

**LOS ANGELES POLICE DEPARTMENT
FIELD TRAINING OFFICER
24-HOUR UPDATE COURSE
1850-31715**

DAY 1

I. Introduction and Orientation – Goals

(60 min)

- A. Instructor
 - 1. Training Cadre Instructors

- B. Orientation
 - 1. Facility overview

- C. Ground Rules – Overview of Course Objectives
 - 1. Ten-Percent Rule
 - 2. Appropriate casual attire will be permitted
 - 3. Subpoenas
 - 4. Set cellular phones off or on vibrate mode
 - 5. Breaks provided by instructors
 - 6. Lunch times are outlined in the course schedule (times may vary)
 - 7. Complete any agency specific written tests required

- D. Successfully complete all POST and presenter specific activities and testing requirements, including:
 - 1. POST required Teaching/Training demonstration
 - 2. Presenter developed activities/tests

- E. Students introductions
 - 1. Identify levels of experience
 - 2. Review the students' awareness of the traits needed to be a good supervisor-FTO

- F. **LEARNING ACTIVITY:** Review and discuss the traits of Exemplary FTOs
Procedure: Large Group discussion
 - 1. Allow the class to provide information-write answers on board
 - 2. Expected responses
 - 3. Discussion: ASK-How are you, as an FTO, going to manifest the listed positive traits/characteristics towards your trainee?

- G. Review and discuss key components of a successful Field Training Program, which may include:
 - 1. Commitment of Department head and administrative staff
 - 2. Clearly articulated organizational structure/chain of command
 - 3. Well-organized and effective Field Training Program guide/manual
 - 4. Regular field training staff meetings
 - 5. FTO and program critique by trainees
 - 6. FTP critiques by FTOs
 - 7. Clearly defined roles expectations for:
 - a. Trainees
 - b. FTOs
 - 8. Field Training Program Coordinator

- H. Review and discuss the impact of Field Training programs, including:
 - 1. As the introduction to agency's law enforcement patrol duties, the Field Training Program exposes trainees to the agency's culture, value, and ethics
 - 2. Uses only approved methods, procedures, and techniques to present training

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3. The future of the agency is significantly impacted by the values established in Field Training
- I. Review and discuss the importance of ethics in every aspect of Field Training Programs
- J. Ground Rules-Overview of Course Objectives
 1. Review POST FTO course goals and objectives, including the development of a new Field Training Officers abilities

II. TEACHING AND TRAINING SKILLS DEVELOPMENT

(120 Min)

Instructional Goal: To learn the skills needed to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching and communicating.

- A. Explain communication as it relates to the FTO position
 1. FTO Trainee
 2. FTO FTP SAC¹
 3. FTO/Trainee Community
- B. Review and discuss reasons for developing positive communication skills, to include:
 1. Better interpersonal and professional relationships
 2. Job satisfaction/success and reputation
 3. Professional and personal safety/liability
- C. Components of Communication
 1. Review the basic components of the communication process
- D. **LEARNING ACTIVITY:** TABLE TOP DISCUSSION, Creating lists and examples Effective versus ineffective teaching skills
Procedure: Large Group Activity
 1. Review the components of effective training, including instructor qualities
 2. Students will discuss the impact that various instructors and trainers have had upon them and list responses on the whiteboard
 3. Have the students create a list of qualities that outstanding instructors possess
 4. Presentation skills
 5. Teaching/training styles
 6. Reinforce Key Learning Points
- E. Discuss Common Aspects of Learning
- F. Methods of Training
 1. Case Study
 2. Demonstration
 3. Instructor/Student Discussion
 4. Role-Play
 5. Simulation
 6. Panel Discussion

¹ 2019 LAPD Field Training Manual, page13

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G. Review the elements of student-centered vs. teacher-centered learning, using the RIDEM acronym:

1. Student/Trainee-centered
2. Teacher/FTO-centered
3. RIDEM Theory

H. **LEARNING ACTIVITY:** Adult Learning Style Profile

Procedure: Large Group Activity

Distribute: Handout-Principles of Adult Learners

1. Allow each student to complete the profile
2. Review and analyze adult learning styles (e.g., visual, auditory, and kinesthetic) and learning domains (e.g., affective, cognitive, and psychomotor), and how they impact the learning process:
3. Learning Styles
4. Debrief-Identify each student's learning style
5. Training Triangle and Peak Performance
6. Learning Domains
7. Adult Learning Concepts
8. Rates of Learning
9. Laws of Learning
10. Use of the senses in learning

I. **LEARNING ACTIVITY:** Trainee Learning Styles Scenario

Procedure: Large Group Activity

1. Discuss other factors or issues that may impact the learning process

J. **LEARNING ACTIVITY:** Develop Learning Activities

Procedure: Small Group Activity

1. Reinforce training, learning by doing, promote decision making, promote teamwork, safely problem solve
2. Develop a training plan using a common instructional design method
3. Create useful Field Training Instructional aides
4. Establish relevance
5. Debrief: Have a representative from each table explain their activity and discuss with the class

K. Closing: Reinforce Key Learning Points

1. Treat learners as adults
2. Good teaching is about caring, nurturing, and developing minds and talents
3. Use a variety of models and techniques to reach your trainee

III **EVALUATION AND DOCUMENTATION FOR THE FIELD TRAINING OFFICERS (120 min)**

Instructional Goal: Field Training Officers must provide each probationer with fair expectations and evaluations. They must be familiar with agency standards and be able to properly evaluate and document probationer performance in relation to those agency standards using Standardized Evaluation Guidelines (SEGs).

A. Review competency as it relates to field training, to include:

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

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2. Trainees are required to demonstrate competency in all performance areas evaluated prior to the completion of the field training program
 3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
- B. Review of Daily Observation Report (DOR)²
1. Review the purpose and components of the DOR
 2. Instructors will advise students to refer to these documents
- C. Standardized Evaluation Guidelines-SEG
1. Review the purpose and components of the SEGs
 2. Assess various levels of performance and assign a numeric value for trainee behavior based upon SEGs
- D. **LEARNING ACTIVITY:** Performance Evaluation- Scenario Assessments
Purpose: Students will observe a trainee handling a call for service and assess the trainee's level of performance

Procedure: Large Group Activity

1. Instructor will set up training demonstrations using videos, role-plays, or academy scenarios
2. Instructor will ensure to use POST Field Training Officer Evaluation Scenarios (or presenter-specific videos. If using the POST Video Scenarios, the instructor should follow the instructor's manual and provide the pre-printed DORs and SEGs.)
3. Instructor Note: The Instructor will advise the students that they will be using agency-specific grading and documenting forms. The students will be advised to use agency-specific numeric rating instruction and guidelines when completing required documentation.
4. The instructor will distribute the appropriate agency-specific DORS, and SEGs
5. In a facilitated discussion, the instructor will stress the importance of SEGs and the consistent application of those behavioral-anchored ratings.

E. **LEARNING ACTIVITY:** Documentation Scenarios

Purpose: Produce an accurate, written Record/ Narrative based on observed performance, using SEGs: This activity will ensure that the student is able to correctly evaluate performance and understands the importance of consistent ratings.

Procedure: Large Group Activity

1. Documentation Scenarios
1. Distribute: Blank DOR and PPOWER to each student
2. Debrief this activity
3. Discuss writing Narrative Evaluations and how they apply to the evaluation and documentation of trainee progress:
4. Review the importance of, and considerations for, the delivery of trainee evaluations
5. Review alternative evaluation and documentation methods approved by POST
6. Key Learning Points:
 - a. Evaluate trainee based on performance, not personality
 - b. Documentation must support each rating of the trainee's performance

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- c. Explain evaluation to trainee

IV LGBTQ CULTURAL COMPETENCY

(60 min)

Instructional Goal: The FTO will be given the tools and a review of the Department policy to understand and communicate effectively with members of the LGBTQ.

A. Introductions

1. Ask the class if they know what the acronym "LGBTQ" stands for
2. Inquire if any of the groups family members identify as LGBTQ
3. Discuss positive and negative interactions with the LGBTQ Community during scope of duties as a police officer

B. Terminology

1. Review Terms and Definitions

C. Coming Out

1. Facilitate a discussion on what "coming out" means
2. Encourage participation by asking why LGBT people may not choose to come out

D. Transition

1. Outline the different areas of a gender transition

E. Leelah Alcorn

1. Discuss the effects of rejection as a result of one's sexual orientation or gender identity
2. Review statistics from National Transgender Discrimination Survey

F. Stereotype

1. Define stereotype

G. OCOP Notice: Police Interactions with Transgender Individuals

1. Discuss reasons for developing OCOP Notice
2. How to Address a Transgender Individual
3. Field Searches
4. Strip Searches

V LEADERSHIP, ETHICS AND PROFESSIONALISM

(120 min)

Instructional Goal: To provide the Field Training Officer with an understanding of leadership, their role as leaders, and to emphasize the importance of influencing probationary officers. Field Training Officers will also recognize how unethical behavior negatively impacts officers, the Department and community.

A. Define Leadership

1. The POST definition of leadership:
 - a. Practice of influencing people...
 - b. While using ethical values and goals...
 - c. To produce an intended change

B. Identify, discuss and explain characteristics demonstrated by various recognized leaders

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C. Large Group Discussion

Ask: Who are some famous and infamous leaders and role models?

D. Small Group Discussion

Ask: What are some of the characteristics of a leader? Allow each table 3-5 minutes to discuss and provide their answers to the class.

1. Behaviors
2. Discussion: Large Group Discussion
 - a. Ask: What leadership characteristics do you, as FTOs, demonstrate in your agencies and to your trainees?
 - b. Ask: Are there areas where you need to improve your leadership traits?
 - c. Ask: What self-improvement will you undertake to be an effective leader in your organization and for your trainees?

E. Analyze personal strengths and weaknesses as a leader

1. Determining leadership potential-Does your probationer possess leadership skills?
2. Leadership examined

F. Discussion: Large Group Discussion

1. Read: President Roosevelt's quote on Leadership
2. The stream will not permanently rise higher than the main source: and the main source of national power and national greatness is found in the average citizen of the nation. Therefore, it behooves us to do our best to see that the standard of the average citizen is kept high; and the average cannot be kept high unless the standard of the leaders is very much higher³

G. Review and discuss principles, theories, and trends of leadership and how they may apply to the FTO:

1. Situational Leadership Model
2. Four Development Levels
 - a. Enthusiastic beginner-Follower is enthusiastic beginner and has low competence but very high commitment to the task.
 - b. Disillusioned learner-Follower is disillusioned learner with limited competence and low commitment to the task.
 - c. Reluctant contributor-Follower is capable of performing task but is a bit cautious with varying degree of commitment toward task.
 - d. Peak performer-Follower is self-reliant achiever with high competence and high commitment to the task.
3. Leadership factors

H. Large Group Discussion

Ask: What is the difference between Authority and Power?

I. Large Group Discussion

Ask: What is the difference between Compliance and Commitment?

³ LAPD Leadership

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- J. Small Group Discussion
Ask: Can a good leader be a follower? Allow each table 3-5 minutes to discuss and provide their answers to the class.
- K. Analyze situations requiring applications of leadership principles and theories:
1. From Presidents to coaches
 2. The dynamic nature of values
 3. Expectations
 4. Provide highest level of training
- L. Assess the positive aspects of the leadership roles of FTOs
- M. Large Group discussion
Ask: What makes a good leader?
Expected Responses:
1. Able to inspire leadership traits in trainees
 2. Able to delegate via problem solving
 3. Able to build the future of agency
 4. Duty, Honor and Courage
- N. Introduction to Ethics
- O. Large Group Discussion

How would you define ethics?
- P. Define Ethics, including:
1. The POST definition:
 - a. The accepted principles of conduct...
 - b. Governing decisions and actions...
 - c. Based on professional values and expectations
 - d. Law Enforcement Code of Ethics
- Q. Review and discuss ethical issues within the Field Training Environment
1. Practicing misconduct
 2. Creating an unprofessional learning environment
 3. Demonstrating integrity and a positive mental outlook
 4. Code of Silence
 5. Guidelines, Stress and Rewards
- R. Evaluate the effect(s) of identified Ethical issues on the FTO/Trainee relationship
- S. **LEARNING ACTIVITY:** Ethics Discussion Scenario (Or similar agency-and POST approved ethical video scenario) Students will observe a video and participate in a facilitated discussion regarding ethics
1. Allow for discussion time after the scenario.
- Procedure: Large Group Activity-Facilitation
1. Expected Responses
 2. What are the possible outcomes?

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3. Debrief
- T. The instructor will analyze a specifically chosen law enforcement ethical dilemma utilizing the POST "Ethical Decision-Making Tools for California Law Enforcement" manual. The class will work through and discuss the dilemma.

U. LEARNING ACTIVITY: Ethical Decision-Making

Purpose of Activity: Students will participate in small group activities and/or a facilitated discussion where they will analyze ethical dilemmas related to their training assignments.

Instructor provides ethical dilemma scenario to the student group(s)
Instructor facilitates the group reviews and discussions

1. Ethical Tools
2. Ethical Challenges
3. Continuum of compromise
4. Five steps to Ethical Decision Making
5. The Leader Strategies

Facilitated Group Discussion

1. Ensure the following are addressed if not brought out by the class
 - a. What are the ethical issues?
 - b. What action should an FTO take when confronted with these ethical issues?
 - c. Intervene?
 - d. Notify a supervisor?
 - e. When does this behavior rise to the level of misconduct?
 - f. What are potential consequences?
2. Does the behavior rise to the level of misconduct?
3. Debrief: address the following in addition to the topics brought out by the groups
4. Law Enforcement Code of Ethics

V. Closing - Reinforce key learning points

DAY 2

VI ADDRESSING DRIVER ISSUES/DRIVE SAFETY

(120 min)

Instructional Goal: The FTO will be knowledgeable on how to improve safety and reduce preventable traffic collisions and injuries as well as reducing fatal collisions and serious injury.

- A. Driver Training EVOG (FTO Course Orientation and Introduction)
 1. Welcome participants
 2. Administrative duties
 3. Review Safety Guidelines
- B. Discussion: Show- Videos POST DVD
Procedure: Large Group Activity
 1. The instructor will show Video
 2. The instructor led discussion will include the following
 - a. FTO's role in law enforcement driving/training/evaluation

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- b. The FTO plays a critical role in determining the trainee's mindset, setting the bar for ethical safe, and policy-directed driving
 - 3. Policy and Procedure Consideration
 - 4. Conduct a Facilitated Discussion
 - a. What issues do you see regarding deputies or officers in training relating to driving?
 - C. Discuss - Developing a "Safe" Driving philosophy
 - Procedure: Large Group Activity
 - 1. Distribute or refer to Handout- Are your Officers Driving SAFE?
 - 2. SAFE is an Acronym for "Situation-Appropriate, Focused, and Educated
 - 3. SAFE DRIVING CAMPAIGN⁴
 - a. Below 100-5 Tenants- POST has identified 5 key tenets by which we can improve officer safety areas where we can make a difference. Below 100 isn't about statistics. It's about each and every officer, trainer, and supervisor taking individual and collective accountability for the decisions and actions that contribute to safety. Doing the right thing should be so ingrained in your personnel that it becomes the norm and not the exception).
 - b. History of Below 100
- D. **LEARNING ACTIVITY:** Emergency Vehicle Operations scenario
 - Procedures: Large Group Activity
 - 1. Facilitate and discuss with students when this is likely to occur while operating an emergency vehicle.
 - 2. Have students work in small groups to create a real life driving scenario where this may occur.
 - 3. Debrief by Reviewing: Critical areas of instruction covered at the RBC that should be reinforced during the Field Training Program and at in-Service Training
- E. Field Training Officers (Practical Application)
 - Procedure: Large Activity
 - 1 The instructors will explain that the practical application is for the experience of effectively removing their seatbelts in a safe and quick manner
 - 4. In a Police Vehicle the Instructors will demonstrate how to perform the tactical seatbelt removal in a police vehicle from both the driver side and the passenger side of the vehicle.
 - 5. Students will then break up into small groups and practice the tactical seatbelt removal from both driver and passenger side.
 - 6. Debrief: Question and Answer
- F. Closing – Reinforce key learning points

VII INTERVENTION

(60 min)

Instructional Goal: Field Training Officers will know when and how to intervene during patrol field duties. The FTO intervention should occur under the following circumstances; officer safety, illegal and unethical activity, or embarrassment to a citizen, the Department, the FTO, or himself/herself at any time.

⁴ SAFE Driving Campaign, POST, Training Program Service Bureau

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A. LEARNING ACTIVITY: Intervention Overview

Procedures: Small group activity

1. Divide the class into small groups-Students will remain at their tables
2. Write the following questions on the board:
 - a. What is the definition of Intervention?
 - b. How would intervention apply to the job of an FTO?
 - c. In which situations should an FTO intervene with a probationer?
3. Allow the groups 5-10 minutes to discuss the questions and develop a response to each question
4. Debrief

B. Review the concept of “failing forward” including:

1. Allowing trainees to explore ideas and make mistakes fosters an environment of learning
2. In the context of “failing forward” trainees discover not only positive solutions, but also what doesn’t work
3. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them

C. Review how intervention techniques are used as learning tools

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

D. LEARNING ACTIVITY: Discussion-Time on the job versus what they have already experienced

1. Procedure- Large Group Activity
 - a. Ask: What determines when a probationer is allowed to demonstrate his/her abilities in a given situation?
 - b. Allow class time to provide answers
 - c. Write answers on the board
2. Instructor will continue facilitated discussion
 - a. Facilitator will guide students to an expected outcome
 - b. Allow class to work towards best learning practices
3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)

E. Review situations where intervention by the FTO would be appropriate and explain applicable intervention techniques for each situation

F. Evaluate the appropriate use of intervention techniques, including:

1. Distribute POST Handout-Seven Ways to Improve Your Non-Verbal Communications
2. Subtle
3. Overt

G. Review and discuss the positive and negative effects of FTO intervention on the trainee/FTO relationship that you have experienced, which may include:

H. LEARNING ACTIVITY: Discussion-Positive and Negative Impact

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Purpose: Students will participate in a facilitated discussion assessing the potential positive and negative effects of intervention and the impact on the working relationship between the trainee and FTO

Procedure: Small Group Activity

- a. Using Flip charts and markers
- b. The students at their tables will discuss and apply previous experience and the knowledge gained in this block of instruction to a situation they may encounter while training
- c. The instructor will provide each of the tables with a list of Potential Positive Effects of Timely FTO Intervention and the Potential Negative Effects of FTO intervention
- d. Have the student give examples for each of effects the Positive effects of FTO timely Intervention and the Negative effects of FTO intervention
- e. Have each group scribe their responses on the flip charts.
- f. Ask each of the groups to give a response for each of the Positive and Negative effect
- g. Conduct a facilitated discussion based on the groups responses
- h. Debrief

I. LEARNING ACTIVITY: Case Study

Procedure- Large Group Activity

- a. Facilitator will read DOR involving an intervention
2. Facilitated group discussion: How and when do you intervene?
3. Allow students time to share experiences among the group
4. Intervention Scenario

J. Closing - Reinforce the Key Learning Points

1. FTOs have the responsibility to utilize the appropriate intervention technique when necessary
2. It is imperative that FTO's allow probationers to experience handling situations independently and without consistent interruption to correct nonessential minor errors
3. Remember "failing forward" is acceptable when training probationers as long it falls within the mentioned criteria

VIII REMEDIATION

(60 min)

Instructional Goal: Field Training Officers are expected to recognize issues that might cause substandard performance in their probationers and to be able to effectively deal with those issues by developing remedial training plans and delivering the requisite remedial training.

Procedures: Large group activity: ASK: What is a definition of Remediation?

A. Discussion:

Purpose: Review principles of remedial training plans ("SMART"), to include:

Procedures: Large group activity

1. On a white board write down the acronym SMART⁵
2. Define each letter of the acronym and discuss its components

⁵POST FTO SOURCE BOOK

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3. Debrief this activity by pointing out the importance of following the SMART acronym

B. LEARNING ACTIVITY: Remediation Methods and Resources Exercise

Purpose: The students will recognize different methods and resources that are available to them when remediating a probationer.

Procedures: Small group activity

1. Divide class into small groups-four tables
2. Instruct them to identify a variety of remediation methods and resources
3. Have them record their answers on a Flip Chart
4. Give students several minutes to discuss in the small group
5. Have a spokesperson from each group give examples
6. Write the responses on the board
7. Debrief: Identify and apply a variety of remediation methods and resources
8. Summarize components of structured remedial training plans

C. LEARNING ACTIVITY: Discussion

Purpose: Review the roles and expectations of the trainee, FTO, and FTP SAC in remedial training:⁶

Procedure: Large Group Activity

1. Instructor will review the roles and expectations
 - a. Trainee
 - b. FTO
2. FTP SAC
3. ASK: what may cause a probationer to fail a task?
4. Debrief Discussion

E. LEARNING ACTIVITY: Discussion - Review the need for proper evaluation and documentation to support trainee terminations

Procedure: Large Group Activity

1. The Instructor will ASK; What is the importance of thorough and accurate documentation?
2. The instructor will remind students that documentation also:
 - a. Identifies training that was provided
 - b. Not only the first time, but remediation attempts
 - c. When it's time to terminate, the decision should be clear to all involved
 - d. Prevents/minimizes claims by trainee
 - e. If a trainee fails the program, it should be due to his /her inability to adequately perform- NOT a failure to train

F. LEARNING ACTIVITY: Table Top Discussion and Exercise

Purpose: Review the use of written and scenario tests within the Field Training Program. Create lists of the positive and negative

Procedure: LARGE GROUP ACTIVITY

1. Instructor will ask:
 - a. When should written testing be used?

⁶ 2019 LAPD Field Training Manual, pages 13, 14, 23, 24

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- b. When should Scenario testing be used?
- c. The instructor will continue the discussion and review the positive and negative aspects of scenario training, including:
 - 2. The positive aspects, negative aspects of Scenario Testing
 - 3. Debrief

G. Discussion: Officer Safety and Scenario Training

Purpose: Recognize officer safety and liability issues involved in scenario training

Procedure: Large Group Activity

- 1. Student will have been provided with Handout material prior to attending course
- 2. The Instructor will allow the students time to read:
 - a. HANDOUT No. 2 Safety Considerations in Role Play Training;
 - b. (or other POST HANDOUT No. 3 News Article: Police Officer Killed During Training (or current LEOKA statistics from POST or other fact checked and credible sources depicting police training accidents)
- 3. Recognize the FTO's risk management responsibilities
- 4. The Instructor will reinforce-No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
- 5. Facilitator-led discussion on scenarios or role playing?

H. Discussion: The components of effective remedial training and competent evaluation

Procedure: Large Group Activity

- 1. Facilitated discussion on effective remedial training and competency evaluation:⁷
- 2. The Instructor will ASK; How do you develop a remedial training plan?
- 3. Developing a formal written plan with other FTOs and supervisors

IX LEGAL AND LIABILITY FOR FIELD TRAINING OFFICERS

(120 min)

Instructional Goal: Field Training Officers (FTO) will be able to identify the various legal and liability issues involved in field training and techniques to properly identify and minimize potential liability incidents.

A. Introduction

- 1. Instructor(s)

B. Liability concepts related to Field Training Officers

- 1. Vicarious Liability Concepts
- 2. Direct/Vicarious Liability

C. Identify concepts of risk management and methods for reducing civil liability

- 1. Close supervision and expedited reporting
- 2. Appropriate and timely intervention
- 3. Recognizing the functions and roles of the FTO
- 4. The need for proper documentation (Threshold Incidents)
- 5. Areas of Concern for Field Training Officers

D. Workplace Discrimination

- 1. Harassment and Discrimination

⁷ 2019 LAPD Field Training Manual, Page 24

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- E. **LEARNING ACTIVITY:** Explain how to minimize individual and Departmental exposure to liability from claims of harassment, discrimination, and/or unethical behavior, Zero Tolerance Standards
1. Divide the class into three pre-determined groups
 2. Using the Department Manual define the following policies and apply to the question:
 - a. Relationships between Department employees (1/271)
 - b. Retaliation Policy (1/272)
 - c. Sexual Harassment (1/280)
 - d. Hazing (1/275)
 - e. Sexual Orientation Discrimination (1/285)
- F. How to minimize individual and Department exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior
1. Eliminating Exposure to Liability Claims
- G. Methods/safeguard for keeping inappropriate conduct out of the Filed Training Program
1. Discuss methods/safeguards for keeping inappropriate conduct out of the FTO Program
- H. Case Study Exercise
1. The student will view the POST “Legal Issues” Discussion Scenario Video and discuss the liability generated by the video

X LEGAL UPDATE

(120 min)

Instructional Goal: The students will review legal concepts relevant to Field Training Officers’ duties as they apply to Search and Seizure.

Introduction

- A. **LEARNING ACTIVITY:** Fourth Amendment Case Law Update-Search and Seizure (Consent Decree paragraph 117e)

Procedure: Small Group Activity

1. The class will be divided into 3 or more groups (group size dependent on class size)
2. Distribute one case study to each group
3. The instructor will facilitate a discussion amongst the groups and individual students
4. During the facilitated activity, the instructor will guide the discussion, ensuring students’ participation, and communicate correct legal concepts

- B. Discussion

1. Using SPICE Acronym
2. Warrantless search of a person
3. Warrantless search of a premise
4. Warrantless search of a vehicle

- C. Closing – reinforce key learning points

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DAY 3

XI MENTAL HEALTH INTERVENTION TRAINING FOR FTOS

(120 min)

Instructional Goal: At the completion of this course the student will be able to be knowledgeable and be able to apply current Department Policies and Procedures and published Training Bulletins in regards to interactions with persons suffering from a mental illness who are in crisis.

A. Policy and Procedure Update
Introduction of instructor(s)

B. Lecture: Department Policies and Procedures regarding handling individuals with mental illness (Tactical Disengagement; Excited Delirium; Tactical De-escalation; Special Order 6 and Barricaded Suspects)

C. Large Group Activity

Provide each group with a Training Bulletin. Have each group discuss amongst themselves the main takeaway from each of the bulletins.

D. Legal Update

1. Lecture: Updates to the mental health laws in California as well as laws nationwide

E. **LEARNING ACTIVITY:** Research, via personal devices, and discuss case law (**Kisela v. Hughes, Doe, et al v. City of Modesto**)

Purpose: To provide students with a better understanding of the connection between mental health case law and how they dictate how Officers handle incidents involving individuals with mental illness.

Procedure: Large Group Activity

- a. Provide each group with a legal topic and brief definition of the topic to discuss amongst themselves
- b. Gaining a better understanding of laws and legal aspects regarding mental health
- c. Better understanding of what gives us the authority to handle incidents involving mentally ill individuals

F. Crisis Communication/Negotiation

1. Ask: What are the principles of crisis intervention?
2. Ask: What are the objectives when intervening in a crisis?

G. Tactical De-Escalation

1. Distribute Use of Force-Tactics Directive No.16 and discuss how each step of P.A.T.R.O.L can be used on different radio calls. Ask the officers to pull from experience

H. Discussion

1. Distribute Assessment and Communications handout: **Listen, Empathize Ask, Paraphrase and Summarize.** These are techniques that can be applied to

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any officer's community policing skills set

- I. Closing – reinforce key learning points
 1. Utilizing effective communication skills can de-escalate a situation with minimal level of force
 2. LEAPS - Listen, Empathize, Ask, Paraphrase and Summarize
 3. P.A.T.R.O.L Planning Assessment Time Redeployment and/or Containment Other Resources Line of Communication

XII USE OF FORCE UPDATE

(120 min)

Instructional Goal: To assist the FTO's in a better understanding of Use of Force Policy, thereby making them better instructors for the Probationary Officers. To give the FTO's simple reference tools to teach use of force to Probationary Officers.

- A. PRIMARY FOCUS – Officer and Community Collaboration – peaceful resolution to any encounter regardless of outcome or arrest.
 1. Reverence for human life must be our guiding principle in all situations:
 2. Law and policy review
 3. Force can be used to effect and arrest, prevent escape and overcome resistance (835 (a) PC) [20.I.A][20.I.D] [12]
 4. Group Activity: Review New Tactical Directives

- B. Group Activity: Familiarize yourself with the Directive at your table. Your group has four minutes to identify the conditions under which you could employ the use of this law enforcement tool.
 1. Distribute New Directives on the table:
 - a. Taser⁸
 - b. OC⁹
 - c. Beanbag¹⁰
 - d. 40 mm¹¹
 - e. Ballistic Shield¹²
 2. Guidelines for use
 3. Verbalization
 4. Giving a verbal warning

- C. Group Activity – each table – assign one of the Tactical Directives to each table and have a spokesperson identify the target areas from each Directive including:
 1. Primary
 2. Secondary
 3. Vulnerable areas

⁸ LAPD, Directive No. 4.5, ELECTRONIC CONTROL DEVICE TASER, July 2018

⁹ LAPD, Directive No. 5.2, OLEORESIN CAPSICUM, July 2018

¹⁰ LAPD, Directive No. 6.3, BEANBAG SHOTGUN, July 2018

¹¹ LAPD, Directive No. 17, 40mm LESS-LETHAL LAUNCHER, July 2018

¹² LAPD, UNIFORM AND EQUIPMENT COMMITTEE NOTICE, April 25, 2017

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D. Use of Force Policy¹³¹⁴

1. Reverence for Human Life
2. Graham vs. Connor
3. 835(a)PC-
4. Tactical De-escalation policy¹⁵
5. Tactical Communication within the use of force guidelines
6. Verbal warning (Deorle v Rutherford)
7. When warning is not required
8. Ask – How could a verbal warning actually de-escalation a tense encounter with a suspect?
9. The verbal warning, or why it was not given, must be documented.
10. Less Lethal Options

E. Kicks, strikes (baton, ASP)

F. Ask – How could using the 40mm sponge round help reduce the intensity of an encounter with a Suspect?

1. Distance allows an officer to have additional options to gain voluntary compliance
2. Keeps officers safely away from the Suspect's reach
3. Allows the officer to have more time to de-escalate, but still be within range to effectively communicate
4. Communication requires time

G. Ask-Which de-escalation techniques are addressed when assigning roles and exercising tactical communication?

1. Planning
2. Lines of communication

H. Debrief

1. The instructor will lead an overhead facilitated discussion with the whole group
2. Topics for facilitation questions:

XIII COMMAND AND CONTROL¹⁶

(60 min)

Instructional Goal: Command and Control must be established as quickly as possible to contain, de-escalate, and minimize the negative impact of an incident. This training will provide a better understanding of, and accountability for, Command and Control, and how it is used to manage incidents.

¹³ LAPD, Directive No. 1, Use of Force Policy Revised, August 2017

¹⁴ OCOB Special Order No. 1, January 2, 2020- Use of Force Policy

¹⁵ Directive No. 16, TACTICAL DE-ESCALATION TECHNIQUES, October 2016

¹⁶ Command and Control. Training Bulletin, Volume XLVII Issue 4, July 2018

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A. Definition

1. Command and Control is the use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk
2. Command uses active leadership to establish order, provide stability and structure, set objectives and create conditions under which the function of control can be achieved with minimal risk
3. Control implements the plan of action while continuously assessing the situation, making necessary adjustments, managing resources, managing the scope of the incident (containment), and evaluating whether existing Department protocols apply to the incident
4. Using Available Resources – Identifying and managing those resources that are needed to plan and implement the desired course of action
5. Accomplishing Tasks – Breaking down a plan of action into smaller objectives and using personnel and resources to meet those objectives
6. Minimize Risk – Taking appropriate actions to mitigate risk exposure to those impacted by the incident, including the community and first responders

B. Expectations

1. Initial Responsibility
2. Ensuring reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover
3. Reducing over-response or over-deployment to specific duties and responsibilities
4. Maintaining officer safety through personnel location and assignment

C. Individual Officer Responsibility

1. All officers on scene, at some level, are responsible for Command and Control. In addition to their initial assessment, individual officers must identify the IC - or whomever is responsible for Command and Control at that time

D. Fulfilling ancillary roles as opposed to automatically deploying as lethal cover serves to:

1. Reduce simultaneous commands to subjects or suspects
2. Reduce the possibility of excessive amounts of lethal force being deployed
3. Potentially reduce danger to the community
4. Minimize the potential for contagious fire
5. Ensure deployment of less-lethal options
6. Reduce over-response or over-deployment to specific duties and responsibilities

Note: Over-response includes response to an incident where a “Code Four” has been previously broadcast. Officers should avoid responding to incidents where a “Code Four” has already been broadcast.

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- E. Individual officers are responsible for assessing their role continuously during a critical incident. Because incidents can be fluid and change rapidly, officers must consistently assess their role and adapt when appropriate

- F. Preliminary Considerations
 - 1. Preservation of Life
 - 2. Making Decisions

- G. Establishing Command and Control
 - 1. Implementing Command and Control involves utilizing active leadership to use available resources, accomplish tasks, and minimize risk
 - 2. Major events or incidents that require Command and Control include both natural disasters and tactical situations
 - 3. Existing Department concepts can be used as tools to aid in establishing Command and Control, based on the type and complexity of the incident

- H. Group Activity
 - 1. Present information regarding North Hollywood OIS
 - 2. Present information regarding Foothill OIS

- I. Incident Command System
 - 1. The Incident Command System (ICS) is the primary tool used by the Department to implement Command and Control
 - 2. ICS has the flexibility and adaptability to be applied to the management of almost any incident
 - 3. Just as with the key component of accomplishing tasks, the IC should strive to, in ICS terms, manage by objectives
 - 4. ICS incorporates five management functions to help the IC maintain control over and incident
 - 5. Span of Control

Note: There is no specific rank requirement to assume the role of an IC, establish a command post or initiate the ICS. Initially, the senior officer or highest-ranking person at scene will take responsibility and act as the IC. Officers, supervisors and command staff should think in terms of Command and Control when responding to an incident or event.

- J. Supervisor Responsibility
 - 1. Responsibility for Command and Control lies with the senior officer or any officer on scene who has gained sufficient situational awareness
 - 2. Supervisors shall take responsibility for exercising Command and Control.
 - 3. Supervisors shall also declare themselves the IC until relieved by a higher authority
 - 4. It is the expectation of this Department that the highest-ranking supervisor at scene assume the role of IC and communicate the transfer of command to all personnel involved

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Note: Although it is preferable for a supervisor to establish Command and Control, any officer or first responder can fill that role given sufficient situational awareness and the ability to actively lead personnel through the four key components of Command and Control.

K. Commanding Officer's Responsibility

1. Any Commanding Officer who has the responsibility to evaluate tactical incidents, adjudicate Uses of Force, or review after-action reports should compare the concepts of Command and Control with the actions taken during the relevant incident
2. Commanding Officers should identify who was responsible for establishing Command and Control during the incident and evaluate if the actions taken were congruent with the four key components of Command and Control and the concepts in this Training Bulletin

L. Conclusion

1. Command and Control is a process where designated personnel use active leadership to command others while using available resources to accomplish tasks and minimize risk
2. Active leadership provides clear, concise, and unambiguous communication to develop and implement a plan, direct personnel and manage resources
3. The senior officer or any person on scene who has gained sufficient situational awareness shall initiate Command and Control and develop a plan of action
4. Command and Control will provide direction, help manage resources, and make it possible to achieve the desired outcome
5. Early considerations of PATROL will assist with the Command and Control process

XIV PRINCIPLED POLICING/PROCEDURAL JUSTICE

(60 min)

Instructional Goal: To provide the FTO with an understanding of Principled Policing and the four tenets of Procedural Justice: respect, listening, neutrality, and trust while also addressing the common implicit biases that can be barriers to these approaches.

A. Introduction

B. Discussion

1. Review the definition of "Procedural Justice"
2. Facilitate a short discussion about the definitions

C. How interactions with law enforcement can be negative or positive

D. How people assess an interaction with law enforcement

1. Breakdown the "Outcome + Process = Assessment" equation
2. Facilitate a short discussion about the role of process in a person's perception

E. Why process (procedural justice) is important to legitimacy

F. Procedural justice is backed by research

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1. Review research on procedural justice
- G. Research shows that quality of treatment and decision making are important factors
1. The study found that citizens will voluntarily accept police decisions based on three factors
 2. Explain the relevance of the research
 - a. It is important to note that the quality of treatment was rated significantly higher than the other factors in whether someone will voluntarily accept a decision
 - b. Also important to note that the outcome was the least important in the acceptance of the decision
 3. Research shows that, even if outcome is bad, process can make a difference
 - a. When the outcome is favorable, 87% of respondents (or almost 9 out of 10) voluntarily complied with the decision
 - b. Even when the outcome is bad, 73% of respondents (or 3 out of 4) voluntarily accepted the police decision if they felt they were treated fairly.
 - c. If someone feels that they were treated fairly, it can make a big difference in whether they accept the decision
 - d. It is important to remember that whether a person is treated fairly is based on their perception of how they were treated
- H. Four principles of Procedural Justice
1. Explain the two main parts of procedural justice – decision making and treatment
 2. Explain the first part of procedural justice – the quality of decision making
 3. Explain the second part of procedural justice – the quality of treatment
- I. Procedural Justice principle – Voice
1. Explain what “voice” is
 2. Explain why listening is important
- J. How voice helps officer safety
1. Explain why voice and listening is importance for officer safety
 2. Explain that body language can also communicate whether an officer is listening
 3. Emphasize that it is the subject’s perception that counts
- K. The role of non-verbal communication in Voice
1. Explain the role that non-verbal communications can play in how we communicate with the public
 2. Review components of non-verbal communication
 3. Reiterate the importance of body language
- L. Procedural Justice Principle – Neutrality
1. Explain the principle of neutrality
 2. Give a hypothetical situation and solicit responses
- M. Labeling Exercise
1. Explain the activity “Labeling”
 2. Label two easel pads – “Words for Community” and “Words for Police”
 3. Lead participants through the activity

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4. Facilitate a discussion with the group about takeaways from the exercise
- N. Real-world effect of labeling
1. Introduce labeling scenario
 2. Ask participants to identify labels in scenario.
 3. Facilitate a brief discussion with participants.
- O. See Do Get model
1. Explain the “See, Do, Get” model
 2. Explain how the “See, Do, Get” model relates to policing and neutrality
- P. Procedural Justice Principle – Respect
1. Review the two parts of procedural justice
 2. Explain the principle of respect
 3. Explain how police officers can show respect when interacting with people
 4. Explain why being respectful can help officers in their job
- Q. Procedural Justice Principle – Trustworthiness
1. Explain the principle of trustworthiness
 2. Explain how officers can develop trustworthiness
 3. Explain why trustworthiness will help them in their job
- R. “Personal Stories”
1. Share the following medical scenario to the group.
 - a. Imagine that you feel sick and you go to the doctor.
 - b. She/he does not listen to your symptoms and gives you wrong medication before you tell him/her what is wrong.
 2. Facilitate a discussion about the implications of the doctor’s actions
- S. Types of power
1. Explain types of power and how they support or detract from legitimacy
- T. Closing

XV TEACHING AND TRAINING SKILL DEMONSTRATION (60 min)

Instructional Goal: The FTO will demonstrate the skills needed to apply various adult learning strategies and to utilize effective ways of training, teaching and communicating.

A. LEARNING ACTIVITY:

Procedures: Small group activity

1. POST required Teaching/Training demonstration
2. Divide the class into groups of three
3. Present one-on-one training; use varied adult learning styles
4. Handout Potential Topics for Teaching/Training Skills Demonstration
5. Handout No. 2 Skills Demonstration Presentation Rubric
6. Presentations
7. Evaluate student demonstrations:

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- a. Use the Skills Demonstration Presentation Rubric to evaluate student demonstrations
- b. The rubric provides guidelines on how to rate the FTO student during the Skills Demonstration Presentation.

B. Debrief

C. Closing - reinforce key learning points

XVI 24 HOUR UPDATE COURSE – REVIEW, TEST AND COURSE EVALUATIONS (60 min)

- A. Multiple Written Choice Test
- B. Course Evaluations
- C. Closing