

LOS ANGELES POLICE DEPARTMENT
Field Training Officer
40 hour
1850-31725

Instructional Goal: To provide the students with an overview of the course and recognize the POST FTO course goals and objective to include identifying the discussing key components of a successful field training program

Performance Objectives:

- Provide the students with an overview of the course
- Recognize POST FTO Course Goals and Objectives, Including the development of a new FTO Ability
- Identify and discuss key components of a successful field training program

Day 1

I. INTRODUCTION AND ORIENTATION Block 1 (1 hr)

- A. Instructor and Student Background and Qualification
 - 1. Instructor
 - a. Name(s)
 - b. Assignment (s)
 - 2. Provide the students with the FTOU contact numbers
 - a. Sergeant (OIC)
 - b. FTOU Instructors
 - 1) West Bureau
 - 2) South Bureau
 - 3) Central Bureau
 - 4) Valley Bureau
 - 3. Students
 - a. Identify student's background
 - b. Identify levels of experience
 - 1) Their name
 - 2) Division of assignment
 - 3) Duty assignment
 - 4) Law enforcement experience
 - 4. Ground Rules
 - a. Breaks
 - b. Lunch hour
 - c. Facility overview
 - 1) Restaurants
 - a) Local restaurants
 - b) Along Manchester Avenue
 - 2) Restrooms-First floor
 - 3) Messages (to the Coordinator's phone)
 - 4) Use of FTOU phones and computers-fourth floor
 - d. Class room etiquette
 - 5. Appropriate casual attire will be permitted
 - a. No shorts, cut offs or sandals
 - b. No hats, baseball caps, etc...

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- B. Meet presenter- Specific attendance / Behavior Requirements
1. 10% rule
 - a. Cannot miss more than 10% of the hours/classes
 - b. Must make up any time missed
 2. Complete any agency specific written test/assessment required
 - a. **Students must pass a multiple choice test with a minimum score of 70 percent**
 - b. **Advise students of Special Order No. 23, December 24, 2012¹**
 3. Arrive late/leaving early requires instructor notifications
 - a. **DEDUCT REQUIRED FOR UNACCOUNTED TIME**
 - b. Your division will be notified
 4. Subpoenas
 - a. Notify FTOU cadre of any required court appearances which may cause you to miss a portion of the course
 - b. Required to sign out when leaving for court
 5. Set cellular phones off or on vibrate mode
 - a. Classroom etiquette
 - b. No use of laptops or notepads unless directed while class is in session
 - c. Be professional at all times
- C. Recognize POST FTO Course Goals and Objectives, Including the Development of a new FTO's Ability To:
1. Provide training and coaching while integrating trainees into the mission, goals and operation of the agency
 - a. Contribute to the agency and the community
 - b. Field Training Officers have a unique responsibility and the greatest influence on affecting the future direction of the Department
 2. Provide trainees with a means to apply their knowledge and skills in the work environment
 - a. Application of academy training
 - b. Knowledge of job specifics
 - c. Knowledge of resources
 3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
 - a. Debrief calls for service, scenarios, etc.
 - b. Complete timely DORs, Daily Training Notes, etc.
 4. Recognize different learning styles and respond appropriately to the needs of the trainee
 - a. "Telling is not teaching, listening is not learning"
 - b. "You can't build a skill through lecture"
 5. Apply communication and counseling skills to assist trainee in resolving conflicts relating to, and arising from, their assignment
 - a. Establish a communication channel for learning

¹December 24, 2012, LAPD special order No.23

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- b. Establish a communication channel for counseling
- D. Meet Presenter –Specific Attendance/Behavior Requirements
 - 1. 10% Rule
 - a. Cannot miss more than 10% of the hours/class
 - b. Must make up any time missed
 - 2. Complete any agency specific written test/assessment required
 - 3. Arrive late/leaving early requires instructor notifications
- E. Successfully Complete All Post And Presenter- Specific Activities And Testing Requirements Including:
 - 1. POST- required Teaching/ Training demonstration
 - a. The student must successfully present a one- on –one training demonstration (Simulating an FTO –Trainee situation)
 - b. The student will select from a list of law enforcement training topics and provide training in the selected topical area to trainee or role player
 - c. The student is expected to develop a training plan that uses varied adult learning styles and communication techniques.
 - d. Using the FTO update RUBRIC developed specifically for this exercise, the demonstration will be evaluated by another student
 - e. **Students must pass a Teaching and Training Skills Demonstration test with a score of 21 or above**
 - 2. Case Study Analysis
 - a. The students must participate in a small group presentation of their trainees to the rest of the class covering the following aspects of the trainee’s behavior and their final outcome:
 - 1) Did issue arise that no one in the group had previously dealt with or heard about?
 - 2) Were ethical issues identified and how did you resolve the issues?
 - 3) Were there findings during the discussion that clarified your role as an FTO?
 - 4) Were you able to reach a consensus as to the success of this trainee in the program?
 - b. Presenter-developed activities/test
- F. Identify And Discuss Key Components Of A Successful Field Training Program, Which May Include:
 - 1. Commitment of department head and administrative staff
 - a. Allow time to train
 - b. Time/personnel provided to effectively run the program
 - c. Support of remedial and /or termination recommendations
 - 2. Clearly articulated organizational structure/chain of command
 - a. Smooth information flow (up and down)
 - b. Must have FTP SAC
 - c. Ensure decisions are made at the appropriate level
 - 3. Well-organized and effective field training program guide /manual
 - a. System for regular review and revisions
 - b. Field Training Manual Updated as needed

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4. Regular field training staff meetings
 - a. Instills strong, positive communication
 - b. Field Training personnel shall attend staff meetings
 5. FTO and program critique by trainee
 - a. Provides important feedback
 - b. Quality assessment
 6. Clearly defined roles/ expectation for trainees, Field Training Officers(FTOs) and Field Training Program Supervisors? Administrators Coordinators (FTP SACS)
- G. Identify 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 trainee to the agency’s culture, values and ethics:
 - a. Lays the foundation upon which careers will be built
 - b. Establishes organization loyalty
 2. Uses only approved methods, procedures, and techniques to present training
 - a. Learn it the right/accepted way the first time
 - b. Reinforce what is taught in the academy
 3. The future of the agency is significantly impacted by values established in field training
 - a. Sets the tone for years to follow
 - b. Establishes a standard of acceptable behavior/performance/professionalism
- H. **REQUIRED LEARNING ACTIVITY:** Case Study Introduction
PURPOSE: To assign the students with their fictitious trainee which they will use throughout the course and on the last day of the course presentation
PROCEDURE: Small Group Activity
1. The case study exercise offers Field Training Officers a series of written scenarios designed to illustrate situations FTOs might encounter while training new officers/deputies. This case study introduces a trainee and provides some details of his/her background. During the course, you will be provided additional written scenario information about your trainee relevant to the block of learning you are addressing. You will be provided time to examine and discuss each scenario within your group with regard to:
 - a. Identifying the specific positive and /or negative aspects of the trainees behaviors/actions
 - b. What methods you would use to handle the situation, making use of all available resources
 - c. How the scenario relates to the relevant learning points of the course
 2. Students will receive/review their assigned fictitious trainee with their workgroup while the facilitator explains the case study process and final presentation
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane

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- d. Deputy Gates
- e. Officer Short
3. Divide the class into group (5, if using the POST Case Studies) and assign a fictitious trainee to each group.
4. These groups will remain consistent throughout the course (i.e., once assigned a trainee, that will be the group's trainee throughout the week).
5. Distribute a copy of the fictitious trainee's case study to the group
6. Your Group should construct a brief list of appropriate introductory questions to ask the trainee to obtain information not included in the trainee bio, which will assist in better familiarizing you with him and any potential strengths or weaknesses. For example
 - a. What other work experienced do you have that you can apply to your patrol assignment?
 - b. Are there any outside problems that I should know about that might affect your work performance?
7. Advise each group they will have no more than 10 minutes to familiarize themselves with their trainee's biography and the expectations of the case study exercise
8. The instructor will then facilitate discussion on the purpose of case study usage within the course and how it relates or can be applied to the job
9. Students should be reminded to retain each portion of the case study so they have a total "package" for reference on the last day of the course
10. Key Learning Points
 - a. This activity will lay the foundation for the use of the case studies throughout the course
 - b. The groups will be challenged with trainee behaviors based on actual incidents
 - c. They (students) will work collectively to reach consensus on trainee progress and be able to apply knowledge, skills, and abilities immediately throughout the course presentation
 - d. This activity meets one of the required POST instructional activities for Block 1 Introduction and Orientation.

Instructional Goal: Officers will have a working knowledge of POST-approved academy training and Field Training Programs and understand the evaluation and training process for each program.

Performance Objectives:

- Identify the four goals of POST-approved Field Training Programs (FTP)
- Explain the need for standardized curriculum and performance objectives
- Recognize terminology, resources, testing methods, and other activities used in Regular Basic Course

II. FIELD TRAINING PROGRAM GOALS AND OBJECTIVES Block 2 (1 hr)

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- A. Introduction Concepts of the Field Training Program
 - 1. One of the most valuable innovations in law enforcement history
 - 2. On-the-job training necessary after academy training
 - a. 24 weeks – Structured Field Training Program Period
 - b. 24 weeks – Final Probationary Period
 - 3. Academy and Field Training provide the minimum training for performing solo general law enforcement uniformed patrol duties
 - 4. Intended to facilitate trainee's transition from Academic setting to real life field performance

- B. Identify the four goals of a POST –Approved Field Training Program, including
 - 1. To produce a competent peace officer capable of working uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
 - a. Knowledge
 - b. Comprehension/understanding
 - c. Psychomotor skills
 - d. Proper application
 - e. Able to properly analyze and evaluate
 - 2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
 - a. To build on basic academy learning
 - 1) Recognize FTO program as an extension of the basic academy
 - 2) Based on standardized curricula and performance objectives
 - 3) Academic limitations
 - a) Minimal knowledge and skills
 - b) Not everyone can apply academic learning to the job
 - b. To ensure uniformity in training in phases
 - 1) Systematic approach
 - 2) Assure trainee's ability to perform skills/task for competent operation of a one officer patrol car
 - a) Shall be documented on PPOWER²
 - b) Extend Structured Phase if necessary
 - 3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
 - a. Commitment to train equal to commitment to evaluate
 - b. Sufficient training prior to evaluation
 - c. Standardize terms, testing and evaluation
 - d. Documentation of performance
 - e. Fair and consistent termination process –Ethically sound rationale
 - 4. To enhance the professionalism, job skills, and ethical standards of the law enforcement profession to better serve the community
- C. Discuss the POST Competency – Based Program Philosophy

² 2009 Los Angeles Police Department Field Training Manual, Part I and Part II

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1. Competency includes behaviors that demonstrate effective performance
 2. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result
 3. Competencies are not necessarily specific skills, but rather, the application of skills that produces a successful result
- D. Explain the need for standardized curriculums and performance Objective, which may minimally include:
1. To provide consistency with academy training
 - a. Learning Domains in academies are based on standardized curricula and performance objectives,
 - b. So the field training programs designed the same way assist in the transition and the practical application of previously learned information
 2. The POST FTP Guide is designed with objective that require a higher level of performance of many of the same objectives from the basic course
 3. Application and /or Evaluation vs. Knowledge or Comprehension
 4. Bloom's Taxonomy
 - a. Refers to classification of the different objectives that educators set for students
 - b. Divides educational objectives into three domains
 - 1) Cognitive
 - 2) Affective
 - 3) Psychomotor
 - 4) Goal of Blooms Taxonomy is to motivate educators to focus on all three domains creating a more holistic form of education
 5. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
 - a. Material presented by each FTO is the same in each phase of training
 - b. Provides fair/equitable delivery of information- prevents trainee complaints
- E. Explain how the Field Training Program is an extension of the Regular Basic Course
1. The Academy prepares the trainee for entry into the Field Training Program
 2. The Program provides a real-life environment in which to apply knowledge
 3. FTOs must make themselves aware of the training provided at the Academy used by their agency so that they can hold the trainee accountable for that training.
 4. FTOs must become familiar with potential resources available from their local Academy
 - a. Field Training Officers Unit
 - b. Academics instructors to remediate trainee with report writing deficiencies
 - c. Don't wait for unsatisfactory performance to use Training Division resources, be proactive
 5. FTOs must support and reinforce material and methods taught in the Academy
 6. Review and discuss the Field Training process

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- a. Trainee Rotations
 - 1) Primary FTO
 - 2) Second FTO
 - 3) Third FTO
- b. Weekly Meetings
 - 1) Interview and weekly trainee rating
 - 2) Review ratings
- c. End of phase Review
 - 1) Completing and End of Phase Review
 - 2) Attending staff meetings
- d. Trainee Interviews
 - 1) Quality of training provided
 - 2) Accept feedback
- e. FTO/FTP/SAC Interaction
 - 1) Developing training plans
 - 2) Coordinating one-on-one training between the trainee and subject matter resource personnel
 - 3) Identifying outside resources
- 7. Review and discuss the Field Training Program Guide
 - a. Duties and Responsibilities
 - 1) FTO
 - a) Assisting the trainee setting clear, job related learning goals
 - b) Using practical and innovative methods of instruction, and providing remedial training when necessary, to teach the trainee how to perform job-related tasks
 - c) Providing the trainee with clear, specific, and timely feedback on performance
 - d) Apprising the immediate supervisor of serious performance deficiencies, or other problems related to training
 - e) Observing, evaluation, and documenting the trainees work performance, as specified in the Department Field Training Manual, for reviewed by supervisory personnel ³
 - 2) Trainee
 - a) Respect FTOs and FTP staff
 - b) Give best effort at all times
 - c) Ask questions if unclear
 - d) Remember that evaluations are meant to help, not insult
 - e) Be Professional
 - 3) Field Supervisor
 - a) Conducting periodic field observations of trainee performance and the FTO's training

³ 2009 Los Angeles Police Department Field Training Manual

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- b) Ensuring that timely, quality training and remediation is being provided to trainee
 - c) Reviewing all documentation maintained in the probationer's divisional notebook
 - d) Meeting with the FTO to discuss the trainee progress and training
 - 4) Probationer coordinator
 - a) Ensure that the DOR is completed daily for all probationers in the SFTPP
 - b) Ensure that all entries on the DOR and PPOWER support the overall rating
 - c) Ensure that photocopies of deficient reports completed are filed in the trainee notebook prior to corrections
 - 5) Area training coordinator
 - a) Documenting any observations or discussions on a comment card, involving the trainee performance progress, or training
 - b) Reviewing all documentation maintained in the probationer's divisional notebook
 - c) Meeting with the trainee to discuss training or concerns, and to provide guidance or suggestions
 - 6) Field Training Officers Unit
 - a) Provide direction to FTOs, trainee probationary coordinators, training coordinators, field supervisors and commanding officers
 - b) Interview probationers who have received two unsatisfactory ratings
 - c) Facilitate remediation for trainee
 - d) Liaison with divisional probationary coordinators to ensure trainee are receiving proper training
 - 7) FTP SAC
 - 8) Command
 - b. Standard Evaluation Guidelines (SEGs)
 - 1) Know what acceptable is, and go up or down from there
 - 2) Be consistent
 - c. Maintaining the Field Training Program Guide
 - 1) Guide responsibility
 - 2) Returning the guide to the FTP SAC
 - d. FAQ
 - 1) Leaving the trainee to write reports while you go home
 - 2) Expecting the trainee to work for free
 - 3) Assigning homework
 - 4) Court Attendance
- F. Recognize terminology, Resources, Testing Methods, and other activities used in the Regular Basic Course, Including:
- 1. Testing and Training Specifications

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2. Basic Academy Workbooks
 3. POST Basic Academy Testing
 4. Basic Academy Scenarios
- G. Contrast the Difference Between Training and Evaluation, and Recognize how both complement each other in a successful field training program
1. Training is the opportunity to:
 - a. Provide instruction and demonstration,
 - b. With the trainee attempting the task
 - c. FTO coaching and providing feedback
 2. Evaluation is
 - a. The process of documenting progress or lack of learning those tasks
 - b. Reviewing the provided training, and adjusting it as necessary, for the learner to succeed
 3. Training must occur prior to evaluation
 4. One without the other makes learning unachievable
- H. Reinforce the key learning points
1. The Field Training Program is an extension of the Regular Basic Course
 2. A Goal of the Field Training Program is to produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive manner
 3. The FTO must be supportive and reinforce material and methods taught in the academy.
 4. The RBC is based on a standardized curriculum, which prepares the recruit for entry into the Field Training Program
 5. The Field Training Program is a training environment for applying knowledge learned in the academy to the duties of a solo patrol officer
 6. Having a thorough understanding of current basic training allows the FTO to hold the trainee accountable for previous learning
 7. The academy staff is available to an FTO to provide remedial training in all subject and provide guidance and support
 8. The FTO needs to provide consistency in training to minimize the likelihood of allegations of unfairness
 9. A Field Training Program must be fair and consistent

Instructional Goal: Field Training Officers (FTO's) will know the expectations, functions, And roles of an FTO who is training a probationary officer in the Field Training Program

Performance Objectives: Using group discussion and learning activities, the student will:

- Identify and articulate what attributes makes a good FTO
- Understand what behaviors are important when correcting a trainee officers
- Demonstrate how FTOs responsibilities differ from their regular patrol duties
- Develop and understand the multiple functions and roles of an FTO

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III. EXPECTATIONS, FUNCTIONS, AND ROLES OF THE FIELD TRAINING OFFICER (FTO) **Block 3 (2 hrs)**

A. INTRODUCTION

1. What does it take to make an FTO?
 - a. FTO's must develop an understanding and appreciation of the multiple functions, roles, and relationships they will have as field training officers how those differ from their functions, roles, and responsibilities in their function as patrol officers
2. It takes commitment, dedication, desire, and much more
3. There's no such thing as a perfect FTO

B. LEARNING ACTIVITY: Group Discussion- FTOs Impact on the trainee officer
Purpose: To provide the student with insight as to how their behavior, knowledge and actions affect the Probationer

Procedure: Small Group

1. Divide class into four groups
2. Student will remain in their groups seated at their tables
3. The instructor will scribe the following questions on the board
 - *Question-As a new Probationer what was your first impression of your FTO?*
 - a. Expected Responses
 - 1) Intimidating
 - 2) Knowledgeable
 - 3) Good work ethic
 - 4) Tactically sound
 - 5) Good Communicator
 - 6) Peer Leader
 - b. Debrief:
 - 1) **ASK** the groups for their responses
 - 2) Scribe the answers on the white board
 - 3) **ASK** the students to look at their responses and reflect on how they believe they are perceived as FTOs
 - *Question- What was the first thing your Field Training Officer said after you met?*
 - c. Expected Responses
 - 1) Forget everything you learned in the Academy
 - 2) Don't touch anything
 - 3) Don't say anything
 - 4) I'm not your friend
 - 5) **ASK** the groups for their responses
 - 6) Scribe the answers on the white board
 - d. Debrief:
 - 1) **ASK** the groups for their responses
 - 2) Scribe the answers on the white board

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- 3) **ASK** the students to look at their responses to ask themselves what is the first thing you say or have said to your probationary officers?
 - *Question- What did your first Field Training Officer do that you liked?*
 - e. Expected response
 - 1) Took the time to explain things
 - 2) Spoke to me as if I were a partner
 - 3) Allowed me to succeed
 - 4) Always encouraged me
 - 5) Spoke highly of Department
 - f. Debrief
 - 1) **ASK** the groups for their responses
 - 2) Scribe the answers on the white board
 - 3) **ASK** the students is there something they say or do that creates a positive action or response in their probationer
 - *Question- What are your concerns as a new Field Training Officer*
 - g. Expected responses
 - 1) Can I train a trainee?
 - 2) Can the trainee perform in a non-sterile environment?
 - 3) What are the liability issues?
 - h. Debrief: Field Training Officers have a big influence in molding trainee officers. Most trainee officers will take both the positive and the negative and form their own set of values. Your role as an FTO today, will set the foundation for officers of the future.
4. Group Discussion
- a. In their groups assign each of the groups one of the following questions
 - b. *Question #1-How does a FTOs Responsibility differ from regular patrol duties?*
 - c. *Question #2-What are some attributes a successful FTO may possess?*
 - d. *Question #3- Why is it important for an FTO to demonstrate these positive attributes?*
 - e. *Question #4- Why is it important for a FTO to demonstrate leadership?*
 - f. Allow the groups 5-10 minutes to discuss the questions and develop a response to present to the class
 - g. **Expected Responses**
 - 1) Question #1
 - 1) The need to establish and maintain a professional relationship with the trainee officer
 - 2) Responsibility to intervene. Actions and decisions when appropriate
 - 3) Developing training goals, develop remediation plans and scenario facilitation
 - 4) Develop and provide fair evaluation using proper and complete documentation

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- 5) Develop a way to be constructive and not destructive evaluation you trainee officer
- 2) Question #2 What are some attributes a successful FTO may possess
 - 1) Explain the attributes of a successful FTO, which may include:
 - 2) Effective communicator
 - (1) Uses active listening skills
 - (2) Remains calm
 - (3) Controls the situation
 - (4) Ethical
 - (5) Demonstrates integrity
 - (6) Promotes character
 - (7) Displays professional values
 - 3) Professional
 - (1) Works with other FTOs to help the whole program
 - (2) Appearance and demeanor
 - (3) Knowledgeable
 - (4) Knows and stays current with the law
 - (5) Demonstrates knowledge through proper application
 - 4) Experienced
 - (1) Broad experience base
 - (2) Associates with other quality role models
 - (3) Willing to ask questions
 - (4) Knows where to look for information
 - 5) Courageous
 - (1) Physical courage
 - (2) Moral courage
 - 6) Fair
 - (1) Reviews training
 - (2) Communicates clearly
 - (3) Sets goals /expectations
 - (4) Objective evaluations
 - (5) Gives immediate Feedback
 - 7) Committed
 - (1) Understands training requires long hours
 - (2) Accepts responsibility of teaching
 - (3) Willing to mentor and nurture the trainee
 - (4) Has respect for training
 - 8) Loyal
 - (1) Displays loyalty to the community
 - (2) Displays loyalty to the department
 - (3) Its mission, vision and values

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- (4) Department Mission Vision and Core Values ⁴
- 3) Question# 3 Why is it important for an FTO to Demonstrate these positive attributes
 - 1) Creates confidence between the trainee and the FTO
 - 2) Sets the tone in the car as to who is in charge
 - 3) Gives the trainee the feeling that they will be rated fairly
 - 4) Demonstrates to the trainee that this is a professional relationship
- 4) Question #4 Why is it important for an FTO to demonstrate leadership?
 - 1) Provides security for the trainee
 - 2) Demonstrates to the trainee who is in charge
 - 3) Demonstrates to the trainee that he will be treated fairly
 - 4) Every trainee will be rated fairly
- 5. Debrief: Being a patrol officer and being a training officer are different in some ways. It is important to understand what makes a strong FTO it is important for an FTO to remain positive and provide an atmosphere for the probationer to excel. By an FTO displaying these attributes the trainee is able to transition from role to role when dealing with the trainee officer

B. LEARNING ACTIVITY: List The Functions/Roles Of An FTO

PURPOSE: To Provide the students with their definitions of the functions and roles of an FTO

PROCEDURE: Small Group

- 1. Divide the class into small groups
- 2. Scribe the following Role and Functions of the FTO on the write board
 - a. Role Model
 - b. Teacher/Trainer
 - c. Supervisor
 - d. Evaluator
 - e. Coach/Counselor/Mentor/Facilitator
 - f. Leader
- 3. Allow the groups 5-10 minutes to define what is expected from the FTO for each role.
- 4. Their answers will be written on their poster paper and presented to the class for discussion
- 5. The Poster papers will be kept on the walls of the classroom for the duration of the class
- 6. Debrief:
 - a. The Instructor will debrief the exercise by Identifying and explaining the functions or roles of the FTO, including:
 - b. Role Model
 - 1) Leads by example
 - 2) Teaches by example

⁴ 2016 Los Angeles Police Department Manual 4th quarter 1/101-1/110.60

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- 3) Strong values
- 4) Personally
- 5) Professionally
- 6) High Level of integrity
- c. Trainer/Teacher
 - 1) Wants/Helps trainee to learn
 - 2) Accepts responsibility for progress of trainee
 - 3) Reinforces positive attributes & accomplishments
 - 4) Individualizes training/Breaks down information
 - 5) Easily understood manner
 - 6) Relative to trainee's skill level
 - 7) Relative to trainee's learning style
- d. Evaluator
 - 1) Make honest, objective assessments of behavior and performance
 - 2) Provides feedback
 - 3) Makes decisions and forwards to supervisor
- e. Supervisor
 - 1) First in the trainee's chain of command
 - 2) Oversees daily work
 - 3) Sets goals and objectives
- f. Coach/Mentor/ Counselor
 - 1) Allows for practice
 - 2) Provides hints and encouragement to motivate trainee
 - 3) Allows trainee to work through problems
 - 4) Answers questions
 - 5) Provides direction or assistance
 - 6) Know when to inform supervisor
- g. Leader
 - 1) Able to develop other/hold trainee accountable
 - 2) Shares responsibilities with trainee
 - 3) Develops/utilizes resources
 - 4) Sets clear expectations in a positive environment
 - 5) Models appropriate behavior
 - 6) Able to act as a change agent
- C. **DISCUSSION:** Discuss The Key Elements For Establishing Trust Between The FTO And The Trainee, Including:
 - 1. Truth
 - a. Established by integrity
 - b. Do the right thing even when no one is looking
 - 2. Respect
 - a. Gives personal worth
 - b. Remember the trainee is a person too
 - 3. Understanding
 - a. Show compassion and empathy
 - b. Understand that the trainee has a life outside of his work place
 - 4. Support

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- a. Provides strength and show commitment
 - b. Be willing to provide a sound information, answers, direction and assurance as an FTO
5. Teamwork
- a. Brings trainees into the organization
 - b. Provide the resources for how your agency functions
- D. The Instructor will discuss how the FTO can Demonstrate the ability to establish a mutually positive working relationship between the trainee and the FTO using knowledge of the trainee's education, background, cultural perceptions, work history, etc.
- 1. Develop a rapport
 - 2. Good interpersonal skills
 - a. Be Open
 - b. Responsive
 - c. Approachable
 - d. Supportive
 - 3. Maintain a professional, working relationship with the trainee
 - a. No Fraternalizing or inappropriate behavior (add dept. policy)⁵
 - b. Respect the trainee as a person while assisting the trainee through the Field Training Program
 - 4. Be cognizant of the trainee's background, culture, education etc. Try to relate training in a way that will help the trainee understand and succeed
 - 5. Educate the trainee in the cultural composition of the community, and guide the trainee towards interacting with the community with an attitude of service and partnership
 - 6. While keeping officer safety in mind assist the trainee in treating all people with respect
 - 7. Discuss Sources Of Stress That May Affect Trainee Performance, Including
 - a. Personal sources
 - 1) Family
 - 2) Friends/family's lack of understanding of the law enforcement "culture"
 - 3) Financial
 - 4) Wellness
 - b. Professional sources
 - 1) Expectations of trainee performance
 - 2) Administration
 - 3) Peer pressure
 - 4) Personal- "Failure is not an option"
- E. **REQUIRED LEARNING ACTIVITY:** Discussion Scenario Video "Trainee Stress"
PURPOSE: Recognize Symptoms of trainee psychological, Physical and Emotional Stress
PROCEDURE: Large Group Activity
- 1. Show Video
 - 2. Instructors will conduct a facilitated discussion

⁵ 2009, Los Angeles Police Department Manual, part I

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3. What are some signs of stress?
 - a. Impaired judgment
 - 1) Poor decisions
 - 2) Unable to make decisions
 - b. Deteriorating health
 - 1) Becomes sick easily
 - 2) Increase in sick leave use
 - 3) Muscle tics
 - c. Impatience with self and others
4. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress
 - a. Employee Assistance Programs
 - b. Chaplains/Clergy
 - c. Psychologist
 - d. Mentoring program
 - e. Exercise/work-out plan

F. REQUIRED LEARNING ACTIVITY: Case Studies

PURPOSE: To provide the student with Case Study Exercise information for use on the last day of this course

PROCEDURE: *Small Group Activity*

1. Students in their Groups: Students groups were determined on Day One
2. The students will discuss and address their trainee's written case study provided for this block of instruction
3. Divide the class into their assigned work groups (based on trainee name).
4. Distribute the fictitious trainee's case study for this block of Instruction to each group
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Short
5. Advise each group they will have no more than 15 minutes to review the current incident and document their actions.
6. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course
7. Resources needed
 - a. Easel pad and markers
 - b. Study handout
 - c. Needed 15
8. Key Learning Points:
 - a. This activity will allow the student to apply previous experiences and knowledge gained in this block to a situation they may encounter while training
 - b. This activity meets one of the required POST instructional activities for Block 3 Expectations, Functions, and Roles of the FTO

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- c. This activity will allow the students to apply previous experience and the knowledge gained in this block to a situation they may encounter while training.
- d. Remind student of Professionalism at all times

Instructional Goal: To provide students with the skills and knowledge needed to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching and communicating

Performance Objectives: Using lecture, learning activities and group discussion the student will:

- Understand the importance of proper role modeling
- Analyze the levels of critical thinking and develop questions to challenge learning
- Review FTOs learning styles and potential conflicts with trainee
- Analyze personal strengths and weaknesses as a future FTO
- Define communication as it relates to their position as a FTO
- Identify basic components of the communication process
- Recognize Communication skills needed to deliver effective training
- Analyze the adult learning styles and the learning domains and how they impact the learning process

IV TEACHING AND TRAINING SKILLS DEVELOPMENT **Block 4 (4 hr)**

A. INTRODUCTION

- 1. FTO must develop and maintain positive interpersonal communication skills with their trainees, peers, and community they serve

B. REQUIRED LEARNING ACTIVITY: Games and Simulations skill builder
Instruction Game

Purpose: Designed to build skills

Procedure: Large Group Activity

- 1. The Instructors will follow the instructions attached for Training House Reproducible Games and Simulations⁶
- 2. FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating
- 3. Resources
 - a. Easel pad and markers
 - b. Resources as identified with the attached instructions
 - c. Approximate time needed: 30 minutes
- 4. Key Learning Points
 - a. This activity meets one of the required POST instructional activities for Block 6 Teaching and Training skills development
 - b. This activity will provide a common training experience for the students in the FTO course

C. Define Communication as it relates to the FTO position.

- 1. FTO and Trainee

⁶ Reproduced from Training House Reproducible Games and Simulations, Training House, Amherst, MA.2000
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- a. Active Listening
 - b. No Surprises
 - 1) Tailor your communication and training approach as needed to assist in the trainee's transformation from academy graduate to solo officer
 - 2) Examine, adjust, and or refine you approach to ensure learning is taking place
 - 3) Discuss: Communication skills
 - a) **ASK:** How effective are you at communication
 - b) **ASK:** What techniques do you use to disperse information to the trainee?
 - c) **ASK:** What do you do when communication fails?
 - 4) FTO and FTP SAC
 - a) Open lines of communication with the same focus on the development of the trainee
 - b) A concentrated effort must be made to standardize all aspects of field training that fall within each topic/area of performance skills
 - c) The Field Training Program staff has a responsibility to the community they serve.
 - d) The responsibility requires the Department to train and retain only the most competent officers
 - e) If reasonable/multiple/varied attempts to train have not succeeded, then communication must focus on removing the trainee with dignity and respect
2. FTO and Trainee and Community
- a. The Field Training Program staff has a responsibility to the community they serve
 - b. The responsibility requires the Department to train and retain only the most competent officer
 - c. If reasonable/multiple/ varied attempts to train have not succeeded, then communication must focus on removing trainee with dignity and respect
 - 1) Developing a problem-solving relationship
 - 2) CAPRA© -Problem Solving Model in Academy Training ⁷
 - a) During Academy training the recruits are taught the CAPRA problem solving model
 - b) The Model is used throughout the six months of training
 - c) During this time the recruits have been developing their problem solving and critical thinking skills in a controlled environment
 - d) Now that training is over, the probationer needs the Field Training Officer to continue to develop their skills

⁷ CAPRA is used with the Permission of the RCMP

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so that at the end of training they will be able to replicate this type of problem solving in real time

- e) Decision making and problem solving is grounded in the Department's Core Values
 - f) If Personal Values and Department Values are in conflict decisions must be made based on the Department Values
- 3) Brief overview of the elements of CAPRA©
- a) CAPRA-Value Infused Problem Solving Model
 - b) C-Client
 - (1) All parties who have a stake in how the problem or incident is resolved
 - (2) Includes other Officers, Victim, Witnesses, suspects, bystanders, court system
 - (3) Considering the expectation and needs of the clients can resolve potential conflicts
 - c) A-Acquire and Analyze Information
 - (1) Gather accurate information
 - (2) Law, policy, and procedure
 - (3) Risk assessment
 - (4) Generate potential solutions
 - d) P- Partnership
 - (1) Anyone who, at any time within the process of problems solving, contributes to the finding of a solution with the police is a partner
 - (2) Partnership
 - (a) Community-police relations
 - (b) Multi-disciplinary/ inter- agency teams
 - (c) Victim relations
 - e) R- Response
 - (1) Every response to a situation will involve at least one, and likely a combination of service, protection, enforcement and prevention
 - (2) Types of Responses
 - (a) Prevention-situations/community
 - (b) Enforcement and alternatives
 - (c) Protection: public and police safety
 - (d) Service
 - (3) Assessment
 - (a) Assessment
 - (b) Self-Assessment
 - (c) Continuous improving and learning
 - In order to continuously improve and control our futures, we must continuously assess our own performance

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- In order to improve the quality of our serve, we must monitor incidents and detect patterns, in partnership with our clients to problem solve and prevent similar situations from recurring

- D. Review and Discuss Reasons for Developing Positive Communication Skills, to include:
1. Better interpersonal and professional relationship
 - a. Eliminates misunderstandings
 - b. Provides clear direction
 - c. Allows for teamwork
 2. Job satisfaction/success and reputation
 - a. Reduces stress
 - b. Enhances ability to reach goals
 - c. Establishes rapport/allows for teamwork
 3. Professional and personal safety/liability
 - a. Demonstrates professional attitude
 - b. Reduces likelihood of conflict
- E. Communication takes place when one person transmits ideas or feelings to another person or group of people. It's effectiveness is measured by the similarity between the idea transmitted and the idea received
1. Receiver of the message
 2. The message itself
 3. Context of the message
 - a. Words and tone used
 - b. Often it is not what is said as much as how it is said that makes the impact on the receiver
 4. The channel used to convey the message
 - a. Verbal
 - b. Written
 5. Noise and filters (both the sender's and receiver's)
 - a. Distraction
 - b. Background
 - c. Biases
 6. Feedback on the message
 - a. Was it understood
 - b. Did you receive any response
 - 1) Verbal
 - 2) Non verbal
- F. Recognize the Communication skills needed to deliver effective training, including:
1. Verbal and non-verbal
 - a. Verbal (word choice, delivery, etc.)
 - b. Non-verbal (body language, distance, etc.)
 2. Effective active listening

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- a. Validate the sender's message (repeat or paraphrase)
 - 1) **ASK:** How can we validate the message?
 - a) By echoing
 - b) By asking a question that is a follow up to the message
 - 2) **ASK:** Who can tell me what Echoing is?
 - a) Repeating
 - b) Paraphrasing
- 3. Recognizing and overcoming barriers to communication
 - a. **ASK:** What are some barriers to communication that as an FTO you have to deal with
 - 1) Police language (slang/acronyms) that is new to the probationer
 - 2) Noise in the Police car
 - a) The Radio
 - b) Mobile Digital Computer (MDC)
 - c) Traffic Noise
 - 3) Probationer personal pressure to succeed may interfere with their ability to hear the message
 - b. Unspoken biases/prejudices
 - 1) Everyone has them and they may interfere in how and if we hear the same thing
 - a) Learn to Recognize if a pattern exist
 - b) Being aware that this barrier can and does exist can act as a reminder that the message may have to be sent several times in different ways
- 4. **ASK:** What could you do as an FTO to overcome barriers to effective communication
 - a. Ensure that I listen
 - b. Take into account that I might be using police terminology that is unknown or new to the trainee
 - c. Are we speaking the same language
 - d. Is the trainee afraid of me and is that impacting their ability to hear my message?
- 5. Distribute: Effective Listening Hand-out
 - a. Unspoken biases/prejudices
 - b. Everyone has them and they may interfere in how and if we hear the same thing
 - a) Learn to Recognize if a pattern exist
 - b) Being aware that this barrier can and does exist can act as a reminder that the message may have to be sent several times in different ways
- 6. **ASK:** What could you do as an FTO to overcome barriers to effective communication
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 - b. Take into account that I might be using police terminology that is unknown or new to the trainee

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- c. Are we speaking the same language
- d. Is the trainee afraid of me and is that impacting their ability to hear my message?
- e. Everyone has them and they may interfere in how and if we hear the same thing

G. LEARNING ACTIVITY: Table Top Discussion Creating lists and examples: effective vs. ineffective teaching skills

PURPOSE: To review components of effective training

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. Identify and Explain Components of Effective Training, Including:
4. Instructor qualities
5. Have the students create a list of qualities that outstanding instructors possess
6. Reflect back on teachers, trainers, coaches and instructors which students perceived as ineffective
7. List the answers and debrief the results
 - a. Patient
 - b. Tactful
 - c. Uses Strong Vocabulary
 - d. Experience
 - e. Good listener
 - f. Values trainee
 - g. Uses resources
 - h. Enthusiastic
 - i. Approachable
 - j. Caring
 - k. High level of communication skills
 - 1) Voice tone
 - 2) Eye contact
 - 3) Use of words
 - 4) Rate of speech
 - 5) Hand gestures
 - 6) Active listening skills
 - l. Understands learning process
 - m. Understands teaching methodology
 - n. Understand and uses a variety of teaching aids
 - o. Works to develop and maintain his/her skills
8. Teaching/Training styles
 - a. Rote
 - b. Intimidator
 - c. Presenter
 - d. Developer
 - e. Facilitator

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- 9. Teaching/ Training aids
 - a. Maps
 - b. Chalkboard/white board
 - c. Computer-based training (CBT)
 - d. Video/audio tapes
 - e. POST Workbooks
 - f. Evaluations/assessments/test
 - g. Scenarios
 - h. Reference materials
 - 1) Peace Officer Sourcebook
 - 2) Case law updates
 - 3) Field Training Manual
 - i. Training plans
 - 1) Has a training game plan
 - a) Keeps trainee on track
 - b) Allows for Flexibility
 - c) Lists learning expectations
 - 2) Be Prepared to change plan based on trainee
 - a) If something doesn't work go to plan B
 - b) One learning style does not fit all
- 10. Presentation skills
 - a. Distribute: Teaching and Training Considerations
 - b. Ability to present information in a manner that is easily understood
 - c. Uses diverse presentation methods
- 11. Discuss Common Aspects of Learning
 - a. After maturity is reached, learning ability remains practically constant
 - b. Learning results from stimulation through the senses
 - c. Learning requires activity
 - d. Learning is based on past experience
 - e. Extreme emotional responses interfere with effective learning
 - f. Students learn many things in addition to skills and information
 - g. Interest is essential to effective learning
 - h. Early success increases chances for effective learning
 - i. Friendly competition stimulates learning
 - j. Challenging problems stimulate learning
 - k. Knowledge of purpose, use and application of thing makes learning more effective
 - l. Knowledge of the standards make learning more effective
 - m. Recognition and credit provide strong incentives for learning
 - n. The more vivid and intense the impression, the greater the chances of remembering
 - o. Things should be taught the way they are to be used
 - p. Effective learning is likely to occur when a logical relationship exist between things taught
 - q. The most effective learning results when initial learning is followed by application

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- r. Repetition, accompanied by constant effort toward improvement, makes for effective development of skills
 - s. People learn more when they are held accountable and made to feel responsible for learning
- H. Methods of Training
- 1. Case Study
 - a. Students are provided with detailed information regarding a specific event
 - b. Students study and analyze the situation in order to distinguish relevant from irrelevant details
 - 2. Demonstration
 - a. The correct use of the baton, this is teaching by showing
 - b. Explain and carry out the demonstration
 - c. Give students and opportunity to practice
 - 3. Instructor/Student Discussion
 - a. Face to Face interaction in which facts and opinions can be exchanged through questions
 - b. Students discuss and present their views
 - 4. Role-Play
 - a. Involves the dramatization by two or more students in situation relating to a problem
 - b. The process promotes an understanding of different positions and attitudes
 - c. Participants become deeply involved, undergoing the same stress and pressure they would experience in reality
 - 5. Panel Discussion
 - a. Two or more qualified experts, in front of the class, presents information or express their views
 - b. Following the presentation, students are encouraged to ask questions
- I. Compare and Contrast the elements of Student-Centered vs. Teacher – Centered Learning, using the RIDEM ACRONYM
- 1. Student/Trainee Centered
 - a. Focuses on student/trainee learning needs
 - b. Puts the onus of learning on the student/ trainee
 - 2. Teacher/FTO Centered
 - a. Focuses on the teacher/ FTO
 - b. Focuses on what the teacher/ FTO knows
 - 3. RIDEM Theory
 - a. Relevance
 - 1) Training should be important to the learner
 - 2) Knowledge and skills to be taught should be applicable in the real world of the learner
 - 3) Training should enhance skills
 - b. Involvement
 - 1) Adults learn best in a hands-on way

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- 2) By “doing” the learner has the opportunity to apply what is being presented
- 3) Adults must be actively involved in all aspects of the learning experiences
- c. Discovery
 - 1) The “Ah Ha” moments
 - 2) Finding the links in learning
- d. Experience
 - 1) Adults learn best in a hands-on way
 - 2) By “doing” the learner has the opportunity to apply what is being presented
 - 3) Adults must be actively involved in all aspects of the learning experiences
- e. Modeling
 - 1) Demonstration of the proper technique is a powerful form of learning
 - 2) Learners use demonstrations to form a picture in their mind
 - 3) Demonstration should include practice before evaluation
- J. Analyze Adult Learning Styles (e.g. visual, auditory, and kinesthetic) and learning domain (e.g. Affective, cognitive, and psychomotor) And How they impact the Learning Process
 - 1. Distribute: Principles of Adult Learners
 - 2. Learning Styles
 - a. Visual-
 - 1) Learns by seeing/watching
 - 2) Power point
 - 3) DVD
 - 4) Physical scenario
 - b. Auditory
 - 1) Learns by hearing/ being told
 - 2) Audio books
 - 3) Pod cast
 - c. Kinesthetic
 - 1) Learns by doing/trying different things
 - 2) Practical application
 - 3) Physical scenarios
 - d. Multi-sensory approach is the most effective
 - 3. Debrief- Identify each student’s learning style
 - a. Discuss with class
 - b. Do results shed light on learning styles?
 - c. The Training Triangle
 - d. Focus is on the individual
 - 1) Cognitive- What you know/think
 - 2) Affective-What /How you feel
 - 3) Psychomotor- What you do

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- e. Peak performance-When an individual operates in balance within all three sides of the triangle
- f. This is the framework for the re-design of the police academy –it is the same paradigm
- g. In our training we try to incorporate all three sides of the Triangle
 - 1) When you consider firearms, why do most people fail?
 - 2) It is through the process and emotional response of firing
- h. The majority of our officers have less than 10 years of experience
- i. We need to provide them with the ability to think critically on the job
 - 1) Lower the learning curve
 - 2) Need to help younger officers see the bigger picture
 - 3) We need to lower our defensive stance and open ourselves up for true assessment
 - a) This is the only way to improve
 - (1) What did I do well
 - (2) What can I do better
 - (3) What does/ did my partner need to know?
 - b) Too much focus on the negative causes us to lose out drive to be productive and creative
 - c) Training is not just about what we teach but how we teach

4. Learning Domains

a. Cognitive

- 1) Involves knowledge and development of intellectual skills
 - a) Evaluation
 - (1) Do the suspect actions meet the criteria for arrest?
 - (2) Do the suspect's statements have evidentiary value
 - b) Synthesis
 - (1) By combining the elements, do you have a crime
 - (2) Have you gathered the evidence needed to solve
 - c) Analysis
 - (1) Determining the elements of a crime fit the crime?
 - (2) Is the crime a misdemeanor or a felony?
 - d) Comprehension
 - (1) Through evaluation and synthesis and Analysis can you translate the information into a report
 - (2) Will your description paint a true picture?
- b. **ASK:** How does cognitive effect your performance in;
 - 1) How you write a report, a Citation or Probationers rating?
 - 2) How you articulate the need to search a suspect?
 - 3) Includes recall or recognition of facts, patterns, and concepts

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- a) Short-term memory
 - b) Long-term memory
 - c. Affective
 - 1) The manner in which we deal with things emotionally
 - a) Feelings
 - (1) How do we deal with our Emotions
 - (2) How do we deal with others Emotions and Attitudes
 - b) Values
 - (1) What do you attach value to?
 - (2) How do you apply value to information?
 - c) Appreciation
 - (1) How does feeling appreciated for the job affect how you do your job?
 - (2) How does a show of appreciation for a job well done affect your probationer's performance
 - (a) Enthusiasm
 - (b) Motivation
 - (c) Attitude
 - d) Enthusiasm
 - e) Motivation
 - f) Attitude
 - d. Psychomotor
 - 1) Physical movement
 - 2) Coordination
 - 3) Motor skills
 - a) Foot pursuit
 - b) Restraining the suspect
 - c) Requires practice
 - (1) Pistol Qualification
 - (a) Speed
 - (b) Precision
 - (2) Driving
 - (a) Hand/eye coordination
 - (b) Pit Maneuver
 - 4) Requires practice
 - a) Speed
 - b) Precision
 - c) Distance
 - d) Procedures
 - e) Techniques
5. Adult Learning concepts
- a. Types
 - 1) Experienced-based
 - 2) Self-directed/Facility learning
 - 3) Participatory

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- b. Importance of application
 - 1) Respect the learner
 - 2) Respects diversity
 - 3) Focuses on needs of learner
 - 4) Practical and meaningful
 - 5) Challenging
 - 6) Fun equals increased
- 6. Rates of Learning
 - a. Individuals learn at different rates/speeds
 - b. The more senses involved, the more effective the learning
- 7. Laws of Learning
 - a. Law Readiness-Creating a comfortable atmosphere
 - 1) When conditions are favorable to learning the individual is said to be in a state of readiness
 - 2) When they are unfavorable, the individual is said to be in a state of un-readiness
 - a) Show and explain the need for things to be learned
 - b) Make it possible for the learner to attain early success
 - c) Maintain a friendly interest in each learner. Show that you are interested in him/her
 - d) Avoid situations that cause fear, worry or anger
 - e) Answer pertinent questions. Put off un-related questions in a courteous manner
 - b. Law of Effect- Positive feedback creates a desire to learn
 - 1) A student wants to continue to learn because he gets a feeling of satisfaction due to success
 - 2) Organization instructional material
 - a) This includes both the individual lesson and the program as a whole
 - b) The first job should be taught as small units in order that the learner may complete something
 - 3) Eliminate unpleasant experiences whenever possible.
 - a) Under certain conditions, the teacher must violate this principle and set up annoying situations.
 - b) For instance if a worker has developed the wrong method or habit of performing his work, it may be necessary to make it meaningful; let it be earned
 - c. Law of Exercises – Utilize repetition to build habit patterns
 - 1) An individual tends to repeat experiences that are satisfying
 - 2) Repetition means building habit patterns
 - 3) Correct habit patterns usually lead to success
 - a) Have the learner repeat the job as many times as needed for the job skill
 - b) Have the learner repeat the job if he is required to wait for a long period of time between jobs
 - c) He is very apt to forget and may have to learn all over again

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- d) Frequency of repetition should be governed by the strength of the original stimuli and the ability of the learners
 - e) The amount of repetition needed depends upon the ability of the learner, the thoroughness of the instruction, and other attendant conditions.
8. Use of the senses in Learning
- a. Sight-75%
 - 1) The most important of all senses
 - 2) It has been said that approximately 75% of all we learn comes through the sense of sight
 - 3) Therefore it is important that you visualize your teaching
 - 4) Eye Contact is the most effective non-verbal skill utilized in the classroom.
 - b. Hearing -13 %
 - 1) Lecture is usual classroom teaching procedure
 - 2) This is not necessarily the best procedure for all purposes
 - 3) There are also other ways of learning through sound
 - c. Touch-6%
 - 1) An important sense in police work examples:
 - a) Stiff or limp body
 - b) cold or warm radiator
 - c) hard or soft material
 - d. Smell 3%
 - 1) Smoke
 - 2) Marijuana
 - 3) Alcohol
 - 4) Acid
 - 5) Gas line leak
 - 6) Gasoline
 - 7) Crude oil
 - e. Taste 3 %
 - 1) Sweet
 - 2) Salty
 - 3) Bitter
 - 4) Acidic
 - 5) Astringent

K. REQUIRED LEARNING ACTIVITY: POST Trainee Learning Styles Video

PROCEDURE:

- 1. Show Video
- 2. Discuss the adult learning style observed in the video and how they relate to the field training environment
 - a. Visual
 - b. Auditory
 - c. Kinesthetic
- 3. Discuss other factors or issues that may impact the Learning Process

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4. Learning Environment
 - a. Formal instructional setting (Classroom)
 - b. Patrol Car
 - c. Rang
 5. Student Factors/ Trainer Factors
 - a. Personal distractions (trainee and /or FTO)
 - b. Learning Plateaus (Trainee)/ inadequate teaching abilities (FTO)
 - c. Lack of direction from FTO
 6. Other outside factors
 - a. Presence of non-field training personnel
 - b. Availability of appropriate training aids and resources
 7. Identify and explain qualities of successful teachers, which may include:
 8. Distribute: The Good Teaching Hand-out
 - a. Caring/ passion
 - b. "People don't care how much you know until they know how much you care"
 - c. Show that you care
 9. Knowledge (Subject Matter Expert/ Resource)
 - a. Broad base of knowledge to draw on
 - b. Accuracy of that knowledge
 - c. Stays current on information needed to competently perform duties
 10. Skill
 - a. Willfully
 - b. Maintains skill levels
 - c. Works to learn new skills
 11. Motivation
 - a. Wants to teach
 - b. Works to help others learn
 12. Focused on Values
 - a. Strong Work Ethics
 - b. Lead by Example
 13. Ethical
 - a. Honest/Truthful
 - b. Integrity
 - c. Committed
 - d. Train to engage
 14. Analyze Personal Strengths and Weaknesses as a trainer
 15. Assess performance in the Instruction Game Exercise
 - a. Can you improve on your performance?
 - b. Did you recognize what worked and what didn't work?
 16. Debrief: Discuss how different training approaches may be required for different situations, i.e., report writing, vs. tactics/officer safety
 - L. **LEARNING ACTIVITY:** Develop A Training Plan using a Common Instructional Design Method, Which may Include IPAT
- PROCEDURE:** Small Group Activity
1. Divide the class into four groups
 2. Provide the groups 10 minutes to develop a fictitious plan

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3. Have the Groups develop a fictitious training plan using a Common Instructional Design Method; which may include
 4. Introduction (Performance objective are explained)
 - a. What it is that will be taught
 - b. Why it is important (WIIFM)
 5. Presentation (Impart the new knowledge or skill)
 - a. Delivery Methods
 - b. Distribute the Delivery Strategy Hand-out
 - c. Manner best suited for trainee
 - d. Adults learn best by doing
 6. Application (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill
 - c. The “ AH-HA” of the learning process
 - d. Self-directed learning is a powerful component
 7. Test (Evaluation of progress- holds the learner accountable)
 - a. Provides immediate feedback to trainer/trainee
 - b. Evaluation of progress
 - c. Allows for remediation if needed
 - d. Serves as documentation of training and knowledge/skill level
 - e. Demonstration of the proper technique is a powerful form of learning
 - f. Demonstration should include practice before evaluation
 8. Have each of the groups present their plan to the class
 9. Have the students use their plans to assist them in the next learning activity
- M. LEARNING ACTIVITY: Develop Learning Activities**
PURPOSE: To develop learning activities that will enhance the learning process
PROCEDURE: Small Groups
1. The groups will also be instructed to develop and include a learning activities for the purpose of:
 - a. Reinforce training
 - b. Learning by doing
 - c. Promote decision making
 - d. Promote teamwork
 - e. Safely problem solve
 2. Have the students choose from the Types of Learning Activities such as:
 - a. Case studies
 - b. Role play
 - c. Brain storming
 - d. Scenarios/ table top exercises
 - e. Simulations
 - f. Group exercises
- N. Create Useful Field Training Instructional Aids**
1. Establish relevance
 - a. Specific to topic
 - b. Specific to agency
 2. Have a representative from each table explain their activity and discuss with the class how the learning activities can enhances their learning plan.

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O. REQUIRED LEARNING ACTIVITY: Case Study Exercise

PURPOSE: This activity will allow the students to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

PROCEDURE: Small Group Activity

1. Divide the class into their assigned work groups (based on trainee name)
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Gates
2. Distribute the fictitious trainee case study for this block 7 of instruction to each group
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
5. Key learning points
 - a. This activity meets one of the required POST instructional activities for Block 7 Teaching and Training Skills Development
 - b. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

Instructional Goal: To provide the student with a review of knowledge on: Department Policies, applicable Vehicle Code and case law

Performance Objectives: Using facilitated lecture

- Identify driver safety issues
- Discuss and identify the FTO role in the education and evaluation of safe driving to Include: Department policy, Pursuit policy and Vehicle code
- Discuss and understand the lesson learned through applicable case law

Day Two

V. Introduction Addressing Driver Awareness/Driver Safety

A LEARNING ACTIVITY: LECTURE: Addressing Driving Issues/ Driver Safety
Block 5 **(4 hrs)**

PURPOSE: To provide the students with information on the issues of safe driving

PROCEDURE: Large Group Activity

9. In 2010, a POST Commission study (Driver Training Study: Volume I) was analyzed and revealed the act of driving a patrol car to be the single most potentially hazardous event posing risk of injury or death to a law

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enforcement officer. Law enforcement officers are more likely to be injured or killed in traffic accidents than in any other situation, including assaults.

10. Speed, inattention, driving beyond the capabilities of the driver or vehicle, and failure to employ seatbelts are all contributing factors to law enforcement officers being involved in vehicular accidents.
 11. Additionally, citizens are also injured in accidents involving officers. While may not be “at fault” in all accidents, and sometimes things happen on the roadway beyond the control of the driver of a patrol car, the risk of being involved in an accident while on patrol is great.
 12. However, that risk can be significantly reduced through initial and continued training, awareness, and reinforcement of proper driving practices. The trainee has received initial driver training in a controlled environment at the academy. It is the FTO’s responsibility to build upon what was learned in the academy setting, while also evaluating and enhancing the trainee’s ability to drive a patrol car in all the varied, real world conditions likely to be encountered in the field.
 13. The goal of this block of instruction is to equip the FTO with the proper tools, mindset, and behavior to evaluate and address issues for today’s law enforcement drivers. Due to the technical nature of the material in this section, it is suggested that an EVOC or Driver Awareness Instructor review the presenter lesson plan created from this expanded course outline, prior to presentation.
- G. FTO’s Role In Law Enforcement Driving /Training /Evaluation
1. The FTO plays a critical role in determining the trainee’s mindset, setting the bar for ethical, safe, and policy-directed driving
 2. Facilitated Discussion
 - a. What driving issues do you expect to encounter regarding deputies or officers in training?
 - b. Open discussion of examples
 - 1) Familiarity with equipment of the car (switches/cameras etc.)
 - a) Emergency lighting equipment
 - b) Radio/ PA system
 - c) In- car computer MDC
 - d) Shotgun rack
 - e) Cage/back seat divider
 - f) In -car Camera
 - g) Air bags
 - h) Ballistic doors
 - 2) Security of equipment within the car such as belting in bags and cases
 - a) In -car Camera
 - b) Air bags
 - c) Ballistic doors
 - d) Shotgun rack
 - 3) Speed, inattention, driving in a manner unsafe for the environment, etc.

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- a) While on duty we are not always exempt to the rules of the road
 - b) Driving defensively at all times
- H. Developing A “Safe” Driving Philosophy
- 1. Distribute the “Safe” Driving – Situation- Appropriate, Focused, Educated driving Handout
 - a. Situation-Appropriate
 - b. Modified driving responses for varied circumstances
 - c. Educated
 - d. Application of training and policy, from initial academy training through in-service/advanced officer training, and all personnel monitoring safe driving practices
 - 2. Reinforce the RBC training regarding:
 - a. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses in ongoing and in-service training
 - b. Speeds that officers are expected to encounter in routine and emergency driving
 - c. Night driving
 - d. Use of interference vehicle(s) to simulate actual roadway conditions
- I. Policy and Procedure consideration
- 1. Department requirements—compare and discuss
 - a. Peer Pressure
 - 1) Discuss peer pressure/ethics of an FTO in training and monitoring Safe Driving.
 - 2) Discuss the need for consistency among FTOs and the need for following department policy and common sense in the field.
 - 3) What if the concepts of SAFE driving are adopted by one member of the agency and not the others?
 - 4) How does the FTO following the SAFE driving approach deal with and FTO who is not following or advocating SAFE driving principles?
 - 5) How would you deal with the pressure from other FTOs?
 - 6) Code 2 High/Code 2.5 does it exist?
 - 7) Do some FTOs encourage driving at unsafe rates of speed?
 - 8) Think Safety and liability
 - 9) Removing the seatbelt prior to arriving at the call
 - 10) Cell phone use policy vs. exemption 23123 (d) CVC
 - 2. Pursuit policy models
 - a. Share the various policy models or discuss the specific in-house policy regarding pursuit driving
 - b. SB719 directives
 - 1) Pursuit Policy ⁸
 - 2) Driver Responsibility
 - 3) Initiation of vehicle pursuit

⁸ 2016 Los Angeles Police Department Manual 4th quarter, 1/555 Pursuit Policy

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3. The “unwritten “policies/department culture
 - a. Unauthorized use of “excuse me” lights (rear amber lights), or unauthorized use of opticom to change traffic signals green
 - b. Failure to yield vs. actual pursuit
 - c. “Get me there first”
 4. Laws Reviewed
 - a. 21055 CVC- Exemption
 - b. 21052 CVC-routine driving “obey the rules”
 - c. 21056 CVC-due regard
 - d. 17004.7 a),b),c) CVC-civil liability
 5. Applicable Case Law (examples)
 - a. Cruz vs. Briseno
 - b. Lewis vs. Sacramento County Sheriff’s Department
 - c. Nguyen vs. City of Westminster
- J. Collision Prevention Issues
1. Goals- Training proper Decision making
 - a. Changing the culture
 - 1) Again, the impact of “unofficial “policies
 - 2) The community impact of improper driving
 - 3) Ethical dilemmas
 - b. Officer safety and fault awareness
 - c. Psychological Effects
 - 1) Aggression
 - 2) Overconfidence
 - 3) Self-righteousness
 - 4) Impatience
 - 5) Extreme emotions
 - d. Factors in Safe Tactical Driving
 - 1) Speeds
 - 2) Intersections
 - 3) Attitudes
 - 4) Space Cushion
 - 5) Seatbelts
 - a) Tactical Removal (if allowed per policy):
 - b) Removing the seatbelts, as the patrol vehicle slows, just prior to safely coming to a stop, so the officer can safely and quickly exit the vehicle.
 - 6) Vision and Distractions
 - 7) Stopping Distances
 - 8) Backing
 - 9) Inattention or divided attention
 - 10) Consideration for safe driving in low light conditions:
 - a) Identify and recognize night driving hazards
 - b) Discuss techniques to improve night driving
 - c) Light to dark transition, glare and vision
 - d) Reaction time at night
 - e) Overdriving headlights

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- f) Weather
- e. Specific Considerations for the FTO
 - 1) If allowed by agency policy the FTO may need to personally address the following skills or refer the trainee for additional EVOC training
 - a) Rear wheel cheat
 - b) Front wheel swing
 - c) Apexing (high-low-high)
 - d) Backing
 - e) Shuffle Steering
 - f) Maintaining a “high visual horizon”
 - g) Reference material available in LD 19
 - f. How and what to watch –eyes and hands- tunnel vision, “white knuckles”
 - g. Training video suggestions (can be agency specific and must be POST approved)
 - 1) Damage to cars showing how driving issues might be determined from the various types of damage to the vehicles
 - 2) Indications of “bad” driving or inappropriate actions
 - 3) “Commentary Driving” with “hazards” visible
 - h. Fleet Safety Program- Responsibility
 - 1) A reduction in traffic collisions
 - 2) A systematic and timely review of employees involved traffic collisions; and,
 - 3) Training those employees with deficient driving skills
 - i. Fleet Safety peer review board
 - 1) Peer review of sworn personnel or civilian equivalents
 - 2) Involved employee not allowed to be present
- K. Resources And Considerations For Evaluating And Enhancing Trainee Driving Skills
 - 1. The FTO may want to evaluate the trainee’s skill in the basics of driving prior to performing routine patrol functions. The following are suggested activities and areas to evaluate those skills:
 - a. LEDS
 - b. Parking stalls/lots skills
 - c. Patrol vehicle size awareness exercises
 - d. Cones and lots (It is suggested that the same exercises i.e. “T-box” or “Y-turn around,” be used for sizing and performance development)
 - 2. Driving Issues for the FTO
 - a. Leadership and Ethical Considerations
 - b. Liability issues- responsibility to supervise, be ethical model proper driving
 - c. Impact on FTO/trainee working relationship
 - d. Intervention
 - 1) FTO’s ability to impact ethical issues
 - 2) Potential ramifications (positive and negative)
 - 3) Effects on trust, integrity, willingness to support, etc.
- L. Roundtable/ Group Discussion Topics

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1. What do you look for; how do you evaluate, correct and train?
2. Examples might include:
 - a. Shuffle Steering
 - b. Steer to the Rear-purpose
 - c. Apex Cornering and Braking (How-when-why)
 - d. Braking in general-vehicle dynamics
 - e. Vehicle Pre-flight Checks

M. REQUIRED LEARNING ACTIVITY: Case Studies

PURPOSE: This activity will allow the students to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

PROCEDURE: SMALL GROUPS

1. Divide the class into their assigned work groups (based on trainee name)
2. Distribute the fictitious trainee's case study for this block of instruction to each group
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Gates
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course
5. Key Learning Point
 - a. This activity will allow the student to apply previous experiences and knowledge gained in this block to a situation they may encounter while training
 - b. This activity meets one of the required POST instructional activities for Block 4 Addressing Driving Issues/Driver Safety.
 - c. This activity will allow the students to apply previous experience and eh knowledge gained in this block to a situation they may encounter while training.
 - d. Advise FTO to familiarize themselves with the Los Angeles Police Department Manual Volume 3 General Management procedures 201-209.20
 - e. SUGGESTIONS FOR FUTURE TRAINING
 - 1) Driver awareness
 - 2) EVOC instructor
 - 3) AOT course
 - 4) Professional providers

Instructional Goal: To provide the FTO with the understanding of ethics, the importance of influencing behavior in trainee officers and to recognize how unethical behavior negatively impact the officer, Department and community. The students will participate in group and

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classroom discussions involving ethical scenarios. They will draw upon their experiences and be provided with the resources to aid them in reaching well-reasoned and rational conclusions or decisions they have made concerning the reviewed scenarios

Performance Objectives:

- Understand the definition of Ethics and Professionalism
- Identify the ethical issues of field training environment
- Evaluate the effects of ethical issues within the field training environment
- Analyze and discuss Ethical Dilemmas

VI ETHICS AND PROFESSIONALISM

Block 6 (2hr)

- A. Introduction
 - 1. General definition of ethics from Merriam- Webster is:
 - a. A set of moral principles or values
 - b. A theory or system of moral values
 - c. A guiding philosophy
- B. Define Ethics, Including
 - 1. The POST definition
 - a. The accepted principles of conduct, governing decision and actions, based on professional values and expectations
 - b. Rules of behavior based on ideas about what is morally good and bad
 - 2. Law Enforcement Code of Ethics
 - 3. Distribute the Code of Ethics hand- out
- C. Identify Ethical Issues Within The Field Training Environment, Including But Not Limited To:
 - 1. Gratuities, solicitations, half priced meals, etc.
 - 2. Negative/inappropriate comments or behavior directed toward other officers, subordinates, superiors, and /or agency
 - 3. Socializing or fraternizing with a trainee
 - 4. Participating in or allowing trainee discrimination and /or hazing
 - 5. Using inappropriate language or terminology
 - 6. Displaying negative/ inappropriate behavior toward the community
 - 7. Intervention in unethical conduct of trainee, other FTO, or peer
 - 8. Code of Silence
 - 9. Entitlement
 - 10. Distribute the Calculating Ethics Hand-out
- D. **REQUIRED LEARNING ACTIVITY:** DISCUSSION ETHICS SCENARIO VIDEO
PURPOSE: Evaluate the Effect(S) Of Identified Ethical Issues on the FTO/Trainee Relationship
PROCEDURE: Large Group Activity
 - 1. Show Video-DVD POST "Ethics"
 - 2. Instructors will Facilitate a Discussion
 - a. Impact on FTO/Trainee working relationship
 - b. Effects trust, integrity, willingness to support, etc.
 - c. FTO's ability to impact ethical issues

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- d. Must be above reproach
- e. Train to engage in pre-planning
- f. Engage trainees and peers in discussion
- g. Students will remain in their assigned groups
- h. Advise students to refer to the Ethical Decision –Making Tool for California Law Enforcement book that is supplied for them
- i. Have the groups answer the following three questions and write responses on flip charts
 - 1) What are the ethical dilemmas? Or Integrity issues?
 - 2) What would you do and why?
 - 3) What would you do if you became aware that another FTO filed the report, why?
- j. Debrief the activity, ensure that the following are addressed if not brought out by the class
 - 1) Ethical/Integrity
 - a) Forging a signature
 - b) Lies about the behavior and when confronted, continues to lie
 - 2) Action taken by FTO
 - a) Report the incident to the watch commander
 - b) Making false and misleading statements is a violation of Department policy
 - c) The incident must be investigated to determine if it was a misunderstanding of procedure or if it was an intentional act of misrepresentation
 - d) Action to take if you become aware that another FTO submitted the report
 - (1) Advise a supervisor of the incident as you know it
 - (2) The incident needs to be investigated to determine if the FTO was aware of the potential misconduct
 - (3) In addition to the investigation of the probationary action
- k. Key Learning Points
 - 1) This activity meets one of the required POST instructional activities for Block 4 Ethics
 - 2) The activity will challenge the students to discuss how they would handle this incident with the trainee and the Field Training Program SAC
 - 3) The y will also discuss how handle the incident if it were another FTO who filed the report

E. REQUIRED LEARNING ACTIVITY: Ethical Decision Making Tools for California Law Enforcement ,Analyze Ethical Dilemmas- Facilitated Discussion

PURPOSE: This activity will allow students to analyze training related dilemmas while utilizing the POST developed resource, “Ethical Decision- Making Tools for

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California Law Enforcement". The activity will also provide students the opportunity to discuss ethical decisions related to training prior to actual/ potential incidents.

PROCEDURE: SMALL GROUP

1. Students will participate in small group activities
2. A facilitated discussion where they will analyze ethical dilemmas related to their training assignments.
3. Instructor will provide ethical dilemmas to the student group(s)
4. Advise students to refer to the Ethical Decision- Making Tool for California Law enforcement book that is supplied for them
5. SHOW DVD-POST "Ethics"
 - a. Have the groups answer the following three questions and write responses on flip charts
 - 1) What are the ethical dilemmas? Or Integrity issues?
 - 2) What would you do and why?
 - 3) What would you do if you became aware that another FTO filed the report, why?
 - 4) Have each of the groups read their responses
 - b. Instructor will facilitate the group reviews and discussions.
 - 1) Debrief the activity and ensure the following are addressed if not brought out by the class
 - a) Ethical/Integrity
 - (1) Forging a signature
 - (2) Lies about the behavior and when confronted, continues to lie
 - b) Action taken by FTO
 - (1) Report the incident to the watch commander
 - (2) Making false and misleading statement is a violation of Department policy⁹
 - (3) The incident must be investigated to determine if it was a misunderstanding of procedure or if it was an intentional act of misrepresentation
 - c) Action to take if you become aware that another FTO submitted the report
 - (1) Advise a supervisor of the incident as you know it
 - (2) The incident needs to be investigated to determine if the FTO was aware of the potential misconduct
 - (3) In addition to the investigation of the probationary action
 - c. Key Learning Point
 - 1) This activity meets one of the required POST instructional activities for Block 5 Ethics
 - 2) The activity will allow students to analyze training related dilemmas while utilizing the POST developed resource, Ethical

⁹ 2016 4th Quarter LAPD Manual, 3/820.09 False and Misleading Statements

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Decision-Making Tools for California Law Enforcement” The activity will provide students the opportunity to discuss ethical decisions related to training prior to actual potential incidents

F. REQUIRED LEARNING ACTIVITY: CASE STUDY EXERCISE

PURPOSE: This activity will allow the students to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

PROCEDURE: Small Group Activity

1. Divide the class into their assigned work groups (based on trainee name)
2. Distribute the fictitious trainee’s case study for this block of instruction to each group
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Gates
3. Advise each group they will have no more than 15 minutes to review the current incident and document their actions
4. At the end of the assigned time , the instructor will remind the students of the requirements of the final case study presentation on the last day of the course
5. Debrief:
 - a. Understand and beware of the Ethical issues that are common in the field training environment
 - b. Ensure to assess and investigate an ethical dilemma to ensure you have all the information necessary before taking further action
6. Key Learning Point
 - a. This activity meets one of the required POST instructional activities for block 5-Ethics
 - b. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

Instructional Goal: To Provide the student with ability to understand the key element of leadership and apply the theory of situational leadership with the law enforcement training program.

Performance Objectives: Using lecture, group discussion and learning activities, the student will:

- Identify and articulate leadership traits
- Understand the leadership role
- Demonstrate how to be a leader

VII LEADERSHIP
a. INTRODUCTION

Block 7 (2 hr)

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- i. The POST definition
 - 1. The practice of influencing people, while using ethical values and goals to produce an intended change.
 - 2. **ASK:** How does this definition relate to our Core Values?
 - a. Service to our communities
 - b. Reverence for the law
 - c. Commitment to leadership
 - d. Integrity in all we say and do
 - e. Respect for people
 - f. Quality through continuous improvement

- ii. **ASK:** Who are some famous and infamous leaders or role models?
Expected Responses
 - 1. Famous Leaders
 - a. Mahatma Gandhi
 - b. George S. Patton
 - c. Harry S. Truman
 - d. Ronald Reagan
 - e. Martin Luther King Jr.
 - f. Susan B. Anthony
 - g. Adolf Hitler
 - h. Osama bin Laden
 - 2. The Instructor will scribe the responses on a flip chart or white board

- b. **DISCUSSION:** Identify and explain Characteristics Demonstrated by various recognized leaders
 - i. Distribute the Hand-out – Leadership Lessons from History
 - ii. **ASK:** What list the Characteristics of a leader?
 - iii. Allow each table 5 min to develop and present their answer**Expected Responses**
 - 1. Ambition
 - 2. Confidence
 - 3. Courage
 - 4. Intelligence
 - 5. Eloquence
 - 6. Responsibility
 - 7. Creativity
 - 8. Compassion
 - 9. Trustworthiness
 - 10. Even in times of great stress, and can be depended upon to put the needs of others above the personal considerations

- iv. Behaviors
 - 1. **ASK:** What is your definition of the word “Moral”
 - a. What religions dictate
 - b. Being a decent human being

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- c. The Instructor will scribe the responses on a white board or paper chart.
 - 2. Definition of Moral- Certain individual behaviors is right without referring to the particular system which leads to the determination of what is right.
 - 3. **ASK:** What is your definition of the word “ Ethical”
 - a. Having Morals
 - b. Always doing the right thing
 - 4. Ethical- A specific system, principles or values which lead to the determinations of right or wrong conduct.
- v. **Discussion:** Large Group Discussion
 - 1. **ASK:** What leadership characteristics do you, as Field Training Officers demonstrate in you agencies and to your trainees?
 - 2. **ASK:** Are there areas where you need to improve your leadership traits?
 - 3. **ASK:** What self-improvement will you undertake to be an effective leader in you organization and for your trainees?
- c. Analyze Personal Strengths and weaknesses as a leader
 - i. Determining leadership potential
 - ii. Leadership analyzed
 - 1. Directing- One way Communication
 - i. Supervises closely
 - ii. Makes the decision
 - iii. One way communication
 - 2. Coaching – Two way Communication
 - a. Involves action planning
 - b. Promotes independent thinking
 - c. Seeks suggestions
 - d. Makes final decision
 - 3. Support- listens
 - a. Encourages to take the lead
 - b. Facilitates participating in decision allowing others to make decision
 - 4. Delegating- allows goal setting
 - a. Planning decision making
 - b. Rewards followers for good performance
 - c. Is involved only as much as others allow him to be

d. **REQUIRED LEARNING ACTIVITY:** LEADERSHIP SURVEY

PURPOSE: Students will be with an opportunity to determine their potential as a leader

PROCEDURE: Large Group Activity

- i. Distribute the Leadership and Self- Evaluation Assessment document
- ii. Instruct students to complete the assessment
 - 1. How did you score?
 - 2. Did you learn something new about yourself by completing this assessment

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- iii. Use the assessment to discuss traits of a leader
 - 1. Relating to others on an interpersonal level
 - 2. Planning
 - 3. Solving problems developing goals and carrying them to fruition
 - 4. Praising others and giving feedback
- iv. Debrief this activity by discussing:
 - 1. How can the assessment document relate?
 - 2. How can be applied to life or the job?
- v. Key Learning Points
 - 1. This activity meets a required POST instructional activity for Block 6-Leadership
 - 2. This activity will challenge the students to honestly evaluate their potential as a leader and analyze their personal strengths and weaknesses
- e. **DISCUSSION:** Principles, Theories, and Trends of Leadership
 - i. Principles Defined
 - 1. A fundamental truth or proposition that serves as the foundation for system of beliefs or behaviors or for a chain of reason
 - 2. Examples:
 - a. Principle of Modern policing: The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain public respect¹⁰

The police are the public and public are the police
 - ii. Theories Defined
 - 1. A set of statements of principles devised to explain a group of facts or phenomena. A belief of principles that guides action or assist comprehension or judgment
 - 2. Examples of common Law Enforcement Hypothesis and Theory:
 - a. The Officers staked out the house as criminals usually return to scene of the crime
 - b. The Broken window Theory: The effect of urban disorder and vandalism on additional crime and anti-social behavior
 - c. Contagious Fire: One Police Officer shoots so they all shoot
 - iii. Trends Defined: A general tendency and movement or direction
 - 1. Leadership is an activity and process¹¹
 - a. Leadership cannot occur in a static position
 - b. Leaders must go out and lead
 - c. Leaders must be change agents
 - 2. Leadership is Relational
 - a. Where leaders influence others to work together within some kind of social structure

¹⁰ Sir Robert Peel, Peel's principles of modern law enforcement 1829

¹¹ The revised second edition 2012 Every Officer is a Leader

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- b. A positive example can be that of the mentor and his student working together towards a common goal
- c. A Negative example: Such influences may be transactional in that a quid pro quo relationship exist :
Extreme example Mercenary soldier
- d. This type of leadership must be purposeful, ethical and process oriented
- 3. Leadership is visionary
 - a. Working towards a common purpose that motivates others to work together, and a shared goal
 - b. This type of leadership is different in that it includes the process of persuasion by an individual to work as a team
- 4. Transforming Leadership
 - a. Operational-
 - i. Crime reduction
 - ii. The police response must be consistent with society and within the law
 - b. Political
 - i. Being accountable to the political environment yet not being vulnerable to inappropriate political interferences or control
 - ii. Inappropriate political interference is usually not related to policy issues, but those relating to issues involving police operations, such as criminal investigations
 - c. Administrative
 - i. Defining services, quality, allocating resources, dealing with union issues, transfers and other day to day management and administrative duties
 - ii. Critical challenges for police leadership which is subject to determination by internal to the organization and external by other factors
- iv. **ASK:** How do they apply to the Field Training Officer?

Expected Responses

- 1. Principles of a basic investigation
 - 2. Principles of report writing
 - 3. Traffic theory if the driver headlights are off after dusk they might be driving under the influence
 - 4. Trends- Transforming Leadership recognizes the ethical dimension
-
- v. Situational Leadership describes a way of adapting leadership behaviors to feature of the situation and the trainees
 - 1. Leadership is an activity
 - 2. FTOs provide what is lacking in the situation
 - 3. Able to hold others accountable

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- vi. Even through situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style
 - 1. Distribute Situational Leadership Handout
 - 2. Effective leaders/FTOs need to be able to adapt their style to fit the needs of the situation
 - 3. Perception is in the eye of the follower
 - 4. FTOs need to maximize the performance of their trainees
- vii. Successful Leaders / FTOs
 - 1. Proactive
 - 2. Flexible to development/ performance level of their trainees
 - 3. Fill the gap
- f. **REQUIRED LEARNING ACTIVITY:** Leadership Analysis
 - PURPOSE:** Using a group exercise, participants will identify specific leaders and the characteristics that made them a great/good leader and then analyze how their leadership impacted situations in which they were involved.
 - PROCEDURE:** Small Group
 - 1. Divide the class into a group for each of the following categories
 - 2. Analyze situations Requiring Applications of Leadership Principles and Theories and provide examples of where/how those application impact the situations
 - 3. Civilian
 - a. Reagan
 - b. Churchill
 - c. Martin Luther King
 - 4. Military
 - a. Patton
 - b. Eisenhower
 - c. Schwarzkopf
 - 5. Sports
 - a. Lasorda
 - b. Magic Johnson
 - 6. Law Enforcement
 - a. Kaminski
 - b. Chief Gates
 - c. Chief Bratton
 - 7. Have each group identify a scribe and a spokesperson
 - 8. Advise each group they will have a set amount (time to be determined by each instructor) to identify the leaders in a certain category
 - 9. They not only must identify the leader but also the characteristics that made them a great/good leader.
 - 10. Characteristics may include, but not limited to:
 - a. Ambition,
 - b. Eloquence
 - c. Confidence
 - d. Courage
 - e. Intelligence

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- f. Responsibility
 - g. Creativity
 - h. Compassion
 - i. Integrity
 - j. Trustworthiness
11. The second part of this activity is for the group to identify how these characteristics and leadership applications apply to them, as FTOs
 12. At the end of the time, the spokesperson from each group will present their findings to the class
 13. The instructor will then facilitate discussion and debrief this activity by discussing how it relates or can be applied to the job
- ii. Debrief:
 1. Assess the Positive aspects of the Leadership Role of FTOs
 2. **ASK** the students what are some positive aspects of the leadership role of FTOs
 3. Able to inspire leadership traits in trainees
 4. Able to delegate via problems solving (shared responsibility)
 5. Able to build the future of agency
 - iii. Key Learning Points:
 1. This activity will challenge the students to identify their level of knowledge of leaders
 2. Characteristics that make good leaders as well as analyze the application of leadership principles and theories
 3. This activity meets a required POST instructional activity for Block 6 Leadership.
 4. This activity will challenge the students to identify their level of knowledge of leaders and characteristics that make good leaders as well as analyze the application of leadership principles and theories
- g. **LEARNING ACTIVITY:** Case Study Exercise
- PURPOSE:** This activity will allow the students to apply previous experience and the knowledge gained in this block to a situation they may encounter while training
- PROCEDURE: *Small Group Activity***
1. Distribute the fictitious trainee's case study for this block of instruction group
 2. Divide the class into their assigned work groups (based on trainee)
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Gates
 3. Advise each group they will have no more than 15 minutes to review the incident and document their actions

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4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course
- ii. Debrief:
1. As an FTO you are in training the future leaders of you Department, make sure you understand leadership qualities and apply them in your training
 2. Demonstrate leadership qualities daily and go out and lead, be an agent of positive change

Instructional Goal: At the completion of this course the student will be able to identify a person suffering from a mental illness or in a mental health crisis, properly manage and de-escalate the situation and conduct a comprehensive assessment of the individual pursuant to 5150 of the Welfare and Institutions Code (WIC). This includes the completion of the required documentation.

Performance Objectives: Using lecture and learning activities including case studies, the student will:

- Recognize the most common mental illnesses, developmental / intellectual disabilities, and co-occurring substance abuse disorders they may encounter as law enforcement officers
- Develop and utilize effective de-escalation techniques needed to bring about a peaceful resolution to an incident involving a person suffering from a mental illness or in a mental health crisis.
- Develop knowledge and understanding of state and federal laws applicable to common mental illnesses, developmental / intellectual disabilities, and co-occurring substance abuse disorders mental illness.
- Formulate the questions necessary to conduct an effective mental health assessment
- Identify the mental health related behavior(s) that justify the criteria for an involuntary mental health hold pursuant to 5150 WIC or 5585 WIC
- Know the appropriate referral information to provide the subject and or family if the behavior(s) do not rise to the level of an involuntary detention pursuant to 5150 WIC
- Develop an understanding of stigma and the importance of empathy when dealing with this population.

Day 3

VIII INTERACTION WITH PERSONS WITH MENTAL ILLNESS OR INTELLECTUAL DISABILITY (4 hrs.) Block 8
INTRODUCTION TO MENTAL ILLNESS

- P. Introduction of instructor(s)
1. Name, assignment
 2. Experience

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ICE BREAKER: Student introduction exercise VIDEO- *Stomping out Stigma: Mental Illness (PSA)*¹²

1. Show video vignette of individuals with mental illness, and those without
2. Have each student describe what a person with mental illness looks like
3. **Ask** the students if or how mental illness or disabilities has affected their lives

B. **LECTURETTE:** The Scope of Mental illness in the United States

ASK: “What are the 3 most common mental illnesses that law enforcement officer’s come in contact with?”

1. Most Common Mental Illnesses that law enforcement will come in contact with:
 - a. Schizophrenia
 - b. Bipolar – Mania
 - c. Major Depression

PROCEDURE: Large Group Activity

B. Provide each group with a legal topic and brief definition of the topic to discuss amongst themselves

C. Legal topics can be hand written on a white board, power point, or on a hand out

D. In their small groups, students will briefly explain the topics and definitions

E. Groups will be responsible for teaching the class about their topic and will analyze how understandings of the topic will aide their job

1. Mental Disorders in America
 - a. Mental disorders are common in the United States and internationally
 - 1) An estimated 26.2 percent of Americans ages 18 and older — about one in four adults — suffer from a diagnosable mental disorder in a given year. When applied to the 2004 U.S. Census residential population estimate for ages 18 and older, this figure translates to 57.7 million people. Even though mental disorders are widespread in the population, the main burden of illness is concentrated in a much smaller proportion — about 6 percent, or 1 in 17 — who suffer from a serious mental illness. In addition, mental disorders are the leading cause of disability in the U.S. and Canada.
 - 2) Many people suffer from more than one mental disorder at a given time. Nearly half (45 percent) of those with any mental disorder meet criteria for 2 or more disorders, with severity strongly related to comorbidity.
 - b. In the U.S., mental disorders are diagnosed based on the *Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV)*
2. Mood Disorders
 - a. Mood disorders include major depressive disorder, dysthymic disorder, and bipolar disorder

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- b. Approximately 20.9 million American adults, or about 9.5 percent of the U.S. population age 18 and older in a given year, have a mood disorder
- c. The median age of onset for mood disorders is 30 years
- d. Depressive disorders often co-occur with anxiety disorders and substance abuse
 - 1) Major Depressive Disorder
 - a) Major Depressive Disorder is the leading cause of disability in the U.S. for ages 15-44
 - b) Major depressive disorder affects approximately 14.8 million American adults, or about 6.7 percent of the U.S. population age 18 and older in a given year
 - c) While major depressive disorder can develop at any age, the median age at onset is 32
 - d) Major depressive disorder is more prevalent in women than in men

c. Major Depressive Disorder

- a. **ASK:** What does Depression look like to you?
 - a. Prevalence and Course
 - i. 14.8 million American adults yearly
 - ii. Lifetime risk 2X higher for adolescent/ adult women than adolescent/adult men
 - iii. Leading cause of disability from 15-44
 - iv. Average age at onset: mid 20's but can occur at any age
 - v. Consequences of Major Depression
 - vi. Life impairments: employment, social, family and legal
 - vii. Up to 155 of those with MDD die by suicide
 - viii. 4X higher death rate I those over 55 years old
 - ix. Substance abuse
 - b. Major Depressive Disorder is the leading cause of disability in the U.S. for ages 15-44
 - c. Major depressive disorder affects approximately 14.8 million American adults, or about 6.7 percent of the U.S. population age 18 and older in a given year
 - d. While major depressive disorder can develop at any age, the median age at onset is 32.
 - e. Major depressive disorder is more prevalent in women than in men.
- 2. Signs and Symptoms
 - a. Classic signs of depression
 - i. Alterations in sleep (difficulty falling or staying asleep, or sleeping too much)
 - ii. Little or no interest in any activity formerly found pleasurable, including sex
 - iii. Alterations in appetite (loss of appetite or eating too much)

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- iv. A low threshold for becoming irritated
- v. Fatigue, loss of energy, or sluggishness
- vi. Feeling worthlessness, or guilt
- vii. Difficulty concentrating and making decisions
- viii. Recurring thoughts of death or suicide

1. **FACILITATED DISCUSSION: BIPOLAR DISORDER**

- a. **ASK:** What does Bipolar Disorder look like to you?
- b. Definition: Manic Depressive
 - 1) Characterized by extreme episodes of “mood swings” brain disorder causing unusual shifts in mood, energy, activity levels, and ability to carry out daily task
 - 2) Damage relationships, employment , schools performance
- c. Prevalence and Course
 - 1) Bipolar disorder affects approximately 5.7 million American adults annually
 - 2) About 2.6 percent of the U.S. population age 18 and older in a given year.
 - 3) Average age of onset: early 20’s
 - 4) Equal gender rates
 - 5) Reoccurrence rate of episodes: 90%
- d. Symptoms of Manic Episode
 - 1) Elevated/ expansive irritable mood
 - 2) Grandiosity
 - 3) Decreased need for sleep
 - 4) Excessive/rapid speech
 - 5) Racing thoughts/flights of ideas
 - 6) Distractibility
 - 7) Psychomotor agitation
 - 8) High risk behaviors
 - a) Spending sprees
 - b) Hyper sexuality
 - c) Drug use
 - 9) **ASK:** What are consequences of Bipolar Disorder?
 - a) 10-15% completes suicide (usually in depressive/mixed episodes
 - b) Psych hospitalization
 - 10) Life impairments
 - a) Alcohol/substance use
 - b) Financial problems
 - c) Relationship problems
- e. **ASK:** What other types of treatments might be effective for Major Depression and Bipolar Disorders
 - 1) Psychotherapy
 - a) Safety monitoring
 - b) Psych education
 - c) Education about illness

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- d) Problem solving skills
 - e) Increase activity
 - f) Change negative thinking patterns
 - g) Coping skills
 - h) Interpersonal/ Communication skills
 - i) Relapse planning skills
 - j) Social support/ resources
 - k) Reducing social stressors
- 2) Electro Convulsive Therapy for depression not responsive to other treatment
- ii. Suicide
- 1. In 2006, 33,300 (approximately 11 per 100,000) people died by suicide in the U.S.
 - 2. More than 90 percent of people who kill themselves have a diagnosable mental disorder, most commonly a depressive disorder or a substance abuse disorder
 - 3. The highest suicide rates in the U.S. are found in white men over age 85.
 - 4. Four times as many men as women die by suicide; however, women attempt suicide two to three times as often as men
- b. **FACILITATED DISCUSSION: SCHIZOPHRENIA**
- 1. Open discussion; solicit responses from the class to the following questions.
 - 2. During the debrief reinforce the below points if not brought out by the class
 - 3. **ASK:** What is Schizophrenia?
 - a. Schizophrenia is a biologically based brain disease
 - b. Scope of problem
 - i. In the U.S., approximately 2.2 million adults, or about 1.1% of population age 18 and older, in a given year, have schizophrenia
 - ii. Current hypothesis holds that Schizophrenia is genetic, however there is also a connection with abnormalities in the brain's composition
 - iii. Children over the age of 5 years may develop Schizophrenia; however it is quite rare before adolescence. Most cases develop between 18-35 years of age.
 - 4. **ASK:** What are some of the characteristics of Schizophrenia?
 - a. Hallucinations
 - i. Can occur in any sensory form, auditory, visual, olfactory, etc.
 - ii. Auditory is most common (voices)
 - iii. Subject will be unable to separate reality from delusions
 - b. Delusions (personal beliefs not subject to reason)

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- i. Paranoid type symptoms
 - ii. Persecution
 - iii. Conspired against
 - iv. Poisoned
 - v. Victims
- c. Delusions of grandeur
 - i. Famous or important figure:
 - 1. I am God
 - 2. I am the President of the United States
 - 3. I am Napoleon
 - ii. Fluctuating and inappropriate moods
 - iii. May laugh and cry inappropriately
- d. Disordered thinking or unable to focus attention
- e. May have difficulty following instructions or misunderstand what is said
- f. Slow processing time
- g. Detached from reality
 - i. Lacking emotional expression
 - ii. Monotonous voice
 - iii. Diminished facial expression
 - iv. Motivation decreases, sometimes to the extreme of neglecting hygiene
- h. Poor muscle control or coordination may appear very clumsy
- i. **ASK:** What special issues when dealing with schizophrenia?
 - i. Medications
 - 1. While there is no cure for schizophrenia, anti-psychotic medication can treat the symptoms of schizophrenia; however, even with medication, there can still be some residual issues
 - 2. Medication frequently carry unpleasant side effects and medication compliance is a common issue
 - 3. "Going off medications" is a significant problem, and it can be the precipitating event for the involvement of law enforcement
 - ii. Substance abuse
 - 1. Schizophrenics often abuse alcohol and drugs
 - a. Most commonly the drug of choice is cocaine because it artificially introduces chemicals that have effects similar to dopamine

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- b. In the brain dopamine functions as a neurotransmitter sending signals to nerve cells
 - 2. Alcohol/drugs can increase the potential for violence
 - 3. Some drugs alleviate side effects of psychotropic medications also alleviate their effectiveness
 - 4. Drug / alcohol use also reduces the likelihood that a patient will follow their doctors treatment plans and medications
 - iii. Suicide potential
 - 1. 10% of schizophrenics commit suicide¹³
 - 2. The predictability of suicide with a schizophrenic is difficult
 - iv. The importance of a strong family support system
 - 1. Maintaining and dispensing medications
 - 2. Positive involvement and understanding
 - 3. Monitor patients for early warning signs that are effective to prevent serious psychotic relapses
 - ii. Anxiety Disorders
 - 1. Anxiety disorders include panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, generalized anxiety disorder, and phobias (social phobia, agoraphobia, and specific phobia)
 - 2. Approximately 40 million American adults ages 18 and older, or about 18.1 percent of people in this age group in a given year, have an anxiety disorder
 - 3. Anxiety disorders frequently co-occur with depressive disorders or substance abuse
 - 4. Most people with one anxiety disorder also have another anxiety disorder. Nearly three-quarters of those with an anxiety disorder will have their first episode by age 21.5
 - a. Panic Disorder
 - i. Approximately 6 million American adults ages 18 and older, or about 2.7 percent of people in this age group in a given year, have panic disorder

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- ii. Panic disorder typically develops in early adulthood (median age of onset is 24), but the age of onset extends throughout adulthood
 - iii. About one in three people with panic disorder develops *agoraphobia*, a condition in which the individual becomes afraid of being in any place or situation where escape might be difficult or help unavailable in the event of a panic attack
 - b. Obsessive-Compulsive Disorder (OCD)
 - i. Approximately 2.2 million American adults age 18 and older, or about 1.0 percent of people in this age group in a given year, have OCD
 - ii. The first symptoms of OCD often begin during childhood or adolescence, however, the median age of onset is 19
- d. Acute Stress Disorder (ASD)/Post Traumatic Stress Disorder (PTSD)
 - a. **ASK:** What is Acute Stress Disorder (ASD)/Post-Traumatic Stress Disorder (PTSD)?
 - b. **ASK:** What is Post-Traumatic Stress Disorder (PTSD)?
 - i. It is an Anxiety Disorder brought about by an incident or ordeal in which a persons
 - ii. Faces grave physical harm
 - iii. Is threatened with grave physical harm
 - iv. Behavioral manifestations-what can trigger PTSD
 - v. Feelings or actions that can “trigger” PTSD symptoms may be internal or external
 - 1. Internal triggers
 - a. Rage/anger
 - b. Anxiety
 - c. Sadness
 - d. Memories of traumatic event
 - e. Feeling alone
 - f. Feeling abandoned
 - g. Feeling frustrated
 - h. Feeling out of control feeling vulnerable
 - i. Pain/discomfort
 - (a)Palpitations/racing heart
 - (b)Muscle tension
 - 2. External Triggers
 - a. A disagreement
 - b. Seeing or hearing about a traumatic event through the media
 - c. Watching a movie or TV show that triggers memories of a traumatic event
 - d. Seeing a car crash, either in person or in the news

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- e. Certain smells or sounds
 - f. The end of a relationship
 - g. An anniversary
 - h. Holidays
 - i. A specific place
 - j. Seeing someone who triggers memories of a traumatic event.
- 2) **ASK:** What does a person with PTSD experience?
- 3) Significant emotional distress
- 4) Recurrent intrusive thoughts, dreams and flashbacks
- a) Which result in avoidance of situations
 - b) Difficulties with relationships, work, and daily functions
3. Feeling of anxiousness
4. Scope of the problem
- a. An estimated 7% to 8% of people in the United States will develop PTSD at some point in their lifetime
 - b. Combat veterans and victims of sexual assault have an increased risk of PTSD, ranging from 10% to 30%
 - c. An estimated 5 million people suffer from PTSD at any one time in the United States
 - d. Women are twice as likely to develop the disorder
 - i. The disorder also frequently occurs after violent personal assaults such as:
 - 1. Rape
 - 2. Mugging
 - 3. Domestic violence
 - 4. Terrorism
 - 5. Natural disasters
 - 6. Human-caused disasters
 - 7. Accidents
2. **LECTURETTE:** Dementia, Delirium and Traumatic Brain Injury
- a. Delirium, Dementia, TBI , and stroke (cerebral-vascular accident) can cause deficiencies in cognition and memory and represent significant changes from a previous “ normal” level of functioning
 - 1) Physiological changes
 - 2) Different onsets and duration
 - 3) Similar symptoms and intervention techniques
 - b. Dementia: A condition caused by damage and death of brain cells. Dementia “disease that still your brain.” Dementia isn’t a specific disease. Instead, dementia is a group of symptoms affecting thinking and social abilities severely enough to interfere with daily functioning
 - c. Show Video:” Alzheimer’s Disease”
 - d. Two main types of Dementia: Progressive and Reversible
 - 1) Progressive and Reversible
 - a) Progressive (Chronic): Alzheimer’s Type;
 - (1) Lewy body dementia

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- (2) Vascular Dementia
- (3) Dementia Due to Other Medical Conditions (TBI, HIV, Huntington's disease) Substance Induced Persisting Dementia
- b) Reversible (acute):
 - (1) Due to infection
 - (2) Nutritional deficiencies
 - (3) Brain tumor
 - (4) Endocrine abnormalities
- b. Alzheimer's disease is the most common cause of a progressive Dementia
 - 1) Symptoms: Progressive loss of brain cells in parts of the brain involved in memory, learning language and reasoning
 - 2) Short term vs. long term memory loss
 - 3) Early onset (under 65)
 - 4) 10% of people over 65 suffer from disease
- c. Signs of Dementia and Common behaviors include:
 - 1) Memory Impairment
 - 2) Disorientation
 - 3) Paranoia
 - 4) Agitation
 - 5) Changes in Personality
 - 6) Aggression
 - 7) Inability to Focus
 - 8) Wandering or restlessness
 - 9) Delusions or hallucinations
 - 10) Trouble eating or swallowing
 - 11) Tremor
 - 12) Speech and language difficulty
 - 13) Depression and Anxiety
- d. Traumatic Brain Injury (TBI) is any traumatically induced structural injury and/or physiologic disruption of brain function as a result of an external force that is indicated by new onset or worsening of at least one of the following clinical signs immediately after the event:
 - 1) Any period of loss of or decreased level of consciousness
 - 2) Any loss of memory for events immediately before or after the injury
 - 3) Any alteration in mental state at the time of the injury (confusion, disorientation, slowed thinking
 - 4) Any neurologic deficit (including weakness, loss of balance, change in vision or other sensory alterations) that may or may not be transient
 - 5) The leading causes of TBI are
 - a) Falls
 - b) Sports and recreation activities
 - c) Motor vehicle crashes

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- d) Traffic collision are common cause of injury for older children
- e) Gun-shot wounds
- f) Violence
 - (1) Third most common injury to result from child abuse
 - (2) 19% causes of pediatric brain trauma
 - (3) Falls (especially Children from 2 to 4 years of age)
 - (4) Firearms and blast injuries from explosions are the leading cause of TBI for active duty military personnel in war zones

6) Classification

- a) Penetrating
- b) Non-penetrating
- c) Focal
- d) Contusions
- e) Hematomas
- f) Diffuse
- g) Concussions
- h) Diffuse axonal injury (DAI)

vi. Generalized Anxiety Disorder (GAD)

- 1. Approximately 6.8 million American adults, or about 3.1 percent of people age 18 and over, have GAD in a given year
 - a. GAD can begin across the life cycle, though the median age of onset is 31 years old.

vii. Substance Abuse and Co-Occurring Disorders and Mental Health

- 1. Definition of Dual Diagnosis and Co-occurring disorders:
 - a. Is defined as a diagnosed mental illness along with substance abuse/ dependence disorder
 - b. Should be diagnosed by a professional
- 2. Discussion
 - a. how drug use/ abuse can look like mental illness and mental illness can mirror symptoms of drug use/abuse
 - b. Try not to make an assumptions when dealing with a person with mental illness
 - c. Individuals can often have both disorder at the same time
 - d. Statistics from NAMI: Up to 50% of people with mental illness also experience substance abuse. And conversely approximately half of all substance abusers are also dealing with mental health issues

A. LEARNING ACTIVITY: VIDEO AND DISCUSSION¹⁴

¹⁴ (2014, April 03) YouTube Molly Reass: <http://m.youtube.com/watch?v=wWKZD5CgQ0Q>

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PURPOSE: To provide students with a better understanding of disorders that is commonly seen in juveniles and the potential outcomes these can have on the individual.

PROCEDURE: Show the students the video, "Schizophrenia: Real footage of schizophrenia and mental breakdown, my dad."

C. LEARNING ACTIVITY: Facilitated Discussion

PURPOSE: To identify common policing issue involved with persons with substance abuse and/or co-occurring disorder

1. Debrief the previous video
 - a. ASK: Was this a mental illness issue or substance abuse?
 - b. Expected responses: Yes, No, A little bit of both.
- e. Attention Deficit Hyperactivity Disorder (ADHD)
 - a. ADHD, one of the most common mental disorders in children and adolescents, also affects an estimated 4.1 percent of adults, ages 18-44, in a given year
 - b. ADHD usually becomes evident in preschool or early elementary years. The median age of onset of ADHD is seven years, although the disorder can persist into adolescence and occasionally into adulthood
- f. Autism
 - a. Autism is part of a group of disorders called autism spectrum disorders (ASDs), also known as pervasive developmental disorders. ASDs range in severity, with autism being the most debilitating form while other disorders, such as Asperger syndrome, produce milder symptoms
 - b. Estimating the prevalence of autism is difficult and controversial due to differences in the ways that cases are identified and defined, differences in study methods, and changes in diagnostic criteria. A recent study by the Centers for Disease Control and Prevention (CDC) reported the prevalence of autism among 8 year-olds to be about 1 in 110
 1. Autism and other Acute Stress Disorders develop in childhood and generally are diagnosed by age three
 2. Autism is about four times more common in boys than girls. Girls with the disorder, however, tend to have more severe symptoms and greater cognitive impairment.

C. CLOSING: Key learning points:

1. The scope and proximity of mental illness in society
2. Mental illness is a disease that knows no socio-economic boundaries
3. The stigma associated with mental illness, prevents many from seeking help and treatment
4. The societal expectations of law enforcement and it's response to persons suffering from a mental illness
- 5.

III. CRISIS COMMUNICATION

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Instructional Goal: To provide the student with the skills to conduct crisis communication

Performance Objective: Using group discussion and a learning activity, the student will:

- Define Crisis Assessment and Crisis Communication
- Describe the dynamics of the four stages of crisis
- Understand Listen, Emphasize, Ask, Paraphrase and Summarize (LEAPS) and effective use of communication skills and strategies

A. CRISIS COMMUNICATION/NEGOTIATION

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
2. Overview block of training
 - a. Definition of crisis
 - b. Types of crisis
 - c. Crisis intervention
 - d. Four stages of a crisis
 - e. Assessment and communication

B. **DISCUSSION:** Crisis Situations

1. A crisis involves a disruption of a person's normal or stable state. It occurs when a person faces an obstacle to important life goals that is for a time insurmountable through the utilization of his customary methods of problem solving
2. **ASK:** What types of emotions occur during a crisis situation?
 - a. Emotional upset: anxiety, anger, and shame
 - b. Biophysical upset
 - c. Cognitive disturbance: disruption in usual problem solving ability
 - d. Behavioral changes
3. **ASK:** What are the 3 types of crisis?
 - a. Situational crisis
 - b. Maturational crisis
 - c. Cultural/social structural crisis
4. **ASK:** What are some examples of crisis that are encountered in the field?
 - a. Barricaded subjects
 - b. High risk suicide
 - c. Violence in the work place
 - d. Substance abuse
 - e. Mental illness
5. **ASK:** What are the principles of crisis intervention?
 - a. Immediate Intervention
 - b. Action
 - c. Limited goals
 - d. Focused problem solving
6. **ASK:** What are the objectives when intervening in a crisis?
 - a. Establish crisis goals
 - b. Stabilize the situation
 - c. Minimize the threat to life and property

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- d. Arrest or control the subject
 - e. Obtain professional mental health resources for the subject
 - f. Engage a systematic process of planning and implementation
 - g. Slow things down!
 - h. Contain and communicate
7. **ASK:** What are the four stages of crisis?
- a. Pre-crisis
 - b. Crisis
 - c. Adaptation
 - d. Resolution
8. **ASK:** What is the pre-crisis stage?
- a. This is the stage that exists before the subject experiences or creates a crisis
 - b. In this stage behavior, thoughts and emotions on both sides are controlled
 - c. The exercise of reason is usually sufficient to resolve issues and make decisions
 - 1) The Officer's goal is to prepare for incidents
 - 2) Subject's focus is to obtain his goal. During this stage he can be planning and preparing for the goal
9. **ASK:** What is an example of a pre-crisis stage that you would encounter in the field
- a. Initial encounter with suspect in the street where he is going along with the officer's orders
 - b. Radio call of domestic violence where parties are willing to listen to reason

C. DISCUSSION

1. Distribute Assessment and Communications handout: **Listen, Empathize Ask, Paraphrase and Summarize.** These are techniques that can be applied to any officer's community policing skills set
- a. **Listen**
 - 1) Meaning behind words (do not react)
 - 2) Be ready to listen
 - 3) Pay attention to verbal clues
 - 4) Listen to the words content and rate
 - 5) Listen to the feelings
 - 6) Listen to the whole message
 - 7) Listen to breathing rate
 - 8) Validate feelings and concerns (when appropriate)
 - 9) Allow the subject to ventilate as appropriate
 - 10) Respond with positive feedback
 - 11) Remain receptive
 - 12) Interpret what you hear, and act
 - b. **Empathize**
 - 1) See the situation through other eyes

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- 2) Show an understanding attitude
- 3) Reassure the subject
- 4) Demonstrate understanding, compassion and caring
- c. **Ask**
 - 1) Find out about the purpose and action
 - 2) Remember direct and open ended questions
 - 3) Check subject's decision-making capacities
- d. **Paraphrase**
 - 1) Put in words the other person's point of view
 - 2) Respond back to the subject with the essence of the message in "your words"
 - 3) Reflect subject's statements; this encourages communications
 - a) I see...
 - b) Tell me about it...
 - c) Allow speaker to hear what you heard
 - d) Permit listener to confirm his/her inferences
 - e) Helpful when you are at a loss for words
 - f) Reflecting feelings
 - g) respond back to the subject the emotions that you believe are being communicated
 - h) Reflecting meaning
 - i) Respond back to the subject that you understand the facts and the feelings that are being communicate
- e. **Summary of key points**
 - 1) Communicate during a crisis
 - 2) Recognizing the person in crisis
 - 3) Verbal tactics
 - 4) Instrumental and expressive needs
- D. The next stage of a crisis is the adaptation (communication) stage
 - 1. Clues that crisis is in the adaptation stage include
 - a. Emotions settled down
 - 1) Solutions are being tried
 - 2) Content less aggressive
 - 3) Tone is more modulated
 - 4) Reduced threats
 - 5) Increased rationality
 - b. True negotiations/communications have been established
 - c. During this period the officer's goal is for the subject to
 - 1) Reasonably evaluate his position
 - 2) Anticipate the consequences of each option
 - d. During this stage the officer's skills and objectives need to include
 - 1) Maintaining self-control and patience
 - 2) Ability to set limits in a firm and accepting way
 - a) "I" messages
 - b) Indirect suggestion
 - 3) Problem solving skills

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- a) Brainstorm solutions
- b) Showing empathy
- c) Demonstrating and maintaining honesty
- e. During the final stage, the resolution stage, the officer's should maintain these goals:
 - 1) Maintain priority of officer's and the public's safety
 - 2) Gain acceptance of the subject to surrender without casualty
 - 3) Manage increased emotions that come with surrender on part of actor and authorities
- f. The employees' skills during this period
 - 1) Ability to communicate clear instructions
 - a) Attitude
 - b) Clear instructions
 - c) Guided imagery
 - 2) Ability to manage stress in others and stay calm

2. **ASK:** What are the road blocks to effective communications?

Expected responses

- a. Failure to listen actively
- b. Interjecting your own prejudices
- c. Interrupting
- d. Let actor exclusively set direction of conversation
- e. Not listening for hidden clues not verbally expressed
- f. Tendency to judge other person
- g. Sending boilerplate solutions
- h. Avoiding other person's concerns
- i. Three types of enforcement attitudes
 - 1) Defines people as allies or enemies
 - 2) Minimization of feelings that sees feelings as weakness or irrelevant
 - 3) Need to take immediate action
 - 4) Take some kind of action, right or wrong, just do something

E. **CLOSING:** 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

IV. ASSESSMENT REPORT COMPLETION/ LEGAL

Instructional Goal: Students will be able to accurately complete the Application for 72 hour detention for evaluation and treatment (MH302).¹

Performance Objectives: Using lecture and case study assessment scenario the students will:

- Identify the criteria in a subject's behavior meet 5150 or 5585 WIC criteria to detain for detention and evaluation.
- Understand the components necessary to complete a MH302

A. Introduction of instructor(s)

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1. Name and assignment
2. Experience

B. LEARNING ACTIVITY: MENTAL HEALTH FORM 302 COMPLETION CASE STUDY

PURPOSE: To provide students with a written case study scenario in which the student will analyze the situation and take the appropriate action and to complete the MH 302 form

PROCEDURE: Individual activity

1. Instructor will hand out written case study scenario
2. Each student will be given a blank copy of MH 302 form
3. Allow the student 5 minutes to assess and evaluate the case study scenario
4. With the blank MH 302 form, students will complete the MH 302 form

Case Study:

You responded to a radio call of a male with mental illness at a local park. Upon arrival, you observe a male pacing back and forth in front of a public bathroom with a plastic fork in his left hand. Without incident, you detained the subject and placed him in the rear seat of your black and white vehicle. Your partner spoke with the P/R who informed him that the subject approached him and stated "I'm going to eat you" while aggressively waving a plastic fork. In fear for his safety, he called police. You ask the subject what was going on today. Subject stated "God told me that I must cleanse the Earth from demons by eating their flesh. Everyone here at the park is a demon." The subject was able to furnish the officers with contact information. Subject's son was notified and responded to your location.

His son stated that his father hasn't taken his Abilify for a few weeks and was diagnosed with Schizophrenia as a teenager. He was last seen by Dr. Walter Freeman and spent 14 days at Harrison Memorial Hospital

6. Debrief
 - a. **ASK:** What is your initial assessment of the situation?
 - b. **ASK:** What questions would you ask in an interview with Eddie?
 - c. **ASK:** Where you able to gather enough information for the application?
 - d. **ASK:** How would you organize your information to complete an accurate report?
 - e. Utilize a dry erase board or flip chart and write down each group's key points
 - f. Reinforce the following points
 - g. The four Cs of report writing
 - 1) Clear
 - 2) Concise
 - 3) Complete
 - 4) Correct
 - h. If the report is hand written ensure the report is legible

7. LECTURETTE: Completing the MH 302 form

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- a. Section-1: Safeguarding the legal rights of individuals detained under 5150 WIC
- b. Detainment advisement
 - 1) Must advise of officer's name, agency and reason for detention
 - 2) If detained at residence, inform the person of personal items that may be brought to the detention facility, the right to phone call, right to leave a note to family/friends
 - 3) Indicate in the boxes provided if the advisement has been completed
- c. Document the good cause for incomplete advisement in the space provided
- d. Section-2: Prior to transportation
 - 1) Name of hospital where subject is being transported
 - 2) Subject's complete name, Social Security number and address
 - 3) Medication information
 - 4) Contact information for hospital discharge planning
 - 5) Parent(s) / Legal guardian
 - 6) Family members
 - 7) Friends
 - 8) Shelters
- e. Section-3: Does the report accurately reflect the incident?
 - 1) Document how the radio call was received, i.e. Source of Activity on arrest report, in the portion of the report "The above person's condition was called to my attention under the following circumstances"
 - 2) Document the probable cause to detain, in the portion of the report "The following information has been established" include the following:
 - 3) Document all information related to the radio call, interviews of friends, witnesses, bystanders or family
 - 4) Include physical observations of the subject and verbal responses
 - 5) Quotes made by the subject may be useful
 - 6) Include other facts pertinent to the subject's past mental history, treatment and medications
 - 1. Name of treating doctors may also be included
 - 2. If officers are placing a subject on a hold based on the reporting person(s) statements, the statements need to be in the narrative
 - 3. Example:
 - a. Officers respond to scene, and the subject is not displaying signs of mental illness.
 - b. However the PR stated that the subject told him he was going to jump in front of a bus and kill himself.
 - c. The subject denies making the statement

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4. Per 5150.05(b) WIC, which was enacted by AB 1424, the PR's statement may be utilized to place the subject on hold for danger to self
 - 7) Section-4: If possible criminal charges are to be filed, check the box on bottom of report, "Person referred under circumstances in which criminal charges might be filed pursuant to 5152.1 and 5152.2 WIC"
 1. Weapons confiscated under 8102 WIC , mark box
 2. 8102 WIC requires officers to confiscate any firearm or deadly weapon (as defined in 12020 PC) in the possession of a subject that is detained for 5150 WIC
 3. Book weapon as evidence
 4. Shall issue subject a Weapons Confiscation Receipt Form 10.10.05
 - f. Advise the students to use their MH302 form and use as an exemplar for future detentions
 - g. Distribute MEU Legal Cheat Sheet**
- C. **CLOSING:** Key Learning Points
1. Correctly applying the 5150 WIC, 72-hour hold will prevent violating a person's 4th Amendment rights
 2. Once one or more behavioral cues are identified or observed that indicate a person may be suffering from a mental illness, the officer should assess the situation to determine if the person is a danger to himself/herself, to others or unable to care for self (gravely disabled)
 3. Accurate completion of reports and record keeping assists in providing effective long term resources and referrals

V. Resources And Personal Experiences

Instructional Goal: To provide the student with information on local community resources within their geographic patrol area. Participants will gain insight into the care of mentally ill person to increase empathy and professionalism interacting with those suffering with mental illness

Performance Objectives: Using lectures, discussion and interactive exercise.

- Understand the Services provided by NAMI
- Understanding the Biological changes that effect Neurological disorders
- Understand the use of effective communication skills and strategies
 - a. Introduction
 - i. Instructor's name
 - ii. Association/ Organization
 - iii. Personal experience
 - b. Facilitated Lecture:
 - i. Description and background of the organization
 1. What is NAMI
 - a. National Alliance on Mental Illness
 - b. What is the organization all about?
 - i. NAMI is an all-volunteer organization for families and friends of those with severe mental illness and those living with mental illness

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- ii. Provides hope and help through
 - 2. Education
 - 3. Support
 - 4. Advocacy
- ii. Service and Programs
 - 1. Family to Family
 - 2. Peer to Peer
 - 3. NAMI Basics
 - 4. In our own voice
 - 5. Speaker Series
- iii. Biology of the Brain
 - 1. Different neurological disorders
 - 2. Understanding behavior
- iv. Utilizing effective communication skills and strategies
 - 1. How to use the “I” statements instead of “you” statements
 - 2. Guidelines for communicating with a person with mental illness
- c. **LEARNING ACTIVITY:** Case Study: Elyn Saks – Ted Talk
Purpose: To provide students with the experiences of a person who is suffering from Schizophrenia.
Procedure: Large Group Activity
 - i. **Show: A Tale of Mental Illness: A Story From the Inside.**
 - ii. **Distribute hand out: Biological Explanations of Schizophrenia**
 - iii. Facilitated Discussion
 - 1. Debrief the case study with the class
 - 2. Suggested questions to ask
 - a. **Ask:** What are your thoughts?
 - b. **Ask:** Can a person with a mental illness have a productive life?
 - c. **Ask:** How important is it to have a strong support system?
 - d. **Ask:** Is mental illness a choice?
- d. **Closing:**
 - i. Provide the students with information on how to contact NAMI
 - ii. Question and answer period

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).

Performance Objectives: Through various exercises and discussions, the students will:

- Evaluate their own writing skills and determine areas of needed improvement
- Understand alternative methods of evaluation
- Learn how to determine a probationer’s competency level relating to the job task
- Learn how to effectively handle the presentation of an unsatisfactory rating
- Identify the components and purpose of the Daily Observation Report (DOR)
- Understand the components and use of Standardized Evaluation Guidelines (SEG)

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- Understand how to rate various levels of performance

Day 3 / continued to Day 4

IX COMPETENCY, EVALUATION AND DOCUMENTATION Block 9 (7hr)

h. Introduction

i. FTO must:

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

i. Define Competency As It Relates To Field Training, To Include

i. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency

1. The Department does not have solo patrol officer cars
2. The goal of the Department is to produce an efficient officer
3. "Acceptable" does not mean "perfect"
4. Fully trained officer vs. fully experienced officer
 - a. Has your probationer learned through osmosis
 - b. Your trainee has experienced the "What" (radio calls), but still does not know the "Why", policy and procedure
5. Trainees are not rated against each other, or against other officers. They are rated against the Field Training Program Standardized Evaluation Guidelines (SEGs) and the Behavior Anchored Rating¹⁵
 - a. When completing performance evaluation
 - b. Can the Probationer complete the task?
 - c. Must rate appropriately
 - d. If they cannot, then train or remediate them
 - e. The culmination of all the training will determine
 - i. Are they Satisfactory or;
 - ii. Unsatisfactory

ii. Trainees are required to demonstrate competency in all performances areas evaluated prior to completion of the field training program

1. Standardized Evaluation Guidelines dictates how a probationer is rated on a task¹⁶
2. Methods of demonstrating competency (read/write/discuss, demonstrate, role play)
3. Scenarios, verbal, written test

¹⁵ 2009 Los Angeles Police Department Field Training Office Manual, page 57

¹⁶ 2009 Los Angeles Police Department Field Training Office Manual, pages 57-79

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- iii. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
 - 1. Competency-based training
 - 2. Can probationary employee perform the task?
 - a. If Probationer cannot perform the task, they should be rated 1 or 2, below standards
 - b. If they can perform the task, rate a 3 or 4, standard, and above standard
 - c. All 1's and 2's shall be validated on a DOR

- j. Identify The Purpose And Components Of The Daily Observation Report (DOR), Which May Include
 - i. Distribute:
 - 1. POST Daily Observation Report (DOR)
 - 2. Standardized Evaluation Guidelines (2 types Numeric and N/ICS)
 - ii. Provide a record of trainee's progress in some or all of the following areas:
 - 1. Attitude
 - a. Acceptance of criticism/response
 - b. Attitude toward public service
 - 2. Appearance
 - a. General appearance
 - b. Physical condition
 - 3. Relationships
 - a. Relationships with citizens in general
 - b. With ethnic groups or gender other than own
 - c. Other FTO/field sergeant/watch commander
 - d. With other employees
 - 4. Performance
 - a. Driving Skills
 - i. Normal patrol conditions
 - ii. Moderate and stress conditions
 - b. Orientation skill-response time to calls
 - c. Reports/Form; accuracy/completeness/selection
 - d. Report Writing:
 - i. Level/Grammar
 - ii. Spelling
 - iii. Neatness
 - iv. Appropriate time used
 - e. Field Performance
 - i. Non-stress conditions
 - ii. Stress conditions
 - f. Self-initiated field activities
 - g. Officer safety

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- i. General
 - ii. Suspects/prisoners
 - h. Control of conflict
 - i. Voice command
 - ii. Physical skill
 - i. Use of common sense and good judgment
 - j. Appropriate use of radio/mobile computer
 - k. Radio
 - i. Listens to
 - ii. Comprehends transmission
 - iii. Articulation of transmission
 - 5. Knowledge
 - a. Department policies/procedures
 - b. Law, Los Angeles Municipal Code
 - c. Verbal tests
 - d. Results of field performance tests
 - e. Agency specific (if used, provide SEGS in FTP Guide)
 - f. Refer the student to the Field Training Officer Manual
 - g. Part V Standardize Evaluation Guidelines for Probationer
Police Officer Weekly Evaluation Report
- k. Identify the purpose and Components of the standardized evaluation guidelines (SEGs) Which may include:
 - i. Review the purpose and components of the Daily Observation Report (DOR), which may include:
 - ii. **Instructor Note:**
 - 1. The students have been provided with the 24hr FTO Update Course supporting document CD, and have printed out the handouts.
 - 2. Some students will have lap top computer and should be allowed to view the handouts on these devices.
 - iii. Instructors will advise students to refer to these documents, in the event that students do not have the below documents the instructor will provide:
 - iv. DOR- Daily Observation Report
 - v. PPOWER- Probationer Police Officer Weekly Evaluation Report
 - vi. SEG-Standardized Evaluation Guidelines
 - vii. Handout No. 2 FTP Guide-Appendix: POST Standardized Evaluation Guidelines (SEGs)
 - viii. Distribute
 - 1. POST Daily Observation Report (DOR)
 - 2. Standardized Evaluation Guidelines (2 types Numeric and N/ICS)
 - ix. To provide a definition, in behavioral terms, of various levels of performance, using:
 - 1. A behavioral description for every category listed on the DOR
 - a. The five (5) categories to be reviewed are:

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- i. Appearance
 - ii. Attitude
 - iii. Knowledge
 - iv. Performance
 - v. Relationships
 - b. 30 subcategories
 - 2. Articulated reference points within each category description (i.e., "1" "4", and "7" or "NI", "C", etc.)
 - a. Los Angeles Police Department SEG rating scale is 1-4
 - b. Ensure that you use the Standardized Evaluation Guideline Rubric when documenting each of the behavior descriptions
 - 3. Terminology and rationale supporting each reference point
 - a. Use the exact verbiage from the SEG to articulate rating onto the DOR
 - b. Using the exact verbiage provides complete documentation
 - x. To provide honest accurate documentation reflecting the values, vision, and mission of the agency:
 - 1. Appropriate terminology and language
 - 2. Building trust and willingness to support trainee
- I. Assess various levels of performance and assign a numeric or alphabetic value for trainee behavior based upon Standardized Evaluation Guidelines
 - i. Los Angeles Police Department Agency Specific-Probationary Police Officer Weekly Evaluation Report (PPOWER) Form 10.78.1
 - ii. PPOWER is used to document the assigned numeric value of trainees behavior
 - 1. Does not use NICS
 - a. NI-Needs Improvement
 - b. C-Competent
 - c. S-Superior
 - 2. Department Uses;
 - a. Below Standard (1)
 - b. Improvement required (2)
 - c. Standard (3)
 - d. Above standard (4)
 - e. Not observed
 - f. Not responding to training
 - 3. The performance evaluation must:
 - a. Be understood by the trainee
 - b. Be the basis for plans to help the trainee improve performance
 - c. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance

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- iii. **REQUIRED LEARNING ACTIVITY:** Performance Evaluation Scenario Assessment

PURPOSE: Students will observe a trainee handling a call for service and assess the trainee's level of performance

PROCEDURE:

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:**
 4. The Instructor will advise the students that they will be using agency-specific grading and documenting forms.
 5. The students will be advised to use agency-specific numeric rating instruction and guidelines when completing required documentation.
- iv. The instructor will distribute the appropriate agency-specific Daily Observation Reports (DORS), and Standardized Evaluation Guidelines (SEGs)
1. The students will be advised to use the agency-specific forms distributed earlier in this block (review of components of the DOR)
 2. Instructor will replenish forms as needed.
 3. POST Handouts: The students will be advised to review their 24hr FTO update Course supporting document CD for the following
 - a. 1:a:POST FTP Guide- Appendix 2: DORS (pdf)
 - b. 1b: DOR and Narrative Evaluation-Numeric (pdf)
 - c. 1c: DOR and Narrative Evaluation-NICS(pdf)
 - d. 2: POST Guide- Appendix 1 SEGs (pdf)
- v. Students will be instructed to observe and individually evaluate several scenarios (from POST Videos) assigning numeric/NICS (students to use agency-specific grading see form PPOWER 10.78.1) rating using the competent solo patrol officer standard as acceptable behavior (students will use agency specific-rating instructions from PPOWER 10.78.1)
- vi. The Instructor will ask students to share their ratings and make note of the many differences between ratings
- vii. The instructor may then divide the class into groups. After viewing more scenarios (two POST Videos), each group is to come up with standard ratings based on consensus.
- viii. In a facilitated discussion, the instructor will stress the importance of SEGs and the consistent application of those behavioral-anchored ratings.
1. Be consistent

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2. Reach Consensus

- m. Distribute Evaluation and Appraisal Errors
 - i. Explain Common Performance Appraisal Errors, Which May Include
 - 1. Error of leniency
 - 2. Error of personal bias
 - 3. Error of central tendency
 - 4. Error of related traits
 - 5. Error of event bias
 - 6. Error of motivational grading (“room to grow”)
 - 7. Error of averaging scores
 - ii. Remind FTOs to be objective and not subjective
- n. Distinguish Between performance Deficiencies and training deficiencies, to include
 - i. Performance deficiencies are related to trainee’s ability (or lack of) and his /her issues
 - 1. Trainee does not know what to do
 - 2. Trainee knows what to do, but not how to do it
 - 3. Trainee knows what to do and how to do it , but just doesn’t want to do it
 - ii. Training deficiencies are related to the FTO and /or field training program issues
 - 1. Inconsistent instruction from FTO’s
 - 2. Not enough time provided for learning
 - 3. Unenthusiastic/burned out FTOs
- o. Explain why evaluation documentation must support each rating of the trainee’s performance, which may include:
 - i. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
 - ii. Provides the basis for any plans to help the trainee improve performances as needed
- p. Discuss “ AIDs for Writing narratives” and how they apply to the evaluation and documentation of trainee progress
 - i. Distribute:
 - 1. Aids for Writing Narratives, and the Art of Writing,
 - 2. POST Approved Handout Addressing Narrative Writing
 - a. Set the Stage Use Verbatim quotes
 - b. Report the facts-avoid conclusions
 - c. Remember your audience
 - d. Watch your grammar, spelling, and legibility.
 - e. Avoid slang, jargon, and swearing
 - ii. Speak to performance, not personality
 - iii. Use lists, if appropriate
 - iv. Think remedial
 - v. Use quantification whenever possible
 - vi. Do not predict
- q. Key Learning Points

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- i. This activity meets one of the required POST instructional activities for block 8 competency, evaluation and documentation. This activity will ensure that student is able to correctly evaluate performance and understands the importance of consistent rating. Student must be able to:
 - 1. Identify the purpose and components of the DOR
 - 2. Identify the purpose and components of the SEGs
 - 3. Correctly assess the performance of the a trainee by assigning a behavioral anchored rating
 - 4. Explain common performance appraisal errors
- r. **REQUIRED LEARNING ACTIVITY:** Show Documentation Scenario Videos
PURPOSE: Produce an Accurate Written Record/Narrative Based On Observed Performances, Using Segs
PROCEDURE:
 - i. Use SEG language directly in the narrative
 - ii. Meet the four goals of documentation
 - 1. Clear
 - 2. Concise
 - 3. Complete
 - 4. Correct
 - iii. Discuss the importance of, and consideration for, the delivery of trainee evaluations, to include:
 - iv. **REQUIRED LEARNING ACTIVITY:** Show Post Trainee Attitude Video
 - 1. The instructor will set up the POST Trainee Attitude Scenario video
 - 2. The Instructor will facilitate a discussion on the importance of and consideration for delivery of trainee performance evaluations
 - 3. Discuss Alternative Evaluation and Documentation Methods approved by POST, which may include:
 - 4. Daily Training Notes with Weekly Progress Reports
 - 5. Phrases Evaluation Reports
 - 6. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs) , and Neighborhood Portfolio Exercises (NPEs)
 - 7. Key Learning Points
 - a. Mere completion and signatures do not achieve the purpose of proper evaluations
 - b. Ample time should be allowed for open discussion of evaluation prior to signing
 - c. Discussion should be held where privacy can be maintained with little or no interruptions
 - d. Discussions should be a two-way conversation
 - e. FTOs should emphasize that evaluations address performance, not personality
- s. **LEARNING ACTIVITY:** Case Study Exercise
PURPOSE: This activity meets one of the required POST instructional activities for Block 10 Remediation. This activity will allow the student to apply previous

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experience and the knowledge gained in this block to a situation they may encounter while training.

PROCEDURE: SMALL GROUP ACTIVITY

- i. Divide the class into their assigned work groups (based on trainee name)
 1. Officer Bean
 2. Officer Loeb
 3. Officer Kane
 4. Deputy Gates
 5. Officer Gates
- ii. Distribute the fictitious trainee's case study for this block of instruction to each group.
- iii. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
- iv. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
- v. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of
- vi. Key Learning Points
 1. This meets one of the required POST instructional activities for Block 8 Competency, Evaluation and Documentation
 2. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

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 citizen, the Department, the FTO, or himself/ herself at any time.

Performance Objectives: Using learning activities, which include scenarios and case studies, the student, will understand that:

- Trainee will make-and must be allowed to make -mistakes
- The FTOs responsibility to intervene when a trainee's actions/decisions are inappropriate is critical

Day 4

- | | | | |
|-----|--|-----------------|--------------|
| VI. | INTERVENTION TECHNIQUES | Block 11 | (1hr) |
| | a. INTRODUCTION | | |
| | i. Trainees will make and must be allowed to make mistakes | | |
| | ii. The FTO's responsibility to intervene when a trainee's actions/decisions are inappropriate is critical | | |
| | iii. There are different ways to intervene and one may be more appropriate than another depending on the situation | | |

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b. **LEARNING ACTIVITY: DISCUSSION** Intervention Overview

PURPOSE: To provide the student with an overview of how intervention works

PROCEDURES: Small Group Activity

- i. Divide the class into small groups-Students will remain at their tables
- ii. Write the following questions on the board:
 1. What is the definition of intervention?
 2. How would intervention apply to the job of an FTO?
 3. In which situations should an FTO intervene with a probationer?
- iii. Allow the groups 5-10 minutes to discuss the questions and develop a response to each question
- iv. Debrief:
 1. **ASK:** What is the definition of Intervention?
 - a. The act of stopping some type of action
 - b. The act of intervening, especially during a deliberate entry into a situation of dispute in order to influence events or prevent undesirable consequences
 2. **ASK:** How would intervention apply to the job of an FTO?

Expected Responses

- a. Need to have a clear understanding of when it would be appropriate to intervene
- b. When not to intervene and deal with the issue at a later date
- c. Narrative headings for the DOR must be documented
- v. Discuss the concept of “failing forward”, including:
- vi. “ Failing forward is the principle of learning by making mistakes and recognizing that it is okay to make mistakes providing one learns from their error(s)¹⁷
 1. Driving the wrong direction is OK as long as the time delay does not impact safety
 2. Discrepant event
 - a. An event that throws you off intellectually
 - b. A challenge with causes motivation of further investigate
 3. Allow trainee to provide explanation
- vii. Some of the most profound learning occurs when mistakes are made
- viii. Allows trainees to explore ideas and make mistakes fosters an environment of learning
 1. Trainees can't be afraid to make mistakes in front of your
 2. Must maintain a positive learning environment
 3. Don't ridicule a trainee's effort
- ix. In the context of “Failing forward trainees discover not only positive solutions, but also what doesn't work
 1. If what you are doing is not successful, try something else
 2. The statement listed above is true both for the way the trainee approaches job task, AND for the approaches and techniques the FTO uses to help the trainee succeed

¹⁷ Los Angeles Police Department 2009 FTO Manual, page 17

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3. At this point the FTP should correct the deficiency and determine if the probationer is learning from the experience (failing forward) or is totally ambivalent to the task (Not Responding to Training)
4. “An example of Not Responding to Training” is when the probationer cannot understand the error or is unable to articulate the proper behavior required in a particular procedure”¹⁸
- x. In the context of “failing forward”, trainees discover not only positive solutions, but also what does not work
- xi. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
 1. If you find fault every time the trainee does something, he/she will stop trying
 2. If every time you say, “That was OK, but...,” the trainee will stop listening to what you are saying and just wait for the BUT...
 3. You have an ethical duty to help the trainee succeed, giving the trainee every reasonable chance to be successful.
 4. If the trainee is not catching on, examine your training techniques
 5. As a Reminder: mistakes are part of the learning process- you made them as well
- xii. In the context of “failing forward”, trainees discover not only positive solutions, but also what does not work
- xiii. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
- c. Explain how intervention techniques are used as learning tools, to include the following:
 - i. Trainees should be allowed to experience as much as possible within certain/safe limits
 1. Safety should be paramount
 2. FTO will always place Officer Safety first, never place learning above safety
 - ii. Trainees learn best by doing and can learn from their mistakes
 - iii. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
- d. **LEARNING ACTIVITY:** Discussion-Time on the Job versus what they have already experienced
Procedure: Large Group
 - i. **ASK:** What determines when a probationer is allowed to demonstrate his/her abilities in a given situation?
 - ii. Allow class time to provide answers
 - iii. Write answers on the board
 1. Officer Safety
 2. Confidence
 3. Experience

¹⁸ Los Angeles Police Department 2009 FTO Manual, page 17

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- 4. Has the probationer been trained to perform task?
 - iv. Instructor will continue facilitated discussion
 - 1. Facilitator will guide students to an expected outcome
 - 2. Allow class to work towards best learning practices
 - 3. Trainees learn best by doing and can learn from their mistakes
 - 4. Don't do it for them; they need to learn what to do-be patient!
 - 5. Allow trainee to complete the task
 - v. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
 - 1. The tap in/tap out concept
 - 2. Make the transition as seamless as possible
- e. Identify situation where intervention by the FTO would be appropriate and explain applicable intervention techniques for each situation, to include:
- i. Officer safety
 - 1. Searches
 - 2. Driver side vs. Passenger side approach
 - ii. Public safety
 - 1. Separating involved parties
 - 2. Hazards
 - iii. Misapplication or violation of law
 - 1. Attempting an arrest for a misdemeanor not committed in their presence
 - 2. Explain legal issues to trainee
 - iv. Purposeful violation of department rules, regulations, or procedures
 - 1. Use of force issues
 - 2. Pursuit policy
 - 3. Ethical situations/unwritten rules
 - v. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)
- f. Evaluate the appropriate use of intervention techniques including
- i. Distribute Handout Six ways to Improve your Non-Verbal Communication
 - ii. Subtle
 - 1. Certain signals can reinforce/redirect learning
 - a. Clearing throat
 - b. Simple questions
 - 2. Body Language
 - a. Eye contact
 - b. Facial expressions
 - c. Gestures
 - d. Body posture and orientation
 - e. Proximity
 - f. Paralinguistic
 - g. Humor
 - 3. Increases perceived psychological closeness between teacher and student
 - iii. Overt

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1. Verbal (Interrupt, shout, etc.)
 2. Physical (tap/grab trainee's arm, signal/gesture, etc.)
- g. Review Assess and discuss the Potential Positive and Negative Effects of FTO Intervention on the Trainee and the Working Relationship with the FTO
- i. **REQUIRED LEARNING ACTIVITY: POSITIVE AND NEGATIVE IMPACT**

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

1. Using Flip charts and markers
 2. 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
- ii. Potential Positive Effects of Timely FTO Intervention
 1. Potential Positive effects of Timely FTO Intervention
 2. Gives trainee back his/her confidence and self-respect
 3. Does not relieve the trainee of responsibility
 4. Makes trainee solve the problem
 5. Maintains safety, reduces liability
 - iii. Potential Negative Effect of FTO Intervention
 1. Inhibits or stops learning
 2. Compromises or erodes relationship between FTO and Trainee
 3. May give citizen's the impression of Incompetence
 4. Have the student give examples for each of effect the Positive effects of FTO timely Intervention and the Negative effects the Positive effects
 5. Have each of the groups scribe their responses on the flip charts
 6. ASK: each of the groups to give response for each of the Positive and Negative effect
 7. Conduct a facilitated discussion based on the groups responses
 - a. Discuss all options
 - b. Should the FTO provide directions?
 - c. How long should FTO wait to intervene?
 - d. Did trainee's actions warrant an intervention?
 8. **ASK:** How and when do you intervene?
 9. Allow students time to share experiences among the group
 10. ASK: What criteria should an FTO use when determining if intervention would be appropriate based on officer safety?
 - a. Illegal and unethical activity?
 - b. Embarrassment to citizen or to the Department, FTO or Probationer?
 11. Discuss the following if not brought out by students ¹⁹
 - a. Officer Safety- If the actions of the probationer constitute a hazard or potentially dangerous situation to officers or

¹⁹ Los Angeles Police Department 2009 FTO Manual, page 10

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citizens the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed

- b. Illegal and Unethical Activity-The FTO must ensure that the probationer's actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes
 - c. Embarrassment to a citizen, the Department, FTO or probationer- The FTO must not allow an incident to get to the point where the probationer embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at anytime
12. Have an Instructor scribe the student responses on a White board or Flip Chart
- iv. Debrief
 - 1. Ethical considerations of intervention
 - 2. ASK: how far will you let the trainee go before you intervene?
 - 3. You need to identify the direction the trainee is taking
 - v. Key Learning Point
 - 1. This activity meets one of the required POST instructional activities for Intervention
 - 2. This activity will challenge the student to apply previous experience knowledge gained in this block to a situation they may encounter while training the discussion will focus on the following potential effects
 - a. Negative Effects
 - i. Inhibits or stops learning
 - ii. Compromises or erodes relationship between FTO and trainee
 - iii. May give citizen's the impression of incompetence
 - b. Positive Effects
 - i. Gives trainee back his/her confidence and self-respect
 - ii. Does not relieve the trainee of responsibility, make him/her solve problem
 - iii. Maintains safely, reduces liability
 - c. FTOs have the responsibility to utilize the appropriate intervention technique when necessary
 - d. It is imperative that FTO's allow probationers to experience handling situations independently and without consistent interruption to correct non-essential minor errors
 - e. Remember "failing forward" is acceptable when training probationers as long as it falls within the mentioned criteria.

h. REQUIRED LEARNING ACTIVITY: Case Study Exercise

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PURPOSE: This activity meets one of the required POST instructional activities for Block 10 Remediation. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training.

PROCEDURE: SMALL GROUP ACTIVITY

- i. Divide the class into their assigned work groups (based on trainee name)
 1. Officer Bean
 2. Officer Loeb
 3. Officer Kane
 4. Deputy Gates
 5. Officer Short
- ii. Distribute the fictitious trainee's case study for this block of instruction to each group.
- iii. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
- iv. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
- v. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of
- vi. Key Learning Points
 1. This activity meets one of the required POST Instructional activity for Block 9 Intervention
 2. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

Instructional Goal: To provide the FTO with the information on why remediation is needed and how best to deliver remedial training Field Training Officers are expected to recognize issues that might cause substandard performance in their trainee and to be able to effectively deal with those issues by developing remedial training plans and delivering the requisite remedial training.

Performance Objectives:

- Identify the principals of remedial training
- Understand the roles of the FTO program in remedial training
- Identify the causes of why remedial training fails
- Identify the value and necessity of remedial training plans
- Understand the different plans to include: Specific, measurable, attainable, realistic, and tractable plans

XII REMEDIATION

Block 12

(2 hrs)

A. Introduction *ICE BREAKER*

1. **ASK** What is the definition of remediation
 - a. To strengthen weaknesses
 - b. Additional training to cover deficiencies

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2. Write the definition on the board
 3. The Instructor will explain:
 - a. Remedial training is defined as: A correction or review of previously taught information or procedures (does not include academy training)
 - b. FTOs must remember that:1) a mistake of performance deficiency must be corrected, and 2) that correction should come as soon as practical after the behavior without interfering with the department's service responsibility.
 - c. Problems that do not seem to go away or are repeated call for remedial training
- B. Identify Principles Of Remedial Training Plans, To Include:
1. Specific
 - a. Specifically identify and describe the deficiency
 - b. Provide the reasons why the trainee is not meeting expectations
 - c. Remediate the specific job performance/task
 - d. Specifically identify and describe the deficiency
 2. Measurable
 - a. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources
 - b. The FTO program is structured and is measured in time frames which contain knowledge and skills that should be accomplished in those time frames
 - c. Give specific assignments to correct deficiency
 - d. Establish testing methods
 - 1) Verbal
 - 2) Written
 - 3) Scenario
 - 4) Practical application
 3. Attainable
 - a. Make the assignments achievable
 - b. Make assignment to follow their current stage within the Structured Field Training Program Period
 - c. The trainee should have ample time to reach the required goals
 - d. The trainee should also be exposed to the skills and knowledge's through radio calls or other police contacts
 4. Realistic
 - a. Relative to the deficiency and time frame
 - b. Develop performance goals that are within reason
 - c. Utilize all necessary resources for a more practicable application
 - d. Both the FTO and trainee have work schedules and documentation of deficiencies should be documented in the noted time frames
 5. Trackable
 - a. Set a timetable for completion
 - b. Document progress or continued deficiency or DOR
 - c. Set clear testing parameters
 - d. Verbal

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- e. Written
 - f. Scenario
 - g. Practical Application
 - h. Able to be assessed and documented
 - i. Timely and thorough documentation is necessary and must be available to FTO Supervisor and FTO SAC
6. Debrief : using the Acronym SMART
- a. SMART
 - 1) Specific
 - 2) Measurable
 - 3) Attainable
 - 4) Realistic
 - 5) Trackable
 - b. The components will help establish a more precise remedial plan
 - c. By following a specific remedial plan, all training/remediation will be uniform and less subjective

C. LEARNING ACTIVITY: Remediation Methods and Resource Exercise

PURPOSE: The students will recognize different methods and resources that are available to them when remediating trainee

PROCEDURE: Small Group Activity

- 1. The class will be divided in to four groups
- 2. Instruct the groups to identify a variety of remediation methods and resources
- 3. Have them record their answers on a flip chart
- 4. Give the students several minutes to discuss in the small groups their responses
- 5. Have a spokesperson from each group give examples
- 6. Write the responses on the board
- 7. Discuss
 - a. Role play scenarios
 - 1) Provides immediate feedback
 - 2) Can be done for call taking of dispatched calls
 - 3) Allows hands-on demonstration
 - b. Volunteering for calls-for-service that provide additional training in deficient areas
 - 1) Real life scenarios
 - 2) Gain additional experience
 - c. Reading, writing, and/or study assignments
 - 1) Can address specific topics
 - 2) Allow the learning to study in a relaxed setting
 - 3) Keeps the student on track
 - d. Videos and/ or audio tapes
 - 1) Can be agency specific
 - 2) Can reinforce lectured learning
 - 3) Easy to obtain
- 8. Learning activity Packages
 - a. Contain all necessary materials

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- b. Use all resources available
 - c. See POST Field Training Program Guide- Appendix 19
 - 9. Other outside college courses or POST courses
 - a. Private providers or agency approved
 - b. Local community colleges
 - 10. Summarize components of structure remedial training plans
 - a. Specified performance deficiencies
 - 1) Problem defined
 - 2) Debriefing all training
 - b. Training assignments
 - 1) Measures used to correct problem
 - 2) Scenario based
 - c. Documented completion or extension
 - 1) Problem corrected or additional training required
 - 2) Reevaluate and document on DOR
 - 11. Debrief:
 - a. When dealing with remediation use all resources available to you
 - b. When you utilize all your resources you are able to create a better remediation plan
- D. Describe the roles and expectations of the trainee, the FTO, and the FTP SAC in remedial training**
 - 1. Trainee
 - a. Assist in diagnosis of probable
 - b. Recognize and acknowledge deficiency exists
 - c. Accept feedback
 - d. Give input to remediation plan
 - 2. FTO
 - a. Diagnose problem
 - b. Remember how adults learn best
 - 1) Use a variety of teaching techniques
 - 2) Be flexible and willing to change with challenges
 - c. Provide feedback and document trainee's performance
 - d. Be aware of , and use all available resources
 - e. Be Creative
 - f. Maintain safety
 - g. Successfully complete remediation plan
 - 3. FTP SAC
 - a. Keep agency administration informed
 - 1) At divisional levels must provide FTOU with
 - a) Copies of Unsatisfactory ratings
 - b) Any request for remediation via a 15.2
 - b. Maintain records
 - 1) Probationer book
 - 2) All rating
 - 3) Documentations to justify unsatisfactory reports

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- c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (i.e., immaturity; life experience; fear, etc.)
 - 1) Understand that there are conditions that you are unable to fix
 - 2) Document the deficiency
 - 3) Unsatisfactory
 - 4) Below standards
 - 5) Provide referral to Behavioral Sciences
 - 6) Section
 - 7) Make recommendations to FTO SAC
 - 8) FTO SAC will make the final decision for Termination
 - d. ASK what may cause a trainee to fail a task?
 - 1) Write the responses on the board
 - 2) Ensure the following are addressed if not brought out by the class
 - a) FTO training methods
 - (1) Unrealistic expectations of probationer
 - (2) Not familiar with probationers learning style
 - (3) Inflexible
 - b) Lack of effort by the trainee
 - c) Attitudinal deficiencies on the part of the trainee
 - (1) Immaturity
 - (2) Stress
 - (3) Fear
 - d) Lack of life experience
4. **DISCUSSION:** Summarize Components Of Structured Remedial Training Plans
- a. Distribute: Remedial Training Plans
 - b. Specified performance deficiencies
 - c. Training Assignments
 - d. Documented completion or extension
5. Determine The Cause of the Trainee's Failure to Learn (I.E. FTO Training Methods, Trainee Learning Style(S), Lack of Effort, Program Deficiencies, Etc.)
6. Debrief the discussion:
- a. It is important to understand the roles of everyone involved for reasons of documentation
 - b. Understanding the trainee and what may cause them to fail is important when documenting trainees performance
 - c. Determine the cause of the trainee's failure to learn (e.g., FTO training methods, trainee learning style(s), lack of effort, program deficiencies, etc.)
7. Identifying what has been tried and determined to be ineffective
- a. ASK trainee to discuss previous training attempts
 - b. Review DORs or other written reports
 - c. Talk with previous FTO
8. Evaluate trainee's Learning method

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- a. Learning styles can fluctuate
 - b. FTO must understand and identify learning styles
 - 1) Visual
 - 2) Audio
 - 3) Kinesthetic
 - c. Advise the students: will be covered later in the curriculum in Teaching and Training Skills Development
9. Deficiencies in the program /FTOs
- a. Documentation too time consuming
 - b. Not enough time to complete necessary documentation forms
 - c. Not enough time to train the probationer, too many radio calls
10. Failure to use role playing for training areas not experienced during field training
- a. Maybe you did not receive the radio call or make the observation during field training
 - b. It is incumbent during field training
 - c. It is incumbent upon the FTO to create a scenario, or use role play or some other approved method to provide this experience
11. Evaluation only training
- a. Are your evaluation based on what the trainee has learned by osmosis?
 - b. As a trainer are you giving the reasons why the trainee is doing a specific job duties such as
 - 1) Department policy and procedure
 - a) Special Order's
 - b) Directives
 - c) Department Manual
 - 2) The Law
 - a) Penal code
 - b) LAMC
 - c) Vehicle code
 - 3) Failure to use remediation
 - a) No remediation
 - b) No documentation
 - c) Unfair to both you and the trainee
 - 4) Fully experienced versus fully trained
 - a) Your probationer knows what the job is but not why?
 - b) Have you provided the trainee with the explanations for duties of the job?
 - c. Documentation
 - 1) Point out the need to evaluate and document remedial training
 - 2) If it was not documented does that mean it did not happen?
 - 3) If the trainee needs to be terminated all remedial training needs to be documented on chronological log
- E. Identify And Apply A Variety Of Remediation Methods And Resources, Which May Include:
- 1. Distribute: Instructional Methods

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2. Role-plays or scenarios
3. Required Learning Activity: Remediation Training Plan
4. Volunteering for calls-for-services that provide additional training in deficient areas
5. Reading, writing, and / or study assignments
6. Videos and/or audio tapes
7. Learning Activity Packages (LAPs)
8. Other outside college or POST courses
9. Explain The Need To Evaluate And Document Remedial Training, To Include:
 - a. Provides feedback on trainee progress (or lack of)
 - b. May be supporting, critical factor in the event of a recommendation for termination
10. Recognize The Need For Proper Evaluation And Documentation To Support Trainee Termination, To Include:
 - a. The instructor will **ASK** what the importance of thorough and accurate documentation is
 - 1) Provides feedback on trainee's progress(or lack of)
 - 2) May be supporting, critical factor in the event of a recommendation for termination
 - b. Identifies training that was provided
 - c. Supports decisions to terminate
 - d. Ethically and morally sound rationale
 - e. Prevents/minimizes claims by trainee
 - f. Not only the first time, but remediation attempts
 - g. When it's time to terminate, the decision should be clear to all involved
 - 1) Supports decision to terminate
 - 2) When it's time to terminate, the decision should be clear to all involved
 - 3) Final decision is determined by Captain who is the Department SAC
 - h. 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. The instructor will ASK:
 - a. When should written testing be used?
 - 1) Written testing is appropriate for
 - a) Penal codes, vehicle codes, radio codes
 - b) Areas of learning where memorization is required
 - 2) What are the benefits of a written test?
 - a) Documentation is tangible
 - b) Provides immediate remedial training for trainee
 - 3) When should Scenario testing be used

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- a) For Practical Application
- b) For Psychomotor skills
- c) Scenarios are appropriate for
 - (1) Making up low volume of calls
 - (2) Exposure to calls which may not be received
- 4) The instructor will continue the discussion and review the positive and negative aspects of scenario training including
- b. The Positive aspects, Negative aspects of Scenario Testing
 - 1) The instructor will ASK the students to list the Positive and Negative Aspects of Scenario Testing
 - 2) The students will be given time to complete the lists
 - a) Provides a safe learning environment
 - b) Less liability than actual calls for service
 - c) Events are repeatable
 - d) Training can be halted at key points to reinforce learning
 - e) Can fill in "holes" for things the trainee may not be exposed to during training
 - f) Can prepare the trainee for more difficult situations
- c. Negative aspects
 - 1) Not as realistic as calls for service
 - a) Many not be taken seriously
 - (1) Can be predictable
 - (2) Must be maintained and updated
 - b) Requires good role players and resources
 - (1) Teams up with dispatch to add and elements of realism
 - (2) Determine availability to alternate radio channels to use during scenarios
- d. Debrief
 - 1) Review situations where written tests and / or scenarios are appropriate including
 - a) To cover more specific knowledge components
 - b) Individual city codes
 - c) Agency policies and procedures terrorism, homicide investigations, or call the trainee is not likely to experience during field training
 - 2) To assist in remedial training efforts
 - 3) Easier to control variables
 - 4) Lower level of stress
 - 5) Can be repeated
 - 6) To make up for low volume of calls for service
 - a) Documentation that learning are was covered
 - b) Provide a level of exposure to begin the experience building

G. DISCUSSION: Officer Safety and Scenario Training

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PURPOSE: Recognize Officer Safety and liability issues involved in scenario training to

PROCEDURE: Large Group Activity

1. Students will discuss POST case study
2. The instructor will allow the students time to read:
3. Distribute Safety Considerations in Role Play Training
4. Recognize the FTO's risk management responsibilities
5. The instructor will ask what are risk management responsibilities
 - a. Financial loss
 - b. Employee loss
 - c. Injuries and tragedies
6. The instructor will reinforce agency policy on safety
 - a. Safety is always your first consideration
 - b. Anyone may stop the training due to safety concerns
 - c. Loaded weapons should never be used in role playing
 - d. Check and re-check all weapons
 - e. Inert weapons- Use of training weapons
7. Facilitator-led discussion on scenarios or role playing
 - a. The instructor will ASK
 - 1) Have students in the class used scenarios or role playing?
 - 2) Was the training successful?
 - 3) What do the students do to ensure safety during the training?
 - b. The instructor will ASK the student how do they Determine?
 - 1) Detailed logistics
 - 2) Timing
 - 3) Location of scenarios
 - a) Objective
 - b) Reliable
 - c) Valid
 - 4) Safety checklist documenting checked items
 - 5) Identify person responsible for completing checklist
 - 6) Establishment of an audible signal for any participant to halt the scenario at any time
 - a) Whistle or sound box
 - b) Instructor calls "Break"
 - 7) Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)
 - a) Make sure everyone knows it is a training exercise including citizens when necessary
 - b) Mark weapons with bright colors to identify mock weapons
8. Discussion: Discuss the components of effective remedial training and competent Evaluation
9. Conduct a facilitated discussion on effective remedial training and competency evaluation
10. The instructor will **ASK** how do you develop a remedial training plan?
 - a. Observe the deficiencies

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- 1) Document on a DOR
 - 2) After 3 Daily Observation Reports
 - 3) Complete Performance evaluation
 - 4) Attach 3 DOR
- b. Supervisor Weekly Report (SWR) forms are used to document observations or discussions involving the trainee progress or training
- 1) All entries involving observation must specifically describe job-related performance, and shall not include unsupported general statements or opinions
 - 2) SWR should be attached to performance evaluation
 - a) If the entry describes deficient performance, the field supervisor must also describe remedial training provided or discussed with the FTO
 - b) All entries relating to performance, progress or training shall be discussed with and shown to the trainee
- c. ASK what are your agency policies regarding remedial training?
- 1) If possible should be resolved in house through divisional training unit
 - 2) Also they should use divisional training unit as their resources
- d. ASK what has worked for you? What has not?
- 1) Works
 - a) Requesting Radio Calls
 - b) Practical Application Hands on training if they do it first hand
 - c) Referring trainee to the written resource such as
 - (1) Department Manual
 - (2) Citation guides
 - d) Doesn't work
 - (1) Verbally telling them
 - (2) Using police jargon to describe a radio call or situations that the trainee has not experienced
 - 2) Developing a formal written plan with other FTOs and supervisor
 - a) Notice to Correct Deficiencies form General 78 can be used to document deficient performance or censurable incidents not amounting to misconduct
 - b) After all resources at hand have been exhausted and the Area remediation is not effective, formal remediation should be requested through Training Division via an Intradepartmental Correspondence Form 15.2
 - c) Commanding officer request remediation at Training Division
 - (1) For probationers experiencing difficulties
 - (2) Deficient areas shall be identified on 15.2
 - (3) Should be reflective of PPOWERS

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(4) Trainee must be compensated for remedial training

(5) Normally during trainee's regular work schedules

- 3) Other Department resources
- a) Behavioral Science Section
 - b) Peer support counselors
 - c) Career Development

H. REQUIRED LEARNING ACTIVITY: CASE STUDY EXERCISE

PURPOSE: This activity meets one of the required POST instructional activities for Block 10 Remediation.

PROCEDURE: SMALL GROUP ACTIVITY

1. Divide the class into their assigned work groups (based on trainee name)
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Short.
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
3. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
5. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of
6. Key Learning Points
 - a. This activity meets one of the required POST Instructional activity for Block 10 Remediation
 - b. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

Instructional Goal: To provide the FTO the manner and approach for testing and scenarios.

Performance Objectives:

- Demonstrate how to set up scenario training
- Understand the negative and the positive of scenario training
- Understand when written test and or scenarios are appropriate

XIII TEST AND SCENARIO DEVELOPMENT STRATEGIES

Block 13 (2 hrs)

I. INTRODUCTION

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

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2. Not every field incident or objective in an agency's program will occur within the time frame of the FTP
 3. FTOs may have to set up a scenario exercise or rely on the trainee's written response to specific situations
 4. Competency may be demonstrated through department constructed knowledge tests, scenario exercises, or field performance
- J. Discuss the use of written and scenario test within the field training program
1. Written testing appropriate for:
 - a. Penal, vehicle codes, etc.
 - b. Radio codes
 2. Scenario are appropriate for:
 - a. Making up for low volume of calls
 - b. Exposure to calls which may not be received
- K. Discuss the positive and Negative aspects of scenario training, including:
1. Positive aspects
 - a. Provides a safe learning environment
 - b. Less liability than actual calls for service
 - c. Events are repeatable
 - d. Training can be halted at key points to reinforce learning
 - e. Can fill in the "holes" for things the trainee may not be exposed to during training
 - f. Can prepare the trainee for more difficult situations
 - g. Can reinforce ethical values of agency
 2. Scenarios are appropriate for:
 - a. Making up for low volume of calls
 - b. Exposure to calls which may not be received
- L. Discuss The Positive And Negative Aspects Of Scenario Training, Including:
1. Positive aspects
 - a. Provides a safe learning environment
 - b. Less Liability than actual calls for service
 - c. Events are repeatable
 - d. Training can be halted at key points to reinforce learning
 - e. Can fill in the "holes" for things the trainee may not be exposed to during training
 - f. Can prepare the trainee for more difficult situations
 - g. Can reinforce ethical values of agency
 2. Negative aspects
 - a. Not as realistic as calls for service
 - b. May not be taken seriously
 - c. Can be predictable
 - d. Must be maintained and updated
 - e. Requires good role players and resources
 - 1) Team up with dispatch to add an element of realism
 - 2) Determine availability of alternate radio channels to use during scenarios
- M. Explain Situations Where Written Test And /Or Scenarios Are Appropriate, Including:
1. Distribute:

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- a. POST Testing
 - b. Importance of Role Playing in Training or other Agency and POST Approved Material on the Importance of Role Playing in a Training Program
- 2. To cover more specific knowledge components such as code sections and crime elements, as well as, agency policies and procedures
 - 3. To assist in remedial training efforts
 - 4. To make up for low volume of calls for service
- N. Recognize Officer Safety And Liability Issues Involved In Scenario Training, To Include:
- 1. Recognize the FTO's risk management responsibilities
 - 2. Distribute: Safety in Role Playing
 - 3. Recognize the FTO's risk management responsibilities
 - 4. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
 - 5. Loaded weapons should Never be used
 - 6. Let's repeat the above comment- Loaded weapons should never be used in Role Playing Exercises!!
 - 7. Distribute: Police Officer Killed During Training
 - 8. Scenario should not be dangerous, demeaning, harassing or expose the agency to liability
- O. Determine Detailed Logistics, timing and location of Scenarios, including:
- 1. Clearly defined training goals or performance objectives should be developed for each scenario
 - 2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
 - 3. Establishment of an audible signal for any participant to halt the scenario at any time
 - 4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)
- P. **REQUIRED LEARNING ACTIVITY:** Scenario Development
PURPOSE: Design, Facilitate, and Evaluate Scenarios Used For Both Remedial Training and Competency Evaluation
PROCEDURE: Small Group
- 1. In small groups, students will write and/or "act out" short scenarios
 - 2. A scenario development worksheet is provided for use in planning the scenario
 - 3. The instructor will break the class up into no more than six (6) small groups
 - 4. Each group will be provided with the Scenario Development worksheet
 - 5. At the end of a specific amount of time (at least 30 minutes), the facilitator will call on each to describe and/or "act out" their scenario
 - 6. Each group will explain all considerations taken into account
 - 7. Key Learning Points
 - a. This activity meets the required POST instructional activity for Block 11 Test and Scenario Development Strategies
 - b. The activity will allow the students to;

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- 1) Develop and plan their own scenarios for either competency evaluation and remedial training
- 2) Draw upon resources available to his/her group; and Articulate the steps/considerations necessary in developing a safe and meaningful scenario for a trainee

Instructional Goal: To provide the student with a critical role of training as it relates to legal liability issues for FTOs

Performance Objectives:

- Recognize situations of heightened liability
- Identify liability and ethical concepts related to field training
- Identify the concepts of Risk Management and methods of reducing civil liability

Day 5

XIV LEGAL AND LIABILITY ISSUES FOR FTOS

Block 14 (4 hrs)

- Q. Introduction
1. FTOs play a critical role in training as it relates to legal liability issues
 2. Must be able to recognize situations of heightened liability
 3. Must know how to best minimize individual and departmental exposure to liability
- R. Identify And Explain Various Liability And Ethical Concepts Related To Field Training, To Include:
1. Many of the case study situations were based on actual field training incidents
 2. Each trainee will bring individual characteristics and experiences to the training program; FTOs must be prepared to work with each trainee on an individual basis
- S. Demonstrate The Application Of Acquired Field Training Knowledge, Skills, And Abilities
1. Ethical decision making
 2. Role modeling
 3. Risk management
- T. **REQUIRED LEARNING ACTIVITY:** Case Study presentation
PURPOSE: Compare and contrast the outcomes of the case study process
PROCEDURE: Small Group
1. Skills not explained
 2. Do not assume trainee can perform skills
 3. Ensure academy training was adequate
 4. Failure to supervise
 - a. Supervisor responsible for performance of subordinates
 - b. FTO considered a supervisor of trainee
 5. Negligent training

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6. Teaching skills, concepts, behaviors which are improper, illegal or unauthorized
 7. Negligent training
 - a. Teaching skills, concepts, behavior which are improper, illegal or unauthorized
 8. Negligent retention
 9. Keeping employees when it is known they cannot perform the minimal duties of the position
 10. Negligent supervision
 - a. FTO may be considered supervisor for some activities
 - b. FTO must keep their supervisor apprised of program issues
 - 1) Incompetent trainees
 - 2) Unqualified FTOs
 11. Negligent entrustment
 - a. Entrusting trainee with tools of the trade without proper training (i.e., car: firearm: baton, etc.)
 - b. Train to statutory (mandated) and department standards
 12. Direct/Vicarious liability
 - a. Civil rights violations
 - 1) If FTO is present and participates, allow or fails to prevent, may be liable
 - 2) "Code of Silence" policy and practice- department may be liable
- U. Identify Concepts Of Risk Management And Methods For Reducing Civil Liability, To Include:
1. Close supervision and expedited reporting
 2. Appropriate, timely intervention
 3. Recognizing the functions and roles of the FTO
 - a. Avoiding mixed messages
 - b. Documentation of appropriate training
 - c. Documentation of trainee performance
 - d. Documentation of supervision
 - e. Documentation of remediation
 - f. Documentation of knowledge of civil and criminal laws
 4. Knowledge of and adherence to agency policies and directive
- V. Discuss Current Trends In Personal And Agency Civil Liability
1. Distribute: Legal Challenges for Training Hand-out
 2. Review of recent settlements, judgments, and decisions
- W. Summarize various forms of Harassment and Discrimination in the workplace, including:
1. Sexual harassment
 2. Distribute: Employer Liability for Harassment
 3. Hostile work environment
 4. "Quid Pro Quo"
 5. Verbal/Visual/Physical
 6. Discriminatory issues defined in the ADA
 7. Disparate treatment (protected classes)

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- X. **REQUIRED LEARNING ACTIVITY:** Legal Issues Scenario Video
PURPOSE: Explain How to Minimize Individual and Departmental Exposure to Liability from Trainee Claims of Harassment, Discrimination, And /Or Unethical Behavior
PROCEDURES:
1. Instructor will show the POST legal Issues Scenario Video
 2. Immediately afterwards the facilitator will lead a discussion about the liability issues depicted in the video
 3. After viewing a video scenario, the students will participate in a facilitator led discussion and liability issues
 4. Key Learning Points
 - a. This activity meets one of the required POST instructional activities for Block 11 Legal Liability Issues for FTOs
 - b. This activity will allow students to identify liability situations and determine ways to reduce liability
- Y. **REQUIRED LEARNING ACTIVITY: LIABILITY/LIABILITY ISSUES**
PURPOSE: Through the use of visual aids/articles, the students will identify methods for reducing liability
PROCEDURE:
1. The Instructor will present the information and facilitate a discussion about methods that can be used to prevent/reduce potential liability related to harassment, discrimination and or/unethical behavior
 2. Key Learning Points
 - a. This activity is one of many ways to meet a required POST instruction activity for Block 12 Legal and liability Issues for FTOs. The activity will min
 - b. The activity will minimally reinforce the following to prevent reduce liability.
 - c. Informing-Tell the Offending party of the possible consequences of his/her action(s)
 - d. Reporting-Report inappropriate behavior to a supervisor
 3. Involvement-Do not become a party to the behavior
 4. Professionalism
 - a. Maintain a professional relationship at all time
 - b. Do not allow trainee to be subjected or become involved in questionable situations
 5. This activity will challenge the learner to understand the concepts of civil liability issues associated with the FTO role, the importance of documenting appropriate training
- Z. Discuss Methods/Safeguards For Keeping Inappropriate Conduct Out Of The Field Training Program, Including:
1. Hazing
 2. Fraternalization
 3. Consequences associated
 - a. Potential for harassment complaints
 - b. Allegations of favoritism
 - c. Impaired objectivity in evaluations

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- d. Termination issues
 - 4. Favoritism
 - 5. Sexual Harassment
- AA. Identify and explain the Labor issues Related to Field Training, which may include:
- 1. Peace Officer Bill of Rights (AB301)
 - 2. Property interest (Skelly)
 - 3. Liberty interest (Lubey)
 - 4. EEOC (Equal Employment Opportunity Commission)-Federal
 - 5. DFEH (Department of Fair Employment and Housing)-State
 - 6. FLSA (Fair Labor Standards Act)- Federal
 - a. Overtime issues relating to homework, equipment maintenance, etc.
 - b. Early start of watch
 - c. Unauthorized Overtime
 - 7. MOU (Memorandum of Understanding)- Agency specific issues
 - a. MOU No 24 July 2011
 - b. MOU No 25 July 2014
 - 8. **REQUIRED LEARNING ACTIVITY: CASE STUDIES**
PURPOSE: This activity meets one of the required POST instructional activities for Block 12 Remediation.
PROCEDURE:
 - 7. Divide the class into their assigned work groups (based on trainee name)
 - a. Officer Bean
 - b. Officer Loeb
 - c. Officer Kane
 - d. Deputy Gates
 - e. Officer Gates
 - 8. Distribute the fictitious trainee's case study for this block of instruction to each group.
 - 9. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
 - 10. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
 - 11. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of
 - 12. Key Learning Points
 - a. This activity meets one of the required POST Instructional activity for Block 11 Legal Liabilities
 - b. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training

Instructional Goal: To provide the students with an opportunity to demonstrate their teaching and training skills

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Performance Objectives: Using the learning activity, the successful student will:

- Demonstrate their teaching and training skills using the concepts and methods presented Throughout the course
- Receive a passing score on their teaching and training skill presentations

XV Teaching Skills Demonstration

Block 15 (2hrs)

BB.Introduction

1. FTOs must have an opportunity apply their skills and knowledge acquired through attendance at the POST- certified FTO Course.
2. FTOs are expected to develop and deliver an ethically sound training plan that uses varied adult learning styles and communication techniques

CC. REQUIRED LEARNING ACTIVITY: Teaching/Training Demonstration

PURPOSE: Present One-On One Training, Use Varied Adult Learning Styles and Communications Techniques

PROCEDURE:

1. The class will be divided into three groups
2. Advise the group's members that they will each serve in the role of:
 - a. Trainer
 - b. Trainee
 - c. Evaluator
3. They group members will rotate through each assignment
4. Provide the students with a topic and student learning style
5. At the end of the presentations the instructor will debrief the students and solicit feedback regarding the implications involved in playing each role
6. Present one-on-one training: use varied adult learning styles
 - a. Visual
 - 1) Learns best by see and watching
 - 2) Power points, e-eLearning
 - 3) Scenarios , demonstrations
 - b. Auditory
 - 1) Learns best by hearing /being told
 - 2) Pod cast, audio books
 - c. Kinesthetic
 - 1) Learns by doing/trying different things
 - 2) Practical application
 - 3) Scenarios
 - d. The Multi-sensory approach is most effective
 - 1) Using all the learning styles to inform all learning types
 - 2) Provides a catch all-cover all for an unknown audience
 - e. Two-Way communication, active listening, etc.

DD. Evaluate Training Delivered By Other FTOs

1. Distribute: Evaluation for Teaching Demo and Evaluation Handout
2. Use SEGs and Evaluation Sheet to evaluate other student demonstrations in the areas of
 - a. Introduction

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- b. Delivery
- c. Use of training Aids
- d. Testing
- 3. **LEARNING ACTIVITY:** Presentations
- 4. Procedure: Individual Activity
 - a. Distribute: Handout No.1 Potential Topics for Teaching/Training Skills Demonstration
 - b. Choose from the skills topics for presentations
 - 1) Contact and Cover
 - 2) Proper Field Interview Stance
 - 3) Building Searches-Slice the Pie
 - 4) Use of the "Quick -Peek" Technique
 - 5) Field Pat-Down Searches
 - 6) Field Sobriety Test
 - 7) Use of Pupilometer Card
 - 8) Horizontal Nystagmus Gaze Exam
 - 9) CPR
 - 10) Pre-Shift Patrol Vehicle Safety Inspection
 - 11) How to Call in a Vehicle stop
 - 12) Vehicle Positioning on a Car Stop
 - 13) Note: Students may choose another topic with approval from instructor
 - c. Presentation
 - 1) Two-Way communication
 - 2) Active listening, etc.
 - d. Distribute Handout No.2 Skills Demonstration Presentation Rubric to evaluate student demonstrations in the areas of:
 - e. Evaluate the student Demonstrations:
 - f. The rubric provides guidelines on how to rate the FTO student during the Skills Demonstration Presentation
 - g. Using the Skills Demonstration Presentation Rubric to evaluate the students in the areas of
 - 1) Communication Techniques
 - a) Communication technique used effectively
 - b) Communication technique used to deliver lesson
 - c) Communication technique use but improperly
 - d) No Communication technique used
 - 2) Topic Presentation
 - a) Lesson Presented for correct learning style with instructional aids
 - b) Lesson presented for correct learning style
 - c) Lesson presented for wrong learning style
 - d) Lesson not presented to trainee's understanding
 - h. Apply Acquired Knowledge And Techniques To Develop A One-On One Training Plan
 - 1) Ridem
 - 2) IPAT

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- i. Speaking Techniques
 - 1) Articulate, spoke clearly and distinctly, used voice inflection and pacing effectively
 - 2) Spoke clearly and distinctly throughout; used effective voice inflection and pacing well
 - 3) Not all speech was clear or distinct; some words were mispronounced for improperly used
 - 4) Often mumbled, could not be heard or understood; Mispronounced many words: spoke in monotone or too slow/fast
- j. RIDEM-As demonstrated in a learning activity
 - 1) Showed a thorough understanding of RIDEM; demonstrated each element successfully; able to model, teach, and validate student learning
 - 2) Showed a partial understanding of RIDEM, but did not fully exploit the group process
 - 3) Did not use RIDEM, or does not seem to understand the concept
- k. Instructional Aids (such as flip charts, learning tools, props, etc.)
 - 1) Showed a thorough understanding of RIDEM; demonstrated each element successfully; able to model, teach, and validate student learning of RIDEM
 - 2) Showed good understanding of RIDEM, but could use it more effectively given the audience; Knowledgeable of RIDEM but does not consistently model process of behaviors
 - 3) Showed a partial understanding of RIDEM, but did not fully exploit the group process
 - 4) Did not use RIDEM, or does not seem to understand the concept
- l. Interactive presentation
 - 1) Presentation was highly interactive and involved the trainee in the learning process
 - 2) Presentation was interactive and involved the trainee most of the time
 - 3) Presentation was somewhat interactive and sometimes involved with trainee
 - 4) Presentation was not interactive and presenter did not involve the trainee
- m. Time Limit
 - 1) Presentation was 15-20 minutes
 - 2) Presentation was 10-15 minutes long
 - 3) Presentation was 5-10 minutes long
 - 4) Presentation was less than 5 minutes long

EE. Debrief

- 1. **ASK:** Did the FTO indicate why the training was necessary and the importance of the subject matter?
- 2. **ASK:** Did the FTO use the hook or WIIFM?

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3. **ASK:** Did the FTO get the trainee actively involved in the application step?
4. **ASK:** Did the trainee correctly explain or demonstrate the desired skill or knowledge?
5. **ASK:** Did the FTO test the trainee to ensure that learning had taken place?
6. **ASK:** Was the method used appropriate?
7. **ASK:** Could the FTO have done anything different to improve the training method?

FF. Closing: Reinforce key learning points

1. It is imperative for a Field Training Officer to identify potential barriers to learning and develop strategies to provide the most effective training for the probationer
2. The activity allowed the student to apply the experience and knowledge gained throughout the course

Instructional Goal: The FTO will be able to analyze and apply the knowledge, skills, and abilities gathered during the course

Performance Objectives: Using group discussion and case study activities, the student will

- Identify how the skills gained can be applied to a field situation
- Understand how as an FTO your influence can have a major impact on the probationer

XVI Case study Presentation

Block 16 (2 hrs)

GG. INTRODUCTION

1. Case studies were developed for the FTO Course so that students would have an opportunity to discuss various situations that may occur during the field training program
2. The case studies were developed to take advantage of the best possible resources available during the course, the students

HH. Identify the nexus of the Case Study Exercises to FTO Activities

1. Many of the case study situations were based on actual field training incidents
2. Each trainee will bring individual characteristics and experiences to the training program; FTOs must be prepared to work with each trainee on an individual basis.

II. Demonstrate the Application of Acquired Field Training Knowledge, skills, and abilities

1. Ethical decision making
2. Role modeling
3. Risk management

JJ. REQUIRED LEARNING ACTIVITY: Case Study Presentations

PURPOSE: Compare and Contrast the outcomes of the Case Study Process

PROCEDURE: Small Group Activity

1. Divide the class into their assigned work groups (based on trainee name)
 - a. Officer Bean
 - b. Officer Loeb

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- c. Officer Kane
 - d. Deputy Gates
 - e. Officer Short
2. Distribute the fictitious trainee's case study for this block of instruction to each group.
 3. Advise each group they will have no more than 30 minutes to review the current incident and document their actions.
 4. At the end of the time, the instructor will remind the students of the requirements of the final case study presentation on the last day of the course.
 5. The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of
 6. Key Learning Points
 - a. This activity meets one of the required POST Instructional activity for Block 14 Case Study Presentations
 - b. This activity will allow the student to apply previous experience and the knowledge gained in this block to a situation they may encounter while training
 - 1) Synopsise trainee background & issues
 - 2) Present the trainee's actions and behaviors while answering the following:
 - a) Did issues arise that no one in the group had previously dealt with or heard about?
 - b) Were ethical issues identified and how did you resolve the issues?
 - c) Were the discoveries during the group discussions that clarified your role(s) as an FTO?
 - d) Were you able to reach a consensus as to the success of this trainee in the program?

KK. Certificate Presentation

1. At the successful completion of this course the students will be provided a Certificate of Completion
2. The Instructors will present Certificates and give the students parting words