

Orland Police Department



Field Training Program

Orland Police Department Field Training Program

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ORLAND POLICE DEPARTMENT

Law Enforcement Code of Ethics

As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional Rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless disclosure of revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.

Orland Police Department FTO Program



Introduction

The Orland Police Department Field Training Program is intended to facilitate a peace officer's transition from the academic setting or other law enforcement agency setting to the performance of general law enforcement uniformed patrol duties at the Orland Police Department. Although the trainee has graduated from the POST Basic Course (Academy) and have received instruction of basic law enforcement subjects or is a lateral officer, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer at the Orland Police Department. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience at the Orland Police Department. Field training introduces a newly assigned officer to the personnel, procedures, and policies of the Orland Police Department.

In order to make the new officers' field training as effective as possible, they are assigned a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training program guidelines with the trainee and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their FTO or FTO Sergeant. The Trainees performance will be evaluated by the FTO and monitored by the FTO Sergeant through daily and weekly reviews.

Field training has a significant impact on the individual trainee in terms of imprinting attitudes, styles, values, and ethics in carrying out the duties of policing that will remain with the officer throughout their career. Because of this, it is possibly the most effective influence on the future direction of the Orland Police Department. The Orland Police Department Chief and his/her field training staff must be certain that their field training program not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community it serves.

The Orland Police Department field training program is a twelve week program that is broken down into four phases.

Phase I is the introduction phase. It consists of the orientation period followed by several weeks of instruction and training. During this time the trainee will be taught certain basic skills. These include department orientation, officer safety, arrest and control techniques, radio communication, patrol operation, and community orientation. The FTO assigned to the trainee in phase one are considered the "Primary FTO".

Phase II is somewhat more complex than the first phase and is the phase where the trainee becomes more adapt with their new role. In this phase it is expected trainees will begin to handle calls for service with less input required from their FTO. They should begin to master the skills at hand. Because calls for service are unpredictable and the trainee and their FTO may be the only officers responding to calls for service the trainee could get a call that would normally be handled in later in the fields training program. The department's expectation is that the trainee will handle the call under the supervision of their FTO. If the FTO feels the trainee has not developed the skills necessary to safely handle the call the FTO will assist the trainee or take the call over while the trainee observe.

Phase III is the last phase of formal training. Trainees will be expected to handle all patrol details without assistance, except calls they have not yet been exposed to. They should be initiating all patrol activities on their own.

Phase IV is the test phase. It is predominantly an evaluation only phase. It generally consists of one week of observation patrol activity. The training guide and all performance objectives should have been completed prior to the trainee entering into this phase. An important aspect of this phase is the trainee returning to their primary FTO for evaluation. This is done so the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels.

This training guide was developed by the Chief of Police, officers of the Orland Police Department and the 2003 POST Field Training guide. Much of the manual was copied from the 2003 POST Field Training Guide as permitted by POST. Our many thanks to the POST Field Training Committee that made this training guide possible.

Orland Police Department Field Training Program



Selection of a Field Training Officer

The selection of the field training officer is one of the most important factors as to the success of the Department as a whole and, therefore, the criteria by which these officers are chosen is of utmost importance.

1. Field Training Officer:

- The position of the field training officer is one of tremendous responsibility. The officer assigned to this position is given the responsibility of seeing that the newly hired officer meets the high standards set by this department. Training officers are held responsible for their actions and those of a trainee under his/her supervision. The qualities that should be stressed in the selection of a field training officer encompass a wide variety of traits. These would be of both a personal nature as well as a professional one. Desirable personal traits would include a positive attitude, ability to relate to another individual, understanding and patient with superior skills in interpersonal relationships. The professional competence of the officer must be above average. This would include leadership skills, a working knowledge of the laws, ordinances, departmental policies and procedures, and a good knowledge of those special police problems peculiar to the Orland community.

2. Qualifications:

- A. Possession of a P.O.S.T. Basic Certificate or higher.
- B. A minimum of two (2) years patrol experience.
- C. Successfully completed the P.O.S.T.-certified Field Training Officer Course.

Orland Police Department Field Training Program



Issued Items

1) Equipment:

- A) Badge and Identification card
- B) Pistol and holster, ammunition (50 rounds) three magazines and magazine holder
- C) Belt, handcuff and case, OC spray and holder, baton ring, three belt keepers
- D) Set of keys to vehicles, department, and City Corporation yard
- E) Rain gear

2) Other Materials:

- A) Policy manual
- B) FTO manual
- C) Penal Code
- D) Vehicle Code
- E) ABC pamphlet
- F) Miranda card
- G) City map
- H) Collision Manual (Known location in Office)
- I) Orland Municipal Code (Known location in Office)

Orland Police Department FTO Program



Phase I Week 1-2 (80 hours)

Orientation / Departmental Policies:	Trainee initials	FTO initials
Agency orientation Departmental Police General Orders Range Qualifications Department Computer Orientation	_____	_____
Community Relations:		
Community Orientation Locations of schools, hospitals, and bars Geographic locations Support Services	_____	_____
Officer Safety:		
Command Presents Arrest and control techniques OC Baton Taser Use of force	_____	_____
Patrol Vehicle Operations:		
Inspection of vehicle and equipment Safety check of vehicle Requests for repair and equipment service Emergency vehicle operations Defensive drive	_____	_____
Radio Communications:		
Portable radio Use of radio Use of 10 code (Test) Phonetic alphabet Dispatch CLETS systems (Test) Cal-photo	_____	_____
Completion of End of Phase I report	_____	_____

Orland Police Department FTO Program



Phase II Week 3-6 (160 hours)

California Codes and Law:	Trainee initials	FTO initials
Vehicle Code		
Penal Code		
City Code		
Fish and Game Code		
Health and Safety		
Criminal Law		
Elements of crimes	_____	_____
Report Writing:		
Field notebook		
Obtain information		
Citizen contact		
Understanding a good report		
Investigative leads		
Accurate documentation	_____	_____
Search and Seizure:		
Permissive search		
Search incidental to arrest		
Search of vehicle		
Search of people		
Search of residence		
Search warrant		
Search of closed containers	_____	_____
Investigations / Evidence:		
Crimes against persons		
Interviewing		
Crimes against property		
Cold crimes		
Evidence collection and preservation		
Lineups		
Subpoenas		
Courtroom testimony		
Courtroom security	_____	_____
Completion of End of Phase report	_____	_____

Orland Police Department FTO Program



Phase III Week 7-10 (160 hours)

Patrol Procedures:

- Police patrol
- Observation skills
- Preventing and detecting crime
- Night patrol vs Day patrol
- Conducting surveillance
- Jurisdiction
- Pedestrian stops
- Searching persons
- Tactical Communication
- Searching buildings
- Handling crimes in progress
- Victims of violent crimes
- Domestic violence
- Fires
- Crowd control
- Handling disputes
- Service organizations
- Civil disputes
- Family disputes
- Citizen arrest

Trainee Initials

FTO initials

Traffic:

- Vehicle collisions
- Traffic control
- Low risk vehicle stops
- High risk vehicle stops

Completion of End of Phase report

Orland Police Department FTO Program



Phase III Week 11-12 (80 hours)

Shadow Phase

FTO assigned in civilian cloths
Officer/Trainee handles calls without assistance
Daily observation reports heavily stressed

Trainee initials

FTO initials

Final evaluation and End of Phase report

Orland Police Department Field Training Program



Duties and Responsibilities of The Field Training Officer and Supervisor

The responsibility of the Field Training Officer is to provide comprehensive training and evaluation to newly hired officers of the Orland Police Department. The goal is to train a newly hired officer to the standards of the Orland Police Department capable of working as a solo officer in a safe, skillful, professional, and productive manner. The FTO provides on going guidance, direction, counsel, education, and evaluation for the trainee.

FTO's must guide the trainee through a comprehensive curriculum that requires the blending of knowledge and skill, good judgment of when, where and how to apply that knowledge and skills they have developed. FTO's must be positive role models. They lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance, adhering to department polices and procedures.

On a daily basis the FTO completes a Daily Observation Report (DOR) on the trainee's progress that is reviewed by the FTO Sergeant and placed in the trainee's training file.

The role of the Field Training Supervisor (FTS) is to ensure that the standards and objectives of the Field Training Program and Department polices are adhered to. The FTS is responsible for the overall coordination of the field training program. The FTS will assign the trainee to an FTO. The FTS is responsible for reviewing the DOR's and complete a weekly training progress report. The FTS will review the weekly report with the trainee and that report will be placed in the trainee's file. The FTS is responsible for keeping the Chief of Police apprised of the trainee's progress or any concerns that may arise during the training program.

Orland Police Department Field Training Program



Report Writing/Forms Checklist

The following reports and paperwork will be signed off by the Trainee and FTO when the trainee has demonstrated proficiency with the form or report and no longer needs assistance completing it.

	Case #	Trainee initials and date	FTO initials and date
Reports:			
Miscellaneous report	_____	_____	_____
Found Property report	_____	_____	_____
Theft report	_____	_____	_____
Shoplifting report	_____	_____	_____
Burglary report	_____	_____	_____
Robbery report	_____	_____	_____
DUI report	_____	_____	_____
Public Intoxication	_____	_____	_____
11550 H&S	_____	_____	_____
Domestic Violence	_____	_____	_____
Assault and Battery	_____	_____	_____

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	Case #	Trainee initials and date	FTO initials and date
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Stolen Vehicle	_____	_____	_____
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Other reports	_____	_____	_____
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Other forms:

CHP 180 form	_____	_____	_____
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Pre booking form	_____	_____	_____
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Adim per Se	_____	_____	_____
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Evidence cards	_____	_____	_____
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DMV 310 form	_____	_____	_____
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Re-exam form	_____	_____	_____
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Missing person from	_____	_____	_____
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Citizens arrest form	_____	_____	_____
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Citation	_____	_____	_____
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Parking cite	_____	_____	_____
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Juvenile citation	_____	_____	_____
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8715/ 8716 form	_____	_____	_____
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72 hour detention	_____	_____	_____
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Field Interview card	_____	_____	_____
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Bike card	_____	_____	_____
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Miranda form



Orland Police Department Field Training Program



Evaluation and Remediation

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7




EVALUATION

During the field training process, trainees must be guided, directed, and made aware of their progress through written evaluations. In this model, the written evaluations include Daily Observation Reports (DORs), Supervisor Weekly Reports (SWRs), and End of Phase Reports (EPRs). The DORs are the most crucial of the written evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The learning goals and performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired. Research by POST and other law enforcement agencies has indicated that the key job task elements for the peace officer position are similar or identical throughout the nation.




The evaluation procedure is based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). The relevant job-related categories have been determined and what is to be evaluated has been identified. Evaluation is based upon the employee's performance as measured against Standardized Evaluation Guidelines. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors. Standardized Evaluation Guidelines are provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting the numerical score, such as "1" (Unacceptable), "4" (Acceptable), or "7" (Superior).

The language in the SEGs cannot include everything that would represent the various levels of performance. The descriptors are designed to serve as examples to direct the rater's thinking in a certain direction. It is of paramount importance that each rater (FTO) use the Standardized Evaluation Guidelines in the rating (evaluation) process.

Rating Behavior/Performance



As has been presented, each category (listed on the Daily Observation Report) is accompanied by a set of SEGs. The Orland Police Department uses the "San Jose

Model" which utilizes a 7-point rating scale. **All trainees should be evaluated utilizing the solo patrol officer standard as the "acceptable" or "competent" standard.**

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 4, or 7 anchor. A trainee's performance may be somewhat better or worse than those descriptors. In these cases where behavior is not "anchored" by the SEGS, the FTO must select the score. The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the trainee's performance should be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. FTOs **shall have no discretion in this matter**. It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGS), you should see the same results, the same scores.

Common Performance Evaluation Errors


The evaluation process is a tool and, like any tool, if it is used in a way other than how it was designed to be used, it will not be effective. There are a number of common performance evaluation errors which, if present in your field training program, may destroy the goals of the program and the morale of its participants.

If the objectivity of the evaluation process is called into question, it is most likely because a rater or raters (FTOs) did not follow the guidelines and one or more of the following "evaluation errors" crept into the evaluation process.

The **ERROR OF LENIENCY** occurs when the rater assigns scores beyond those which are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate, but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an unacceptable score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Standards don't fluctuate... a **mile** is 5,280 feet long no matter where in the country you may measure it!

The **ERROR OF PERSONAL BIAS** (also called the Halo or Horns Effect) occurs when the rater allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can do the job as described... period! This is seen most often when FTOs are not familiar with the guidelines and with the language therein.

The **ERROR OF CENTRAL TENDENCY** is seen when the rater routinely "bunches" scores toward the center of the rating scale. This error is often present in FTO programs when agencies using the numeric scale require written comments for scores




of 1, 2, 6, and 7. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale. Many agencies using the numeric scale require only that scores of "1" and "7" be documented which allows for more latitude in the scoring.

The **ERROR OF RELATED TRAITS** happens when the rater gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

EVENT BIAS comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the Halo/Horns Effect.


"NO ROOKIE EVER GETS A 7" (or Exceeds Standards, Superior, etc) is a belief too often expressed. The SEGs should be based on real-life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a Superior level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.



"NOT ENOUGH" improvement to get a higher score is a judgment that an FTO may make when the trainee's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the Behavioral Anchor approach. Any time performance exceeds the guideline definitions, the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The **"ROOM TO GROW"** theory has been around for a long time, too long as a matter of fact. The evaluator, wanting to "motivate" the trainee to work harder, assigns a score less than what the employee deserves. As human beings we know when we have done well and not so well. When someone fails to get the recognition that they deserve they experience a loss, rather than a gain, in terms of motivation.

AVERAGING SCORES has no place in an evaluation system! FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate nor is it indicative of the true nature of performance. A trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK". Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault. **Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.**



FTOs are often uncomfortable about giving an Unacceptable rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than Acceptable. The FTO does not want to appear "picky" to the trainee, particularly with one who is doing very well, is in the latter stages of the program, and will likely be retained. The FTO **must** give the trainee an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the trainee's otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a person's standing in the academy class; his or her relationship to another member of the department; the presence or absence of educational achievement; his or her age, gender, race or sexual orientation; physical appearance; etc. are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on what the individual does rather than who the individual is. Employees want their performances, not their personalities, discussed during a performance review. In this way, defensiveness on the part of the person being rating will diminish and the rater will be able to avoid these common appraisal errors.

The only measure that an FTO should use when evaluating the behavior and performance of a trainee is the Standardized Evaluation Guidelines. The objective rater deliberately avoids all of the many other subjective influences that are present.


Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO and FTA/S to remember four "goals" of documentation. To meet these goals, the documentation should be:

- (1) CLEAR
- (2) CONCISE
- (3) COMPLETE
- (4) CORRECT

The following suggestions will aid the FTO and FTA/S in accomplishing these goals.

1. **Set the stage.**
Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior.



Example: The trainee, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed chase to a successful halt.

2. **Use verbatim quotes.**

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in an unneeded physical confrontation.

3. **Report the facts, avoid conclusions.**

Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts. Write clear narratives.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.



4. **Remember your audience.**

Who is going to read this report? Your boss will. How familiar with the trainee's behavior is your boss? Could it be a Federal District Judge or a member of the Federal Appeals Bench, an attorney for a trainee, a member of the union, or your immediate supervisor? Write as though someone other than the trainee will read your documentation.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.**

Your credibility and professionalism are at stake. Be a good role model!

6. **Speak to performance, not personality.**

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write that "You did a poor job of handling call..." try "Trainee Jones did a poor job of handling, etc..."

7. **Use lists, if appropriate.**

The use of a "List" approach will sometimes save time and space.

Example: The trainee, when asked, failed to accurately identify the following 10-code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 10-29, 10-35, and 10-62.



8. **Think remedial.**

What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.

9. **Use quantification whenever possible.**

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. **Do not predict.**

Avoid statements such as "I am sure that Mary will, with a little more effort, be able to master the radio" or "Charley's skills will no doubt improve as the weeks go by." Rather than make statements of this nature, the FTO should write what the behavior should produce, i.e., "When Bill can complete reports of this nature within 30 minutes or less he will be performing at an acceptable level." Predictions set up false and inaccurate expectations and goals.

Discussing Evaluations


The FTO and trainee's discussion of the evaluations is an extremely important aspect of the field training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation. Failing to hold a discussion serves to destroy the practical aspect of the evaluation system.

To preserve this practical aspect and put it to use, the performance evaluation must :

- 1) Be understood and accepted by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation.
- 2) Be the basis for plans to help the trainee improve performance as needed.
- 3) Give the trainee recognition for strong points and also call attention to weak areas.
- 4) Result in a better understanding between the FTO and the trainee.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where **privacy can be maintained with little or no interruptions**. These discussions should be a "two-way conversation". Trainees should be encouraged to express how they feel.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should get across the idea that performance is being discussed and not a defense of the evaluation. Trainees should be encouraged to analyze their own deficiencies and motivations.



Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments, if desired.


PERFORMANCE EVALUATIONS

Daily Observation Report (DOR)

The Daily Observation Report is to be completed by the FTO at the end of each and every shift the trainee is assigned to work during field training, including days where no evaluation is given (i.e., the Orientation ("limbo") period during Phase 1, days off sick or injured, etc.). The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.


This report is the permanent record of the trainee's progress in terms of his/her performance and knowledge, the improvements that are needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift unless unusual circumstances exist. It is important that this documentation be provided as immediate feedback to the trainee.



The DOR is designed to rate observed behavior with reference to a numerical scale (i.e., 1, 4, and 7). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR. The numeric rating, based on the Standardized Evaluation Guideline for each category, is recorded by circling or marking the appropriate number or letter. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained on the reverse side of the form.

Some DORs have a "N.R.T." box on the face of the form. "N.R.T." means Not Responding to Training. In addition to a numerical rating in the particular category, this box may also be marked or the box alone may be marked. N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag" for the trainee and should get the commanding staff's attention. Simply put, if improvement is not made, termination may result. It is expected that there will be significant documentation about the problem before this step is taken. The decision to assign N.R.T. is somewhat subjective but one that can be reasonably justified. The rater must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the rater then must get an idea of how many tries the trainee has had at task completion. What we are searching for in this process is the presence or absence of balance (i.e., Has the trainee had enough opportunities to complete the task



given the difficulty?). If the answer is "Yes", N.R.T. is appropriate. If "No", continue with remediation.

Note: We must be sure that any remediation that may have been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

The "R.T." found on the DOR refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedure. When 15 minutes or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a "check" or "X" is sufficient. The amount of time the FTO spends is based on an estimate and does not have to be accurate. A "reasonable" estimate, one that is reasonable to the trainee as well, is all that is required. Refer to pages 35-43 for more information on remedial training and strategies.

The reverse side of the DOR is designed for narrative comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist trainees in improving their performance should also be noted here.

All Daily Observation Reports are to be signed and dated by both the trainee, the FTO, and the Field Training Coordinator. The FTO Coordinator must monitor the trainee's progress through the review and signing of these DORs and/or through the completion of a Supervisor's Weekly Report (SWR).

Supervisor's Weekly Report (SWR)


In an effort to ensure accountability, supervision, and participation from a higher level within our agency, the Field Training Supervisor will complete an evaluation of the trainee's performance and progress each week. The evaluation will be completed and administered to the trainee by the Field Training Supervisor. This report is useful not only to report a trainee's performance but to serve as a check and balance of the FTO's evaluation of the trainee.

The SWR contains a sentence in which the Supervisor advises the trainee that his/her performance for that week was either "acceptable" or "unacceptable". Each week the trainee will be advised by the FTS as to the level of his/her overall performance for the week just completed. This report provides additional feedback to the trainee and opportunity for the trainee to discuss other training issues with a supervisor, if needed.

The SWR should be signed and dated by both the trainee and the FTS.

End of Phase Report (EPR)

At the end of each phase of training, FTOs will complete an End of Phase Report detailing the trainee's significant strengths and weaknesses, as well as a list of specific



training provided during the phase, with recommendations for training needed by the trainee during the upcoming phase of instruction.

In this report, FTOs will indicate their judgment as the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction.

The EPR should be signed and dated by the trainee, the FTO, and the FTC.

Competency Attestation

It will be the responsibility of the primary FTO, upon the trainee's successful completion of the final phase of field training, to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training manual have been covered and signed off and after personally observing the trainee's acceptable performance in **all** of the functional areas or categories, the primary FTO will initiate a completion record/competency attestation form to be routed through the chain of command. This form should become a permanent part of the trainee's training record. This form should be signed and dated by the trainee, the primary FTO, the FTC, and the agency head (or his/her designate).




REMEDIAL TRAINING

Every FTO knows of his or her obligation to train and evaluate, but many overlook the follow-up aspect of that role, i.e., to correct observed deficiencies in the areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and to report it; what is required is that the FTO then do something to help the trainee improve. This is called remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** "Previously taught", for our purposes, does not include any training that the employee received in the Regular Basic Course (Academy). This training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and improved the job performance. Another way of expressing this is that we will give the trainee "one free pass" while in the program. The first time that a subject, item, or skill is explained or demonstrated by the FTO, it shall count as the very first training experience!

What Behavior Requires Remediation?



Simply put, anything recognized as a performance deficiency requires remediation. But, unfortunately, some performance deficiencies have, as their root cause, something

that the FTO cannot correct. Some examples are immaturity, absence of a positive self-image, lack of common sense, worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It is wrong, however, to automatically assume that a failure to perform well is linked to one of the above reasons. It is most likely that inexperience and an absence of sufficient practice has led to the problem. The FTO's role is to help the trainee overcome the difficulty and to give him/her an opportunity to learn and perform.

Who Remediates ?

Initially, it is the FTO's responsibility to provide the correction or review that is called for. It is typical and common that most problems can be resolved by the FTO but occasionally this may not be the case. The field training program staff must be prepared to invoke creative and sometimes dauntless efforts to bring about the desired change. The use of outside resources is one of the more effective methods that should be considered.

When Does Remediation Begin?


Remediation should begin when the problem is observed or as soon after as practical! Remediation may be in the form of a simple comment, i.e., "this word is spelled..." or "remember to keep you gun hand clear". These types of remedial efforts or remedial comments often take place simultaneously to the observed mistake. Other remedial efforts may take place at a time and, perhaps, a location away from the actual event. The important things to remember are that (1) an error must be corrected and (2) that correction should come as soon as practical following the behavior without interfering with the agency's service responsibility.

What Are the Steps to Remediation?

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Summary.

Most remedial efforts take place in an "ongoing" way as the trainee and FTO interact. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away are those which call for a more formal approach as described above and may actually require an extended stay in



the training program. Consider using a Remedial Training Assignment Worksheet when developing your remedial plan. Be sure to document the plan and the results.


Above all, take credit for your remediation efforts. When appropriate, complete the column on your DOR which calls for a report of the time spent on remediation. Documentation of remediation may turn out to be the critical factor in the event of a recommendation for termination.

REMEDIAL TRAINING STRATEGIES

For any identified deficiency, the number of remedial training strategies are countless, limited only by imagination and feasibility. Strategies should not be dangerous, demeaning, harassing, or expose the department to liability. Factors involving ethics, legality, and morality must be carefully weighed before undertaking a remedial training plan. No agency policies, procedures, or safety standards can ever be violated for the sake of training.

These suggestions, some non-traditional, may be applicable for (1) assisting trainees in gaining proficiency with items in the training guide, or (2) designing remedial training plans. Remember, **the first step is always to accurately diagnose the problem!**

Common Remedial Training Strategies




Role Plays and Scenarios:

This is a superb tool for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. No loaded weapons should ever be used in field training scenarios.
3. Choice of location (so as not to involve unknowing, concerned citizens).
4. Selecting role players who understand the win-win philosophy (If the trainee does it right, they win!).

Role Reversals:

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.



Commentary Driving:

This technique involves the senses of touch, sight, and hearing in the learning process. The trainee is advised to maintain a running commentary on what is observed while operating the vehicle (in the case of Driving Skill) or while acting as either the driver or passenger (in the case of Patrol Observation).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information.

When Patrol Observation is being taught, the trainee should direct his/her attention to people and things, which would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does.

When Orientation Skills are being taught, the trainee provides a commentary of the (1) direction of travel, (2) location by intersection, and (3) identification of landmarks.

Commentary Thinking:

This technique is especially useful for those trainees who routinely know what to do but, once subjected to stressful situations, become muddled or disjointed in their ability to think.


Commentary thinking is simply thinking out loud. Trainees are instructed to talk out their thoughts. They are not allowed to think silently. If they are en route to a particularly stressful call, then they must tell the FTO what the call is, how they will get there and, once there, what their actions will be. In this way, they must order their thoughts and present them to the FTO in a clear and logical manner.

An important benefit to trainees from this exercise is not only the "putting in order" of their thoughts and actions, but the slowing of their thought processes and prevention of "overload". We have all been in situations where our minds raced so fast that our actions have not been able to keep up. An example might be when we try to write down an interesting idea. Our thoughts flow much faster than we can write. This is what happens to some trainees when confronted with a situation with which they are uncomfortable. By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process will also have a calming effect and reduce stress.

Flash Cards:

The making of flash cards by the trainee enhances the learning process because more than one "learning sense" comes into play. Flash cards are particularly effective with such subjects as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Report Form Selection and Spelling.

Spelling Quizzes:



The FTO keeps track of words, which are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.


Self-Evaluations:

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation". As with the FTO's evaluation, both parties review and compare the DOR at the end of the shift.

This technique should be employed infrequently, no more than once every two to three weeks, or it will lose its effectiveness.

Non-Traditional Strategies By Subject


Directing Traffic:

- 
1. FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire and medical response, etc.
 2. Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
 3. Have trainee speak with other FTOs, traffic officer, etc.
 4. Have trainee speak with fire and medical responders for their perspective.
 5. Request special assignments for these types of calls.

Traffic Stops:

1. Role play, in a parking lot, using other FTOs and vehicles.
2. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
3. Have trainee speak/ride with a traffic officer, etc.
4. FTO draws diagram for the trainee to place self, vehicle positions, ideal locations for stop, etc.
5. Use miniature cars for placement.
6. Develop a checklist, first written, then mental.
7. Verbal and written quizzing on traffic codes and elements.
8. Have trainee practice completing citations and warnings on copied blank forms.

Report Writing:

- 
1. Use report writing exercises.
 2. Pull some good and bad reports as examples. Be sure to remove the author's name.

3. Interview detectives, instructors, attorneys, and judges as to what they think makes a good report.
4. Have trainee enroll in a writing class.
5. Have trainee obtain and read library books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest trainee purchase a speller.
8. Have trainee view professionally produced videos.
9. Have trainee spend time working with a tutor.

DUI:

1. Role reversal with FTO making actual stops and trainee doing the critique.
2. Role play in a parking lot using other FTOs and vehicles.
3. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
 - c. Previous DUI arrests.
4. Interview DUI officers, instructors and attorneys.
5. Review old DUI reports. Be sure to delete the authors' names.
6. Review actual case law at library.
7. Have trainee ride with a traffic officer.
8. Develop a checklist for procedures and forms.


Courtroom Demeanor:

1. Interview detectives, instructors, attorneys and judges as to what they think makes a good witness.
2. Take the trainee through various courtrooms.
3. Have trainee observe a trial.
4. Conduct a mock trial.
5. Have trainee perform a courtroom role play, using one of his/her citations or arrests.

Investigative Procedures:

1. Interview detectives, instructors, and attorneys as to what they think makes a good investigation.
2. Verbal and written quizzing on elements of crimes.
3. Have trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective. Create a mock crime scene.


Felony Stops:

- 
1. Practice visualization techniques.
 2. Role plays with trainee as officer and suspect, in daylight and darkness.
 3. FTO draws diagrams for trainee to place self, vehicle positions, ideal locations for stop, etc.
 4. Develop a checklist for verbal commands.

Domestic Disputes:

1. Use models (dolls, play house, etc.) for placement.
2. Role play using other FTOS, etc.
3. Interviews with victim advocate groups, etc.
4. Attend an Order of Protection hearing.
5. Request special assignments for these types of calls.


Orientation Skills:

- 
1. Give trainee copies of the map, which contains the streets but no names. Trainee fills in the names.
 2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
 3. Throughout shift ask trainee, "Where are we now?"
 4. Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.
 5. Have trainee obtain and study overhead maps from highway department or run maps from the fire department.

Radio Procedures and Codes:

1. Role plays
 - a. What is going on with other officers?
 - b. Sample sentences/codes.
 - c. Describe scenario. Ask trainee how to say it on the radio.
2. Obtain a tape recorder, which you and the trainee use as a radio in role plays. Have trainee speak in codes rather than English.
4. Assign trainee to a shift in Communications to work with an operator. Have trainee log the codes and then decipher into English, turning in the final product.
5. Have trainee listen to a scanner.
6. Have trainee read all license plates phonetically.
7. Listen to old Communications tapes.

Accident Investigation:

- 
1. Have trainee ride with an accident investigator.
 2. Develop a checklist for steps in completing an accident report.
 3. Review past reports and diagrams. Be sure to delete the authors' names.
 4. Create a scenario and have the trainee draw a diagram.

5. Request special assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.
7. Visit driving track skid pan.
8. Observe an autopsy for occupant injuries, etc.
9. Visit a junkyard for damage estimates, etc.

Rapport with Citizens:

1. Increase exposure to public.
 - a. Business contact card file.
 - b. Traffic stops.
 - c. Neighborhood watch and crime prevention meetings.
 - d. Front desk
2. Have trainee spend a shift with a public relations officer.
3. Role plays.
4. Videotape trainee's contacts. Have trainee review and critique performance.
5. Assign trainee to work with an agency volunteer.

Total Confusion:

1. Have trainee complete a self evaluation.
2. Develop a flow chart of basic tasks.
3. Have trainee speak with and/or observe FTOS, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports. (Be sure to delete the authors' names)
6. Role play simple repetitions.
7. Organize the car the way the trainee is comfortable.
8. Have trainee list his/her perceptions of the job.

Summary

Always remember to:

1. Diagnose the problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the trainee's performance and your efforts.

■ FTP

Agency Orientation/ Department Policies

AGENCY ORIENTATION / DEPARTMENT POLICIES

AGENCY-SPECIFIC TRAINING

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of his/her agency. The trainee shall have been scheduled for and successfully completed the following training prior to starting the uniformed patrol field training program:

1.1.01 Firearms/Weapons qualification

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? _____	REMEDIATED		How Remediated? _____
	Name	Date	Name	Date		Name	Date	
F.T.O.					_____			_____
Trainee					_____			_____

1.1.02 Arrest and control techniques

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? _____	REMEDIATED		How Remediated? _____
	Name	Date	Name	Date		Name	Date	
F.T.O.					_____			_____
Trainee					_____			_____

1.1.03 Impact weapon qualification

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? _____	REMEDIATED		How Remediated? _____
	Name	Date	Name	Date		Name	Date	
F.T.O.					_____			_____
Trainee					_____			_____

AGENCY ORIENTATION

1.1.04 The trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agency's organization, functions, work schedule, chain of command, and rules and regulations.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

1.1.05 The trainee shall review and briefly explain agency directives, rules, and regulations pertaining to:

- A. Standard of conduct on and off duty (values, ethics, principles)
- B. Rules governing outside employment
- C. Regulations on carrying weapons off duty
- D. Hours of all shifts and absence reporting requirements
- E. Interaction with associated law enforcement agencies
- F. News media release laws, rules and regulations
- G. Security of agency facilities
- H. Any additional agency-specific directives, rules and regulations

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.06 The trainee shall review and explain department General Orders related to:

- A. Use of Force
- B. Use and Discharge of Firearms
- C. Domestic Violence
- D. Emergency Vehicle Operations
- E. Sexual Harassment
- F. Use of Less-Lethal Weapons
- G. Protective Orders
- H. Hate Crimes
- I. Child Abuse Investigations
- J. Any additional agency-specific General Orders

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

1.1.07 The trainee shall be oriented to the work area, including:

- A. Introductions to key personnel
- B. Equipment and supply locations

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.08 The trainee shall know the operation of and agency policy regarding authorized personal equipment, safety equipment, and agency equipment used by officers in the field.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.09 The trainee shall review and explain what constitutes unauthorized equipment.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.10 The trainee shall review and explain agency policy on uniforms and equipment damage.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

1.1.11 The trainee shall demonstrate the procedures for obtaining and using the following items:

- A. Vehicle
- B. Hand-held radio
- C. Firearms/Weapons
- D. Ammunition
- E. Special equipment (i.e., helmet, mace, gas mask, etc.)
- F. Report forms
- G. Flares

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS

1.1.12 The trainee shall know the following locations within the agency's jurisdiction:

- A. Hospital(s)
- B. Firehouse(s)
- C. Bars and "hot" spots
- D. Schools
- E. Community service organizations
- F. Park and recreation areas
- G. Hazardous material/priority locations (refineries, WMD potential targets, etc.)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.13 The trainee shall know the names and locations of important types of roadways in the community or assigned area. These shall include:

- A. Major arteries
- B. "Through streets"
- C. Dead-end streets

AGENCY ORIENTATION / DEPARTMENT POLICIES

- D. Freeways
- E. Fire trails or other special access routes

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 1.1.14 The trainee shall know the jurisdictional boundaries, beats, districts, or sector assignments utilized by the agency.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

SUPPORT SERVICES

- 1.1.15 The trainee shall identify the location and general function of each of the following:

- A. City Hall or County Administration Building
- B. Municipal, Superior, and Juvenile Courts
- C. District Attorney's Office
- D. Probation Department
- E. Health Department and/or Coroner's Office
- F. Emergency Hospital (including emergency entrance, psychiatric facilities and entrance, police parking area, and any other agency-utilized rooms or departments)
- G. County/City Jail(s)
- H. Welfare Department
- I. Juvenile Hall
- J. State and Federal law enforcement agencies, including:
 - 1. California Highway Patrol – CHP
 - 2. Department of Motor Vehicles – DMV
 - 3. Federal Bureau of Investigations – FBI
 - 4. Postal Inspectors
 - 5. Bureau of Narcotic Enforcement – BNE
 - 6. Secret Service
 - 7. Immigration and Naturalization Service – INS

AGENCY ORIENTATION / DEPARTMENT POLICIES

- 8. Bureau of Alcohol, Tobacco, and Firearms – ATF
- 9. Military Police
- 10. US Marshall Service
- 11. Railroad Police
- K. Additional support services (Service Centers, Child Protective Services, etc.)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.16 The trainee shall explain the proper utilization of agency special teams/units, including:

- A. SRT/SWAT
- B. K-9
- C. Search and Rescue
- D. Additional Agency-specific units (Mental Health Units/Liaisons; Bomb Squad, etc.)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:



■ FTP

Officer Safety

OFFICER SAFETY

CONTACT AND COVER (PRIMARY/BACKUP)

1.2.01 The trainee shall explain and demonstrate contact officer tactics and responsibilities to include:

- A. Primary responsibility dealing with situation/suspect(s)/victim(s)/witness(es)/RPs
- B. Records incident information (FIs)
- C. Performs pat down and custody search of suspect(s)
- D. Issues all citations
- E. Recovers evidence and contraband
- F. Handles routine radio communications
- G. Relays pertinent information to cover officer and medical personnel
- H. Watches hand movement

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
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1.2.02 The trainee shall explain and demonstrate cover officer tactics and responsibilities to include:

- A. Approach
- B. Cover positions with vehicle(s) and person(s)
- C. Position of advantage
- D. What to watch for:
 - 1. Hands in pockets or otherwise concealed
 - 2. Weapons or contraband
 - 3. Hostility or anger
 - 4. The approach of other persons or vehicles
 - 5. Symptoms of intoxication or illness
 - 6. Potential reactions and escape
- E. Communications with contact officer/danger signals
- F. Position of assistance, if needed, during arrest
- G. Provides assistance as directed by contact officer

Reference:

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OFFICER SAFETY

1.2.03 The trainee shall discuss the roles of the contact and cover officers during and after a pursuit, felony car stop, or foot chase. These shall include:

- A. Radio responsibilities
- B. Firearms/Weapons systems
- C. Position to assume after the vehicle or person is stopped
- D. Officer-to-officer communication

Reference:

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1.2.04 The trainee shall safely and effectively demonstrate the responsibilities of **both** the contact and cover officer positions during:

- A. Calls for service
- B. "In-progress" calls
- C. Pedestrian stops
- D. Traffic stops
- E. High-speed pursuit, felony stop, and/or foot chase

Reference:

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BODY ARMOR

1.2.05 The trainee shall discuss benefits, limitations, and characteristics of protective body armor, including.

- A. Benefits for wearing
- B. Types of body armor

OFFICER SAFETY

- C. Level of protection against firearms
- D. Level of protection against knives and other penetrating weapons

Reference:

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OFFICER SURVIVAL

1.2.06 The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival. These shall minimally include:

- A. Concept of tactical retreat
 - 1. Pre-planning (mental scenarios)
 - 2. Reduction of unnecessary risks (stress management, “keeping your cool”)
- B. Mental conditioning
 - 1. Will to live
 - 2. Continue to fight, regardless of odds
 - 3. Mental alertness
 - 4. Self-confidence
- C. Physical conditioning
 - 1. Agency policy on physical fitness and officer standards
 - 2. Role of good health and nutrition
- D. Weapon retention

Reference:

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Ethics

ETHICS

- 1.3.01 The trainee shall identify law enforcement ethical standards (Law Enforcement Code of Ethics, Oath of Honor, and the Code of Conduct) and explain or demonstrate how they apply to ethical decision-making.

Reference:

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- 1.3.02 The trainee shall demonstrate the ability to accept responsibility for his/her actions.

Reference:

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- 1.3.03 The trainee shall illustrate, through explanation or example, the following aspects of ethical conduct:

1. An officer shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
2. Officers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
3. Officers shall not use language or engage in acts that demean, harass, or intimidate another. (Refer to agency policy)
4. Officers shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
5. Officers shall treat violators with respect and courtesy, guard against employing an officious or overbearing attitude or language that may belittle, ridicule, or intimidate the individual, or act in a manner that unnecessarily delays the performance of duty.

ETHICS

6. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, officers shall adhere to the department's use-of-force policy and shall observe the civil rights and protect the well being of those in their charge.

Reference: International Association of Chiefs of Police Model Policy for Standards of Conduct

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- 1.3.04 The trainee shall recognize his/her responsibility to intervene to stop offenses (unlawful/unethical acts) by other officers in order to maintain or restore professional control over a given situation or to improve the professional quality of future interactions.

Reference:

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- 1.3.05 The trainee shall identify and evaluate methods for handling unethical or criminal conduct on the part of a fellow officer.

Reference:

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1.3.06 The trainee shall identify and discuss problems associated with some common ethical decisions, including:

- A. Non-enforcement of specific laws by personal choice
- B. Acceptance of gratuities
- C. Misuse of sick time, etc.

Reference:

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1.3.07 The trainee shall review and explain the General Orders and/or policy and procedures associated with conduct both on and off duty.

Reference:

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DECISION MAKING

1.3.08 The trainee shall explain the most common limitations of their discretionary authority, to include:

- A. Law
- B. Departmental policy and procedure
- C. Departmental goals and objectives
- D. Community expectations
- E. Officer safety

Reference:

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ETHICS

1.3.09 The trainee shall identify the potential consequences of inappropriate discretionary decision making, including:

- A. Death or injury
- B. Additional crime
- C. Civil and vicarious liability
- D. Discipline
- E. Embarrassment to department
- F. Relationship with the community

Reference:

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1.3.10 Given various scenarios, simulated incidents, or calls for service the trainee shall identify and conclude which of the following are acceptable decisions:

- A. Arrest
- B. Cite and Release
- C. Referral
- D. Verbal warning
- E. No action

Reference:

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Use of Force

LEGAL AND ETHICAL ISSUES

1.4.01 The trainee shall review and discuss the legal and ethical considerations pertaining to the use of force, including “reasonable force.”

Reference: 835 PC; 835a PC; 843 PC; 198 PC

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1.4.02 The trainee shall explain agency policy, legal ramifications, and civil liabilities attached to both the officer and the agency through the use of physical force or deadly force.

Reference:

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1.4.03 The trainee shall identify and evaluate situations that justify the use of deadly force and those situations that do not justify such use.

Reference: 196 PC; 198 PC; 835a PC; 843 PC

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FORCE OPTIONS

1.4.04 The trainee shall explain what is meant by ‘force options’ and provide examples of each that would fall within legal and moral limits, to minimally include:

USE OF FORCE

- A. Non-verbal/police presence
- B. Verbal (Tactical communication)
- C. Physical (Weaponless)
- D. Less lethal weapons, including:

CHEMICAL AGENTS

The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for persons who have had it applied to them, and the reporting procedures in cases where it is used.

IMPACT WEAPONS

1. The trainee shall know when and how to effectively use the police baton/impact weapon in an authorized manner.
2. The trainee shall identify the vital body points and bone edges recognized as baton/impact weapon "target" areas.
3. The trainee shall identify those body points that are potentially lethal when struck by a baton/impact weapon.

ADDITIONAL AGENCY APPROVED LESS-LETHAL WEAPONS (including Stun Guns, Tasers, Pepper Ball and/or Bean Bag Weapons, etc.)

- E. Deadly force

The trainee shall explain considerations to be made when determining whether or not to resort to the use of deadly force. These considerations shall minimally include:

1. Type of crime and suspect(s) involved
2. Threat to the lives of innocent persons
3. Law and agency policy
4. Officer's present capabilities
5. Capabilities of officer's weapon

Reference:

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Patrol Vehicle Operations

PATROL VEHICLE OPERATIONS

PATROL VEHICLE INSPECTION

1.5.01 The trainee shall explain the purposes of a vehicle inspection prior to driving. These shall minimally include:

- A. Prevention of accidents
- B. Promotion of operational efficiency
- C. Reduction of maintenance and repair costs
- D. Location of contraband, evidence, or property

Reference:

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1.5.02 The trainee shall point out the location and describe the use of the following:

- A. Rear door locks
- B. Trunk and hood release
- C. Firearms/Weapon release systems
- D. Emergency lights and siren switches
- E. Flares
- F. First aid equipment
- G. Radio
- H. Spare tire release
- I. Jack and handle
- J. Spare tire
- K. Engine fluid compartments and dip sticks

Reference:

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PATROL VEHICLE OPERATIONS

1.5.03 The trainee shall explain agency policy regarding requests for vehicle service in the field.

Reference:

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1.5.04 The trainee shall explain agency policy regarding proper maintenance of the police vehicle. This explanation shall minimally include:

- A. The procedure for regular maintenance and service of patrol vehicles
- B. The procedure for turning in a damaged or mechanically deficient vehicle for repair
- C. The proper documentation to be completed

Reference:

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1.5.05 The trainee shall conduct a patrol vehicle pre-shift inspection, to include:

- A. Visual check of vehicle exterior for damage and the tires for wear and proper inflation
- B. An inspection of the trunk for the spare tire and required equipment
- C. An operations check of the vehicle equipment (lights, horn, etc.) and the emergency equipment (light bar, siren, public address system, etc.)
- D. An inspection of the firearms/weapons and release systems
- E. An inspection of vehicle interior that includes checking behind the sun visors, in the glove box, and beneath the seats for contraband, evidence, property, or items left from a previous shift

Reference:

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PATROL VEHICLE OPERATIONS

PATROL VEHICLE OPERATIONAL SAFETY

1.5.06 The trainee shall review and explain agency policy on approved driving techniques, including:

- A. Backing
- B. Parking
- C. Right-of-way violations
- D. Passing
- E. Excessive speed

Reference:

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1.5.07 The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:

- A. Driver condition
- B. Vehicle condition
- C. Environmental conditions, including road surfaces
- D. Vehicle speed
- E. Reaction time and distance
- F. Braking distance
- G. Knowledge of anti-lock braking systems

Reference:

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1.5.08 The trainee shall identify the components of "defensive driving." These shall include:

- A. Driver attitude
- B. Driver skill

PATROL VEHICLE OPERATIONS

- C. Vehicle capability
- D. Seat belt usage

Reference:

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1.5.09 The trainee shall identify driver attitudes that can contribute to the occurrence of traffic accidents, including:

- A. Over-confidence
- B. Impatience (including "road rage")
- C. Self-righteousness

Reference:

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1.5.10 The trainee shall discuss the effects of driver fatigue, including:

- A. Lower visual efficiency
- B. Slower reaction time

Reference:

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PATROL VEHICLE OPERATIONS

- 1.5.11 The trainee shall drive the vehicle in a safe and alert manner complying with all laws, regulations, and policies.

Reference:

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EMERGENCY VEHICLE OPERATIONS/PURSUIITS

- 1.5.12 The trainee shall review and explain the agency's policy concerning pursuits and code-three driving.

Reference:

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Trainee								
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- 1.5.13 The trainee shall identify the tactics that should be utilized by the driver of an emergency vehicle while in a pursuit or any other emergency response. These tactics shall minimally include:

- A. Slowing for intersections
- B. Careful observation at cross streets
- C. Caution when passing other vehicles
- D. Constant alertness for any unforeseen hazard
- E. Using a well-planned route of travel in emergency response situations

Reference:

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Trainee								
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PATROL VEHICLE OPERATIONS

1.5.14 The trainee shall discuss those factors to consider in determining whether to continue or abandon a pursuit. These factors shall minimally include:

- A. Amount of other traffic, both vehicular and pedestrian
- B. Road hazards and road conditions
- C. Environmental conditions
- D. Capability and condition of patrol vehicle and driver
- E. Seriousness of the crime(s) in relation to potential likelihood of causing injury to innocent persons or damage to property
- F. Whether vehicle or driver can be identified

Reference:

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1.5.15 Given a simulated or an actual emergency response or pursuit, the trainee shall demonstrate safe and effective driving practices.

Reference:

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Trainee								
Comments:								Case/Report No.:

VEHICLE OPERATION LIABILITY

1.5.16 The trainee shall discuss how an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same "rules of the road" as any other driver.

Reference: 21052 VC

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Comments:								Case/Report No.:

PATROL VEHICLE OPERATIONS

1.5.17 The trainee shall explain the situations in which the driver of an authorized emergency vehicle is exempt from the Vehicle Code provisions listed in Section 21055, including:

- A. Responding to an emergency call
- B. Engaged in a rescue operation
- C. In pursuit of a violator
- D. Responding to a fire alarm

Reference:

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Comments:								Case/Report No.:

1.5.18 The trainee shall explain the exemption requirements of the Vehicle Code regarding the use of red lights and siren, under Sections 21055(b) and 21807.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.5.19 The trainee shall explain the conditions under which he/she or their agency may be held liable for deaths, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3), including:

- A. Failure to drive with due regard for the safety of all persons described in VC Section 21056
- B. When the agency has not adopted a written policy on police pursuits in compliance with VC Section 17004.7
- C. A negligent or wrongful act or omission by an employee of the entity described in VC Section 17001

PATROL VEHICLE OPERATIONS

D. When not in immediate pursuit of an actual or suspected violator or responding to a bona fide emergency as described in VC Section 17004

Reference:

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Community Relations/ Professional Demeanor

COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

COMMUNITY RELATIONS AND SERVICE

1.6.01 The trainee shall explain the agency's responsibilities to community service.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.6.02 The trainee shall identify roles encompassed in the agency's responsibilities to provide community service. Those roles may include:

- A. Protect life and property
- B. Maintain order
- C. Crime prevention
- D. Public education
- E. Delivery of service
- F. Enforcement of law(s)
- G. Community partnerships, such as:
 - 1. COPS
 - 2. PAL
 - 3. DARE
 - 4. Any other agency-specific programs

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

COMMUNITY RELATIONS / PROFESSIONAL Demeanor

PROFESSIONAL Demeanor AND COMMUNICATIONS

1.6.03 The trainee shall identify the basic principles of a profession and discuss the professional aspects of law enforcement.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

1.6.04 The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.6.05 The trainee shall identify verbal factors which could contribute to a negative response from the public, including:

- A. Profanity
- B. Derogatory language
- C. Ethnically offensive terminology

Reference:

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.06 The trainee shall identify non-verbal factors which could contribute to a negative response from the public, including:

- A. Officious and disrespectful attitude
- B. Improper use of body language
- C. Improper cultural response

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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1.6.07 The trainee shall discuss why it may be beneficial to explain the reasons for actions taken to inquiring citizens.

Reference:

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1.6.08 The trainee shall conduct telephone conversations in a professional manner.

Reference:

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Comments:								Case/Report No.:

COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.09 The trainee shall demonstrate the ability to communicate with any segment of the public in such a way as to enhance police service and community attitudes toward the police. This can be demonstrated through:

- A. Community contacts
- B. Business contacts
- C. Community involvement
- D. Positive role modeling
- E. Mentoring

Reference:

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CULTURAL DIVERSITY

1.6.10 The trainee shall explain how the culture of the community can have an affect on the community's relationship with his/her agency.

Reference:

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1.6.11 The trainee shall identify cultural motivations and biases that may affect professional ethics and the law.

Reference:

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COMMUNITY RELATIONS / PROFESSIONAL Demeanor

1.6.12 The trainee shall assess and explain ways in which he/she can increase the trust of the community he/she serves.

Reference:

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Trainee								
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RACIAL PROFILING

1.6.13 The trainee shall distinguish that effective police work profiles behavior rather than race.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.6.14 The trainee shall recognize that 13519.4 PC states, "a law enforcement officer shall not engage in racial profiling," and that it applies to all protected classes including gender and religion.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Comments:								Case/Report No.:

COMMUNITY RELATIONS / PROFESSIONAL Demeanor

1.6.15 The trainee shall explain the 4th and 14th amendments of the US Constitution and how they define law enforcement activities that pertain to racial profiling.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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1.6.16 The trainee shall discuss how the history of the community can have an affect on the community's relationship with his/her agency.

Reference:

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1.6.17 The trainee shall be able to summarize and apply the agency's policy regarding racial profiling.

Reference:

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

CRIME PREVENTION

1.6.18 The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.6.19 The trainee shall give examples of general forms of crime prevention, including:

- A. Advice concerning mechanical devices (alarms, locks, and target hardening)
- B. Control of conditions (lighting, access, and architecture)
- C. Public awareness
- D. Property identification
- E. Neighborhood watch programs

Reference:

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COMMUNITY/PROBLEM-ORIENTED POLICING

1.6.20 The trainee shall review and explain the agency's concept of community/problem-oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.21 The trainee shall explain the crime triangle (offender, victim, and location).

Reference:

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Comments:								Case/Report No.:

1.6.22 The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues.

Reference:

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Trainee								
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1.6.23 The trainee shall demonstrate leadership by becoming a facilitator who assists and motivates the community to develop solutions to their problems.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.6.24 The trainee shall explain the agency's problem-solving model (e.g. SARA) and be able to:

- A. Learn the service needs and demands in their patrol area.
- B. Devise ways to manage information gleaned from various community sources.
- C. Learn how to identify crime and disorder problems **and** distinguish them from incidents.

COMMUNITY RELATIONS / PROFESSIONAL Demeanor

- D. Develop plans with citizens to address crime and disorder problems.
- E. Work with citizens to assess the results of their efforts.

Reference:

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Trainee								
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Radio Communications

RADIO COMMUNICATIONS

RADIO COMMUNICATIONS

1.7.01 The trainee shall review and briefly summarize agency policy on communications control and coordination and radio call numbers.

Reference:

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Trainee								
Comments:								Case/Report No.:

1.7.02 The trainee shall memorize the phonetic alphabet and agency brevity radio codes, including commonly used Penal Code Section numbers and codes for dispatching emergency vehicles.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
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1.7.03 The trainee shall demonstrate knowledge of agency radio procedures and proficient use of the radio including:

- A. Waiting until the air is clear before pressing the transmit button.
- B. Pressing the transmit button firmly and speaking calmly and clearly into the microphone.
- C. Avoiding over-modulation by speaking moderately into the microphone.
- D. Knowing the meaning of "emergency traffic only" and always saving routine and non-emergency transmissions until the termination of "emergency traffic only" status.
- E. Knowing the call signs, assignments, and beat locations of other units in the area.

Reference:

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Comments:								Case/Report No.:

RADIO COMMUNICATIONS

1.7.04 Given a situation in which there is one or more suspect description(s), the trainee shall properly utilize the radio to complete a crime broadcast. This description shall minimally include:

- A. Type of incident and number of suspects
- B. Complete known description of suspect(s), including height, weight, hair color and style, eye color, clothing description, and distinguishing characteristics
- C. Loss (if any), including approximate value and denomination of bills
- D. Weapon(s) used
- E. Vehicle(s) used
- F. Direction(s) of flight

Reference:

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Trainee								
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1.7.05 The trainee shall explain the proper use of the police radio and transmissions to maintain control of a vehicle pursuit. Appropriate transmissions shall minimally include:

- A. Identification of the vehicle in pursuit
- B. What the vehicle or occupant(s) is wanted for
- C. Complete description of the vehicle, including license number
- D. Number of occupants and possibility of weapons
- E. Direction of travel
- F. Approximate speed
- G. Conditions (light or moderate traffic, dry or wet pavement, damage to suspect vehicle, etc.)
- H. Necessity for backup and number of units needed
- I. Location of stop

Reference:

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RADIO COMMUNICATIONS

1.7.06 Given a situation involving an in-progress assignment, the trainee shall use the police radio to maintain control of the situation. This shall minimally include:

- A. Voice control so as not to escalate the situation
- B. Control of possible escape routes and establishment of perimeter
- C. Control of response of other police units

Reference:

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INFORMATION SYSTEMS/TELECOMMUNICATIONS

1.7.07 The trainee shall give examples where inquiries into a law enforcement information system would be necessary. These may include:

- A. To locate information on lost, stolen, or recovered property (including vehicles)
- B. To establish probable cause for a search or an arrest
- C. To verify the validity of a warrant
- D. To verify the validity of a driver's license, vehicle registration, or occupational license
- E. To determine if a person is wanted
- F. To determine the status of a person on parole or probation
- G. To report or locate a missing person

Reference:

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Trainee								
Comments:								Case/Report No.:

1.7.08 The trainee shall be able to identify the law enforcement information systems used by the agency including:

- A. Automated Property System (APS)
- B. Stolen Vehicle System (SVS)
- C. Wanted Persons System (WPS)

RADIO COMMUNICATIONS

- D. Automated Firearms System (AFS)
- E. Domestic Violence Restraining Order System (DVROS)
- F. Missing Unidentified Person System (MUPS)

Reference:

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Trainee								
Comments:								Case/Report No.:

1.7.09 Given an incident in which information is required to complete an investigation, the trainee shall demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

- A. Wanted persons
- B. Property, vehicles, and firearms
- C. Criminal histories
- D. DMV information
- E. Miscellaneous information

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

1.7.10 The trainee shall review and explain agency policy regarding the proper use and/or misuse of Mobile Data Terminals (MDT's) and on-board laptop computers.

Reference:

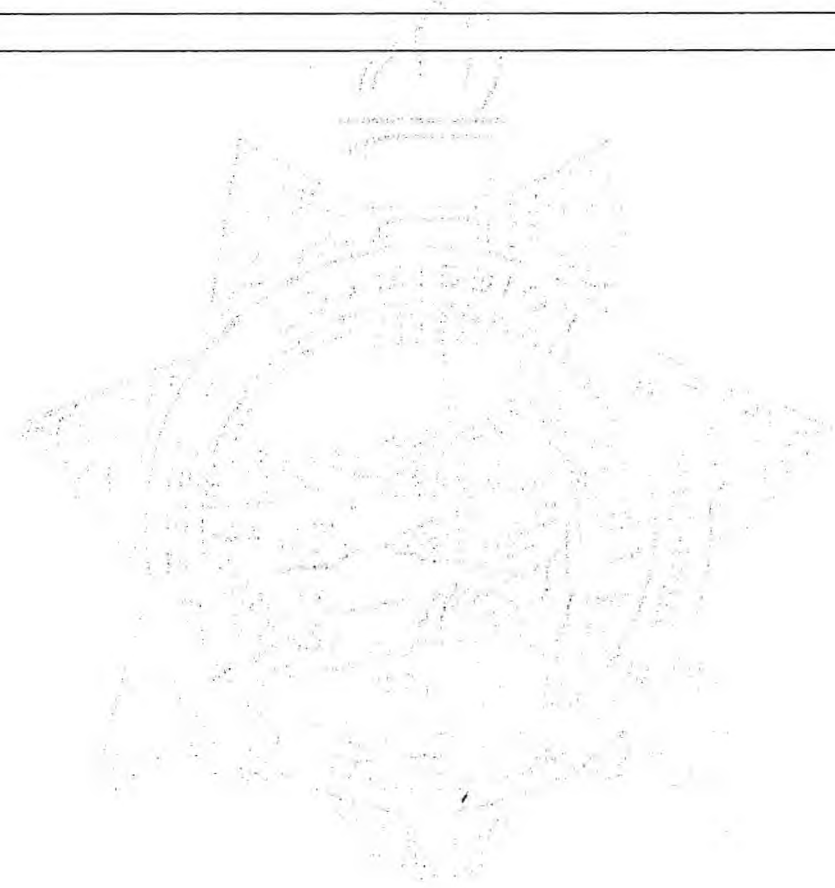
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RADIO COMMUNICATIONS

1.7.11 The trainee shall identify inappropriate use(s) of law enforcement information systems according to agency policy and law.

Reference:

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Trainee								
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■ FTP

Leadership

LEADERSHIP

2.8.01 The trainee shall identify and develop effective leadership strategies that provide purpose, direction, and motivation to co-workers and community members.

Reference:

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Trainee								
Comments:								Case/Report No.:

2.8.02 The trainee shall illustrate through explanation or example how each of the following leadership competencies can affect his/her skills and abilities as an officer:

1. Integrity
2. Credibility
3. Trust
4. Discretion
5. Duty
6. Loyalty
7. Honesty

Reference:

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Comments:								Case/Report No.:

2.8.03 The trainee shall assess and explain his/her leadership role within the department with clear consideration of the organization's vision, mission, and values statement.

Reference:

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■ FTP

California Codes and Law

CALIFORNIA CODES AND LAW

CRIMINAL LAW

2.9.01 The trainee shall define certain terms as recognized in California criminal law. These shall minimally include:

- A. Accessory
- B. Accomplice
- C. Criminal negligence
- D. Corpus delicti
- E. Entrapment
- F. Implied intent
- G. Principal
- H. Specific intent
- I. Transferred intent

Reference:

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Trainee								
Comments:								Case/Report No.:

2.9.02 The trainee shall identify the elements of a crime. These shall include:

- A. Any act or omission
- B. By a person
- C. In violation of statutory law
- D. For which there is punishment

Reference:

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Comments:								Case/Report No.:

CALIFORNIA CODES AND LAW

2.9.03 The trainee shall describe those persons who are legally incapable of committing a crime in the state of California (PC 26).

Reference:

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Comments:								Case/Report No.:

2.9.04 Given any situation in which a possible crime has occurred, the trainee shall recognize those situations where the crime is complete and shall identify the crime by its common name, code number, and crime classification. These crimes shall minimally include California laws pertaining to:

- A. Obstruction of justice
- B. Homicide
- C. Robbery
- D. Assaults
- E. Criminal threats (formerly Terrorist threats)
- F. Stalking
- G. Restraining order violations
- H. Cruelty to animals
- I. Crimes against children
- J. Sex crimes
- K. Disturbing the peace
- L. Burglary
- M. Trespassing
- N. Arson
- O. Vandalism
- P. Theft (including Identity Theft)
- Q. Forgery and check offenses
- R. Disorderly conduct
- S. Control and use of dangerous weapons
- T. Use, possession, and sales of dangerous drugs (including under the influence)
- U. Receiving or possession of stolen property (including alteration of serial numbers)

Reference:

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Trainee								
Comments:								Case/Report No.:

PROBABLE CAUSE

2.9.05 The trainee shall identify and explain the following elements of “reasonable suspicion” as those required to lawfully stop, detain, or investigate a person:

- A. Specific and articulable facts
- B. Crime related activity that has occurred, is occurring, or is about to occur
- C. Involvement by the person to be detained in a crime-related activity

Reference:

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Comments:								Case/Report No.:

2.9.06 The trainee shall recognize and explain the police officer’s right to search a person when probable cause to arrest exists.

Reference:

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Trainee								
Comments:								Case/Report No.:

2.9.07 Given various scenarios, simulated incidents, or calls for service depicting instances where probable cause for police action may or may not exist, the trainee shall recognize its presence or absence and explain the reasons behind that decision.

Reference:

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CALIFORNIA CODES AND LAW

LAWS OF ARREST

2.9.08 The trainee shall explain a peace officer's authority to make an arrest.

Reference: 836 PC; 40300.5 through 40302

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2.9.09 The trainee shall explain the various requirements related to arrests, to minimally include:

- A. Time of day or night that an arrest may be made
- B. The information the person arrested must be provided and at what time it must be provided
- C. What must be done with the person arrested

Reference: 840 PC; 841 PC; 825 PC; 848 PC; 849 PC; 851.5 PC; 853.5 PC; 853.6 PC

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2.9.10 The trainee shall explain the requirements placed upon a private person making the arrest of another and be able to determine if the "private persons" arrest is legal.

Reference: 837 PC; 847 PC

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CALIFORNIA CODES AND LAW

2.9.11 The trainee shall explain the requirements for advising a person of his/her Miranda rights.

Reference:

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2.9.12 The trainee shall explain the requirements regarding gaining admittance into a location to make an arrest.

Reference: 844 PC

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Comments:								Case/Report No.:

2.9.13 The trainee shall explain the amount of force that may be used when effecting an arrest.

Reference: 835 PC; 843 PC

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2.9.14 The trainee shall explain the term "reasonable" as it applies to the use of force.

Reference: 835 PC

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CALIFORNIA CODES AND LAW

2.9.15 The trainee shall review and explain California law and department policy concerning the use of physical force and deadly force.

Reference:

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Trainee								
Comments:								Case/Report No.:

2.9.16 The trainee shall explain instances where he/she is not civilly liable for false imprisonment arising out of an arrest.

Reference: 142(c) PC; 836.5 PC; 847 PC

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Trainee								
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2.9.17 The trainee shall explain situations where legal exceptions to an arrest might exist, including:

- A. Diplomatic immunity (22 U.S. Const. 252)
- B. Stale misdemeanor rule (Hill v. Levy, 117 CA 2nd, 667) (Roynin v. Battin, 55 CA 2nd 861)
- C. Congressional exceptions (Art. 1, Section 6, US Const.) (Art. 4, Section 2, Cal. Const.)

Reference:

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JUVENILE LAW AND PROCEDURE

2.9.18 The trainee shall explain applicable laws pertaining to the investigation of juvenile offenses and to the apprehension and detention of juvenile offenders. These shall minimally include:

- A. Miranda advisement
- B. 300 W&I; 305 W&I; 601 W&I; 602 W&I; 625 W&I; 627 W&I; 707 W&I; and any additional local ordinances/curfews
- C. Laws pertaining to schools, including 626 PC sections and Ed. Code sections 48906, 48260-66, etc.
- D. Secure/Non-secure detention of juveniles (206 W&I; 207 W&I; 207.1 W&I; and 207.2 W&I)

Reference:

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ADDITIONAL LAWS

2.9.19 The trainee shall recognize violations of the Alcoholic Beverage Control Act and, given a copy of that act, will locate the applicable sections including those prohibiting:

- A. After-hours sale/consumption of alcoholic beverages on licensed premises
- B. Selling/providing alcoholic liquor to any person under the age of 21 years
- C. Selling/providing alcoholic liquor to a person who is visibly intoxicated

Reference:

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CALIFORNIA CODES AND LAW

2.9.20 The trainee shall review and explain the laws regarding parole and probation violations, searches, and holds including:

- A. 3056 PC
- B. 1203.2 PC

Reference:

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2.9.21 The trainee shall recognize violations of local ordinances and, given reference text, will locate the applicable sections.

Reference:

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2.9.22 The trainee shall recognize the basic rights of all persons as granted by the United States Constitution and shall at all times adhere to those rights granted by the following amendments:

- A. First – Freedom of religion, speech, press, and public assembly
- B. Fourth – Search and seizure only by warrant or good cause
- C. Fifth – Right to trial; no double jeopardy; no self incrimination; no punishment without due process; and no confiscation without compensation
- D. Sixth – Right to a speedy trial
- E. Eighth – Excessive bail prohibited
- F. Fourteenth – Civil rights (see 18 USC, 242 – Color of law/authority)

Reference:

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CALIFORNIA CODES AND LAW

2.9.23 The trainee shall review, explain, and/or give examples of any new/revised state legislative mandates.

Reference: POST Legislative Update Telecourses and CD ROMS

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Search and Seizure

SEARCH AND SEIZURE

SEARCH CONCEPTS

2.10.01 The trainee shall review and explain the following terms relative to searches:

- A. Consent
- B. Scope of searches
- C. Contemporaneous
- D. Probable cause
- E. Instrumentalities of a crime
- F. Contraband
- G. Knock and notice
- H. Container search doctrine

Reference:

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2.10.02 The trainee shall recognize and explain the circumstances under which the following types of legally authorized searches may be made. These circumstances shall minimally include:

- A. Pat searches for weapons
- B. Consent searches
- C. Probable cause searches
- D. A search warrant
- E. Plain sight
- F. Incident to arrest
- G. Exigent circumstances
- H. Probation/parole search

Reference:

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SEARCH AND SEIZURE

2.10.03 The trainee shall identify those items for which an officer may legally search. These items shall minimally include:

- A. Dangerous weapons
- B. Fruits of the crime
- C. Instruments of the crime
- D. Contraband
- E. Suspects
- F. Additional victims

Reference:

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Trainee								
Comments:								Case/Report No.:

2.10.04 The trainee shall discuss the limits of searches when conducted with persons, vehicles, and buildings including:

- A. Protective sweeps
- B. Closed containers
- C. Inventory searches

Reference:

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SEARCH AND SEIZURE

2.10.05 The trainee shall explain the “exclusionary rule” and its effect upon police action and procedures including:

- A. Court filings
- B. Prosecution of suspects

Reference:

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Trainee								
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SEIZURE CONCEPTS

2.10.06 The trainee shall review and explain the concept of lawful evidence seizure, including instances where force may be justified, such as:

- A. Preventing a suspect from swallowing evidence
- B. Inducing a suspect to vomit
- C. Extracting blood evidence from a suspect
- D. Extracting fingerprint evidence from a suspect

Reference:

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SEARCH AND SEIZURE

WARRANTS

2.10.07 The trainee shall explain the laws and procedures for obtaining search or arrest warrants, to minimally include:

- A. Probable cause necessity
- B. Allowable exclusions (including hot pursuit and emergency situations)
- C. Process for obtaining warrants during and after business hours

Reference:

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2.10.08 The trainee shall describe the process for serving search and arrest warrants, including:

- A. Hours of service for felony arrest warrants
- B. Hours of service for misdemeanor arrest warrants
- C. Hours of service for search warrants
- D. Knock and notice for search warrants and exceptions to
- E. "Signing off" warrants/return

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.10.09 Given an incident and necessary probable cause that calls for a search or arrest warrant, the trainee shall follow agency procedures for obtaining and serving the appropriate warrant(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:



■ FTP

Report Writing

FIELD NOTES AND NOTEBOOK

2.11.01 The trainee shall identify the types of information that may/should be entered into his/her field notes or notebook. This information may include:

- A. Date, day, time, vehicle number
- B. Name of partner or supervisor
- C. Type of incident
- D. Pertinent information
- E. Names of suspects, victims, witnesses, and reporting persons

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.02 The trainee shall recognize that the contents of field notes and notebooks are discoverable in a court proceeding.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.03 The trainee shall explain the necessity for field notes. The explanation shall minimally include:

- A. Reference for future investigation
- B. Reference for future court appearance
- C. Beat or area information

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPORT WRITING

2.11.04 Given an incident, the trainee shall properly use field notes or a note book to record pertinent information.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPORT WRITING

2.11.05 The trainee shall exhibit an appropriate knowledge of the flow of completed reports and the relative importance of the information that they contain.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.06 The trainee shall give the location of the report depository.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPORT WRITING

2.11.07 The trainee shall describe the function for the records unit in the reporting process.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.08 The trainee shall describe the functions of the investigative unit(s) and the District Attorney's Office in the reporting process.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.09 The trainee shall discuss the importance of police reports, including these uses:

- A. Recording facts to a permanent record
- B. Providing coordination of follow-up activities
- C. Providing investigative leads
- D. Providing statistical data
- E. Providing a source for trainee evaluation
- F. Providing reference material

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.10 The trainee shall explain the qualities of a good police report. These shall include:

- A. Accuracy
- B. Brevity
- C. Completeness

REPORT WRITING

- D. Clarity
- E. Legibility/Neatness
- F. Objectivity
- G. Grammatical and structural correctness
- H. Timely
- I. First person/active voice/past tense

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.11.11 The trainee shall identify the proper report forms to be utilized in given situations (i.e. missing persons, DUI, found property, etc).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.11.12 Following the completion of a preliminary investigation of a "cold" crime, the trainee shall record all pertinent information in correct format on the proper report form.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.11.13 The trainee shall prepare a report that minimally includes:

- A. Organizing facts in chronological order
- B. Relating facts in appropriate sentence form
- C. Correctly filing in all appropriate boxes

REPORT WRITING

- D. Properly establishing who, what, when, where, why, how and how many
- E. Properly establishing the elements of the crime(s), when appropriate

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.14. Given an incident in which an arrest is made, the trainee shall demonstrate the ability to satisfactorily complete all the appropriate police reports involved, to minimally include:

- A. The elements constituting the offense
- B. A complete documentation of reasonable/probable cause to arrest.
- C. A complete description of all physical evidence, where it was found, and its disposition
- D. A complete listing of all suspects, including whether or not they are in custody.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

■ FTP

Control of Persons/
Prisoners/
Mentally Ill

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 2.12



12.7.09 Address Issues Related to Stigma

Given a series of scenarios or in conjunction with an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall identify indicators of mental illness, intellectual disability, substance use disorders, neurological disorders, traumatic brain injury, post-traumatic stress disorder, and dementia. The training shall also address:

- Issues related to stigma
- Autism spectrum disorder
- Genetic disorders, including, but not limited to, Down syndrome
- Conflict resolution and deescalation techniques for potentially dangerous situations
- Alternatives to the use of force when interacting with potentially dangerous persons with mental illness or intellectual disabilities
- The perspective of individuals or families who have experiences with persons with mental illness, intellectual disability, and substance use disorders
- Involuntary holds
- Community and state resources available to serve persons with mental illness or intellectual disability, and how these resources can be best utilized by law enforcement

<i>Reference(s):</i>							<i>Case # (If applicable)</i>	<i>Incident #</i>
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<i>Comments (field will expand automatically)</i>								

O

C

C



12.7.09 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)

N/A

12.7.09 Part B - Agency Training Details (field will expand automatically)

0

0

0

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

CONTROL / SEARCHING OF PERSONS

2.12.01 The trainee shall be able to safely and effectively control (verbally and physically), one or more suspects, applying all officer safety tactics.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.02 The trainee shall be able to demonstrate effective search techniques for both male and female suspects, including:

- A. Constant alertness, including keeping hands in view
- B. Maintaining control and position of advantage
- C. Standing, kneeling, and prone position searches
- D. Safeguarding of weapons

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.03 The trainee shall review and explain agency policy regarding searching individuals of the opposite sex.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

HANDCUFFING

2.12.04 The trainee shall identify the purposes for handcuffing. These purposes shall minimally include the temporary restraint of a suspect to prevent:

- A. Attack
- B. Escape
- C. The destruction or concealment of evidence or contraband

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.05 The trainee shall discuss various handcuffing principles which should be met in order to reasonably guarantee the temporary restraint of a suspect. The principles shall minimally include:

- A. Control of the suspect(s) and the handcuffs
- B. Proper positioning of the suspect's hands, key outlets, and double locking mechanisms
- C. Reasonable degree of tightness
- D. Observation of restrained suspects
- E. Other approved restraint devices (i.e., flex cuffs, hobbles, etc.)
- F. Safe and controlled removal of handcuffs and other restraint devices

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- 2.12.06 The trainee shall review and explain the agency policy regarding the handcuffing of prisoners, including males, females, juveniles, mentally ill, pregnant females, and all other types of detainees/prisoners.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.12.07 The trainee shall be able to safely and effectively handcuff single or multiple suspects and, if necessary, transport single or multiple suspects away from an arrest scene.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

LEGAL RESPONSIBILITIES AND REQUIREMENTS WITH PRISONERS

- 2.12.08 The trainee shall review and explain the legal responsibilities for protecting prisoners.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- 2.12.09 The trainee shall discuss the legal responsibilities for providing prisoners with shelter, food, and medical care.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.12.10 The trainee shall review and explain prisoner's rights to telephone calls.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.12.11 The trainee shall explain the requirements for issuing property receipts.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.12.12 The trainee shall review and explain local policy and the legal aspects pertaining to the rights and privileges of prisoners, including the constitutional rights of prisoners while in custody.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.13 The trainee shall identify the provisions of Penal Code Section 147 pertaining to willful inhumanity or oppression toward prisoners in the custody of an officer.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.14 The trainee shall identify the provisions of Penal Code Section 149 pertaining to assaulting a prisoner "under color of authority."

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRANSPORTATION OF PRISONERS

2.12.15 The trainee shall review and explain the agency's policy regarding the transportation of prisoners. This explanation shall minimally include:

- A. Prisoners restrained with specialty devices (i.e., hobble, expectorant shields, etc.)
- B. Sick, injured, mentally ill, physically challenged, or pregnant prisoners
- C. Juveniles with/without adults
- D. Females
- E. Use of seat belts
- F. A search of the area in which the prisoner is about to be placed prior to transportation
- G. A search of the area where the prisoner has been following transportation
- H. The proper positioning of the officer(s) and the prisoner(s) within the vehicle
- I. Close and constant observation of the prisoner(s)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- 2.12.16 Given a situation in which prisoner(s) must be transported in a patrol vehicle, the trainee shall safely place the handcuffed (if according to agency policy) prisoner(s) into the vehicle and safely transport the prisoner(s) to the predetermined destination.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.12.17 The trainee will review and explain the legal constraints, agency policy and procedure, and custody facility requirements relative to medical clearance/approval prior to booking.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

BOOKING PRISONERS

- 2.12.18 The trainee shall explain how to properly book a juvenile prisoner in conformance with agency policy, legal codes, and minimum jail standards, including:
- A. Miranda advisement
 - B. Right to phone calls
 - C. What notifications are required
 - D. Secure/Non-secure detention of juveniles
 - E. Strip search of juveniles
 - F. Requirements pertaining to the confinement of a child under 16 years of age with an adult accused or convicted of a crime
 - G. Custody alternatives

Reference: 625 W&I; 206 W&I; 207.1-2 W&I; 4030 PC; 273b PC; 626 W&I; 626.5 W&I

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.19 The trainee shall acquire (preferably through a tour) an understanding of the basic functions, layout, organization, and staffing of the jail facility his/her agency utilizes most often.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.20 The trainee shall review and explain reasons and procedures for securing his/her weapon prior to entering any custody facility.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.21 The trainee shall explain his/her responsibilities to provide proper documentation to book an inmate into a facility, including:

- A. Complete and accurate Pre-booking form, Receiving Sheet, and/or Probable Cause Statement to include charges and sub-sections
- B. Confirm arrestee is adult versus juvenile
- C. Valid court and/or warrant paperwork
- D. Inmate is medically screened and has medical clearance/approval form
- E. Physical condition as to injuries and/or current medical problems (DT's, heart problems, etc.)

Reference:

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Trainee								
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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.22 The trainee shall explain how to properly book adult prisoners in conformance with agency policies, legal codes, and minimum jail standards, including notifications and procedures for the following:

- A. Alcoholics
- B. Narcotic/Drug users
- C. Mentally ill
- D. Sex offenders
- E. Escape risks
- F. Non-conformists
- G. Civil bookings

Reference:

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2.12.23 The trainee shall identify other prisoners who may warrant special considerations, including:

- A. Injured or sick
- B. Females (including pregnant females)
- C. Elderly
- D. Gang members or police informants
- E. Current or former police officers, judges, etc.
- F. High-profile prisoners
- G. Any other prisoner(s) who may need specialized classification/housing needs

Reference:

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2.12.24 The trainee shall explain the concept of inmate classification, to include:

- A. Sex
- B. Age
- C. Criminal sophistication
- D. Seriousness of offense
- E. Assaultive behavior

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- F. Medical disabilities
- G. Gang Affiliation
- H. Overt sexual behavior

Reference:

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2.12.25 The trainee shall review and explain the legalities of prisoner/inmate searches, including:

- A. Search by same sex
- B. Clothed search
- C. Strip or skin search, including documentation

Reference:

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2.12.26 The trainee shall review and explain methods and procedures for releasing a prisoner.

Reference: 849(b) PC

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.27 The trainee shall discuss his/her agency's response, if any, to a jail emergency, including:

- A. Fire
- B. Earthquake
- C. Civil disorder
- D. Escape

Reference:

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Comments:								Case/Report No.:

PEOPLE WITH DISABILITIES

2.12.28 The trainee shall recognize that the ADA (Americans with Disabilities Act) also covers people with developmental and mental impairments and impacts law enforcement as follows:

- A. Requires reasonable adjustments and modifications in policies and practices or procedures, on a case-by-case basis.
- B. Prohibits the arrest of an individual for behavioral manifestations of a disability that is not criminal in nature.
- C. Requires that the safety and civil rights of people with disabilities be protected during transport and while detained.
- D. Requires officers to make accommodations for persons with disabilities, except where safety is compromised.

Reference:

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- 2.12.29 The trainee shall acknowledge that some disabilities (including mental retardation, cerebral palsy, epilepsy, autism, and other neurological conditions) are not readily apparent and that sometimes people with developmental or cognitive disabilities may have little or no conscious ability to control their behavior.

Reference:

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Trainee								
Comments:								Case/Report No.:

- 2.12.30 The trainee shall recognize and demonstrate effective communications for persons with cognitive impairments, to minimally include:

- A. Give one direction or ask one question at a time.
- B. Allow the person to process what you have said and respond (10-15 seconds, then repeat).
- C. Avoid questions that tell the person the answer you expect (avoid questions with yes/no answers).
- D. Repeat questions from a slightly different perspective, if necessary.
- E. Avoid questions about time, complex sequences, or reasons for behavior.
- F. Use concrete terms and ideas. Avoid jargon or figures of speech.

Reference:

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Trainee								
Comments:								Case/Report No.:

- 2.12.31 The trainee shall explain how non-compliance is a warning sign that indicates a person may need more time to mentally grasp and respond to what is being said or asked of them and that it may be due to fear, confusion, auditory hallucinations, etc., rather than defiance.

Reference:

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2.12.32 Recognizing that safety (officer safety, public safety, and the safety of the person in crisis) is always the top priority when dealing with impaired people, the trainee shall explain and demonstrate standard tactical assessments and safeguards, including:

- A. His/her own abilities to physically control the person
- B. Escape routes
- C. Use of cover
- D. Call for backup
- E. The T.A.C.T. Model

Tone (Present a calm and firm demeanor/Maintain respect and dignity)

Atmosphere (Reduce distractions/Respect personal space)

Communication (Establish contact/Develop rapport)

Time (Slow down/Reassess)

Reference: POST Field Guide – Police response to people with mental illness or developmental disability

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Comments:								Case/Report No.:

MENTAL ILLNESS CASES

2.12.33 The trainee shall review and explain state law and agency policy regarding mental illness cases.

Reference:

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Trainee								
Comments:								Case/Report No.:

2.12.34 The trainee shall identify considerations to be made when handling and dealing with mentally ill or emotionally disturbed persons. These considerations shall minimally include:

- A. Ignoring verbal abuse
- B. Avoiding excitement
- C. Avoiding unnecessary deception
- D. Requesting backup to minimize resistance
- E. Requesting ambulance prior to confronting subject, if necessary

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

- F. Keeping the disturbed person in sight constantly
- G. Continual alertness
- H. Seizing firearms for safekeeping

Reference:

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Comments:								Case/Report No.:

- 2.12.35 The trainee shall identify the appropriate mental health facility or regional center within the agency's jurisdiction to be used for evaluation, treatment, counseling, or referral.

Reference:

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Trainee								
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- 2.12.36 The trainee shall identify and explain the criteria as set forth in the Welfare and Institutions Code by which an individual may be committed for a 72-hour hold:

- A. Danger to himself/herself
- B. Danger to others
- C. Gravely disabled

Reference:

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.37 The trainee shall explain procedures required of officers for safeguarding the rights of a person detained under the authority of Section 5150 of the Welfare and Institutions Code, including:

- A. The circumstance under which the person's condition was called to their attention and the observation constituting probable cause for detention must be recorded on the Application for 72-Hour Detention For Evaluation and Treatment.
- B. Advisement of Miranda rights, as appropriate, when criminal action is involved.
- C. Reasonable precaution must be made to safeguard personal property in the possession of or on the premises occupied by the person.
- D. The person must be informed of the officer's name and agency and the reason the person is being detained.
- E. If taken into custody at a residence, inform person of personal items that may be brought along (with approval), right to a telephone call, and right to leave a note to friends or family.

Reference:

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Comments:								Case/Report No.:

2.12.38 The trainee shall discuss appropriate alternative methods for handling the situation if involuntary detention for evaluation and treatment is NOT appropriate, including:

- A. Urgent medical attention
- B. Arrest
- C. Referral for mental health services
- D. Referral to local developmental disabilities agency
- E. No police action required

Reference:

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.39 The trainee shall explain the warrant process for mentally ill persons. This discussion shall minimally include:

- A. Affidavit (who makes it, where, and to whom)
- B. Notice to Appear papers
- C. Commitment papers (warrant)

Reference:

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2.12.40 The trainee shall identify the agency and mental health (if required) reports involved in a mental illness arrest both with and without a warrant.

Reference:

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Trainee								
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2.12.41 Given a scenario or an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall take all necessary precautions in dealing with the person, safely take the person into custody (if necessary), assure safe transportation of the person, and properly complete all necessary forms and reports.

Reference:

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Trainee								
Comments:								Case/Report No.:



■ FTP

Patrol Procedures

PATROL PROCEDURES

POLICE PATROL TECHNIQUES

2.13.01 The trainee shall explain the principle types of police patrol (preventative, directed enforcement, etc.) and their respective impacts on community relations.

Reference:

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2.13.02 The trainee shall review and explain basic preventative patrol methods utilized by an officer:

- A. Frequent checks and contacts with business premises
- B. Frequent checks of suspicious persons
- C. Fluctuating patrol patterns
- D. Maintenance of visibility and personal contact
- E. Daily individual patrol and community action plan

Reference:

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Trainee								
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2.13.03 The trainee shall discuss the advantage(s) of foot patrol and bicycle patrol, including:

- A. Increased personal contact between police and citizens
- B. Increased observation ability
- C. Increased ability to gather information

Reference:

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PATROL PROCEDURES

2.13.04 The trainee shall discuss the advantage(s) of motorized patrol, including:

- A. Increased speed and mobility
- B. Increased conspicuousness
- C. Availability of additional equipment
- D. Increased transportation capability
- E. Decreased response time
- F. Communications

Reference:

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2.13.05 The trainee shall explain the importance of positive daily personal contact with citizens.

Reference:

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OBSERVATION SKILLS

2.13.06 The trainee shall identify methods by which perception skills may be improved and demonstrate the ability to describe scene activity, persons, and vehicles with acceptable accuracy.

Reference:

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PATROL PROCEDURES

PREVENTING AND DETECTING CRIME

2.13.07 The trainee shall explain and demonstrate techniques and procedures that improve a patrol officer's capabilities in preventing and detecting crime.

Reference:

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Trainee								
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2.13.08 The trainee shall identify factors to be considered in becoming familiar with the community:

- A. General population information
- B. Appropriate geographic information
- C. Recent criminal activity
- D. Specific factors that may influence patrol functions (i.e., location of emergency hospitals, high-crime areas, community habits, etc.)

Reference:

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Trainee								
Comments:								Case/Report No.:

2.13.09 The trainee shall explain and demonstrate how to prepare for a normal patrol shift:

- A. Gathering information through crime reports and briefings
- B. Gathering needed materials (i.e., report forms, citation books, etc.)
- C. Obtaining and checking equipment
- D. Planning work around identified priorities
- E. Preparing daily patrol and community action plan

Reference:

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PATROL PROCEDURES

2.13.10 The trainee shall identify those locations and/or situations that exist in a "patrol area" that warrant frequent checks.

Reference:

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Trainee								
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2.13.11 The trainee shall explain and demonstrate what an officer on nighttime patrol should be looking for:

- A. Broken glass
- B. Open doors and windows
- C. Pry marks
- D. Suspicious vehicles
- E. Persons on foot
- F. Differences in normal lighting (on or off)
- G. Unusual sounds
- H. Access to rooftop or upper floors

Reference:

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2.13.12 The trainee shall identify ways to determine if a parked vehicle has been recently operated.

Reference:

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Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.13 The trainee shall describe and/or demonstrate how to conduct surveillance, including:

- A. Invisible deployment
- B. Radio security
- C. Use of surveillance/vision devices

Reference:

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2.13.14 The trainee shall be able to locate the vehicle identification number (VIN) of various vehicles (i.e., auto, trucks, trailers, motorcycles, and bicycles)

Reference:

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Trainee								
Comments:								Case/Report No.:

ADDITIONAL PATROL SAFETY

2.13.15 The trainee shall explain and/or demonstrate how to react when encountering a plain-clothes officer in the field:

- A. No display of recognition until presence acknowledged by plain-clothes officer
- B. In the absence of acknowledgement, reaction should be identical to any other citizen

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.16 The trainee shall explain and/or demonstrate how to react to uniformed officers if the trainee makes a plain-clothes or off-duty arrest.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.17 The trainee shall explain and/or demonstrate ways to avoid the hazards of "silhouetting."

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.18 The trainee shall explain and/or demonstrate how to avoid making telltale "police noises," such as:

- A. Vehicle(s)
- B. Radio noises
- C. Key and whistle noises

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.19 The trainee shall explain the importance of always keeping a subject's hands in view.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.20 The trainee shall explain and/or demonstrate safe and effective tactics for initiating a foot pursuit of a fleeing suspect.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.21 The trainee shall review and explain department policies on mutual aid and jurisdiction, including:

- A. Use of official vehicles outside the agency's jurisdiction
- B. Responding to calls for assistance outside the agency's jurisdiction
- C. Assisting other agencies with arrests within agency jurisdiction

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

PEDESTRIAN STOPS

2.13.22 The trainee shall explain the concepts of consensual encounter and probable and reasonable cause to stop and detain.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.23 The trainee shall explain the circumstances of making a lawful pedestrian stop. This explanation shall minimally include:

- A. The existence of suspicious activity
- B. The time of day or night
- C. Reasonable suspicion to believe that the person being stopped may be involved in criminal activity.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.24 The trainee shall identify and discuss those tactical variables to consider when encountering a person on foot. The discussion shall minimally include determining:

- A. Whether or not to stop the person
- B. When and where to stop the person
- C. Methods to utilize in stopping the person (approach on foot vs. in the vehicle)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.25 The trainee shall describe and demonstrate positions that one or two officers can take while interviewing one or more suspicious persons to minimize the possibility of attack.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.26 The trainee shall properly and legibly complete the field interview (FI) report form.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.27 The trainee shall explain the role and use of CLETS in determining a person's wanted status.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.28 Given a situation involving one or more suspicious persons on foot, the trainee shall, having assessed sufficient probable cause, safely and effectively approach, contact, interview, and complete a field interview (FI) report or make any other proper disposition of the person(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

SEARCHING PERSONS

2.13.29 The trainee shall identify and explain the basic degrees of searches of person(s). These shall minimally include:

- A. Visual/cursory search
- B. Pat-down search
- C. Field search (standing, kneeling, prone)
- D. Strip search
- E. Body cavity search

Reference: 4030 PC

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.30 The trainee shall explain the common principles of the search of an individual. These principles shall minimally include:

- A. Constant alertness
- B. Maintain control and position of advantage (contact & cover)
- C. Thoroughness of the search
- D. Safeguarding weapons

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

- 2.13.31 The trainee shall identify those places on the person of both males and females where dangerous weapons or contraband may be concealed.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.13.32 The trainee shall safely and effectively conduct a legal pat-down search of one or more suspect(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 2.13.33 The trainee shall safely and effectively conduct a field search (standing, kneeling, or prone) of one or more suspect(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.34 The trainee shall explain the responsibilities of the back-up officer during a person(s) search. The responsibilities should minimally include:

- A. Protecting the searching officer from outside interference and from those being searched
- B. Assisting in control of the person(s) being searched, as needed
- C. Continuous observation of the person(s) being searched

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.35 The trainee shall safely and effectively serve as a back-up officer while another officer conducts a search of one or more suspect(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

VEHICLE STOPS

2.13.36 The trainee shall explain various types of vehicle stops to minimally include:

- A. Traffic violations
- B. Investigative
- C. High risk

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.37 The trainee shall identify and discuss the following elements to be considered when selecting the proper location for a vehicle stop:

- A. Traffic hazards
- B. Escape routes
- C. Number of people present
- D. Lighting conditions
- E. Proper position of primary and backup units

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.38 The trainee shall explain the advantages of recording the license number and description of the vehicle prior to the stop.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.39 The trainee shall demonstrate the proper distance from which the stop of another vehicle should be initiated. The distance should be:

- A. Not so great as to encourage the driver to attempt to escape
- B. Not so close as to present a hazard due to erratic actions of the driver
- C. Enough to create a safety corridor (patrol car off-set left or right) for the safety of the officer(s) and vehicle occupant(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.40 The trainee shall identify techniques for gaining the attention of the driver when making a vehicle stop. Techniques shall minimally include:

- A. Use of emergency lights
- B. Use of headlights
- C. Use of horn
- D. Use of siren
- E. Use of hand signals
- F. Use of public address system
- G. Proper use of spotlight to include:
 1. Not blinding the driver while the vehicle is moving
 2. Illuminating the interior of the stopped vehicle
 3. Focusing on the rear and side mirrors to blind the occupants of the officer's approach

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.41 The trainee shall identify the inherent hazards involved when an officer conducts a vehicle stop. These hazards shall minimally relate to the:

- A. Location of the stop
- B. Reason for the stop
- C. Officer's approach
- D. Position the officer takes
- E. Contact with the violator
- F. Visibility

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.42 The trainee shall identify the consequences of failing to closely watch the movements of the occupants of a vehicle prior to, during, and after the stop. These minimally include:

- A. Attack from suspects
- B. Destruction or concealment of evidence
- C. Escape of occupants

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.43 The trainee shall explain the advantages, disadvantages, and legal aspects of directing the occupants to remain in or to exit the vehicle during a stop.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.44 The trainee shall explain and/or safely demonstrate how to safely stop and approach vehicles other than automobiles:

- A. Motorcycles and bicycles
- B. Campers and vans
- C. Buses
- D. Trucks

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.45 The trainee shall identify common violator reactions and shall discuss techniques for acceptably dealing with those reactions which may include:

- A. Embarrassment
- B. Anger
- C. Fear
- D. Rationalization or excuse for violation
- E. Refusal to sign citation

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.46 The trainee shall explain why an officer should not argue with a violator.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.47 The trainee shall explain discretion in a car stop situation by giving examples of traffic situations in which an officer feels that a warning would be more beneficial.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.48 The trainee shall explain the advantages of the following procedures:

- A. Obtaining the violator's driver's license, vehicle registration, and proof of insurance as soon as possible after the stop is made
- B. Not accepting the violator's wallet in response to a request for a driver's license
- C. Checking the validity and authenticity of a driver's license (including picture) and vehicle registration
- D. Checking the signature of the violator on the citation
- E. Issuing the proper copy of the citation to the violator

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.49 The trainee shall recognize that the required signature of a motorist on a citation is not an admission of guilt but a promise to appear (PTA).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.50 Given an incident involving a traffic violation, the trainee shall safely and effectively conduct a traffic stop and assess whether to issue a citation or warning in a manner that promotes a positive police image.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

FELONY/HIGH-RISK VEHICLE STOPS

2.13.51 The trainee shall identify and discuss the important considerations taken when about to make a felony/high-risk vehicle stop. These elements shall minimally include:

- A. Seriousness of the crime(s)
- B. Availability of back-up
- C. Location at which to make the stop
- D. Tactics to be used after making the stop
- E. Number of suspects involved

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.52 The trainee shall discuss the proper positioning of the police vehicle for a felony/high-risk vehicle stop.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.13.53 The trainee shall discuss the advantages of verbally ordering the removal of the suspect(s) from the vehicle prior to approaching on foot.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

- E. The probability of an accused person entering a guilty plea
- F. The opinioned value of evidence against an accused person
- G. Information prohibited by agency policy
- H. Information that would be detrimental to the investigation of the case
- I. Information that may jeopardize the rights of the individual

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

HOSTAGE/BARRICADED SUSPECT

3.13.123 The trainee shall explain and/or demonstrate tactical considerations in dealing with hostage/barricaded suspect situations, including:

- A. Safe approach
- B. Containment of the scene
- C. Requesting the appropriate assistance (i.e., hostage negotiator, specialized unit(s), etc.)
- D. Evacuation
- E. Communication/negotiation with the suspect

Reference:

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

SNIPER ATTACK

3.13.124 The trainee shall explain those steps which should be immediately taken when confronted with a “set-up”, ambush, or sniper situation including:

- A. Cover/Concealment
- B. Calling for assistance
- C. Isolating and clearing
- D. Determining possible location of assailants

Reference:

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Trainee								
Comments:								Case/Report No.:

3.13.125 The trainee shall discuss tactical actions that can be taken by the driver of a vehicle that comes under sniper attack:

- A. Acceleration/Reversal out of “kill zone”
- B. Turning into nearest available cover
- C. Abandonment of target vehicle
- D. Awareness of possible secondary ambush

Reference:

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.126 The trainee shall discuss tactics that should be used when the police vehicle has been hit with a firebomb:

- A. Acceleration
- B. Roll-up windows
- C. Abandon vehicle (after initial flame burst, if vehicle is incapacitated)

Reference:

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Trainee								
Comments:								Case/Report No.:

ANIMAL CONTROL

3.13.127 The trainee shall explain the agency's policy and procedures when confronted with different types of animal control situations. These types of situations shall minimally include:

- A. Injured animals
- B. Dead animals
- C. Rabid animals
- D. Noisy animals
- E. Stray animals
- F. Wild animals
- G. Nuisances created by unsanitary keeping of animals
- H. Protective custody of animals
- I. Animal bites

Reference:

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.128 The trainee shall explain the agency's policy and procedures when it is determined that a vicious, dangerous, or injured animal must be killed/destroyed. This explanation shall minimally include:

- A. Whom to notify prior to killing the animal
- B. Who may shoot the animal
- C. What report should be completed following the shooting of the animal
- D. How disposal of the dead animal is handled

Reference:

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Trainee								
Comments:								Case/Report No.:

3.13.129 Given an incident, the trainee shall effectively assess and handle an animal control situation.

Reference:

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Trainee								
Comments:								Case/Report No.:



■ FTP

Investigations/ Evidence

INVESTIGATIONS / EVIDENCE

INTERVIEWING

3.14.01 The trainee shall explain the systematic steps he/she should take in preparing for an interview.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.02 The trainee shall discuss basic rules in statement taking and interviewing. These rules shall minimally include:

- A. Asking direct and brief questions. Let the person being interviewed do the majority of the talking.
- B. Controlling the interview. Avoid rambling by the person being interviewed.
- C. Avoiding leading questions except when absolutely necessary.
- D. Putting the person being interviewed at ease.
- E. Writing statements verbatim (when appropriate) from the person being interviewed, not improvising or making assumptions.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.03 The trainee shall describe the contents of a good statement. These contents shall minimally include:

- A. What happened
- B. When it happened
- C. Where it happened
- D. Who it happened to

INVESTIGATIONS / EVIDENCE

- E. How it happened
- F. Why it happened
- G. How many are involved

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

- 3.14.04 The trainee shall explain the ramifications of the Miranda warning and shall describe when, where, and why it should/should not be used during interviews.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

- 3.14.05 Given a situation in which a statement should be taken, the trainee shall properly conduct an interview and satisfactorily summarize the information on the appropriate form.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

INVESTIGATIONS

"Cold" Crimes

3.14.06 The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.07 The trainee shall discuss factors which must be determined when interviewing complainants, reporting persons, and witnesses.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.08 The trainee shall describe situations where the skills of an evidence technician or criminalist are required.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.09 The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a "cold" crime.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

Crimes Against Property

3.14.10 The trainee shall review and explain an officer's responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against property. These responsibilities should minimally include:

- A. Identity or description of suspect(s)
- B. Description of loss
- C. Direction of flight of suspect(s)
- D. Possibility of weapons being involved
- E. Radio broadcasts of all known and important information
- F. Pursuit and/or apprehension of suspects, if possible.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.11 Given an in-progress or fresh incident involving a crime against property, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

Crimes Against Persons

3.14.12 The trainee shall review and explain an officer's responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against persons.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.13 The trainee shall explain the steps to take while investigating the following crimes:

- A. Rape/Sexual assault
- B. Felonious assault
- C. Robbery
- D. Kidnapping

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.14 The trainee shall discuss the steps to take initially at a scene where a serious injury or death has occurred. These steps shall minimally include:

- A. Preserving the scene, including the restriction of unauthorized police personnel
- B. Determining the need for first aid and summoning medical assistance
- C. Identifying and apprehending suspect(s), if possible
- D. Making proper notifications

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- E. Locating visible physical evidence
- F. Locating and interviewing witnesses or possible witnesses as appropriate

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

- 3.14.15 Given an in-progress or fresh incident involving a crime against a person, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

BURDEN OF PROOF

- 3.14.16 The trainee shall define the term "burden of proof" and determine, in the following situations, whether the "burden of proof" falls upon the prosecution or defense during a criminal trial:
- A. Criminal guilt (Evidence Code Section 520)
 - B. Corpus delicti (Evidence Code Section 550)
 - C. Jurisdiction (Evidence Code Section 666)
 - D. Double jeopardy as a defense (Evidence Code Section 500)
 - E. Self-defense as a defense (Evidence Code Section 500)

Reference: Evidence Code sections 520; 550; 666; 500; 500

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

CONCEPTS OF EVIDENCE

3.14.17 The trainee shall recognize the concepts of evidence as defined and used in California law, including:

- A. Evidence
- B. Direct evidence
- C. Circumstantial evidence

Reference:

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Trainee								
Comments:								Case/Report No.:

3.14.18 The trainee shall identify the following types of evidence or material related to the introduction of evidence in court and shall give an example of each:

- A. Fruits of a crime
- B. Instrumentalities of a crime
- C. Contraband

Reference:

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Trainee								
Comments:								Case/Report No.:

3.14.19 The trainee shall explain the purposes for offering evidence in court, including:

- A. As an item of proof
- B. To impeach a witness

INVESTIGATIONS / EVIDENCE

- C. To rehabilitate a witness
- D. To assist in determining sentence

Reference:

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Trainee								
Comments:								Case/Report No.:

3.14.20 The trainee shall explain the tests which an item of evidence must successfully pass before it may be admitted into any criminal court. (Evidence Code Section 210)

- A. The evidence must be relevant to the matter in issue
- B. The evidence must be competently presented in court
- C. The evidence must have been legally obtained

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.21 The trainee shall identify at least three of the following as qualifications that must be met by a witness before he/she may testify in a criminal trial in the State of California.

- A. The witness must know the difference between right and wrong
- B. The witness must possess the ability to understand
- C. The witness must possess the ability to express himself/herself
- D. With the exception of those areas covered by the Hearsay Rule, the witness must testify only to those facts that are personal knowledge

Reference:

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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.22 The trainee shall explain the privileged communication rule and provide examples to include:

- A. Husband and wife
- B. Attorney and client
- C. Clergyman and confessor
- D. Physician and patient

Reference: Evidence Code sections 970 & 980; 950; 1030; 990

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Trainee								
Comments:								Case/Report No.:

RULES OF EVIDENCE

3.14.23 The trainee shall describe the effects of the "exclusionary rule" upon police actions and procedures in the following areas:

- A. Civil rights
- B. Inadmissible evidence
- C. Possibility of false arrest

Reference: Evidence Code; Case Law

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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.24 The trainee shall define the Hearsay Rule and give examples of exceptions to the rule, including:

- A. Spontaneous statements
- B. Admissions
- C. Confessions
- D. Dying declarations

Reference: Evidence Code sections 1200; 1220

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	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

EVIDENCE COLLECTION AND PRESERVATION

3.14.25 The trainee shall search a crime scene and locate physical evidence through the use of an organized method which may include:

- A. Strip
- B. Spiral
- C. Quadrant

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

3.14.26 The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.

Reference:

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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.27 The trainee shall demonstrate the ability to preserve evidence in such a way as to ensure it is received by the examining authority or court in as near to the same condition as it was found.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.28 The trainee shall review and explain, as well as apply, the agency's policies on:

- A. Handling controlled substances
- B. Depositing property, evidence, and money
- C. Withdrawing and returning property
- D. Depositing firearms, miscellaneous weapons, and explosives

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.29 The trainee shall explain the provisions of the agency's rules, policies, and procedures regarding the storage of evidence.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.30 The trainee shall review and explain the agency's policies and procedures regarding the taking of evidence to laboratory examination facilities and court.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.31 The trainee shall explain "chain of custody" or "chain of evidence."

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.32 Given a crime situation in which any form of evidence is recovered, the trainee shall collect, preserve, and deliver the evidence, and properly complete all necessary forms (property reports, evidence tags, etc.) in order to ensure the chain of custody.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

LINE UPS

3.14.33 The trainee shall explain technical methods for identifying suspects, including:

- A. Field show-up
- B. Photo identification
- C. Identification kit
- D. Artist's conception

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.34 The trainee shall review and explain the agency policy and procedure(s), including admonitions, for conducting the following types of "line ups:"

- A. In custody
- B. In the field
- C. Photographic

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal/Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.35 The trainee shall explain and/or demonstrate the following procedures for a photographic identification:

- A. Use of multiple photos
- B. Instructions to witness(es)

INVESTIGATIONS / EVIDENCE

- C. Control of the situation
- D. Similar appearances

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

SOURCES OF INFORMATION

- 3.14.36 The trainee shall discuss the importance of identifying and developing sources of information through networking with persons in the community.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

- 3.14.37 The trainee shall describe techniques for identifying and developing "informants" and the:

- A. Hazards of divulging too much information to informants
- B. Danger of breaking confidentialities

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.38 The trainee shall explain the types of public and private records that may be of assistance when collecting investigative information.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

SUBPOENAS

3.14.39 The trainee shall review and explain the agency's practices and policies concerning the subpoena process.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.40 The trainee shall define the term "subpoena" and describe the authority and immunities associated with the subpoena, including:

- A. Who may exercise the power of a subpoena
- B. Who may serve a subpoena
- C. How a subpoena is served
- D. Who is subject to the power of a subpoena
- E. What immunities from arrest are granted to a person traveling in answer to a subpoena
- F. How a subpoena is enforced

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

COURTROOM TESTIMONY AND Demeanor

3.14.41 The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.42 The trainee shall explain the value of a pre-trial conference with the prosecuting attorney. This shall minimally include:

- A. Refreshing the officer's memory
- B. Coordination of efforts

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.43 The trainee shall identify and explain principles of effective testimony. These principles shall minimally include:

- A. Honesty
- B. Clarity
- C. Brevity
- D. Objectivity
- E. Poise

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.44 The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with a variety of attorney personalities including:

- A. Irate
- B. Offensive
- C. Threatening
- D. Argumentative
- E. Overly friendly

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.45 The trainee shall become familiar with local courtroom security policies and procedures such as:

- A. Prisoner escort
- B. Prisoner restraint
- C. Screening of courtroom audience
- D. Disturbance procedures

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.46 The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

■ FTP

Tactical Communication/ Conflict Resolution

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

TACTICAL COMMUNICATION

3.15.01 The trainee shall discuss how tactical communication involves both professional demeanor and words (verbal and non-verbal cues).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

3.15.02 The trainee shall identify the benefits of tactical communication including:

- A. Enhanced safety (reduces likelihood of physical confrontation and injury)
- B. Enhanced professionalism (decreases citizen complaints, civil liability, personal, and professional stress)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.03 The trainee shall demonstrate an ability to perform in a calm, professional demeanor while de-escalating hostilities or conflicts (i.e., without resorting to physical force).

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.04 The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows “but” is professional language that is goal directed. Examples might include:

- A. I appreciate that, but I need to see your driver’s license.
- B. I understand that, but I need you to sign the citation.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.05 Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the 5-step process:

- A. Ask (Ethical Appeal) – The subject is given an opportunity to voluntarily comply by simply being asked to comply
- B. Set Context (Reasonable Appeal) – The “why” questions are answered by the identification or explanation of the law, policy, or rationale that applies to the situation
- C. Present Options (Personal Appeal) – Explain possible options
- D. Confirm (Practice Appeal) – Provides one last opportunity for voluntary compliance; “Is there anything I can say to earn your cooperation at this time?”
- E. ACT – (Take appropriate action)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

HANDLING DISPUTES

3.15.06 The trainee shall explain an officer's basic responsibilities at the scene of a dispute. These responsibilities shall minimally include:

- A. Remaining impartial
- B. Preserving the peace
- C. Determining whether or not a crime has been committed
- D. Conducting an investigation if a crime has been committed
- E. Providing safety to individuals and property
- F. Suggesting solutions to the problem
- G. Offering names of referral agencies
- H. Considering arrest as a viable alternative if a crime has been committed

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.07 The trainee shall identify various social service organizations that are available within the city or county to render assistance in dispute situations. These organizations shall minimally include those dealing with:

- A. Public health
- B. Alcohol problems
- C. Family counseling and child guidance
- D. Drug problems
- E. Humane society/SPCA
- F. Any additional city/county agencies or organizations

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.08 The trainee shall explain the inherent dangers to an officer who enters the home of a family involved in a dispute.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.09 The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

3.15.10 The trainee shall explain citizen arrest procedures to consider at disputes.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

3.15.11 The trainee shall assess and explain different techniques to use in given dispute situations. These situations shall minimally include:

- A. Family disputes
- B. Neighbor disputes

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

- C. Juvenile disputes
- D. Loud parties

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 3.15.12 Given a scenario or an actual incident involving a dispute, the trainee shall assess and handle the dispute in a safe, efficient, reasonable, and discretionary manner.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

CIVIL DISPUTES (including Landlord/Tenant and Labor)

- 3.15.13 The trainee shall review and explain the agency's policy on handling landlord-tenant disputes.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.14 The trainee shall identify and explain California civil and criminal law and agency procedures applicable to situations that arise from landlord-tenant disputes. These situations shall minimally include:

- A. Evictions
- B. Lockouts
- C. Trespasses
- D. Confiscation of property

Reference: Civil Code sections 1861a; 1161, 1161a, and 1162; 1946

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	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.15 The trainee shall review and explain the agency's policy on labor-management disputes.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.15.16 The trainee shall explain agency policy and procedures relative to typical policing problems that occur during labor-management disputes. These problems shall minimally include:

- A. Obstruction of ingress or egress
- B. Blocking of sidewalks and roadways
- C. Outside agitators
- D. Violence and vandalism

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.17 The trainee shall explain the role of the small claims court.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

3.15.18 Given any situation involving a civil dispute, the trainee shall assess and handle the situation in a safe and effective manner, consistent with agency policy and state law.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPOSSESSIONS

3.15.19 The trainee shall explain the general rules that pertain to the repossession of items. These rules shall minimally include:

- A. What property is subject to repossession
- B. Who may make a repossession
- C. To what lengths a reposessor may go
- D. When a repossession is complete

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

■ FTP

Traffic

VEHICLE CODE

3.16.01 The trainee shall discuss the California Vehicle Code laws that pertain to the operation of motor vehicles and shall be able to recognize violations.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.02 The trainee shall define the following terms as used in the California Vehicle Code:

- A. Crosswalk
- B. Darkness
- C. Driver
- D. Highway
- E. Intersection
- F. Limit line
- G. Motor vehicle
- H. Roadway
- I. School bus
- J. Sidewalk
- K. Vehicle

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

3.16.03 The trainee shall review and explain the elements of Vehicle Code sections giving authority to arrest.

Reference: 40300.5 through 40303; 40305

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.04 The trainee shall identify common California Vehicle Code violations by code number and classification. These violations shall minimally include those dealing with:

- A. Vehicle registration and insurance requirements
- B. Theft of and tampering with vehicles
- C. Driver's licenses and identification cards including suspensions
- D. Hit and run
- E. Traffic control signals
- F. Other traffic control devices
- G. Driving, overtaking, and passing
- H. Right-of-way
- I. Pedestrians
- J. U-Turns
- K. Stopping, standing, and parking
- L. Driving under the influence
- M. Other public offenses
- N. Equipment violations
- O. Fleeing/evading an officer
- P. Reckless driving
- Q. Seat belt violations

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.05 The trainee shall discuss enforcement options after observation of a traffic violation, including:

- A. Verbal warning
- B. Issuance of a citation
- C. Physical arrest

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.06 The trainee shall properly and legibly complete a citation, for an observed traffic offense, within a reasonable time frame.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.07 The trainee shall explain that the required signature of a violator on a citation is not an admission of guilt but a promise to appear.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

IMPOUNDING/STORING VEHICLES

3.16.08 The trainee shall review and explain the agency's policy regarding towing procedures.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.09 The trainee shall identify/explain situations where he/she may have the authority to remove, store, and/or impound vehicles, including:

- A. Vehicle is abandoned (22669(a) VC)
- B. Vehicle is a traffic hazard (22651(b) VC)
- C. Incidental to an arrest (22651(h) VC)
- D. Vehicle is stored for safekeeping (22651 (g) VC)
- E. Vehicle is stolen, recovered, and not released in field (22651(c) and 22653(a) VC)
- F. Vehicle is held for investigation (22655.5 VC)
- G. Vehicle is involved in hit and run (22655 or 22653(b) VC)
- H. Vehicle with VIN removed (10751 VC)
- I. Vehicle held for operation by unlicensed driver (22651(p) VC)

Reference: See above

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.10 The trainee shall discuss the legal authority for those instances when an officer may impound/store a vehicle from public and private property.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.11 Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:

- A. Compliance with state law
- B. Compliance with agency policy
- C. Completion of all required reports in a satisfactory manner

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

VEHICLE COLLISIONS

3.16.12 The trainee shall discuss an officer's responsibilities in preventing accidents in the community, including:

- A. Education
- B. Enforcement
- C. Proactive engineering recommendations
- D. Patrol awareness (including assisting stranded motorists)
- E. Environmental factors that detract from traffic safety
- F. Development of positive interagency relationships with road/street department, public works, planning, and traffic safety commission.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.13 The trainee shall explain the primary duties of an officer at any traffic accident scene, including:

- A. Determining injuries and need for emergency first aid treatment
- B. Protecting the scene, including persons and property involved
- C. Appropriate use of flares (spilled fuel)
- D. Ascertaining the need for ambulance service

TRAFFIC

- E. Considering the need for tow services
- F. Determining the need for further assistance

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 3.16.14 The trainee shall review and explain the agency's policy regarding traffic collision investigation and reporting.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 3.16.15 The trainee shall define the term vehicle collision.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

- 3.16.16 The trainee shall discuss advantages and disadvantages of immediately removing (or having removed) all vehicles involved in a traffic accident from the highway.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

3.16.17 The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:

- A. Injury accident
- B. Hit and run accident
- C. Accident involving suspected drunk driving
- D. Accident involving city, county, or state property

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.18 The trainee shall define the term “primary collision factor.”

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.19 The trainee shall define the term “area of impact” and explain and/or demonstrate how area of impact is determined at both intersection and non-intersection accidents.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

3.16.20 The trainee shall define the term “coefficient of friction” as it pertains to roadways.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.21 The trainee shall define terms relevant to traffic collision reports, to include:

- A. Accident or collision: an unintended event that causes damage, death or injury.
- B. Classification of injuries: fatal injury; severe injury; other visible injuries; complaint of pain.
- C. Deliberate intent: an intentional act that directly or indirectly involves a motor vehicle in transport that purposely causes damage to property or injury to any person.
- D. In transport: this describes the state or condition of a vehicle when it is in use primarily for moving persons or property (including the vehicle itself) from one place to another.
- E. Other parties: a person other than the operator of the motor vehicle (includes driverless vehicle, a vehicle being towed by other than a rigid tow bar or tow truck, animal drawn conveyances, injured equestrians, injured parties in a train, airplane or cable car, or in highway construction equipment not in transport, injured parties in or upon a structure).
- F. Witness: a person other than an involved party or a passenger who can provide information relevant to the accident.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.22 The trainee shall identify the basic elements necessary to complete a factual diagram and/or sketch when investigating the scene of a traffic collision. The elements are:

- A. Indications of compass direction
- B. Measurements of the scene in proportion but not necessarily to scale

- C. Use of appropriate illustrations
- D. Determine the point of impact (P.O.I.) and the point of rest (P.O.R.)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.23 The trainee shall identify types of physical evidence which are used to determine the cause of a collision, including:

- A. Locked wheel skid, critical speed scuff, impending skid, side skids, and acceleration scuff
- B. Debris, glass, vehicle parts, fluids, and other related property damage
- C. Photographs of the scene

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.24 The trainee shall identify information to be obtained during a collision investigation interview, including:

- A. Identity of the involved parties and vehicle information
- B. Time and location of collision events
- C. Chronology of collision events
- D. Elements unique to hit and run collisions, if applicable

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

3.16.25 Given a traffic accident, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC CONTROL/DIRECTION

3.16.26 The trainee shall demonstrate recognized traffic hand signals for a driver to include:

- A. Stop
- B. Turn right
- C. Turn left
- D. Start
- E. Keep moving

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.27 The trainee shall demonstrate a method for using the flashlight to direct traffic in the hours of darkness.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.28 The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.29 Given a handout or exercise depicting an accident scene, the trainee shall mark where to place particular types of traffic control devices that will best protect persons and property with regard to the presence of flammable materials and traffic flow.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

DRIVING UNDER THE INFLUENCE

3.16.30 The trainee shall recognize and explain the common driving conditions of a suspected DUI.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

3.16.31 The trainee shall explain and demonstrate the sobriety tests used by the agency.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.32 The trainee shall explain the law and agency policy regarding chemical tests, including how, when, where, and by whom these tests are given as well as the acceptable level of force which may be used to obtain the samples.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.33 The trainee shall explain the law and agency policy regarding processing persons who refuse chemical testing.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.34 The trainee shall identify the report forms to be used for driving under the influence cases.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.35 Given a situation where a vehicle operator may be DUI, the trainee shall demonstrate the ability to conduct the field and chemical test(s) in a safe and effective manner and shall properly and accurately report the incident.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

■ FTP

Self-Initiated Activity

SELF-INITIATED ACTIVITY

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated activities to minimally include:

4.17.01 Vehicle Stops:

- A. Investigative
- B. Traffic enforcement

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.02 Pedestrian Stops:

- A. Suspicious persons
- B. Consensual encounters
- C. Traffic enforcement

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.03 Directed Patrol:

- A. Gang area/activities
- B. DUI enforcement
- C. Illegal vendors
- D. Pattern crimes
- E. COPS, POP Projects, School programs, NPES

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

SELF-INITIATED ACTIVITY

4.17.04 Arrests:

- A. Misdemeanor and felony
- B. Other (i.e., Municipal codes, local ordinances)

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.05 Other activities:

- A. Field Interview (FI) cards
- B. Bar checks
- C. Curfew violators
- D. Suspicious circumstances
- E. Additional agency-specific activities (list):
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Reference:

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:



■ APPENDIX I

Daily Observation Report (DOR)

NUMERIC RATING SCALE

Standardized Evaluation Guidelines

COMMISSION ON POST

Daily Observation Report – No. _____

Trainee's Name (Last, First) _____ Badge _____ FTO's Name (Last, First) _____ Badge _____ Date _____

RATING INSTRUCTIONS: Rate observed behavior with reference to the Standardized Evaluation Guidelines. A narrative evaluation must be attached. Use the category number below to reference your comments. The trainee is required to verify, in writing, the rating in the left hand column. Check "N.O." box if not observed. If the trainee fails to respond to training, check "N.R.T." box and comment on back. List minutes of remedial training in right hand column. **Note:** A rating of "4" indicates that a trainee has progressed to a minimum acceptable standard and performed at a solo patrol officer standard, in that category, this shift.

Watch Worked	
Phase	

RATING SCALE
 Unacceptable by FTP Standards: 1, 2
 Acceptable Level: 3, 4, 5
 Superior by FTP Standards: 6, 7

Assignment or Reason for No FTO Evaluation

BY CATEGORY

	1	2	3	4	5	6	7	N.O.	N.R.T.		RT
ATTITUDE										1. Acceptance of feedback	
										2. Attitude toward police work	
										3. Integrity/Ethics	
										4. Leadership	
APPEARANCE										5. General appearance	
RELATIONSHIPS										6. With citizens/community	
										7. With other department members	
										8. Community organizing	
PERFORMANCE										9. Driving skill: Normal conditions	
										10. Driving skill: Moderate/high stress conditions	
										11. Use of map book: Orientation/response time	
										12. Routine forms: Accuracy/completeness	
										13. Report writing: Organization/details	
										14. Report writing: Grammar/spelling/neatness	
										15. Report writing: Appropriate time used	
										16. Field performance: Non-stress conditions	
										17. Field performance: Stress conditions	
										18. Investigative skills	
										19. Interview/interrogation skills	
										20. Self-initiated field activity	
										21. Officer safety: General	
										22. Officer safety: Suspicious persons/suspects/prisoners	
										23. Control of conflict: Voice command	
										24. Control of conflict: Physical skill	
										25. Problem-solving/decision-making	
										26. Problem-solving techniques	
										27. Communications: Use of codes/procedure	
										28. Radio: Listens and comprehends	
										29. Radio: Articulation of transmissions	
										30. MDT: Use/comprehension/articulation	
KNOWLEDGE										31. Department policies and procedures:	
										Reflected by verbal/written/simulated testing	
										Reflected in field performance	
										32. Knowledge of the criminal statutes:	
										Reflected by verbal/written/simulated testing	
										Reflected in field performance	
										33. Knowledge of criminal procedure:	
										Reflected by verbal/written/simulated testing	
										Reflected in field performance	

Total minutes of remedial training time today (note specific remedial plan, if appropriate)

THE MOST SATISFACTORY PERFORMANCE AREA OF THE DAY WAS IN CATEGORY NUMBER: _____

A SPECIFIC INCIDENT WHICH JUSTIFIES THE RATING IS: _____

THE LEAST SATISFACTORY PERFORMANCE AREA OF THE DAY WAS IN CATEGORY NUMBER: _____

DOCUMENTATION OF PERFORMANCE AND COMMENTS

CATEGORY

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM

 TRAINEE'S SIGNATURE DATE

 FTO'S SIGNATURE DATE

 FTP SAC'S SIGNATURE DATE

- | | | | |
|--|-----------------------------------|------------------------------|-------------------|
| 1. SET THE STAGE/SCENE | 4. USE LISTS AS APPROPRIATE | 7. THINK REMEDIAL | 10. DON'T PREDICT |
| 2. CONSIDER VERBATIM QUOTES | 5. REPORT FACTS/AVOID CONCLUSIONS | 8. QUANTIFY WHEN APPROPRIATE | |
| 3. CRITIQUE PERFORMANCE/NOT THE PERSON | 6. CHECK SPELLING/GRAMMAR, ETC. | 9. REMEMBER YOUR AUDIENCE | |

DAILY OBSERVATION REPORT
NARRATIVE CONTINUATION FORM

DOR # _____
PAGE _____ of _____

Lined area for writing the narrative continuation.

TRAINEE'S SIGNATURE
(Name, Badge #, and Date)

FTO'S SIGNATURE
(Name, Badge #, and Date)

FTP SAC'S SIGNATURE
(Name, Badge #, and Date)

STANDARDIZED EVALUATION GUIDELINES

The following "1", "4", and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency is achieved.

ATTITUDE

1. **ACCEPTANCE OF FEEDBACK–FTO/PROGRAM** – Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
 - (1) Unacceptable – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
 - (4) Acceptable – Accepts criticism in a positive manner and applies it to improve performance and further learning.
 - (7) Superior – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. **ATTITUDE TOWARD POLICE WORK** – Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
 - (1) Unacceptable – Sees position as a job vs. a career. Uses job to boost ego. Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
 - (4) Acceptable – Demonstrates an active interest in new career and in their responsibilities
 - (7) Superior – Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.

3. **INTEGRITY/ETHICS** – Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.
 - (1) Unacceptable – Accepts and employs a standard of mediocrity. Has no sense of accountability and/or responsibility to department or community.
 - (4) Acceptable – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through prior planning and decision-making.

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- (7) Superior – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.
4. **LEADERSHIP** - Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.
- (1) Unacceptable – Does not demonstrate strength of character by appropriate use of command presence. Does not prevent/reduce conflict. Fails to show empathy.
 - (4) Acceptable – Understands difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/mediation, and compassion.
 - (7) Superior – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuineness.

APPEARANCE

5. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor, and equipment.
- (1) Unacceptable – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative. Offensive body odor and/or breath.
 - (4) Acceptable – Uniform neat, clean. Uniform fits and is properly worn. Weapon, leather, equipment are clean and operative. Hair within regulations. Shoes and brass are shined.
 - (7) Superior – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. **RELATIONSHIP WITH CITIZENS/COMMUNITY** - Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.
- (1) Unacceptable – Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills.

- (4) Acceptable - Courteous, friendly and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills.
- (7) Superior - Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

7. **RELATIONSHIP WITH OTHER DEPARTMENT MEMBERS (SPECIFY)** - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

- (1) Unacceptable - Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.
- (4) Acceptable - Adheres to the Chain of Command and accepts his/her role in the organization. Good FTO, superior, and peer relationships. Accepted as a member of the group.
- (7) Superior - Is at ease in contact with all members of the organization while displaying proper consideration for their position. Understands superiors' responsibilities and respects their position. Peer group leader. Actively assists others.




8. **COMMUNITY ORGANIZING** - Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

- (1) Unacceptable - Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.
- (4) Acceptable - Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.
- (7) Superior - Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

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PERFORMANCE

9. **DRIVING SKILL: NORMAL CONDITIONS** – Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.
- (1) Unacceptable – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.
 - (4) Acceptable – Obeys traffic laws when appropriate. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.
 - (7) Superior – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc.
10. **DRIVING SKILL: MODERATE/HIGH STRESS CONDITIONS** – Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.
- (1) Unacceptable – Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.
 - (4) Acceptable – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.
 - (7) Superior – Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present.
11. **USE OF MAP BOOK: ORIENTATION/RESPONSE TIME** – Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.
- (1) Unacceptable – Unaware of location on patrol. Does not properly use map book. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.
 - (4) Acceptable – Is aware of location while on patrol. Properly uses map book. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

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- (7) Superior – Remembers locations from previous visits and seldom needs map book. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.
12. **ROUTINE FORMS: ACCURACY/COMPLETENESS** – Evaluates the trainee's ability to properly utilize departmental forms.
- (1) Unacceptable – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.
- (4) Acceptable – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.
- (7) Superior – Rapidly completes detailed forms without assistance. Displays high degree of accuracy in form completion.
13. **REPORT WRITING: ORGANIZATION/DETAILS** - Evaluates the trainee's ability to organize reports, supply the necessary details for a good report and obtain all necessary information from reporting person and/or witnesses.
- (1) Unacceptable – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect.
- (4) Acceptable – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details.
- (7) Superior – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred.
14. **REPORT WRITING: GRAMMAR/SPELLING/NEATNESS** – Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.
- (1) Unacceptable – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Excessive erasures or use of correction fluid.
- (4) Acceptable – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.
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- (7) Superior – Reports are very neat and legible. Contain no spelling or grammatical errors.
15. **REPORT WRITING: APPROPRIATE TIME USED** – Evaluates the trainee's ability to complete a report in an appropriate amount of time.
- (1) Unacceptable – Requires an excessive amount of time to complete a report. Takes three or more times the amount of time an experienced officer would take to complete the report.
- (4) Acceptable – Completes reports within a reasonable amount of time.
- (7) Superior – Completes complex reports very quickly and efficiently without assistance from FTO.
16. **FIELD PERFORMANCE: NON-STRESS CONDITIONS** – Evaluates the trainee's ability to perform routine, non-stress police activities.
- (1) Unacceptable – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action or avoids taking action.
- (4) Acceptable – Properly assesses aspects of routine situations, determines appropriate action, and takes same.
- (7) Superior – Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and takes same.
17. **FIELD PERFORMANCE: STRESS CONDITIONS** – Evaluates the trainee's ability to perform in moderate to high stress conditions.
- (1) Unacceptable – Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts.
- (4) Acceptable – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Does not allow a situation to further deteriorate.
- (7) Superior – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.

18. **INVESTIGATIVE SKILLS** – Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.
- (1) Unacceptable – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow-up obvious investigative leads.
 - (4) Acceptable – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.
 - (7) Superior – Always follows proper investigatory procedure and always accurate in identifying the nature of offense committed. Connects evidence with suspect even when not apparent. Has "Evidence Technician" level skill in the collection and identification of evidence. Collects "readable" fingerprints from any possible surface when available.
19. **INTERVIEW/INTERROGATION SKILLS** – Evaluates the trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper and lawful procedure.
- (1) Unacceptable – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning. Fails to elicit enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.
 - (4) Acceptable – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.
 - (7) Superior – Always uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects.
20. **SELF-INITIATED FIELD ACTIVITY** – Evaluates the trainee's desire and ability to observe and initiate police-related activity.
- (1) Unacceptable – Fails to observe or avoids suspicious activity. Does not investigate those situations. Rationalizes suspicious circumstances.

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- (4) Acceptable – Recognizes and identifies police-related activities. Develops cases from observed activity. Displays inquisitiveness.
 - (7) Superior – Seldom misses observable police-related activity. Maintains "Watch Bulletins" and information provided at roll call. Uses the information as "probable cause" to initiate activity. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious.
21. **OFFICER SAFETY: GENERAL** – Evaluates the trainee's ability to perform police tasks without injuring self or others and without exposing self or others to unreasonable danger or risk.
- (1) Unacceptable – Fails to follow acceptable safety procedures. Fails to exercise officer safety including but not limited to:
 - A. Exposes weapons to suspect (handgun, baton, mace, etc.).
 - B. Fails to keep weapon hand free in enforcement situations.
 - C. Stands in front of/next to violator's vehicle door.
 - D. Fails to control suspect's movements.
 - E. Fails to use illumination when necessary or uses it improperly.
 - F. Does not keep violator/suspect in sight.
 - G. Fails to advise Communications when leaving vehicle.
 - H. Fails to maintain good physical condition.
 - I. Fails to properly maintain personal safety equipment.
 - J. Does not anticipate potentially dangerous situations.
 - K. Stands too close to passing vehicular traffic.
 - L. Is careless with gun and/or other weapons.
 - M. Fails to position vehicle properly on car stops.
 - N. Stands in front of door when making contact with occupants.
 - O. Makes poor choice of which weapon to use and when to use it.
 - P. Fails to cover other officers or maintain awareness of their activities.
 - Q. Stands between police and violator's vehicle on a car stop.
 - R. Fails to search police vehicle prior to duty and after transporting other than police personnel.
 - (4) Acceptable – Follows acceptable safety procedures. Understands and applies them.
 - (7) Superior – Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

22. OFFICER SAFETY: SUSPICIOUS PERSONS, SUSPECTS, AND PRISONERS – Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

- (1) Unacceptable – Violates officer safety practices as outlined in SEG 21 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.
- (4) Acceptable – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners.
- (7) Superior – Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger to develop. Serves as a model for safety.

23. CONTROL OF CONFLICT: VOICE COMMAND – Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

- (1) Unacceptable – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.
- (4) Acceptable – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.
- (7) Superior – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

24. CONTROL OF CONFLICT: PHYSICAL SKILL – Evaluates the trainee's ability to use the proper level of force for the given situation.

- (1) Unacceptable – Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints or is unable to properly use restraints.
- (4) Acceptable – Obtains and maintains control through use of the proper amount of force. Uses restraints effectively.
- (7) Superior – Excellent knowledge and skill level in use of restraints (physical/mechanical). Extremely adept in the proper use of force for the given situation.

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25. **PROBLEM-SOLVING/DECISION-MAKING** – Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.
- (1) Unacceptable – Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in similar situations.
 - (4) Acceptable – Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
 - (7) Superior – Able to reason through even the most complex situations and reach appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.
26. **PROBLEM-SOLVING TECHNIQUES** – Evaluates the trainee's ability to recognize problems and generate possible solutions.
- (1) Unacceptable – Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Is unable to choose alternative solutions. Does not assess a proper or effective response to the problem.
 - (4) Acceptable – Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action.
 - (7) Superior – When confronted with a problem, uses SARA (Scan–Analyze–Respond–Assess) problem-solving model. Identifies root causes of problems, not just symptoms. Selects workable solution. Properly assesses response and plans for follow-up.
27. **COMMUNICATIONS: APPROPRIATE USE OF CODES/PROCEDURE** – Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.
- (1) Unacceptable – Violates policy concerning use of communications equipment. Does not follow procedures or follows wrong procedures. Does not understand or use proper codes/language.
 - (4) Acceptable – Follows policy and accepted procedures. Has good working knowledge of most-often-used code sections/language.

- (7) Superior – Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all codes/language and applies that knowledge when using communication equipment.
28. **RADIO: LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.
- (1) Unacceptable – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
- (4) Acceptable – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.
- (7) Superior – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.
29. **RADIO: ARTICULATION OF TRANSMISSIONS** – Evaluates the trainee's ability to communicate with others via the telecommunications network.
- (1) Unacceptable – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly.
- (4) Acceptable – Uses proper procedure with clear, concise, and complete transmissions. Few complaints from communication center re: articulation skill.
- (7) Superior – Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.
30. **MDT: USE/COMPREHENSION/ARTICULATION** – Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MDT.
- (1) Unacceptable – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.
- (4) Acceptable – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Clear and brief in transmissions. Adheres to FCC regulations and department policy.

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- (7) Superior – Consistently recalls dispatch information without running summaries. Can make rarely used free format inquiries from memory. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys and in multiple administrative messages and BOLO file retrieval.

KNOWLEDGE

31. **KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES** – Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.

Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

- (1) Unacceptable – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.
- (4) Acceptable – Familiar with most commonly applied department policies, regulations, procedures and complies with same.
- (7) Superior – Has an excellent working knowledge of department policies, regulations, procedures, including those less known and seldom used.

32. **KNOWLEDGE OF CRIMINAL STATUTES** – Evaluates the trainee's knowledge of the criminal statutes (i.e., Penal, Vehicle, W & I, B & P, H & S, and all City/County Codes) and his/her ability to apply that knowledge to field situations.

Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

- (1) Unacceptable – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
 - (4) Acceptable – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.
 - (7) Superior – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.
33. **KNOWLEDGE OF CRIMINAL PROCEDURE** – Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

- (1) Unacceptable – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.
- (4) Acceptable – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.
- (7) Superior – Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, release of information and effecting arrests.

(Adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department)

■ APPENDIX V

Supervisor's Weekly Report
(SWR)

FIELD TRAINING PROGRAM
SUPERVISOR'S WEEKLY REPORT (SWR)

Trainee Badge # Supervisor Badge #

I have reviewed the above listed trainee's Daily Observation Reports for the week of _____
to _____. I have also discussed his/her overall performance with FTO _____.

Additional method(s) by which the trainee's performance was evaluated:

End of Phase meetings _____ Citizen Contacts _____ Other (FTOs) _____
Conferences _____ Field Visit _____ Radio Traffic _____
Report Review _____ Ride-a-long _____ Daily Briefing _____
Other (explain) _____

Regarding the trainee's performance:

I (have / have not) discussed the trainee's most significant strengths with him/her.

I (have / have not) discussed the trainee's most significant weaknesses with him/her.

The trainee's significant weaknesses (have / have not) required remedial training.

Remedial training, if provided, consisted of:

Comments regarding significant strengths, weaknesses, and progress to date:

The trainee's progress to date is **not acceptable** / **acceptable** based on the above information.

Trainee's Signature Date FTP SAC's Signature Date

■ APPENDIX VI

End of Phase Report (EPR)

FOR USE WITH NUMERIC OR
ALPHABETIC DORS AND SWRS

FIELD TRAINING PROGRAM
END OF PHASE REPORT (EPR)

Trainee

FTO

Phase: _____ Date Phase Began: _____ Date Phase Ended: _____

Significant Strengths:

1. _____

2. _____

3. _____

Significant Weaknesses:

1. _____

2. _____

3. _____

Additional Training/Remedial Efforts: (attach additional sheets, if necessary)

Optional Comments:

This trainee is in the _____ week of training. In my judgment, this trainee is actually in the _____ week of training in terms of performance.

The trainee **is / is not** performing at a solo patrol officer level.

Trainee Signature (Name, Badge #, and Date)

FTO Signature (Name, Badge #, and Date)

FTP SAC Signature (Name, Badge #, and Date)

■ APPENDIX VIII

Remedial Training Assignment Worksheet

FIELD TRAINING PROGRAM

REMEDIAL TRAINING ASSIGNMENT WORKSHEET

Trainee: _____ Date: _____ Week #: _____

Your FTO has identified one or more areas of deficient performance that need your immediate attention for improvement. You will be expected to fully complete the training assignment listed below by _____.

Date

PERFORMANCE DEFICIENCIES:

Define the problem specifically giving examples. Describe the training already conducted.

TRAINING ASSIGNMENT

Describe the specific assignments given to the trainee to correct the above problem. [FTO will describe the specific assignment given the trainee to correct the above-described problem(s). Assignment will be given in terms of specific performance goals; i.e., practice self-initiated car stops daily (for 4 shifts) resulting in, at least, 4 F.I.s and 2 citations per shift. Trainee will be expected to perform at a satisfactory level in identified area(s).]

Trainee Signature: _____ FTO Signature: _____
(Name, Badge #, and Date) (Name, Badge #, and Date)

ASSIGNMENT COMPLETION:

1. Has the trainee satisfactorily completed the training plan?
Yes [] No []
2. Is the trainee now performing at a competent level?
Yes [] No []
3. Has an additional assignment been given?
Yes [] No []

COMMENTS:

If the training plan is not satisfactorily completed, specific recommendations **MUST** be made regarding the trainee's continued substandard performance. Additional REMEDIAL TRAINING WORKSHEETS should be generated outlining a follow-up training plan.

** It is the responsibility of the ORIGINATING FTO to ensure that this assignment is communicated to the trainee's next FTO so that follow-up can be monitored.

Trainee Signature: _____ Date: _____
FTO Signature: _____ Date: _____
FTP SAC Signature: _____ Date: _____

■ APPENDIX IX

FTO Critique Form

FIELD TRAINING PROGRAM FTO CRITIQUE FORM

In an effort to ensure that each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your comment in each category is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide, the better the picture we will have of each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content (not your identity) of the feedback will be relayed to the FTOs to assist with improving training methods.

This critique is for FTO: _____ Phase: _____

1. The Field Training Program's emphasis is on both training **and** evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerted in each area. (Example: Training 50% - Evaluation 50%; Training 70% - Evaluation 30%; etc.)

Training _____% Evaluation _____%

2. Using percentages, indicate how you perceived your FTO related to you.

I am one of a number of recruits _____% I am an individual _____%

Circle the response below that best answers the question or comment.

3. What type of role model was the FTO for you?

POOR FAIR AVERAGE GOOD EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

POOR FAIR AVERAGE GOOD EXCELLENT

5. Rate the FTO's knowledge of the training material covered.

POOR FAIR AVERAGE GOOD EXCELLENT

6. How would you describe the FTO's skill as a trainer and his/her training methods such as handouts, visual aids, scenarios, role-plays, etc?

POOR FAIR AVERAGE GOOD EXCELLENT

7. Rate the FTO's ability to communicate with you.

POOR FAIR AVERAGE GOOD EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in rating you.

POOR FAIR AVERAGE GOOD EXCELLENT

9. Describe the FTO's method of critiquing your performance, whether verbally or in writing.

TOO NEGATIVE TOO CRITICAL UNFAIR GOOD VERY POSITIVE

10. Did the FTO work with you on areas he/she identified as deficient or where improvement was needed?

NEVER SELDOM OCCASIONALLY USUALLY ALWAYS

11. List the area(s) you consider to be the FTO's greatest strengths (i.e. training skills, officer safety tactics, codes and law knowledge, report writing, etc.).

12. List the area(s) in which you feel the FTO needs improvement.

13. Were there any conflicts with the FTO's training and your academy training? YES ___ NO ___
If there were conflicts/discrepancies, please explain.

14. Did you experience any discrepancies between FTOs? YES ___ NO ___
If yes, in what context did they occur?

15. Please list any additional comments or suggestions here.

Trainee Signature

Date



■ APPENDIX XII

Field Training Program Terminology

FIELD TRAINING PROGRAM TERMINOLOGY

Behavior/Performance Anchored Ratings An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines.

Competency Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.

Daily Observation Report (DOR) The form completed by the Field Training Officer (FTO) that records the trainee's performance for each work day.

Department The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.

End of Phase Report (EPR) A form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.

Feedback Verbal or written response to trainee performance provided to the trainee from the field training staff.

Field Training Officer (FTO) Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTO Course.

Learning Activity An activity designed to achieve or facilitate one or more training goals. Trainees participating in a learning activity should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.

Learning Domain An instructional unit that covers related subject matter from the Regular Basic Course (Academy).

Minimum Training Standards Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.

Performance Objective Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.

Remedial Training A correction or review of previously taught information or procedures (excluding academy training). Necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

Standardized Evaluation Guidelines (SEGs) Categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report.

Supervisor's Weekly Report (SWR) A form completed by a Field Training Supervisor/Administrator/Coordinator (SAC) that addresses the trainee's progress and performance for each week.

Test An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested through, minimally, one of the following types of tests:

- (A) **Agency-Constructed Knowledge Tests.** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals.
- (B) **Scenario Tests.** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals.
- (C) **Field Performance Tests.** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.

Topic A word or phrase that succinctly describes subject matter associated with a training goal.

Trainee Officer/Deputy assigned to an approved field training program under the direct and immediate supervision of a qualified (POST-certified) field training officer.

Training Goal A general statement of the results that training is supposed to produce such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.

