THE RENO MODEL

RENO POLICE DEPARTMENT'S
POLICE TRAINING OFFICER PROGRAM

BASIC MANUAL

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PREFACE

Community-Oriented Policing and Problem Solving (COPPS) is quickly becoming the philosophy and daily practice of progressive police agencies around the world. Problem solving lies at the heart of contemporary policing. The problem-solving process strikes at the roots of crime, rather than hacks at its branches. It provides officers with a more comprehensive understanding of problems through in-depth analysis and guides them in the development of tailored and collaborative response strategies.

Police administrators have long recognized the ineffectiveness of incident-driven policing, as well as the economic insensibility of random patrol, rapid response and post-crime investigation. Racing from call to call, in spite of its appeal on television, does not promote effective policing. Responding to the same domestic dispute nightly or citing the same disorderly youths gathering in a park are ineffective strategies that fail to resolve the problems and simply waste community resources.

A common concern voiced by police executives in implementation of COPPS involves training, especially the training of new officers. This manual presents a Police Training Officer (PTO) program for training new officers, which incorporates contemporary adult educational methods and a version of Problem-Based Learning (PBL) adapted for police. This approach to training provides a foundation for life-long learning that prepares the new officer for the complexities of policing today and in the future.

This manual is not based on developing mechanical training or rote skills commonly found in traditional FTO programs. While static skills are a necessity in police work and are integral to any training program, they constitute only one of many skills needed in contemporary policing. This manual focuses on the officer's learning capacity and problem solving skills as opposed to rote performance capabilities. This manual offers agencies an invaluable tool for teaching trainees to perform their duties and responsibilities in a more efficient, effective and equitable manner.

During the research for this project, police administrators and training practitioners identified two primary issues with current field training programs: lack of fundamental change and protection against liability. There was strong criticism that field training programs had not changed significantly over the past 30 years in spite of an array of educational and policing advancements. For example, many unsuccessful attempts have been made to update field training programs by adding elements of COPPS as behavioral anchors. Police trainers report that, more often than not, these new behavioral anchors were considered add-on tasks and simply ignored.

The second issue expressed by police executives was protection from liability. Traditional FTO programs exist primarily for the purpose of protecting an agency's liability due to poor training or lack of training. Ironically, the design of these programs addressed the issue of liability at the expense of effective training. Legal research shows that police agencies' concern about liabilities is largely unfounded. There have been very few court cases which justify a focus on documentation and evaluation. An emphasis on training reaps more benefits and provides the protection against liability sought in the first place.

A New Model

Researchers and police practitioners developed this manual to identify the key areas of a modernized training program. Training officers, administrators, and other police officers from across the country participated in all stages of program development. Meetings with experts from various disciplines, a nationwide survey of over 400 police agencies, and review of dozens of police training manuals took place. Researchers examined field training systems from numerous police agencies across the United States and Canada.

The Reno Police Training Officer model is based on the teaching principles of Problem-Based Learning (PBL), and emphasizes the need for the police training officer (PTO) to function primarily as a trainer rather than as an evaluator.

PBL is well grounded in the fields of medicine and education, where it is used to facilitate the transfer of knowledge. Similarly, in policing, trainees need to learn much more than just laws and police procedures. They must also understand how to transfer their academy knowledge effectively when dealing with individuals and issues within a community.

As demands on police continue to increase, agencies must provide officers with the resources and the training necessary to fulfill their expanded role. It makes good sense to have police trainees thinking about their roles and responsibilities as they approach specific problems in their daily work. Problem solving is an integral part of police work and requires a creative and flexible method of thinking. The PBL model encourages that flexibility and creativity.

TERMS REFERENCED IN THE TEXT

Following is a list of terms and abbreviations used throughout the manual:

BOE   Board of Evaluators

CCL   Core Competency Logs

COPPS   Community-Oriented Policing and Problem Solving

CPTED   Crime Prevention Through Environmental Design

FTO   Field Training Officer

NPE   Neighborhood Portfolio Exercise

PBL   Problem-Based Learning

PBLE   Problem-Based Learning Exercise

PTE   Police Training Evaluator

PTO   Police Training Officer

PTS   Police Training Supervisor

PSP   Problem Solving Process

SOP   Standard Operating Procedures

THIS MODEL MUST INCLUDE THESE ESSENTIAL ELEMENTS:

- TRAINEES MUST COMPLETE A PROBLEM BASED LEARNING EXERCISE FOR EACH HALF OF PHASE OF TRAINING
- TRAINEES MUST DEVELOP AN NPE THROUGHOUT THE PTO PROGRAM
- TRAINEES MUST APPLY THE LEARNING MATRIX IN EACH ELEMENT OF THE PROGRAM
- TRAINEES MUST COMPLETE WEEKLY CORE COMPETENCY LOGS

W hy create a new training program?

Traditional field training models do not address adult learning styles or contemporary evaluation techniques. This model does.

The traditional field training models predominantly utilize evaluations for the purpose of behavior modification and to protect the agency from liability, but do so at the expense of training. Evaluation and liability concerns are important issues and, by focusing on the trainee needs, agencies will improve performance and protect themselves from training-related liability.

W hy change the name?

This model uses the term Police Training Officer (PTO). This change of language away from the military terminology of *field training* reflects the movement towards community-oriented policing and problem solving.

W hat does an agency do to implement this program?

Agencies should:

- Philosophically support and educate trainees and PTOs in community-oriented policing and problem solving
- Educate trainees and PTOs in the principles of adult-based learning
- Expose command staff and supervisors to the model prior to implementation
- Train the PTO supervisors and PTOs in the new model using a certified 40-hour training program
- Introduce trainees to the model prior to entering the PTO program. The academy is an ideal environment in which to prepare the trainee.

H ow does an agency evaluate trainees during this program?

Evaluation takes place in a number of ways, including:

- Informal assessment of daily activities through dialogue among PTO, trainee, and department staff
- Weekly Core Competency Logs (CCLs)
- Problem Based Learning Exercises (PBLE)
- Neighborhood Portfolio Exercise (NPE)
- One-week mid-term evaluation

- One-week final evaluation
- Board of Evaluators' (BOE) assessment of trainee

What do agencies do if the trainee fails to progress during training?

Adults learn at different rates and in different ways. Several strategies exist to support trainee development in this model. Training officers learn to facilitate a variety of learning styles. This model encourages the PTO to seek the best method to help the trainee learn.

The PBL process develops critical thinking and problem solving. These processes assist the trainer and the trainee in exploring other methods of developing competency. These include additional problem-based learning exercises, and focused training in areas where the recruit experiences difficulty.

If all training resources fail, the agency will have extensive documentation developed throughout the process to terminate the employee.

This is just touch-feely stuff that ignores real police work.

Really? Define *real police work.* Is it catching bad guys, handing out speeding tickets, and breaking up bar fights? The Reno PTO program teaches officers to do those things. Is *real policing* dealing with gangs, helping victims, and going to court? If that is your definition, then this model will serve that purpose. No matter how you define real police work, this training program will help trainees perform their duties and responsibilities in the most effective way possible.

So how does it work on a day-to-day basis?

The trainee and trainer answer calls, patrol their beat, and work with the community much as they have always done. In this model, the trainees use those experiences to solve various problems assigned by the trainer. Those assigned problems, called Activity Reports, train the recruit to think critically and develop partnerships within the community.

Objectives of the Program

- To formulate learning opportunities for new officers that meet or exceed the training needs of both the community and the policing agency
- To develop and enhance the trainee's learning from the academy within the community environment through a series of *real-life* problem-solving activities
- To foster a growing independence from the police training officer over the course of the program
- To produce graduates of the training program who are capable of providing responsible, community-focused police services
- To prepare trainees to use a problem-solving approach throughout their careers by employing problem-based learning training
- To promote the practice of using community members as partners in problem solving
- To design fair and consistent evaluations that address a trainee's skills, knowledge, application, and ability to problem-solve effectively

CHAPTER 1

Chapter Components

- **Problem-Based Learning**
- **Teaching Techniques in Problem-Based Learning**
- **Failing Forward**
- **Using Problem-Based Learning Exercises as a Teaching Method**

Trainees must learn to analyze complex problems as they appear in real life. The program structure allows the trainee and trainer to proceed using daily policing activities. The trainee receives real life activity reports from the PTO that he or she must complete within training phases. Throughout training the trainee and PTO respond to calls for service and perform normal police activities. These activities provide the necessary background information to complete the training phase and weekly assignments.

In addition to the phase assignments, the trainee will also document daily policing activities in their core competency log (CCL). The trainer and the trainee will use their CCLs to record significant learning issues throughout the training period. The CCL will be discussed in detail later in this manual.

PROBLEM-BASED LEARNING (PBL)

Problem-based learning is a method of teaching that presents trainees with a *realistic,* ill-structured problem that has no easy solution. The Reno PTO model encourages the trainee to ask questions hypothesize, research, and then solve the problem. Some of the benefits of problem-based learning include an opportunity for problem solving according to individual learning styles and the development of critical thinking skills. *Most importantly, the trainee learns to enlist the community as group members in his or her learning process.*

PBL is a trainee-centered teaching model that incorporates problem solving as the vehicle for learning. Traditionally, learning has involved a teacher or instructor delivering information as content to the learner. PBL, however, begins with presentation of a *realistic* problem that the trainee must attempt to solve. The trainee follows a pattern of discovery whereby he or she expresses ideas about resolving the problem, lists known facts, decides what information to use (including naming sources for that learning) and develops action plans to solve the problem. Several evaluation methods follow the process to determine success or failure of the action plan.

Clearly, it is critically important that trainees know and apply the proper procedures for responding to daily calls for service, violent crimes, and serious traffic incidents. It is equally important for trainees to understand how to look at such problems in a broader community context. **Therefore, much of the effort in this**

training model focuses on process rather than content. The most tangible benefit of the model lies in its application to street situations that have neither easy answers nor obvious solutions. This model encourages trainees to explore, analyze, and think systemically. The PBL method encourages trainees to collaborate with peers, develop resources, and communicate effectively with the community. These are the hallmarks of good police work.

Ill-Structured Problems

Known in the Reno PTO model as *Problem Based Learning Exercises (PBLEs)* ill-structured problems are the foundations upon which this model rests. The characteristics of ill-structured problems are:

$ They are not easily solved

$ The trainee initially lacks essential information that he or she must obtain to solve the problem

$ The trainee must consider a variety of facts and issues

$ The learning occurs in the context of the problem solving

$ Learning that occurs has a *realistic* context

$ The trainee learns a process that he or she can apply to future problems

Traditional field training programs evaluate trainees daily on their ability to perform individual policing tasks. In the Reno PTO model, the requirement to demonstrate basic policing skills will not change. Many of the skills are simply placed in the context of solving problems. The learning proceeds in a number of ways:

- The trainee receives one Problem Based Learning Exercise (PBLE) during each half of training. The trainee works on this problem throughout the phase.

- The trainee transfers the knowledge from this specific problem to other policing activities while also applying the experiences learned during their policing activities to the specific problem.

- At the end of each half of phase training, the trainee presents his or her report for the PBLE to their PTO although the PTO and trainee are daily reviewing the progress of the work on the PBLE throughout the phase.

- The trainer and trainee proceed with their daily routine. The basis of the program is focused learning based on real life experiences.

- The trainee records his/her learning experiences in the Core Competency Log (CCL) and how it applies to the PBLE for that phase.

- At the beginning of each week, the PTO selects five core competencies. The recruit will focus on these five for the week and write about each in their Core Competency Log (CCL). For example,

during the Non-Emergency Response Phase (Phase-A), they perform a traffic stop. The trainee should focus on how the selected five competencies are needed at that traffic stop. During each phase of training the trainee must identify how every core competency featured in this model applies to all of the activities they perform. The PTO comments on the trainee's progress in the CCL book. The trainee and trainer should write daily in the CCL how the selected core competencies apply directly to the PBLE for that half of phase training.

TEACHING TECHNIQUES IN PROBLEM-BASED LEARNING

In the problem-based learning method, the student examines a *realistic* problem for study and learns to ask questions about the problem. The PTO supports and encourages the trainee in the process of inquiry, and guides the trainee appropriately.

The PTO presents problems and allows the trainee to go through an established process to find answers or solutions. Research over the past 15 years has shown this approach to be an effective and successful method for helping adult learners become capable and competent problem solvers. For years, professions such as education and medicine have successfully employed PBL to train and graduate competent and confident teachers and doctors. The PBL training model, applied to the police profession, will offer the same benefits to new police officers.

PBL forces trainees to confront what they know as well as what they don't know. It requires them to ask questions, do research, and determine what actions to take. The following steps are the basis of the problem solving style:

- Presentation of a real-life problem;

- The trainee works with the problem and considers initial ideas;

- The trainee identifies what he or she knows about the problem;

- The trainee identifies what he or she needs to know about the problem and seeks information from available resources, including relevant community sources;

- The trainee develops an action plan based on his or her research;

- The trainee evaluates their own performance and learns to transfer the new knowledge to future problems.

USING PROBLEM BASED LEARNING AS A TEACHING METHOD

As noted above, PTOs will use the PBLEs as the primary teaching method with trainees. While learning will occur during daily police activities, the PBLEs will develop the trainee's problem solving skills. This manual provides NON-USABLE samples of PBLEs for each phase of training. We recommend trainers develop agency specific PBLEs which are changed with each new trainee. The PTO may wish to select these local problems from incidents that take place during routine patrol.

In the PBLEs developed by the PTO and assigned to the trainee, a number of potential responses are available to the trainee. There is no *one right* answer. In every instance, the learning will cover a variety of departmental procedures, legal topics, and individual skills.

HOW DO NEW OFFICERS USE PBL ON THE STREET: AN EXAMPLE OF THE PROCESS

Having recently graduated from the PTO program, a new officer encounters the following problem three days into his first solo shift:

> In the last nine months, 16 minor motor vehicle accidents have occurred at the intersection of A&B streets, a largely commercial area. The officer learns that that section of the city has no allocated budget for road improvements. Lighting is poor and on overcast days sightlines across both streets are limited.   Students from the nearby high school have been involved as either drivers or passengers in 11 of the 16 accidents.

The following process would occur over the next several weeks:

IDEAS
Following the PBL method, the officer creates a list of ideas for solving this problem. For example:
- Apply to the city for better lighting regardless of the city's planning budget
- Create a safety awareness program at the school
- Involve city maintenance in a plan to clear the sightlines
- Involve the local business owners in a driver-awareness program for the benefit of customers and employees
- Close one of the roads

KNOWN FACTS

The officer then lists the known facts. For example:

- Sixteen minor accidents in nine months (no injuries)
- Poor visibility
- Limited sightlines
- Students involved
- Near an industrial/commercial area at intersection A/B

LEARNING ISSUES

The officer considers what he or she needs to know and who comprises an effective cohort group. Some issues to investigate and people to contact may include:

- Who is usually at fault in the accident; look for patterns – Traffic Reports
- What time of day – Reports
- Weather conditions – Reports
- Speed at impact – Reports
- Actions of driver – Local business owners and involved drivers, Reports
- What activities bring the students to the location – Interviews, MV Reports
- What safety awareness programs are currently in place – Ask at school

At this point, after the officer researches the relevant **learning issues**, he or she considers the original list of ideas and eliminates those that are not appropriate for a resolution or reduction in the number of accidents e.g., close one road.

ACTION PLAN

The officer may, depending upon what he or she learned, wish to:

- Employ Crime Prevention Through Environmental Design (CPTED) to create open sightlines
- Seek approval for more lighting
- Develop an awareness program at the school
- Increase police patrol in the area

EVALUATION

After an appropriate period of time, the officer evaluates the impact of his or her action plan and assesses the need for further action. "How did I transfer what I learned from this exercise to field activities?"

CONCLUSION

The new officer's training during the PTO program would foster this approach to the on-going problem of accidents in the area. As the officer gains experience, he or she develops problem-solving skills. In summary, the PBL structure is a learning method that encourages and develops the necessary tools for the modern-day police practitioner.

FAILING FORWARD

Many of our greatest discoveries occur when we fail. Contemporary police writers and leaders call this *failing forward*. Policing agencies want to minimize mistakes and provide high quality police services. By using PBL, new police officers discover not only positive solutions to problems in the community, but also **what does not work**. Under the supervision of their PTO, trainees suggest solutions to problems, some of which may not work. Thus, learning can legitimately take place within the context of *failing forward*. Allowing trainees to explore ideas and make non-critical mistakes fosters an environment of exploration and learning. This does not absolve the PTO of the responsibility to intervene if the trainee is about to make a mistake of a serious nature.

Some of our most profound learning occurs when mistakes are made. Contemporary police writers and leaders call this "failing forward" (Geller and Swanger, 1996). By using PBL, trainees discover not only positive solutions, but also *what does not work*.

CHAPTER 2

Program Structure

Chapter Components

- **Program Structure**

- **Substantive Topics**

- **Core Competencies**

- **The Learning Matrix**

- **Applying the Learning Matrix**

- **Program Phases**
  - **Organizational Orientation**
  - **Integration**
  - **Phases A and B: Non-Emergency Response and Emergency Response**
  - **Phases C and D: Patrol Activities and Criminal Investigations**

- **Core Competency Log Book**

- **Coaching and Evaluation Process**
  - **Activity Reports**
  - **Mid-Term and Final Evaluations**
  - **Prescriptive Training**
  - **Neighborhood Portfolio Exercise**

INTRODUCTION

The PTO program contains two primary training areas: Substantive Topics and Core Competencies. The recommended length of the PTO program is 15 consecutive weeks which includes 1 week of integration, 12 weeks training, and 2 weeks of evaluation. Agencies may wish to change the length of the program to suit local needs. Prior to entry into the PTO program, trainees will need instruction in Community-Oriented Policing and Problem Solving and Problem Based Learning. This instruction may take place in the academy or within the agency prior to training.

SUBSTANTIVE TOPICS

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this manual cannot provide specific, detailed procedures for every possible police situation. Not surprisingly, policies and procedures from different agencies may vary considerably. As a result, the program provides flexibility to accommodate local needs.

The most commonly cited policing activities include the investigation of domestic violence and other crimes,

patrol procedures, responding to critical incidents, and enforcing local policies and laws. In this manual, each of these topic areas is encapsulated into the four **Substantive Topic Areas**:

- **Non-Emergency Incident Response**
- **Emergency Incident Response**
- **Patrol Activities**
- **Criminal Investigation**

These *Substantive Topics* are broad enough to incorporate any new concerns that a community may encounter. In the learning matrix described below, agencies can elect to include areas of instruction that are unique to their jurisdiction or other policing issues that may arise in the future.

CORE COMPETENCIES

Core competencies represent the activities that officers commonly engage in during the daily performance of their duties.

< **Police Vehicle Operations**
< **Conflict Resolution**
< **Use of Force**
< **Local Procedures, Policies, Laws and Organizational Philosophies**
< **Report Writing**
< **Leadership**
< **Problem-Solving Skills**
< **Community Specific Problems**
< **Cultural Diversity & Special Needs Groups**
< **Legal Authority**
< **Individual Rights**
< **Officer Safety**
< **Communication Skills**
< **Ethics**
< **Lifestyle Stressors/Self Awareness/Self Regulation**

THE LEARNING MATRIX

Substantive Topics, Core Competencies, and activities are brought together to form a learning matrix. There may be some tendency to view the matrix as a chart for checking off training accomplishments, but this is not the intention of the matrix. Instead, it serves as a guideline for learners and trainers during the training period. The matrix helps determine what trainees have learned, what they need to learn and what process the PTO will use to evaluate the trainee.

The matrix is divided into the four *substantive topic areas* across the top. They include:

- **Non-Emergency Incident Response**
- **Emergency Incident Response**
- **Patrol Activities**
- **Criminal Investigation**

Activities

Each substantive topic area in the learning matrix will contain an *activities* module. When building a learning matrix, individual agencies will identify high frequency activities that they conduct for each substantive topic. For example, in the non-emergency response phase (A phase) some activities may include: responding to residential alarm calls, responding to in-custody citizen arrests, responding to not-in-progress property crimes, etc. *Activities* that are identified should not be individual tasks, such as responding to a burglary report. The *activities* should encompass the holistic approach of responding to property crimes.

Core Competencies

This side of the matrix lists the *core competencies* that are required of officers in most situations. The content of each cell within the matrix will reflect each department's local procedures, policies, laws, and philosophies for dealing with policing activities.

Performance Outcomes

Performance Outcomes will be established for each core competency. They will be designed in three levels of performance: knowledge, application and evaluation. *Performance Outcomes* will be used as performance goals for the trainee while training in each substantive topic. *Performance Outcomes* will also serve as a guideline for Police Training Evaluators (PTEs) to use to evaluate the trainee during the midterm and final evaluation periods.

<u>Resource Materials</u>

Resource Materials will be established for each cell of the learning matrix. This material may include: criminal and civil law, policy, organizational SOP's, philosophy, mission and values statements, training bulletins and any other materials which may be of value in assisting the trainee in meeting the performance outcomes.

As an example of how the matrix is used, Cell B1 deals with vehicle operations during emergency incident response. If the department has two different procedures for vehicle operations, for example, pursuit procedures and setting up roadblocks in chases, these would be labeled B1. Cell B1 would contain two sets of procedures and desired outcomes. At the conclusion of the labeling process each department should have included all relevant policies and procedures in the matrix. This matrix-building exercise occurs during the training program for PTOs.

The matrix cells also include Performance Outcomes that police trainees need to exhibit by the completion of the PTO program. The content of the matrix will vary depending on each agency, but Performance Outcomes may remain the same.

Applying the Learning Matrix

Each cell of the learning matrix contains a number of required skills, police procedures, responsibilities, and Performance Outcomes. As previously noted, each department that uses this training manual must review each cell and add its own local procedures, policies, laws, etc. Chapters 5-9 of this manual contain suggested categories that fit each cell. During the course of training, the trainee and the PTO will maintain a journal on their activities while handling calls. Trainees will refer to the cells throughout the training program to ensure they are learning the appropriate skills and achieving the outcomes required. During the mid-term and final phase evaluations, the PTEs will evaluate trainees using the learning matrix outcomes relevant to trainee progression in the program.

The matrix serves to demonstrate interrelationships between Core Competencies and daily police activities. Recognizing how Core Competencies apply to daily activities is the foundation for teaching police officers to think more holistically.

PROGRAM PHASES:
ORIENTATION, INTEGRATION, PHASES A, B, MID TERM EVALUATION, PHASES C, D, AND FINAL EVALUATION

Orientation

Following the successful completion of police academy training, the trainee will enter the PTO program. The duration of orientation depends on each organization's needs. The following format may help to guide organizations in developing the PTO program:

A. Introduce trainees to the PTO program at the academy.

This introduction should provide the trainee with a clear understanding of the learning process, training phases, and evaluation processes.

Trainee/PTO Assignments

The program recommends the trainee remain with their first PTO from Integration to the completion of Phase B. Following the successful completion of the mid-term evaluation, the trainee assigned to a second PTO for the remainder of the program. If the trainee does not successfully complete the mid-term evaluation, the BOE will determine the appropriate course of action.

Shift Orientation/Area Assignments

Dayshift and swing shift provide the best opportunities for training new officers. These shifts also provide the trainee access to other resources and personnel inside and outside the agency to help solve PBLEs.

The program is most effective when the trainee is assigned to one geographical area during the entire program. Problem solving is best accomplished when a trainee has the opportunity to work closely with the community to resolve problems.

B. Agency Specific Components

Academy curricula vary greatly across the nation. Agencies may discover there is a need to provide localized training. These learning areas should be identified by the organization as *specific and necessary training* for the trainee before integration into the PTO police experience.

Examples of this type of agency-specific training include: computer literacy, specialized range and firearms training, defensive tactics, and policies and procedures.

Integration Phase

The integration phase lasts one week and is designed to prepare the trainee to:

- Report for duty
- Acquire necessary equipment
- Become familiar with the organization
- Begin developing relationships within the organization
- Reinforce the PTO PBL learning processes including evaluations

The trainee does not receive an evaluation during the integration phase. This is a period of time for the trainee to acclimate to a new environment while under the PTO's supervision.

Phase A - Non-Emergency Incident Response

Phase A is the initial training and learning experience for the trainee and lasts for three weeks. The substantive topic in this phase is *Non-Emergency Incident Response.*

Phase B - Emergency Incident Response

Phase B is the second training and learning experience for the trainee. It also lasts for three weeks and covers the substantive topic of E*mergency Incident Response.*

Phase C - Patrol Activities

Phase C is the third training and learning experience for the trainee. It lasts for three weeks. The substantive topic in this phase is P*atrol Activities.*

Phase D - Criminal Investigation

The final phase of training and learning is Phase D. The duration of Phase D is three weeks. The substantive topic in this phase is C*riminal Investigation.*

Solo Police Assignment

Following successful completion of the training and learning experience, the trainee is transferred to a solo police assignment. Some departments may wish to require additional PBLEs following the completion of the training program and prior to the end of the trainee's probationary period. These optional assignments reinforce the Problem-Based thinking process during a critical period in a new officer's career.

COACHING AND EVALUATION PROCESS

The Reno Model allows the PTO various opportunities to teach and coach the trainee. Although the evaluation will be a component of the process, the daily, weekly and phase activities exist to support the training of new officers rather than the termination of the marginal few.

PROBLEM BASED LEARNING EXERCISE (PBLE)

Problem-based learning in policing has unique characteristics. A key difference lies in how police trainees will establish learning groups. In other training environments groups of students come together to form learning cohorts. They collaborate to develop an end product that will help solve the problem they receive from the instructor. In this model, however, the trainees and PTOs form a slightly different unit*. **The PTO helps the trainee utilize members of the community as part of his or her problem-solving team.** This *community learning* facilitates the involvement of those individuals most invested in community problems. In this model, community learning is accomplished through the PBLE.

Community Learning

Once a trainee receives the activity PBLE, he or she will form partnerships to solve the problem. Learning cohorts may include the police training officer, other police officers, members of social or community services, witnesses, victims, or other members of the community. This learning dynamic is known as *community learning*.

For example, if the trainer presents a "youth selling drugs in a park" problem to the trainee, the trainee may consider contacting others such as local park authorities, school administrators, drug squad officers, neighbors using the park, and perhaps even the suspects. These individuals become part of the cohort with whom the trainee seeks input and solutions. The PTO encourages the trainee to listen to the concerns, the guidance, and the expertise of the cohort members. The PTO serves as both mentor and guide to the trainee as they move through this process.

Once presented with the PBLE, the trainee follows these steps:

Ideas – Lists initial ideas for solving the problem e.g., close the park, arrest the sellers, etc. The trainee will later revisit these ideas to determine their validity in light of new information he or she gains during the process.

Facts - Lists all of the known facts e.g., the sales are not during school hours, the sellers are from out of the

area, the buyers are from the area, etc.

Learning Issues – The trainee asks, "*What do I need to know to solve this problem*?" For example, the questions may include: Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After consulting the learning cohort in the community and conducting research, the trainee revisits his or her initial ideas to determine which are still applicable.

Action Plans – The trainee develops an action plan based on his or her research e.g., make arrests, notify the drug squad, speak with park officials to move benches and put in lights, set up a neighborhood watch meeting, etc.

Evaluation – At the end of each phase, the PTO will assess the trainee's mastery of subject material in that phase. Part of the evaluation will focus on the trainee's problem solving and community learning process. "How did I transfer what I learned to field activities?"

Through each stage of the process the PTO plays the vital role of counselor, facilitator, questioner and resource person.

Caution When Designing PBLEs

PTOs and training staff should exercise caution when developing ill-structured problems, as these problems are often difficult to formulate. Improperly structured problems can undermine the Performance Outcomes for the trainee. Problems should be multi-faceted, have a variety of options for resolution, and call for the trainee to perform specific actions directed at solving the problem.

Core Competency Logbook (CCL)

PTOs do not complete daily evaluation forms. Instead, the PTO and the trainee each complete daily Core Competency Log that evaluates the trainee's performance. Each agency will provide the trainee with a CCL at the beginning of the program. Not only should trainees write in the CCL, the PTOs should also write responses and feedback about the trainee's observations and behaviors directly into the CCL. Therefore, the CCL format must allow space for the trainee's observations as well as the PTO's feedback. Each agency may decide to make the CCL part of the trainee's official training record. CCLs are discoverable for court purposes; therefore it is important that any entries made in the CCL be accurate and truthful, but professional. In addition, entries related to criminal cases must be consistent with information documented in police reports; otherwise such entries should not be included in the CCL.

Trainees will maintain core competency logs to record relevant daily information on their learning process. This includes their responses to core competencies, what they learned, how it affects their competency, their own strengths and weaknesses, what the need to do to improve, their self-awareness during calls and how well they are regulating their emotions and the emotions of others.

Specifically, the PTO will select five core competencies for each week of a phase. PTOs will select the five most relevant core competencies to that phase and that week. For example, in week ten of D-phase (criminal investigation) the PTO may select officer safety, community specific problems, problem-solving skills, and lifestyle stressors and deal with those in the recruit's writing on a daily basis. The recruit will reflect in the **CCL** how to use - or how he or she intends to use - each of those particular competencies. The key difference is that the recruit would apply the core competency learning to his or her PBLE for the phase rather than discuss the street incident in a journal.

For example, imagine that the recruit has responded to numerous domestic violence calls for service in his or her first week of training. In the **CCL** he or she would apply the learning in each of the five selected core competencies for that week to the PBLE for that phase. If the recruit learns something about the core competencies, he or she then reflects if the in the CCL how to apply those competencies in relation to the PBLE for that phase.

1. At the beginning of the training phase the PTO assigns a PBLE problem for that half of phase training, for example C/D phase. The recruit and PTO will spend the next few weeks using the five-PBL steps (Ideas, Known Facts, Learning Issues, Action Plan, Evaluation) to create a response to the criminal investigation problem outlined in the Activity Report.

2. A few days into the training phase the recruit and PTO respond to a drug problem in their area. They conduct an investigation, discover illicit drug dealing and speak to neighbors fearful of drug dealers. They arrest some offenders and seize some drugs.

3. The PTO then asks the recruit to reflect on what general lessons in this incident apply to the assigned problem about criminal investigation.

4. The recruit incorporates lessons learned during this drug investigation using the five Core Competencies under study (officer safety, community specific problems, problem-solving skills, and lifestyle stressors) and uses this information as part of the PBLE for that phase.

5. As the PTO and recruit respond to more calls in subsequent weeks the recruit continues to add to his or her knowledge of core competencies related to criminal investigation. At each point the recruit applies that knowledge not only to the core competencies, but also uses that knowledge to develop a response to the criminal investigation PBLE problem.

6. In the final week the recruit completes the PBLE and also completes his or her plan of action for responding to the criminal investigation problem.

Core Competency Logs should include the following:

- The trainee's response to the matrix cells;
- The trainee's areas for improvement;
- The trainee's self-awareness during calls for service;
- The trainee's assessment on handling of both their emotions as well as the emotions of others;
- PTOs comments and feedback
- The CCL will contain comments on the core competencies for each phase and hoe those competencies relate to the activity report problem the trainee has been assigned for that phase.

The CCL process calls for the trainee to write more and the PTO to write less than in traditional training models. Also, the trainee takes more responsibility for learning while the PTO spends more time coaching and teaching and less time evaluating.

EXAMPLE: Using the Matrix for Patrol Activities

A trainee takes part in a DUI checkpoint in the course of regular patrol duties. While at the checkpoint, an impaired driver races away from the scene and starts a police chase. If the trainee or police training officer (PTO) chooses this event for inclusion into the evaluation, the trainee will review each core competency and comment on each one. Examples of how some cells apply include:

- **C1** Police Vehicle Operations
- **C4** Local Procedures and Policies
- **C5** Report writing procedures for completing Driving Under the Influence (DUI) forms, statement taking and case preparation
- **C10** Legal authority for conducting checkpoints
- **C14** Ethics

The PTO and trainee team should engage in the practice of including each core competency to the situation they select. **PLEASE NOTE: The trainee must not simply narrate what happened in each cell area, but should analyze and discuss what he or she learned from the experience.**

Mid-Term Evaluation

Prior to the mid-term evaluation, the PTO, the PTE and the trainee meet to discuss the evaluation process. Following Phases A and B of the learning experience, the trainee transfers to a Police Training Evaluator and participates in a mid-term evaluation. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of that week's activities. In the event the trainee is experiencing difficulties and does not successfully complete the mid-term evaluation, he or she may need to return to Phase B or enter a prescription training period. The Board of Evaluators (BOE) or PTO staff may recommend PBLEs, Prescription training, or any other training to help overcome deficiencies.

Final Term Evaluation

Prior to the final term evaluation, the PTO, the PTE and the trainee meet to discuss the evaluation process. During the final term evaluation the trainee transfers to a PTE. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of the evaluation period. If the trainee experiences difficulties and does not successfully complete the final term evaluation, he or she may return to a prescription training phase. Prescription training may be accomplished through re-entering phase training, prescription training, PBLEs, and any other training that focuses on the deficiencies.

If a trainee does not respond to training and is recommended for termination, the coordinator should forward all material, including recommendations, to the BOE. The BOE will conduct a review of the trainee's performance before providing a written recommendation to the Program Coordinator. Chapter 3 contains a more detailed look at duties and responsibilities in the PTO Model.

Prescriptive Training

Prescriptive training is a trainee-designed action plan that will be used to address specific training deficiencies. Trainees that are having difficulties comprehending and applying training in a given core competency or competencies, should have a prescriptive training plan designed.

Prescriptive training plans should be designed following a process to identify the root cause of the training deficiency. The following outline can be used to design a prescriptive training plan:

- **Describe** the performance or behavior deficiency in accordance with the performance outcomes in the learning matrix.

- **Identify** the cause of the deficiency

- **Determine** the learning Domain (cognitive, affective, psychomotor) and determine on what level of Bloom's Taxonomy the problem is occurring (knowledge, application, evaluation)

- **Analyze** the environmental conditions, emotional intelligence, learning vs. teaching styles and self-assessment by the trainee.

Considerations to assist the trainee may include; reducing the stress of the training program, a fresh point of view (PTO change), a dedicated training exercise, mentoring or peer assistance, and performance contracts.

Include the trainees input in the prescription training plan. Trainees need to have input with the prescriptive training plan to assist trainers in identifying the individual trainee's learning style. It is the goal of the prescriptive training plan to assist trainees with achieving their own learning objectives. (See a Prescription Training example in appendix B, page 158.)

Neighborhood Portfolio Exercise (NPE)

The trainee's first assignment, called the *Neighborhood Portfolio Exercise*, extends the entire length of the training period. The trainee develops a detailed geographical, social, and cultural understanding of the area where he or she works and then presents the report to the BOE or any group designated by PTO staff. Before presenting the NPE, the trainee completes the NPE Assignment form. (See Appendix A)

The Neighborhood Portfolio Exercise is designed to give the trainee a sense of the community where he or she will work. It also encourages the trainee to develop community contacts that are critical when practicing the COPPS philosophy.

Examples of the components of the Neighborhood Portfolio Exercise include, but are not limited to, the following:

- Geographical and demographic characteristics of the area of responsibility
- Identification of the various neighborhoods and cultural communities in the area of responsibility
- Crime problems
  - $ Historical
  - $ Current trends
  - $ Relationships to other crime trends

- Quality of life issues impacting the area of responsibility
- Problem solving efforts
  - $ Historical
  - $ Current
  - $ Relationships to other problem solving efforts

- Community Groups and Neighborhood Advisory Committees

- Resources Template
  - $ Law enforcement resources
  - $ Governmental resources
  - $ Community resources
  - $ Business and private resources

- Officers' observations and recommended plans of action
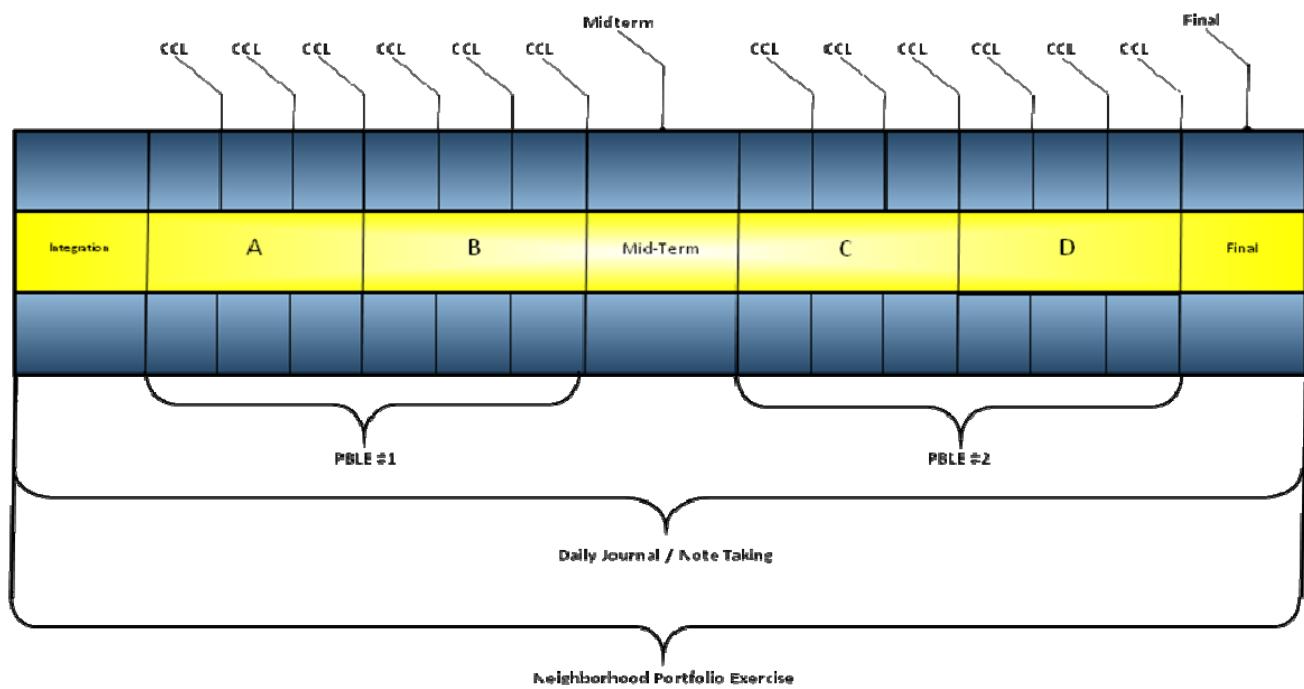
CHAPTER 3

Chapter Components

- **Duties and Responsibilities**

Program Manager

- **Program Coordinator**

- **Police Training Supervisor (PTS)**

- **Police Training Officer (PTO)**

- **Police Training Evaluator (PTE)**

- **The Board of Evaluators (BOE)**

- **Trainee's Duties**

DUTIES AND RESPONSIBILITIES

This section describes the duties and responsibilities of key personnel in the program. Their tasks interrelate and are essential to the success of the program. Agencies must develop the necessary policies and procedures to support the leadership, administration and management of this program. In some cases, minor changes or additions to personnel to manage this program may be necessary to address unique needs of some agencies.

Essential Personnel:

Program Manager

The Program manager is a command officer responsible for the overall management of the PTO program. The Program Manager works closely with the Program Coordinator and Police Training Supervisors to ensure that members of the agency follow the policies and procedures of the program.

Program Coordinator

The Program coordinator is responsible for managing and facilitating the program on a daily basis. This person maintains all program records and reports, coordinates regular PTO monthly meetings, and facilitates and schedules all training and evaluation phases.

Police Training Supervisor (PTS)

Training Supervisors (PTSs) are usually police supervisors assigned to Patrol. The PTS will provide daily supervision and coaching to the PTO/trainee team and insure that the needs of that learning team are met.

In the PTO Program the PTS will:

- Participate in the selection and evaluation of Police Training Officers and Police Training Evaluators.
- Provide training in PBL to the PTOs and trainees.
- Administer the program according to local regulations.
- Meet regularly (weekly is recommended) with the PTO and trainee.
- Keep the Program Commander and Coordinator informed of any unusual problems or activities related to the PTO/trainee team and the learning experience.

Police Training Officer (PTO)

The PTO is the individual primarily responsible for guiding the trainee through the learning experience. The PTO provides daily coaching and training to the trainee, documents training provided, and keeps the Police Training Supervisors and Program Coordinator informed about any pertinent issues associated with the trainee and the learning experience.

During the training program, the PTO will:

- Take ownership of the training experience
- Provide a learning environment for the trainee.
- Provide a role model for the trainee both inside and outside of work.
- Learn how the PBL model works.
- Complete core competency logs on a daily basis.
- Prepare material for the trainee, such as relevant community problems, within which the trainee frames his or her learning.
- Assist the trainee with the problem based learning exercises and the neighborhood portfolio exercise.
- Advise and counsel the trainee through each of the problems provided in the manual.
- Record the teaching and coaching experiences with the trainee and bring forward any persistent concerns to a Police Training Supervisor (PTS).

- Act in accordance with any organizational regulations regarding the training experience.
- See that all documentation regarding the trainee's progress is current and complete on a daily basis.

Police Training Evaluator (PTE)

Police Training Evaluators are experienced PTOs who have met qualifications established by individual agencies.

The PTE identifies, assigns, and records the daily performance of the trainee as it relates to the categories identified for each period of evaluation. This program offers two formal evaluation periods: mid-term and final evaluation. The PTE will evaluate the trainee during the mid-term evaluation on training received during Phases A and B. For the final phase evaluation, the PTE will evaluate the trainee comprehensively on training received in Phases A through D.

The Board of Evaluators (BOE)

The Board of Evaluators should consist of managers, supervisors, and trainers involved in the program. The BOE is responsible for the following:

- Review all trainee and PTO performance as directed by the Program Manager or Program Coordinator.
- Evaluate trainee and PTO performance. Evaluations may include a review of coaching and training reports, PTE reports, or other written material relative to the program. The BOE may also conduct interviews of PTO's and trainees before making any written recommendation to the Program Manager.
- Provide a written recommendation to the Program Coordinator and Manager on what action to consider regarding training, prescription training, or termination of a trainee or PTO from the training program.
- The BOE will conduct an exit interview of each trainee for the purpose of assessing the overall training experience.
- If needed, the PTO, PTE, or any program supervisor can request to convene a Board of Evaluators. This board will be responsible for reviewing the trainee's progress in the program as well as the performance of the PTO.

Individual agencies should determine the number of staff assigned to the BOE.

Trainees' Responsibilities

Trainees entering a PTO program are responsible for the following:

- Using the PBL Model – Trainees must actively utilize the PBL processes in training. These include

the CCLs, PBLEs, the NPE, the learning matrix, and any other activities determined by the agency.

- Learning – PTO's can teach and train but they can't make a trainee learn. Trainees must accept responsibility for their own learning as it applies to the job of policing.
- Resourcefulness – Police trainees must learn how to utilize the many resources available to them inside and outside the agency.
- Initiative – Trainees must take the initiative in the learning process. Program managers and trainers should understand that mistakes will occur from time to time in any training program. It is the PTO's responsibility to help the trainee correct mistakes through the process of *failing forward*.
- Self-Evaluation and Journaling – Trainees will participate in self-evaluation and journaling. Honest self-evaluation will assist both the trainee and the PTO during the training process. Self-evaluation will also ensure that learning transfers from theory to practice. This process is vital to trainee development.

CHAPTER 4

Chapter Components

- ▪ **Universal Matrix Performance Outcomes**
- ▪ **Core Competencies, Performance Outcomes, and Resource Material Lists**

PERFORMANCE OUTCOMES

The fifteen core competencies are listed within the learning matrix. Each competency has three performance outcomes written to the corresponding level of Bloom's Taxonomy (knowledge, application and evaluation). The performance outcomes remain the same for each phase. The training should be directed towards the focus activities for each phase. Trainers and trainees should use the performance outcomes as a guide to achieve the desired level of performance in each of the substantive topic areas. The performance outcomes are also used as a guide to assess the trainee's performance during midterm and final evaluation.

The performance outcomes remain the same for each core competency as the trainee progresses from phase to phase. The reason for this is simple; whether training in Phase A, Non-Emergency Incident Response, or Phase B, Emergency Incident Response, the performance outcomes remain the same for each phase, while it is the context in which they are used that changes from phase to phase.

We will use the core competency "Police Vehicle Operations" as an example, and explain how the performance outcome stays the same, but the context is changed from phase to phase:

Example #1
Phase A (Non-Emergency Incident Response)
1 Police Vehicle Operations

(Non-Emergency Incident Response)   (When responding to -

1. The trainee, within the <u>context of the focus activities</u>, will <u>define department policies and state laws</u> non-emergency calls for service)   (In a non-emergency manner) <u>regarding vehicle responses</u>. The trainee will describe <u>how to safely operate a police vehicle</u>. The trainee will recognize the geographical makeup of the jurisdiction.

2. The trainee demonstrates the skills necessary to safely operate a patrol vehicle and all associated equipment to include:
   a. Geographical knowledge
   b. Most efficient routes   When responding to non-emergency incident calls
   c. Vehicle position at the scene
   d. Situational response

3. The trainee assesses the needs of a given incident and decides what level of response is appropriate. (When responding to non-emergency incident calls)

Example #2
Phase B (Emergency Incident Response)
<u>1 Police Vehicle Operations</u>

(Emergency Incident Response)   (When responding to -

1. The trainee, within the <u>context of the focus activities</u>, will <u>define department policies and state laws</u>

     emergency calls for service)   (In an expedited manner)

     <u>regarding vehicle responses</u>. The trainee will describe <u>how to safely operate a police vehicle</u>. The

     trainee will recognize the geographical makeup of the jurisdiction.

2. The trainee demonstrates the skills necessary to safely operate a patrol vehicle and all associated
    equipment to include:
    a. Geographical knowledge
    b. Most efficient routes   When responding to emergency incident calls
    c. Vehicle position at the scene
    d. Situational response

3. The trainee assesses the needs of a given incident and decides what level of response is
    appropriate. (When responding to emergency incident calls)

CORE COMPETENCIES, PERFORMANCE OUTCOMES AND RESOURCE LISTS

Listed below are the 15 Core Competencies used in the PTO program. Below each core competency are the performance outcomes as listed above. Also listed is the Resource Materials Lists. This is provided to each agency as a guide for newer officers who are currently training within the PTO program. This list serves as a resource for officers as a means to find the answers to what questions they may have regarding that specific core competency, and where they can go to find that answer. The Resource Materials List will vary from agency to agency. However, it is highly encouraged for each agency to fill list out accordingly. Once completed, the Resource Materials List should be kept in the department's resource library, or other location that can be easily accessed by any officer at any time.

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

1.	POLICE VEHICLE OPERATIONS

Patrol driving, vehicle positioning, traffic stops, situational awareness, vehicle maintenance, geographical awareness, directed and beat patrol strategies

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee, within the context of the focus activities, will define department policies and state laws regarding vehicle responses. The trainee will describe how to safely operate a police vehicle. The trainee will recognize the geographical makeup of the jurisdiction.
Application	The trainee will demonstrate the skills necessary to safely operate a police vehicle and all associated equipment to include: • Geographical knowledge • Most efficient routes • Vehicle position on stops • Situational response
Evaluation	The trainee will assess the needs of a given incident and decide what level of vehicle response is appropriate

RESOURCE MATERIALS

Title	Location
The Tactical Edge – Surviving High Risk Patrol	Resource Library
Reno Police Department's Beat Book	Resource Library or Crime Analysis

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

2.	CONFLICT RESOLUTION

Using verbal skills to resolve conflict, defusing violent situations, crisis intervention, facilitating collaboration, developing interpersonal relationships, dealing with witnesses and victims, using dialog to resolve situations while doing so in a respectful and fair manner

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee recognizes the level of conflict and identifies available options to resolve conflict.
Application	The trainee demonstrates appropriate communication and problem solving skills to resolve conflict in a field situation.
Evaluation	The trainee will assess their response to a conflict for an effective and efficient resolution.

RESOURCE MATERIALS

Title	Location
A guide for resolving Neighborhood Problems	Resource Library

Core Competencies, Performance Outcomes, and Resources	
CORE COMPETENCY	

3.	USE OF FORCE

Body positioning during contacts, use of contact/cover concepts, use of small unit tactics, applying the use of force alternatives, using less lethal and lethal weapons, physical arrests and detentions, maintaining and securing equipment

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will define and describe the use of force alternatives and reporting requirements.
Application	The trainee will apply and demonstrate the reasonable amount of force necessary to resolve a situation safely.
Evaluation	The trainee will assess the level of force used against department guidelines and community expectations.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

4.	LOCAL PROCEDURES, POLICIES, LAWS, AND PHILOSOPHIES

State statutes, municipal code, county code, accident investigation, general orders, organizational philosophy, RPD core values, crime scene, and evidence procedures

PERFORMANCE OUTCOMES	
Level of Learning	**Performance Outcomes**
Knowledge	The trainee shall identify commonly used state, local and federal laws, policies, procedures and resources as they relate to the focus activities.
Application	The trainee shall apply commonly used state, local and federal laws, policies, procedures and resources as they relate to the focus activities.
Evaluation	The trainee shall differentiate between state, local and federal laws, policies, procedures and resources as they relate to the focus activities.

RESOURCE MATERIALS	
Title	**Location**

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

5.	REPORT WRITING

Department report writing system, outline system for case preparation, produce clear, concise, factual, and grammatically correct reports, use appropriate report forms, maintain an accurate journal or notebook.

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will describe what types of policing activities require documentation and identifies any and all pertinent information to complete the report writing process.
Application	The trainee will construct an appropriate report, including proper forms, in an objective, concise, timely and accurate manner.
Evaluation	The trainee will assess the reporting requirements for any given situation.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources	
CORE COMPETENCY	

6.	**LEADERSHIP**

Influencing people to solve their own problems, engaging in peer assistance, leading team-related events, creating community partnerships, engaging in ethical behavior, role modeling, and mentoring

PERFORMANCE OUTCOMES	
Level of Learning	**Performance Outcomes**
Knowledge	The trainee shall identify leadership skills as they apply to police situations, i.e. situational leadership, assisting citizens to solve problems and explain leadership roles throughout the community and peer groups.
Application	The trainee shall display leadership capabilities while engaged in patrol and field activities.
Evaluation	The trainee shall assess their leadership skills within a policing situation to develop more effective responses to the situation.

RESOURCE MATERIALS	
Title	**Location**

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

7.	PROBLEM-SOLVING

Identifying community problems, using outside government resources, creating partnerships with community resources, engaging in CPTED and crime analysis, and using the problem-solving process

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify problems encountered, and define problem solving methods.
Application	The trainee will demonstrate problem solving skills using appropriate methods.
Evaluation	The trainee will explain and support the problem solving process; and, is able to adapt the process based upon achieved results.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

8.	COMMUNITY SPECIFIC PROBLEMS

Identify community problems, identify how crime problems may impact communities, identify quality of life issues, use community members and resources to collaborate in the resolution of community issues, crime analysis, identify other government resources to support problem solutions

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify and describe specific community problems in an assigned area.
Application	The trainee will demonstrate proficiency in creating partnerships and solving problems specific to the community or geographic assignment.
Evaluation	The trainee will recommend and support a course of action, and judges its effectiveness in alleviating the specific problem.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

9.	CULTURAL DIVERSITY

Recognize and respond to cultural, national, socio-economic, and linguistic differences: address problems with mentally ill people and respond to special needs groups in a consistent, ethical, and impartial manner

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify different needs of various cultural and special needs groups.
Application	The trainee will employ appropriate action and demonstrate empathy to cultural and special needs groups.
Evaluation	The trainee will assess the different needs applicable to different cultural and special needs groups.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

10.	LEGAL AUTHORITY

Non-Criminal laws such as parking violations, knowledge of Case Law such as *Miranda v. Arizona* and *Terry v. Ohio,* knowledge and obligations of arrest authority, high liability issues, use of force, racially unbiased policing, tenant/landlord issues, knowledge of legal powers during a criminal investigation, knowledge of the criminal and civil processes, rules of evidence, arrest, and search warrants

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify different needs of various cultural and special needs groups.
Application	The trainee will exercise legal authority with regard to policies. Procedures and statutes.
Evaluation	The trainee will assess the situation and operate within the limits of legal authority.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

11.	INDIVIDUAL RIGHTS

Fair and equitable treatment of people based on the U.S. Constitution, knowledge of individual rights while in custody, racially unbiased policing, sex offenders, and knowledge of an individual's during a criminal investigation

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify an individual's rights in the performance of duties.
Application	The trainee will uphold and respect the rights of an individual in the performance of duties.
Evaluation	The trainee will justify their choices based on reasonable argument, established court cases, laws and policies.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

12.	OFFICER SAFETY

Tactical awareness, awareness of activity in the immediate surroundings, proper use of equipment, use of contact/cover concepts, violent confrontations, searches, of persons-buildings-structures, vehicle searches, weapons handling, vehicle positioning, prisoner transport, vehicle stops, blood borne pathogens, handling hazardous evidence, identification of hazardous materials, and critical incident response

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will describe concepts of appropriate officer safety techniques and tactics.
Application	The trainee will demonstrate officer safety techniques and tactics to include, but not limited to: • Awareness of environment • Equipment use • Defensive tactics • Arrest control • Command presence
Evaluation	The trainee will assess, improve the effectiveness of, and support decisions regarding officer safety techniques and tactics.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

13.	COMMUNICATIONS SKILLS

Professional and appropriate communication with the public and co-workers, procedures for using the police radio, voice control and command, tactical communication, sharing information within the organization, effective writing and note taking, active listening, and knowledge of the proper release of information procedures

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will define effective communication skills as they relate to patrol and field activities.
Application	The trainee will apply effective communication skills while engaged in patrol and field activities.
Evaluation	The trainee will measure the effectiveness of communication skills and adapt an appropriate style.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

14.	ETHICS

Knowledge of the scope and authority of the police officer position, knowledge of the abuse of power, respecting privacy concerns of victims, responding to field activities in a proportionate manner, displaying RPD core vales on and off duty (professional behavior – delete), mitigating conflicts of interests between law enforcement and the community

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify ethical practices as they pertain to the performance of duties.
Application	The trainee will demonstrate ethical conduct at all times.
Evaluation	The trainee will assess situations and respond in a professional and ethical manner to maintain public trust.

RESOURCE MATERIALS

Title	Location

Core Competencies, Performance Outcomes, and Resources

CORE COMPETENCY

15.	LIFESTYLE STRESSORS, SELF AWARENESS, AND SELF REGULATION

Awareness of situations that cause personal stress, ability to remain calm and make rational decisions, participate in situation debriefings, ability to identify areas in need of improvement, assessing mental alertness and self confidence, dealing with shift work, awareness of public image, awareness of personal biases, realizing the impact of police activities on the community , balancing workload, and self motivation

PERFORMANCE OUTCOMES

Level of Learning	Performance Outcomes
Knowledge	The trainee will identify stressors that affect performance and define methods to appropriately engage in the self awareness and self regulation.
Application	The trainee will apply self awareness and self regulation to maintain a healthy balance between work and personal lifestyle.
Evaluation	The trainee will assess self awareness and self regulation to improve effectiveness as a police officer.

RESOURCE MATERIALS

Title	Location

CHAPTER 5

Chapter Components
- **Phased Training**
- **Mid-Term and Final Evaluations**
- **Core Competency Log Form**
- **Problem Based Learning Exercise Form**
- **Neighborhood Portfolio Exercise**

PHASED TRAINING

The training program includes four phases. Each phase corresponds to a substantive topic area. The phases of training allow both trainee and trainer to spend time working on core competencies associated with particular substantive topics. The sequence of the phases matters less than the process through which the trainee learns the material. If a topic arises from one phase during the instruction of another - for example, a criminal investigation arises during the patrol phase - the PTO has two options:

- The PTO can simply introduce the criminal investigation topic, and have the trainee document the main issues. The trainee can return to it later during the appropriate phase in the training; or,
- Develop a new activity report focusing on criminal investigation and follow the problem-based learning process.

The sections of the learning matrix corresponding to each phase of training are included below, as well as descriptions of suggested procedures, regulations and skills that apply to each cell in the matrix. Both trainers and agencies should incorporate any additional procedures, regulations or skills as needed.

Each phase contains an assigned problem-based learning exercise. If they wish to do so, the trainer may develop other PBLEs using local circumstances as a secondary assignment in each phase. The manual contains evaluation forms for problem-based learning exercises.

Included in this chapter are examples of types of calls for each phase, as well as the Core Competency Log and Activity Report forms.

PHASE A: NON-EMERGENCY INCIDENT RESPONSE

- Phase A: Non-Emergency Response

This phase lasts 3 weeks and deals with incident responses for non-emergencies.

Non-Emergency Incident Response
Police Vehicle Operations
Conflict Resolution
Use of Force
Local Procedures, Policies, Laws, Organizational Philosophies
Report Writing
Leadership
Problem-Solving Skills
Community-Specific Problems
Cultural Diversity
Legal Authority
Individual Rights
Officer Safety
Communication Skills
Ethics
Lifestyle Stressors / Self-Awareness / Self-Regulation
Learning Activities
Learning Matrix
Neighborhood Portfolio Exercise
Activity Reports
Evaluation Activities   **Core Competency Log**

NON-EMERGENCY INCIDENT RESPONSE

A-PHASE
EXAMPLES OF TRAINING PHASE
FOCUS ACTIVITIES

- NON-VIOLENT IN-CUSTODY ARRESTS

- NON-CUSTODIAL INCIDENTS

- ALARM RESPONSE CALLS

- TRAFFIC ACCIDENT RESPONSE

- TRAFFIC HAZARDS

- PRISONER TRANSPORTS

- CIVIL DISPUTES

- MENTAL SUBJECTS

- COVER OFFICER RESPONSE

- PROPERTY AND EVIDENCE PROCESSING

- ANIMAL CALLS

- LOW RISK CRIMES IN PROGRESS

- OUTSIDE AGENCY REQUESTS

- PRESERVE THE PEACE

- CIVIL PROTECTIVE CUSTODY

- LOW RISK JUVENILE CRIMES

NON-EMERGENCY INCIDENT RESPONSE
A-PHASE
FOCUS ACTIVITIES

ACTIVITIES
1.   NON-VIOLENT IN-CUSTODY ARRESTS
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

PHASE B: EMERGENCY INCIDENT RESPONSE

This phase lasts 3 weeks and deals with incident responses for emergencies. An example of the learning matrix content for this phase of policing is listed below

Non-Emergency Incident Response
Police Vehicle Operations
Conflict Resolution
Use of Force
Local Procedures, Policies, Laws, Organizational Philosophies
Report Writing
Leadership
Problem-Solving Skills
Community-Specific Problems
Cultural Diversity
Legal Authority
Individual Rights
Officer Safety
Communication Skills
Ethics
Lifestyle Stressors / Self-Awareness / Self-Regulation
Learning Activities   **Learning Matrix**   **Neighborhood Portfolio Exercise**   **Activity Reports**   **Evaluation Activities**   **Core Competency Log**

EMERGENCY INCIDENT RESPONSE
B-PHASE
EXAMPLES OF TRAINING PHASE
FOCUS ACTIVITIES

- OFFICERS IN NEED OF EMERGENCY ASSISTANCE

- FELONY CRIMES IN PROGRESS

- IN CUSTODY CALLS WITH A PHYSICAL DISTURBANCE

- WEAPONS CALLS / SHOTS FIRED CALLS

- BANK ALARMS

- INJURY ACCIDENTS

- MEDICAL CALLS WHEN AMBULANCE IS STANDING BY

- SUICIDAL SUBJECTS

- DOMESTIC DISPUTES WITH A PHYSICAL DISTURBANCE

- FIGHTS IN PROGRESS

- CHILD INVOLVED CALLS (ABDUCTIONS, MISSING, ENDANGERED-NOT RUNAWAYS)

- BARRICADED SUBJECTS OR HOSTAGE SITUATIONS

- DOMESTIC / FOREIGN TERRORIST INCIDENTS

- CFS INVOLVING EXPLOSIVES

EMERGENCY INCIDENT RESPONSE
B-PHASE
FOCUS ACTIVITIES

ACTIVITIES
1. OFFICERS IN NEED OF EMERGENCY ASSISTANCE
2.
3.
4.
5.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

MID-TERM EVALUATION

The mid-term evaluation is the first formal independent evaluation of the trainee. The trainee transfers from his or her PTO to a Police Training Evaluator (PTE) and participates in a mid-term evaluation to determine progress. This evaluation lasts one week.

The PTE will use the *Learning Matrix Performance Outcomes* as a guide for the evaluation period.

Following a successful mid-term evaluation, the trainee moves into Phase C (Patrol Activities) and works with a different PTO than in Phase A and B. At this point, the program coordinator will ensure that copies of all reports and evaluations regarding the trainee's progress are available to the designated C & D phase training officer.

Trainees who do not successfully complete this evaluation phase will return to Phase A or B for prescriptive training as recommended by the BOE or PTO. The BOE may assign the original training officer or designate another PTO to work with the trainee. The BOE may also take other actions as deemed necessary.

PHASE A AND B: MATRIX PERFORMANCE OUTCOMES

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Police trainees throughout the training program use Performance Outcomes. Performance Outcomes are designed as goals for police trainees to achieve during the training program. By using the information contained in the learning matrix and applying it in the daily activities, trainees will get a holistic approach to policing. Performance Outcomes are designed in three levels, knowledge, application, and evaluation. Performance Outcomes are in no way to be used as a checklist by police trainee evaluators. Police training evaluators will use Performance Outcomes as a guide to assess the trainee's overall performance during the mid-term evaluation phase.

As a PTE during mid-term, it is easy to begin evaluating the trainee on skills needed for C-D phases focus activities. It is important to keep in mind which phase the PTE is evaluating. When evaluating during mid-term, the PTE must evaluate only A and B phase performance. For example, the focus activity "Traffic Stops" is listed under C-phase. If the trainee performs a traffic stop during mid-term, and shows difficulty in conducting the stop, he or she cannot be evaluated in a negative way due to the phases of training in which they are being evaluated. In this case, it is A and B phases only. Remember; learning is still taking place during evaluation periods. The PTE is encouraged to still coach and guide the trainee, either by verbal scenarios or actual physical demonstrations.

Police Training Officer Program
Evaluation Report

PTE: _____

Trainee: _____

Date: _____

Evaluation Term: _____

The PTE will evaluate the trainee's performance during the evaluation period using the learning matrix. The evaluation will reflect the PTEs observations over the entire evaluation period.

CORE COMPETENCY DETAIL

1. **Police Vehicle Operations**:

2. **Conflict Resolution**:

3. **Use of Force**:

4. **Local Procedures**:

5. **Report Writing**:

6. **Leadership**:

7. **Problem Solving Skills**:

8. **Community Specific Problems**:

9. **Cultural Diversity**:

10. **Legal Authority**:

11.   **Individual Rights**:

12.   **Officer Safety**:

13.   **Communication Skills**:

14.   **Ethics**:

15.   **Self-awareness/Self-regulation:**

Areas for continued improvement:

_____   _____
PTE   **Trainee**

PHASE C: PATROL ACTIVITIES

This phase lasts three weeks and deals with patrol activities. An example of the learning matrix content for this phase of policing is listed below.

Non-Emergency Incident Response
Police Vehicle Operations
Conflict Resolution
Use of Force
Local Procedures, Policies, Laws, Organizational Philosophies
Report Writing
Leadership
Problem-Solving Skills
Community-Specific Problems
Cultural Diversity
Legal Authority
Individual Rights
Officer Safety
Communication Skills
Ethics
Lifestyle Stressors / Self-Awareness / Self-Regulation
Learning Activities **Learning Matrix** **Neighborhood Portfolio Exercise** **Activity Reports** **Evaluation Activities** **Core Competency Log**

PATROL ACTIVITIES INCIDENT RESPONSE
C-PHASE
EXAMPLES OF TRAINING PHASE
FOCUS ACTIVITIES

- TRAFFIC STOPS

- SUBJECT STOP

- BEAT RESPONSIBILITY

- PARKING PROBLEMS

- EQUIPMENT MAINTENANCE

- CITIZEN CONTACT

- SITUATIONAL AWARENESS

- GEOGRAPHICAL ORIENTATION

- PUBLIC HAZARDS

- BUSINESS ORIENTATION

- CRIME PATTERN IDENTIFICATION / CRIME ANALYSIS UNIT

- CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)
- SERVICE REQUESTS

- BEAT KNOWLEDGE; PERSONS, CRIME TRENDS, WANTED SUBJECTS

PATROL ACTIVITIES INCIDENT RESPONSE
C-PHASE
FOCUS ACTIVITIES

ACTIVITIES
1. TRAFFIC STOPS
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

PHASE D: CRIMINAL INVESTIGATION

This phase lasts 3 weeks and deals with criminal investigation. An example of the learning matrix content for this phase of policing is listed on the following page.

Criminal Investigation
Police Vehicle Operations
Conflict Resolution
Use of Force
Local Procedures, Policies, Laws, Organizational Philosophies
Report Writing
Leadership
Problem-Solving Skills
Community-Specific Problems
Cultural Diversity
Legal Authority
Individual Rights
Officer Safety
Communication Skills
Ethics
Lifestyle Stressors / Self-Awareness / Self-Regulation
Learning Activities
Learning Matrix
Neighborhood Portfolio Exercise
Activity Reports
Evaluation Activities **Core Competency Log**

CRIMINAL INVESTIGATIONS INCIDENT RESPONSE
D-PHASE
EXAMPLES OF TRAINING PHASE
FOCUS ACTIVITIES

- CRIME SCENE, INVESTIGATION, PRESERVATION AND IDENTIFICATION

- INTERVIEWING SUSPECTS

- COLLECTING AND PROCESSING EVIDENCE

- MEDIA ISSUES

- AREA CANVASS

- DETECTIVE RESPONSE / CALL OUT

- CONDUCTING FOLLOW-UP INVESTIGATIONS

- APPLYING FOR AND SERVING SEARCH /ARREST WARRANTS

- BASIC PRELIMINARY CRIME INVESTIGATIONS (FIRST RESPONDERS)

- MISSING PERSONS INVESTIGATIONS

- DEATH INVESTIGATIONS

PATROL ACTIVITIES INCIDENT RESPONSE
D-PHASE
FOCUS ACTIVITIES

ACTIVITIES
1. CRIME SCENE INVESTIGATION, PRESERVATION, AND INVESTIGATION
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

FINAL TERM EVALUATION

Final Term Evaluation

The trainee transfers to a PTE to participate in the final evaluation to determine his or her progress before assuming a solo police assignment. **The learning matrix will guide the evaluation process.** The PTE will use the *Learning Matrix Outcomes* as a basis for the evaluation. The duration of the final phase evaluation is one to two weeks, depending on the agency.

If the trainee does not successfully complete the final term evaluation, he or she will be returned to a PTO for prescription training as prescribed by the BOE or PTO staff. The BOE may also choose other remedies or actions as they see fit.

If the trainee successfully completes the final phase evaluation, he or she will be required to participate in a program exit interview with the Board of Evaluators. This allows for a review of trainee progress, PTO performance, and effectiveness of the program. The trainee presents the NPE before graduating.

PHASE C AND D: MATRIX PERFORMANCE OUTCOMES

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Police trainees throughout the training program use Performance Outcomes. Performance Outcomes are designed as goals for police trainees to achieve during the training program. By using the information contained in the learning matrix and applying it in the daily activities, trainees will get a holistic approach to policing. Performance Outcomes are designed in three levels, knowledge, application, and evaluation. Performance Outcomes are in no way to be used as a checklist by police trainee evaluators. Police training evaluators will use Performance Outcomes as a guide to assess the trainee's overall performance during the mid-term or final evaluation period.

Police Training Officer Program
Evaluation Report

PTE: _____

Trainee: _____

Date: _____

Evaluation Term: _____

The PTE will evaluate the trainee's performance during the evaluation period using the learning matrix. The evaluation will reflect the PTEs observations over the entire evaluation period.

CORE COMPETENCY DETAIL

1. **Police Vehicle Operations**:

2. **Conflict Resolution**:

3. **Use of Force**:

4. **Local Procedures**:

5. **Report Writing**:

6. **Leadership**:

7. **Problem Solving Skills**:

8. **Community Specific Problems**:

9. **Cultural Diversity**:

10. **Legal Authority**:

11. **Individual Rights**:

12. **Officer Safety**:

13. **Communication Skills**:

14. **Ethics**:

15. **Self-awareness/Self-regulation:**

Areas for continued improvement:

_____   _____
PTE   **Trainee**

Police Officer Training Program
Core Competency Log

Phase:

Officer Trainee:

PTO:

PTO's are to select five different core competencies from which to focus on each week during the three weeks of each phase (specified below). The trainee will comment in each of the selected core competencies to include; self-assessment, self-reflection, emotional intelligence, and ways the trainee has identified what they have learned is relevant to their PBLE. Please note; comments can be added to core competencies other than the selected five at anytime. This is a running daily log and is due at the end of the training phase. Please date each entry.

Police Vehicle Operations:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Conflict Resolution:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Use of Force:

Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Local Procedures:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Report Writing:

Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Leadership:

Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Problem Solving Skills:

Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Community Specific Problems:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Cultural Diversity:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Legal Authority:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Individual Rights:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Officer Safety:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Communication Skills:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Ethics:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

Lifestyle Stressors, Self Awareness:
Trainee's Comments: What did you learn? What do you still need to know?

(Date):

PTO Comments: What areas of trainee performance need improvement?

(Date):

PROBLEM BASED LEARNING EXERCISE

PHASE:

PTO:

TRAINEE:

PTO:
You are to develop an activity report for your trainee. The activity report problem must be a real life situation that is an issue currently and within your assigned beat or district. It must also fit within the phase of training you are currently training in. Please list your activity report below:

Trainee:
You must present to your police training officer (PTO) two or more possible outcomes for this problem-based learning exercise. In each instance you must include the following:

Ideas *- Record initial responses to the problem. What are two separate possible ways you can deal with this situation? Explain them to your police training officer (PTO).*
- *What are your initial thoughts on solving this problem?*
- *What are the issues?*

Facts *- List all of the known facts about the problem.*
- *What do you know?*

Learning Issues *- Identify the relevant content from the learning matrix for each decision. For example, what do you know about racial profiling and what conflict resolution skills are most appropriate in this circumstance?*
- *What do you need to know to solve this problem?*
- *Where can you find it?*
- *What resources are available to solve this problem?*

Action Plans *– What can you do to solve or reduce this problem?*
- *Do you make arrests?*
- *How do you approach the vehicle?*
Remember, this is an ill-structured problem, and your action plan does not have a simple solution.

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You will present your findings to your PTO on _____

The method of presentation will be _____

The trainee, in consultation with the police training officer, determines the best method to present solutions to this problem. These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from your patrol work with your PTO, or other methods that best suit your abilities.

PROBLEM

Utilizing your matrix, answer the following questions for this problem:

1.   What did you learn from this community problem? Use specific examples and refer to the cells in the matrix. Describe the core competencies that you developed during this exercise.

Police training officer comments:

2.   Did you initially formulate assumptions (ideas) that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

Police training officer comments:

3.   Identify important information or skills that you acquired during this problem solving exercise. Explain why you chose these (i.e. identify laws, contacts or behaviors that you will use again).

Police training officer comments:

4.   Evaluate your own problem solving process regarding the listing of known facts, finding answers to questions and devising the action plan. (Did you list all the facts? Did you ask the right questions? What questions would you ask now? Was your action plan realistic and achievable?)

Police training officer comments:

5.   What competencies, skills, community contacts, and knowledge do you need to improve or develop

more fully to deal with this type of problem in the future? Explain and indicate how you intend to improve or develop these.

Police training officer comments:

Follow-Up Comments for Question 5:   Date:

Chapter 6

EXIT INTERVIEW

When a trainee has successfully passed PTO, and has received their solo patrol assignment, they will participate in an Exit Interview Board of Evaluators. The purpose of this interview is to ask the trainee for their assessment of the PTO program. This is an opportunity for the administrators of the PTO program to learn what is working well within the PTO program and where improvement is needed.

The board which conducts the interview is generally made up of the PTO Coordinator, a PTS, and if available, the PTL. One good idea is to rotate, or have multiple PTS's attend the interview. This will give the field supervisors a chance to see and hear firsthand what is/is not working within the program and as well as the trainee's neighborhood portfolio presentation.

The Exit Interview is generally held 6 weeks after completion of PTO and takes between 30-60 minutes for each trainee on average. Examples of questions asked at the Exit Interview could include:

- Which component of the PTO program assisted you with learning the most?
- Which component of the PTO program assisted you with learning the least?
- How did you PTOs assist in the facilitation of learning?

At the completion of the interview, the trainee will present their Neighborhood Portfolio Exercise.

NEIGHBORHOOD PORTFOLIO EXERCISE

Upon completion of PTO, trainee's first assignment is called the Neighborhood Portfolio Exercise (NPE). The NPE is a patrol or beat profile of an area where the trainee works. It is designed to give the trainee a sense of the community where he or she will work and encourage the trainee to develop community contacts that are critical when practicing the COPPS philosophy.

While in PTO, the trainee will learn to develop a detailed geographical, social, and cultural understanding of the area he or she polices. Initially, this will be taught to the trainee by the PTO. As the trainee progresses through training, they should begin to develop their own observations and other important, relevant information and knowledge of their beat or district. This should be an open discussion between both PTO and trainee, and is discussed and developed throughout the entire PTO training.

It is important to know that the NPE **_IS NOT_** a problem solving assignment for the trainee to solve. The NPE should be looked at for its application to the problem solving process, not its problem solving product. Also,

the format the trainee chooses to present their NPE is up to them. Many choose to utilize a power point presentation while others prefer a simple binder approach. However the trainee chooses to present their NPE, it is still important that board pay attention to the process rather than the product.

The trainee presents the portfolio report as delegated by the PTO or program staff at the completion of the training period. The trainee should use CCLs, ARs, and other activities as support material for the NPE.

Examples of the components of the NPE include, but are not limited to:
- Geographical and demographic characteristics of the area of responsibility
- Identification of the various neighborhoods and cultural communities in the area of responsibility
- Crime Trends
    - Historical
    - Current trends
    - Relationships to other crime trends
- Quality of life issues impacting the area of responsibility
- Problem solving efforts
    - Historical
    - Current
    - Relationships to other problem solving efforts
- Community groups and Neighborhood Advisory Boards
- Resources Template
    - Law enforcement resources
    - Government resources
    - Community resources
    -Business and private resources
- Other officer's observations and recommended plans of action

Neighborhood Portfolio Problem Assignment:

You are a new officer, recently graduated from the academy and have just completed your training with a police training officer. You have been assigned to a new patrol area. You know almost nothing about the neighborhood, demographics, culture, crime, or the types of disorder that exist in this new patrol area. You are to complete a comprehensive portfolio, including names and contact information for other officers in your new patrol community.

See Neighborhood Portfolio Exercise Assignment Form, Appendix A.

Appendix A

- **Neighborhood Portfolio Exercise Format**

Appendix B

- **Sample Prescriptive Training Plan**

Appendix C

- **FTO/PTO Model Comparisons**

Appendix D

- **Examples of Activities by Core Competency**

APPENDIX A

NEIGHBORHOOD PORTFOLIO ASSIGNMENT FORM

FINAL NEIGHBORHOOD PORTFOLIO ASSIGNMENT

This form is completed by the trainee and the police training officer after the final presentation in week _____.

Trainee Name: **Date:**

1.   What did you learn from this neighborhood portfolio? By using specific examples from your research and referring to the *cells* in the matrix, describe the core competencies that you developed during this exercise.

Police training officer comments:

2.   Did you initially formulate assumptions that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

Police training officer comments:

3.   Identify important information or skills that you acquired during the development of this neighborhood portfolio exercise.

Police training officer comments:

4. Evaluate your own efforts in developing this portfolio. How will a neighborhood portfolio assist your delivery of police services in the future?

Police training officer comments:

5. What competencies, skills, community contacts, and knowledge did you acquire during the development of this portfolio? How might you share the information?

Police training officer comments:

6.   What additional competencies, skills, and knowledge do you need to develop in the next six-month period to become a more effective police officer?

Police training officer comments:

APPENDIX B

Training Prescription for Officer Smith

Training Deficiencies

Throughout training phases "c" and "d" of the training program, Officer Smith has had difficulties with some aspects of officer safety. Officer Smith has continually driven his police car in front of addresses when responding to calls for service. Officer Smith also is showing difficulties multi-tasking in dealing with suspects. When Officer Smith is engaged with a suspect during a field activity, he will take his eyes off the suspect while conducting a want/warrants check. This has happened on three occasions and it is a concern for Officer Smith.

Officer Smith is still unable to demonstrate his legal authority as a police officer. When we have an arrest situation, Officer Smith becomes confused with the legal procedures of making an arrest. Officer Smith also has difficulties applying Terry v. Ohio to subject stops on the street. Officer Smith needs to become more aware of his legal authority while working as a police officer.

The last competency Officer Smith is having difficulty with self awareness. Officer Smith becomes frustrated with his performance. When I point out his deficiencies, Officer Smith makes excuses about why he performed in a sub-standard manner. At one point, while discussing an officer safety issue, Officer Smith became argumentative. Officer Smith needs to become more self-aware of his body language and his reactions to feedback.

Training Plan

Officer Smith and I discussed all of the above listed issues. Officer Smith is aware of the issues and is willing to work on them.

Officer Smith has requested to participate in some scenario training to work on the first issue of officer safety. We will set up several scenarios to make Officer Smith utilize officer safety practices. We will use simunitions during the scenarios. Officer Smith will participate in the scenarios using both suspect and officer roles. Officer Smith is able to discuss and define proper officer safety practices; his difficulty is with applying officer safety practices to street situations.

Officer Smith and I discussed the issues regarding legal authority. At the conclusion of the discussion, it appeared that officer Smith lacks baseline knowledge in legal authority. Officer Smith agrees with the

assessment. Officer Smith plans to review his academy course regarding legal authority.   This should include; the definitions of probable cause, reasonable suspicion, peace officers authority to make misdemeanor and felony arrest and Terry v. Ohio. Officer Smith will then design two ill-structured problems that encompass the research.

Officer Smith and I discussed self awareness.   I asked him about his course on emotional Intelligence from the academy. Officer Smith had very little knowledge about the course. Officer Smith states that he becomes frustrated with his performance and then has a difficult time communicating when the performance is assessed. I pointed out to him that his reactions are seen as abrupt and rude and he needs to balance his role in the organization. Officer Smith said he will review the "Emotional Competence Framework" material he received in the academy.   He will then prepare a written report on how emotional intelligence can help him complete the PTO process and what affects it can have on his professional career.

We are requesting two weeks to complete the prescription training the knowledge will be applied to a variety of field activities. The following performance outcomes will be achieved:

Performance Outcomes

1. Officer Smith will describe officer safety , the concepts of cover and concealment, and tactical awareness during field activities
2. Officer Smith will demonstrate officer safety tactics while involved in field activities.
3. Officer Smith will define five instances where he can use police powers to detain or arrest a person.
4. Officer Smith will demonstrate how to conduct a "Terry Stop" while on patrol.
5. Officer Smith will define the five components of emotional intelligence.
6. Officer Smith will apply the five components of emotional intelligence while working as a police officer.

APPENDIX C

COMPARISON OF TRADITIONAL FTO MODELS AND THE PTO MODEL

COMPARISON OF TRADITIONAL FTO MODELS AND THE PTO MODEL

STRUCTURE OF PROGRAM	TRADITIONAL FTO MODELS	PTO MODEL
1. **Commitment from Chief Executive**	Unqualified	Same
2. **Location of Program Control**	Patrol Division	Same
3. **Responsibility for Program (Rank)**	Lieutenant reports to Division Chief. Others are excluded.	Mid-manager reports to Patrol Division head. Others are excluded.
4. **Highest Level of Participation**	Division Chief, Training Manager, Affirmative Action Officer, Department Psychologist, others of importance.	Patrol Division head, Training Manager, others as needed.
5. **Program Duration**	15 weeks training and evaluation	1 week integration 12 weeks training 2 weeks evaluation
6. **Limbo Period(s)**	First two weeks of program. 1st week is virtual *ride along*, 2nd is training & feedback. No evaluation in Limbo.	First week of program is the Integration Phase, which prepares the trainee for the program.
7. **Rating Frequency**	Daily, other than in Limbo period.	Weekly Coaching and Training Reports by the trainee and the police training officer (PTO), mid/final phase evaluations, Problem-Based Learning Exercises, NPE.
8. **Deployment Status of Trainee**	Never assigned beyond control of FTO; call requiring 2 officers results in 2nd unit dispatched.	Same
9. **Shift Assignment**	Rotated for exposure to cross-section of service demands, citizens, and community.	Trainees remain on day shift and swing shift as problem-solving resources are more available, activity generally higher - leading to more training opportunities.
10. **Holdover Policy (Extension of Stay in Program)**	Yes, only if problem is one that can be corrected.	Program is flexible and includes prescriptive training as integral component. *Failing forward* concept is central to training philosophy.
11. **Compensation & Recognition**	5% increase while trainee is in the program. It ends at 14th week.	Subject to local requirements.
12. **Geographic Location for Assignment**	One Patrol District, continuous exposure to FTOs.	This model encourages geographic accountability facilitated by assignment and neighborhood portfolio problems.

13. **Trainee Task List a.k.a.: Weekly Training Guide, Rookie Book**	Broken into week-by-week segments.	Learning matrix consisting of core competencies that allow for flexibility in learning opportunities; trainee manual
14. **Periodic Objective Tests**	Weekly, on previous week's material in Task List (Training Guide).	On going weekly problem-based learning exercises, mid & final phase evaluations & reports.
15. **Post-academy Training**	In-house *Academy* following graduation from regional training center.	Same + Problem-Based Learning (PBL) orientation.
16. **The Validity Issue**	Demand answered by Daily Performance Evaluation (D.O.R.)	Training criteria are based on Job Task Analyses and contemporary policing philosophies (COPPS, PBL). Training process evaluated by BOE.
17. **The Reliability Issue**	Demand answered by Daily Performance Evaluation (D.O.R.)	Reliability enhanced by continuity of training and evaluation, commitment of the PTO and adult learner, and independent evaluators.
18. **Accreditation Standards**	San Jose Model used as foundation for accreditation standard.	Exceeds accreditation standards.
19. **Rotation Between FTO's**	**FTO** (14 week program) $\underline{1^{ST} \quad 2^{ND} \quad 3^{RD} \quad 4^{TH}}$ (2)+2 4 4 2	**PTO** (15 week program) $\underline{Int., A,B \quad MTE \quad C,D \quad FTE}$ 7 1 6 1
20. **"Evaluation Only" Phase**	Last two weeks of the program. No training, but feedback follows each assignment.	One week Mid-Term Evaluation and 1 week Final Term Evaluation completed by independent evaluator. Evaluation is primary purpose, but learning continues.
21. **Bi-weekly Meetings (a.k.a.: Bi-weekly Evaluation Sessions)**	10-plan and team policing approach allows for overlap shift and minimal overtime expense.	Same
22. **Supervisory & Management Review of FTO Performance and Trainee Progress**	Essential to ensure objectivity & standardization.	Same + Board of Evaluators (BOE) Weekly supervisor meetings Bi-weekly PTO meetings
23. **Multiple Levels and Methods of Performance Evaluation**	D.O.R. by FTO, S.W.R. by supervisor. Bi-weekly Report Form. End of Phase Report. Trainee Task List. Weekly Tests and FTO Worksheet.	Multiple levels and methods for application of training include: daily journaling, weekly coaching & training reports, PBLEs, NPE exercises, learning matrix, evaluation phases, and BOE.
24. **Functional Termination Authority**	Vested in the FTOs and their immediate supervisor.	PTO, Board of Evaluators, and Program Coordinator

25. **Criteria and Method Used to Select FTOs**	Volunteers desired. Application, Oral Board Interview, supervisor's recommendation, experience as teacher/supervisor, performance and discipline records reviewed, police experience, positive role model, good communications skills.	Police Training Officers (PTOs) and Police Training Evaluators (PTEs) selected based upon community skills, problem-solving skills, commitment to COPPS, knowledge of resources, interest in adult learning techniques, prior training and operational experience
26. **Training FTO Program Personnel**	5-day course for FTOs & supervisors. Emphasis on evaluation, documentation, learning, feedback, behavior, motivation, liability, supervision.	40-hour course emphasizing PBL, COPPS, adult learning, program structure application and evaluation, liability, leadership, ethics.
27. **Supervisor & Command Staff Training and Selection**	Similar to that of FTO.	Same as that of PTOs and PTEs.
28. **Evaluation of FTO**	By trainee at end of each rotation. By supervisor at end of each cycle. At the "End of Probation Board."	Conducted by PTO supervisor, BOE, and trainee.

Adapted from "Key Elements" as first developed by Robert A. Allen and Michael D. Roberts, Ph.D., revised by Glenn F. Kaminsky, 1991, 1994, 1997

APPENDIX D

EXAMPLES OF ACTIVITIES BY CORE COMPETENCY

1. POLICE VEHICLE OPERATIONS

PHASE A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Defensive driving
$ Proper vehicle stops, positioning of vehicles
$ Awareness of surroundings and conditions
$ Other issues that may apply

PHASE B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ High speed vehicle pursuits
$ High risk vehicle stops and interventions
$ Awareness of location and conditions during emergency
$ Emergency response such as using emergency lights, sirens, radio equipment, code 1 responses, code 1 silent procedures
$ Defensive during these types of occasions
$ Other issues that may apply

PHASE C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Police vehicle inspections
$ One versus two officer patrol responsibilities
$ Checking properties for security
$ Maintaining geographic location awareness
$ Patrol visibility (directed patrol)
$ Other issues that may apply

PHASE D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Criminal investigation involving police vehicles
$ Other issues that may apply

2. CONFLICT RESOLUTION

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Conflict resolution tactics for Non-Emergency situations, neighbor disputes, local disorder problems
$ Verbal judo
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Responding to and defusing violent calls
$ Crisis intervention during domestic disputes
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Fostering collaboration among divergent groups
$ Facilitating skills during community meetings
$ Developing interpersonal relationships
$ Dealing with diverse conflict styles within the community
$ Communication and dialogue with dissatisfied citizens
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Dealing with hostile witnesses and citizens
$ Dealing with inter-agency and intra-agency conflicts
$ Dealing with hostile community members in investigation
$ Other issues that may apply

3. USE OF FORCE

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Proxemics (body positioning, blading, environmental)
$ Tactical approaches for Non-Emergency situations
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Applying the use of force matrix/continuum
$ Use of lethal and non-lethal weapons
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Detention versus arrest
$ Maintaining and securing weapons and emergency equipment
$ Communication and dialogue versus contact
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Inducements to statements
$ Use of force continuum and policy
$ Other issues that may apply

4. LOCAL PROCEDURES, POLICIES, LAWS, ORGANIZATIONAL PHILOSOPHIES

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Impounding cars, property seizures
$ Municipal ordinances
$ Responding to alarms
$ Motor vehicle accident investigation
$ Traffic violations
$ Alcohol offences
$ Incidents regarding specific geographical concerns, e.g. urban versus rural policing
$ Procedures for responding to disorderly conduct
$ Procedures for responding to alcohol related disorder
$ Procedures for responding to trespassing
$ Serving court documents
$ Guarding prisoners
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Bomb threats
$ Major emergencies and disasters
$ Responding to crimes in progress
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Understanding geographic responsibilities, e.g. area and beat responsibilities
$ Assisting other emergency services, e.g. fire department
$ Strategies and procedures for dealing with community support services, e.g. social services, school district
$ Policies and regulations governing pre-patrol issues, preparing and reporting for duty
$ Knowledge of local non-criminal statutes and regulations for minimizing community safety issues, e.g. fire codes, building codes
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Regulations regarding enforcement and investigation of legal codes such as drug offenses, criminal offences, crimes against person and property
$ Effective use of forensic and other investigative strategies
$ Other issues that may apply

5. REPORT WRITING

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Following departmental reporting procedures
$ Noting proper information on reports
$ Writing clear, concise, accurate and legible reports
$ Objectivity in reports
$ Appropriate language usage
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Application of appropriate report forms for emergency incidents
$ Application of departmental administrative reports related to the emergency incident

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Maintaining accurate and legible journals or notebooks
$ Maintaining and understanding criminal information bulletins
$ Maintaining and engaging in legal and related field interviews
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Departmental regulations regarding writing reports on criminal and court related investigation
$ Statement taking
$ Case preparation
$ Other issues that may apply

6. LEADERSHIP

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Leadership Activities
$ Influencing people to solve their own problems
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Leadership Activities
$ Influencing people to solve their own problems
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Leadership Activities
$ Influencing people to solve their own problems
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Leadership Activities
$ Influencing people to solve their own problems
$ Other issues that may apply

7. PROBLEM SOLVING SKILLS

CELL A
Substantive Topic: **Non-Emergency Incidence Response**

CELL B
Substantive Topic: **Emergency Incident Response**

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Using strategies to scan and analyze community problems, such as crime mapping, crime analysis, CPTED, school safety audits, community surveys and internet research
$ Incorporating directed patrol and other strategies for responding to other community problems
$ Mobilizing other governmental resources, community resources and community partnerships to respond to community problems
$ Understanding and implementing problem-oriented policing strategies to identify solutions to community problems
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigations**
This cell may include:
$ Understanding the importance of providing thorough and competent initial investigative information to investigators
$ Employs traditional and non-traditional resources to identified problems and develop solutions
$ Other issues that may apply

8. COMMUNITY SPECIFIC PROBLEMS

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Use of neighborhood advisory boards and committees
$ Governmental services that support quality of life issues in the community
$ Chaplain or religious services

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Anticipates community specific problems that may result in community safety or emergency response incidents
$ Identifies the interrelationships and influence community problems and crime may have on neighboring beats or communities

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Urban versus rural areas
$ Special events such festivals, protests, etc.
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Understands the reality of community perception and influence in community crime and quality of life issues
$ Uses the community members as a resource to build an effective collaboration when dealing with issues
$ Other issues that may apply

9. CULTURAL DIVERSITY & SPECIAL NEEDS GROUPS

CELL A

Substantive Topic: **Non-Emergency Incident Response**

This cell may include:

$ Responding appropriately to social, economic, and linguistic differences
$ Dealing with mentally ill individuals
$ Other issues that may apply

CELL B

Substantive Topic: **Emergency Incident Response**

This cell may include:

$ Awareness of cultural or language barriers during emergency situations
$ Dealing with the violent mentally ill
$ Other issues that may apply

CELL C

Substantive Topic: **Patrol Activities**

This cell may include:

$ Awareness of and participation in the local community customs and cultural events
$ Responding to special needs populations
$ Understanding language barriers and other cultural differences
$ Developing contacts with different minority and cultural groups
$ Other issues that may apply

CELL D

Substantive Topic: **Criminal Investigation**

This cell may include:

$ Knowledge of cultural differences during investigation, e.g. poor perceptions of police by some
         groups from other countries
$ Knowledge of social diversity issues during investigation, e.g. dealing with people with mental illness
$ Other issues that may apply

10. LEGAL AUTHORITY

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
- $ Knowledge of non-criminal laws such as municipal ordinances, parking regulations, fire codes, etc.
- $ Miranda
- $ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
- $ Knowledge and obligations of arrest authority
- $ Knowledge of high liability issues, e.g. fleeing felon case law
- $ Miranda rules
- $ When to pursue, roadblocks, pursuit across jurisdictions
- $ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
- $ Legal vehicle stops
- $ Landlord/tenant issues
- $ Vehicle safety inspections
- $ Legal authority for roadblocks
- $ Knowledge of non-criminal laws, e.g. fire codes, building codes, licensing
- $ Departmental, state, and local laws regarding police misconduct
- $ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
- $ Understanding legal powers for criminal investigation
- $ Understanding court procedures and evidentiary rules
- $ Issues related to warrants, warrantless and improper searches
- $ Knowledge of high liability issues and case law, including the requirement for probable cause and a hearing within 48 hours for a warrantless arrest
- $ Procedures for handling property and evidence
- $ Procedures for securing scenes for court presentations
- $ Procedures for witness, victim, and accused persons statements
- $ Other issues that may apply

11. INDIVIDUAL RIGHTS

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Fair and equitable treatment based on constitutional protections
$ Knowledge of Individual Rights of in-custody persons, e.g. Knowledge of Individual Rights of in-custody persons, e.g. duty of care may exist to provide or summon medical assistance for subjects Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Awareness of constitutional rights during emergencies
$ Miranda, etc.
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Departmental and legal issues regarding profiling
$ Legal issues related to community notifications of sexual predators and other criminal groups
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Knowledge of constitutional Individual Rights in investigation
$ Other issues that may apply

12. OFFICER SAFETY

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Reporting location during traffic stops
$ Tactical awareness during routine activities
$ Awareness of persons in vicinity, body positions, etc.
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Use of equipment including firearms, handcuffs, non-lethal weapons
$ Controlling the scene of an emergency
$ Situational tactics such as tactical retreats
$ Taking custody of violent or armed persons
$ Cover and concealment
$ Effective search of persons and scenes during emergencies
$ Vehicle positioning during emergency situations
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Using seatbelts
$ Using other safety equipment - flares, traffic vests, etc.
$ Transporting prisoners
$ Transporting members of the public
$ Developing community partnerships to enhance officer safety
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Safe handling of evidence such as weapons, body fluids, etc.
$ Other issues that may apply

13. COMMUNICATION SKILLS

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Professional and appropriate communication with the public and other police personnel
$ Procedures for use of police radio and computer
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Use of police radios
$ Voice control and command
$ Tactical communication
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Radio procedures
$ Internal administrative reporting procedures
$ Obtaining and sharing information with crime analysts
$ Creating communication opportunities for fostering community cooperation, e.g. web pages, newsletters for community meetings (if applicable)
$ Other issues that may apply

CELL D
Substantive Topic: **Criminal Investigation**
This cell may include:
$ Effective writing and note taking
$ Active listening
$ Professional demeanor in court
$ Professional demeanor when dealing with the public during investigation
$ Media communication
$ Knowledge of high liability issues and case law, including the restriction on release of confidential and personal medical information on arrestees
$ Other issues that may apply

14. ETHICS

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Responding ethically to bribes, corruption, abuse of power and position
$ Privacy concerns with victims
$ Other issues that may apply

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:
$ Responding to emergencies in a proportionate manner
$ Dealing with inappropriate emergency responses
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:
$ Appropriate professional behavior on and off duty
$ Substance abuse
$ Balancing individual rights with the needs of the community
$ Conflict of interest issues between law enforcement and the community
$ Other issues that may apply

15. LIFESTYLE STRESSORS/SELF-AWARENESS/SELF-REGULATION

CELL A
Substantive Topic: **Non-Emergency Incident Response**
This cell may include:
$ Effective writing and note taking
$ Active listening
$ Professional demeanor in court
$ Professional demeanor when dealing with the public during investigation
$ Media communication
$ Knowledge of high liability issues and case law, including the restriction on release of confidential and personal medical information on arrestees

CELL B
Substantive Topic: **Emergency Incident Response**
This cell may include:

$ Awareness of post traumatic stressors
$ Ability to remain calm
$ Effective debriefing
$ Ability to identify areas in need of improvement
$ Assessing mental alertness and self confidence
$ Other issues that may apply

CELL C
Substantive Topic: **Patrol Activities**
This cell may include:

$ Eating habits
$ Dealing with shift work
$ Dealing with partners with different lifestyle habits
$ Learning to establish open dialogue and communication
$ Local employee assistance programs
$ Awareness of public image
$ Awareness of personal biases
$ Realizing the impact of police actions on the community
$ Create initiatives to enhance community safety
$ Other issues that may apply

CELL D15
Substantive Topic: **Criminal Investigation**
This cell may include:

$ Awareness of post traumatic stress syndrome
$ Effective case management and balancing calls for service
$ Ability to assess professionalism, competency, and fairness during investigation
$ Other issues that apply

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