. Does not relieve the trainee of responsibility
 - viii. Makes trainee solve the problem
 - ix. Maintains safety, reduces liability
- d. Potential Negative Effects of FTO Intervention
 - x. Inhibits or stops learning
 - xi. Compromises or erodes relationship between FTO and trainee
 - xii. May give citizen's the impression of incompetence

Required Learning Activity – Positive and Negative Impact

VI. CASE STUDY EXERCISE

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

Required Learning Activity – Case Studies

BLOCK 9 REMEDIATION (2.0)

- Remedial training is defined as: **A correction or Review of previously taught information or procedures** (does not include academy training)
- FTO's 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

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

- a. **S**pecific
 - i. Specifically identify and describe the deficiency
- b. **M**easurable
 - i. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources

Handout – Remediation Article (In FTO Course Guide)

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- c. **A**ttainable
 - i. The trainee should have ample time to reach the required goals
- d. **R**ealistic
 - i. Relative to the deficiency and time frame
- e. **T**rackable
 - i. Able to be assessed and documented

II. DESCRIBE THE ROLES AND EXPECTATIONS FO THE TRAINEE, THE FTO, AND THE FTP SAC IN REMEDIAL TRAINING

- a. Trainee
 - i. Assist in diagnosis of problem
 - ii. Recognize and acknowledge deficiency exists
 - iii. Accept feedback
 - iv. Give input to remediation plan
- b. FTO
 - i. Diagnose problem
 - ii. Remember how adults learn best
 - 1. Use a variety of teaching techniques
 - iii. Provide feedback and document trainee's performance
 - iv. Be aware of, and use all available resources
 - v. Be creative
 - vi. Maintain safety
 - vii. Successfully complete remediation plan
- c. FTP SAC
 - i. Keep agency administration informed
 - ii. Maintain records
 - iii. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (i.e.: immaturity, life experience, fear, etc...)

III. SUMMARIZE COMPONENTS OF STRUCTURED REMEDIAL TRAINING PLANS

- a. Specified performance deficiencies
- b. Training Assignments
- c. Documented completion or extension

*Handout – Remedial
Training Plans (In FTO
Course Guide)*

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IV. 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...)

- a. Identifying what has been tried and determined to be ineffective
- b. Evaluate trainee's learning method
 - i. Learning styles can fluctuate
- c. Deficiencies in the program/FTOs

Handout – Instructional Methods (In FTO Course Guide)

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

- a. Role-plays or scenarios
- b. Volunteering for calls-for-service that provide additional training in deficient areas
- c. Reading, writing, and/or study assignments
- d. Videos and/or audio tapes
- e. Learning Activity Packages (LAPs)
- f. Other outside college or POST courses

Required Learning Activity – Remediation Training Plan

See 2003 POST Guide Appendix XIX (In FTO Course Guide)

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

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

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

- a. Identifies training that was provided
- b. Supports decisions to terminate
- c. Prevents/minimizes claims by trainee

VIII. CASE STUDY EXERCISE

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

Required Learning Activity – Case Studies

BLOCK 10 TEST AND SCENARIO DEVELOPMENT STRATEGIES (2.0)

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

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- 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
- I. DISCUSS THE USE OF WRITTEN AND SCENARIO TESTS WITHIN THE FIELD TRAINING PROGRAM**
- a. Written testing appropriate for:
 - i. Penal, vehicle codes, etc...
 - ii. Radio codes
 - b. Scenarios are appropriate for:
 - i. Making up for low volume of calls
 - ii. Exposure to calls which may not be received
- II. DISCUSS THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO TRAINING, INCLUDING:**
- a. Positive aspects
 - i. Provides a safe learning environment
 - ii. Less liability than actual calls for service
 - iii. Events are repeatable
 - iv. Training can be halted at key points to reinforce learning
 - v. Can fill in the "holes" for things the trainee may not be exposed to during training
 - vi. Can prepare the trainee for more difficult situations
 - b. Negative aspects
 - i. Not as realistic as calls for service
 - 1. May not be taken seriously
 - ii. Can be predictable
 - iii. Must be maintained and updated
 - iv. Requires good role players and resources
 - 1. Team up with dispatch to add an element of realism
 - 2. Determine availability of alternate radio channels to use during scenarios

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

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

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

- a. Recognize the FTOs risk management responsibilities
- b. No agency policy, procedure, or safety standards can be comprised or violated for the sake of training
- c. Loaded weapons should NEVER be used
- d. Scenario should not be dangerous, demeaning, harassing, or expose the agency to liability

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

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

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

Handout – Safety in Role Playing

Handout – Police Officer Killed During Training

Required Learning Activity – Scenario Development

BLOCK 11 – LEGAL AND LIABILITY ISSUES FOR FIELD TRAINING OFFICERS (4.0)

- FTOs play a critical role in training as it related 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

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

- a. Failure to train
 - i. Skills not explained
 - 1. Do not assume trainee can perform skills
 - ii. Ensure academy training was adequate
- b. Failure to supervise
 - i. Supervisor responsible for performance of subordinates
 - ii. FTO considered a supervisor of trainee
- c. Negligent training
 - i. Teaching skills, concepts, behaviors which are improper, illegal or unauthorized
- d. Negligent retention
 - i. Keeping employees when it is known they cannot perform the minimal duties of the position
- e. Negligent supervision
 - i. FTO may be considered supervisor for some activities
 - ii. FTO must keep their supervisor apprised of program issues
 - 1. Incompetent trainees
 - 2. Unqualified FTOs
- f. Negligent entrustment
 - i. Entrusting trainee with tools of the trade without proper training (i.e.: car, firearm, baton, etc...)
 - ii. Train to statutory (mandated) and department standards
- g. Direct/Vicarious liability
 - i. 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

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- II. IDENTIFY CONCEPTS OF RISK MANAGEMENT AND METHODS FOR REDUCING CIVIL LIABILITY, TO INCLUDE:**
- a. Close supervision and expedited reporting
 - b. Appropriate, timely intervention
 - c. Recognizing the functions and role of the FTO
 - i. Avoiding mixed messages
 - ii. Documentation of appropriate training
 - iii. Documentation of trainee performance
 - iv. Documentation of supervision
 - v. Documentation of knowledge of civil and criminal laws
 - d. Knowledge of and adherence to agency policies and directives
- III. DISCUSS CURRENT TRENDS IN PERSONAL AND AGENCY CIVIL LIABILITY**
- a. Review of recent settlements, judgments, and decisions
- IV. SUMMARIZE VARIOUS FORMS OF HARASSMENT AND DISCRIMINATION IN THE WORKPLACE, INCLUDING:**
- a. Sexual harassment
 - b. Hostile work environment
 - c. "Quid Pro Quo"
 - d. Verbal/Visual/Physical
 - e. Discriminatory issues defined in the ADA
 - f. Disparate treatment (protected classes)
- V. EXPLAIN HOW TO MINIMIZE INDIVIDUAL AND DEPARTMENTAL EXPOSURE TO LIABILITY FROM TRAINEE CLAIMS OF HARASSMENT, DISCRIMINATION, AND/OR UNETHICAL BEHAVIOR**
- a. Informing
 - i. Tell the offending party of the possible consequences of his/her action(s)
 - b. Reporting
 - ii. Report inappropriate behavior to a supervisor
 - c. Involvement
 - iii. Do not become a party to the behavior

*Optional Learning
Activity – Liability
Trends*

*Handout – Legal
Challenges for Training*

*Handout – Employer
Liability for Harassment*

*Required Learning
Activity – POST Legal
issues*

Scenario Video

*Required Learning
Activity – Liability /
Liability Issues (2
options)*

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- b. Professionalism
 - i. Maintain a professional relationship at all times
 - ii. Do not allow trainee to be subjected or become involved in questionable situations

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

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

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

- a. Peace Officer Bill of Right (AB 301)
- b. Property interest (Skelly)
- c. Liberty interest (Lubey)
- d. EEOC (Equal Employment Opportunity Commission)
 - Federal
- e. DFEH (Department of Fair Employment and Housing)
 - State
- f. FLSA (Fair Labor Standards Act) – Federal
 - i. Overtime issues relating to homework, equipment maintenance, etc...
- g. MOU (Memorandum of Understanding) – Agency specific issues

VIII. CASE STUDY EXERCISE

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

*Required Learning
Activity – Case Studies*

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BLOCK 12 – DRIVER AWARENESS / SAFETY (4.0)

- 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 EVO or Driver Awareness Instructor review the presenter lesson plan created from this expanded course outline, prior to presentation.
- I. FTO'S ROLE IN LAW ENFORCEMENT DRIVING / TRAINING/ EVALUATION**
- a. The FTO plays a critical role in determining the trainee's mindset, setting the bar for ethical, safe, and policy-directed driving
 - b. Facilitated Discussion
 - i. What driving issues do you expect to encounter regarding deputies or officers in training?

Optional Learning Activity – 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.

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- ii. 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...

II. **DEVELOPING A "SAFE" DRIVING PHILOSOPHY HO "SAFE" DRIVING – SITUATION, APPROPRIATE, FOCUSED, EDUCATED DRIVING**

- a. Situation-Appropriate
 - i. Modified driving responses for varied circumstances
- b. Focused
 - i. Concerns related to roadway position, distractions, fatigue, and multi-tasking
- c. Educated
 - i. Application of training and policy, from initial academy training through in-service / advanced officer training, and all personnel monitoring safe driving practices
- d. Reinforce the RBC training regarding:
 - i. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses in ongoing and in-service training
 - ii. Speeds that officers are expected to encounter in routine and emergency driving
 - iii. Night driving
 - iv. Use of interference vehicle(s) to simulate actual roadway conditions

III. **POLICY AND PROCEDURE CONSIDERATIONS**

- a. Department requirements – compare and discuss
 - i. 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

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2. What if the concepts of SAFE driving are adopted by one member of the agency and not the others? How does an 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
- b. Pursuit policy models
 - i. Share the various policy models or discuss the specific in-house policy regarding pursuit driving
 - ii. SB719 directives
 - c. The "unwritten" policies/department culture
 - i. Unauthorized use of "excuse me" lights (rear amber lights), or unauthorized use of opticom to change traffic signals green
 - ii. Failure to yield vs. actual pursuit
 - iii. "Get me there first"
 - d. Laws reviewed
 - i. 21055 CVC – exemption
 - ii. 21052 CVC – routine driving "obey the rules"
 - iii. 21056 CVC – due regard
 - iv. 17004.7 a), b), c) CVC – civil liability
 - e. Applicable case law (examples)
 - i. Cruz vs. Briseno
 - ii. Lewis vs. Sacramento County Sheriff's Department
 - iii. Nguyen vs. City of Westminster

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IV. COLLISION PREVENTION ISSUES

- a. Goals – Training Proper Decision Making
 - i. Changing the culture
 - 1. Again, the impact of "unofficial" policies
 - 2. The community impact of improper driving
 - 3. Ethical dilemmas
 - ii. Officer safety and fault awareness
 - iii. Psychological Effects
 - 1. Aggression
 - 2. Overconfidence
 - 3. Self-righteousness
 - 4. Impatience
 - 5. Extreme emotions
- b. Factors in Safe Tactical Driving
 - i. Speeds
 - ii. Intersections
 - iii. Attitudes
 - iv. Space cushion
 - v. Seatbelts
 - 1. Tactical removal (if allowed per policy):
Removing the seatbelts, as the patrol vehicle slows, just prior to safely coming to a stop, so the officer can safely and quickly exit the vehicle
 - vi. Vision and distractions
 - vii. Stopping distances
 - viii. Backing
 - ix. Inattention or divided attention
 - x. 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

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- c. Specific consideration for the FTO
 - i. 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
- d. How and what to watch – eyes and hands – tunnel vision, "white knuckles"
- e. Training video suggestions (can be agency specific and must be POST approved)
 - i. Damage to cars showing how driving issues might be determined from the various types of damage to the vehicles
 - ii. Indications of "bad" driving or inappropriate actions
 - iii. "Commentary Driving" with "hazards" visible

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

- a. 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:
 - i. LEDS
 - ii. Parking stalls/lots skills
 - iii. Patrol vehicle size awareness exercises
 - iv. Cones and lots (it is suggested that the same exercise i.e.: "T-box" or "Y-turn around," be used for sizing and performance development)
- b. Driving Issues for the FTO
 - i. Leadership and Ethical Considerations
 - ii. Liability issues – responsibility to supervise, be ethical, model proper driving
 - iii. Impact on FTO/trainee working relationship
- c. Intervention
 - i. FTO's ability to impact ethical issues

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

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- ii. Potential ramifications (positive and negative)
- iii. Effects on trust, integrity, willingness to support, etc...

VI. ROUNDTABLE/GROUP DISCUSSION TOPICS

- a. What do you look for; how do you evaluate, correct and train? Examples might include:
 - i. Shuffle Steering
 - ii. Steer to the Rear – purpose
 - iii. Apex Cornering and Braking (How-When-Why)
 - iv. Braking in general – vehicle dynamics
 - v. Vehicle Pre-flight Checks

VII. SUGGESTIONS FOR FUTURE TRAINING

- a. Driver awareness
- b. EVOC instructor
- c. AOT courses
- d. Professional providers

VIII. CASE STUDY EXERCISE

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

*Required Learning
Activity – Case Study*

BLOCK 13 TEACHING AND TRAINING SKILLS (2.0)

- FTOs must have an opportunity to apply their skills and knowledge acquired through attendance at the POST – certified FTO course
- FTOs are expected to develop and deliver a training plan that uses varied adult learning styles and communication techniques

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

- a. RIDEM
- b. IPAT

II. PRESENT ONE-ONE-ONE TRAINING, USE VARIED ADULT LEARNING STYLES AND COMMUNICATION TECHNIQUES

- a. Visual, auditory, kinesthetic
- b. Two-way communication, active listening, etc...

*Required Learning
Activity – Teaching /
Training
Demonstrations*

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III. EVALUATE TRAINING DELIVERED BY OTHER FTOs

- a. Using SEGs to evaluate other student demonstrations in the areas of:
 - i. Introduction
 - ii. Delivery
 - iii. Use of training aids
 - iv. Testing

Handout – SEGs for Teaching Demo and Evaluation (In Course Guide)

BLOCK 14 CASE STUDY PRESENTATION (2.0)

- Case studies were developed for the FTO course so that students would have an opportunity to discuss various situation 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

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

- a. Many of the case study situations were based on actual field training incidents
- b. 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

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

- a. Ethical decision making
- b. Role modeling
- c. Risk management

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

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

Required Learning Activity – Case Study Presentations