

San Bernardino County Sheriff's Department
Field Training Officer
Expanded Course Outline

I. Introduction/Orientation (2 Hours)

- A. 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
 - 2. Provide trainees with a means of applying their knowledge and skills in the work environment
 - 3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
 - 4. Recognize different learning styles and respond appropriately to the needs of the trainee
 - 5. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments

- 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 tests/assessments required
 - 3. Arrive late/leaving early requires instructor notification

- C. Successfully complete all POST and presenter-specific activities & testing requirements, including:
 - 1. Teaching/Training Demonstration
 - 2. Presenter developed activities and/or tests

- D. Identify and discuss key components of a successful field training program, which may include:
 - 1. Commitment of department head and administrative staff
 - 2. Clearly articulated organizational structure/chain of command
 - 3. Well-organized and effective field training program guide
 - 4. Periodic field training staff meetings
 - 5. FTO and program critique by trainees
 - 6. Clearly defined roles/expectations for trainees, Field Training Officers (FTOs), and Supervisors/Administrators/ Coordinators (SACs)

- E. Identify and discuss the impact of field training, including:
 - 1. As the 'introduction' to the agency's law enforcement patrol duties, the field training program exposes trainees to the agency's culture, values, and ethics.
 - 2. Uses only approved methods, procedures, and techniques to present training

3. The future of the agency is significantly impacted by values established in field training

II. Field Training Program Goals and Objectives (2 Hours)

- A. Identify the four goals of POST-approved field training programs, including:
 1. To produce a competent peace officer capable of working a 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
 - b. To ensure uniformity in training in phases
 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
 - c. Sufficient training prior to evaluation
 - d. Standardize terms, testing, and evaluation
 - e. Documentation of performance
 - f. Fair and consistent termination process
 4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community.

III. Explain the need for standardized curriculums and performance objectives, which may minimally include:

- A. To provide consistency with academy training
 1. Learning Domains in academies are based on standardized curricula and performance objectives, so field training programs designed the same way assist in the transition and the practical application of previously learned information
 2. The POST FTP Guide is designed with objectives that require a higher level of performance of many of the same objectives from the basic course, application and/or evaluations vs. knowledge or comprehension
- B. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
 1. Material presented by each FTO is the same in each phase

2. Provides fair/equitable delivery of information – prevents trainee complaints

C. Recognize terminology, resources, testing methods, and other activities used in the Regular Basic Course, including:

1. Training and Testing Specifications
2. Workbooks
3. POST Basic Academy Testing
4. Scenarios

D. Explain how the field training program is an extension of the Regular Basic Course

1. Academy prepares the trainee for entry into the Field Training Program
2. Provides a real-life environment in which to apply knowledge
3. FTOs must make themselves aware of the training provided at the academies 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 academies
5. FTOs must support and reinforce material and methods taught in the academies

IV. Contrast the difference between the training and evaluation process, and recognize how both components compliment each other in a successful field training program

A. Training is the opportunity to:

1. Provide instruction and demonstrations
2. With the trainee attempting the task, and
3. FTO coaching and providing feedback

B. Evaluation is:

1. The process of documenting progress or lack of learning those tasks
2. Training must occur prior to evaluation
3. One without the other makes learning unachievable

V. Expectations, functions and roles of the FTO (4 Hours)

A. Explain the attributes of a successful FTO, which may include:

1. Effective communicator
 - a. Uses active listening skills
 - b. Remains calm
 - c. Controls the situation
2. Ethical
 - a. Demonstrates integrity
 - b. Promotes character

- c. Displays professional values
- 3. Professional
 - a. Works with other FTOs to help the whole program
 - b. Appearance and demeanor
- 4. Knowledgeable
 - b. Knows and stays current with the law
 - c. Demonstrates knowledge through proper application
- 5. Experienced
 - a. Broad experience base
 - b. Associates with other quality role models
 - c. Willing to ask questions
 - d. Knows where to look for information
- 6. Courageous
 - a. Physical courage
 - b. Moral courage
- 7. Fair
 - a. Reviews training
 - b. Communicates clearly
 - c. Sets goals/expectations
 - d. Objective evaluations
 - e. Gives immediate feedback
- 8. Committed
 - a. Understands training requires long hours
 - b. Accepts responsibility of teaching
 - c. Willing to mentor and nurture the trainee
 - d. Has respect for training
- 9. Loyal
 - a. Displays loyalty to the community
 - b. Displays loyalty to the department
 - i. Its mission, vision and values

B. Identify and explain the functions or roles of the FTO, including:

- 1. Role Model
 - a. Leads by example
 - b. Teaches by example
 - c. Strong values
 - i. Personally
 - ii. Professionally
 - d. High level of integrity
- 2. Trainer/Teacher
 - a. Wants/Helps trainee to learn
 - b. Accepts responsibility for progress of trainee
 - c. Reinforces positive attributes & accomplishments
 - d. Individualizes training/Breaks down information
- 3. Evaluator

- a. Makes honest, objective assessments of behavior and performance
 - b. Provides feedback
 - c. Makes decisions and forwards to supervisor
 - 4. Supervisor
 - a. First in the trainee's chain of command
 - b. Oversees daily work
 - c. Sets goals and objectives
 - 5. Coach/Mentor/Counselor
 - a. Allows for practice
 - b. Provides hints and encouragement to motivate trainee
 - c. Allows trainee to work through problems
 - d. Answers questions
 - e. Provides direction or assistance
 - f. Knows when to inform supervisor
 - 6. Leader
 - a. Able to develop others/hold trainee accountable
 - b. Shares responsibilities with trainee
 - c. Develops/utilizes resources
- C. Discuss the key elements for establishing trust between the FTO and the trainee, including:
 - 1. **Truth**
 - a. Established by integrity
 - 2. **Respect**
 - a. Gives personal worth
 - 3. **Understanding**
 - a. Shows compassion and empathy
 - 4. **Support**
 - a. Provides strength and shows commitment
 - 5. **Teamwork**
 - a. Bring trainees into the organization
- D. Demonstrate the ability to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee's education, background, cultural perceptions, work history, etc.
 - 1. Develop rapport
 - 2. Good interpersonal skills
 - a. Open
 - b. Responsive
 - c. Approachable
 - d. Supportive

- E. Discuss sources of stress that may affect trainee performance, including:
 - 1. Personal sources
 - a. Family
 - b. Friends/Family's lack of understanding of the law enforcement "culture"
 - c. Financial
 - d. Wellness
 - 2. Professional sources
 - a. Expectations of trainee performance
 - b. Administration
 - c. Peer pressure
 - d. Personal – "Failure is not an option"

- F. Recognize symptoms of trainee psychological, physical, and emotional stress
 - 1. Impaired judgment
 - a. Poor decisions
 - b. Unable to make decisions
 - 2. Deteriorating health
 - a. Becomes sick easily
 - b. Increase in sick leave use
 - c. Muscle tics
 - 3. Impatience with self and others

- G. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress
 - 1. Employee assistance programs
 - 2. Chaplains/Clergy
 - 3. Psychologists
 - 4. Mentoring program
 - 5. Exercise/work-out plan

- H. Case study exercise

VI. Ethics (4 Hours)

- A. Define ethics
 - 1. The POST definition
 - a. The accepted principles of conduct, governing decisions and actions, based on professional values and expectations.
 - 2. Law Enforcement Code of Ethics

- B. Identify ethical issues within the field training environment, including but not limited to:
 - 1. Gratuities, half-priced meals, etc.

2. Negative comments or behavior toward other officers, 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 behavior toward the community
7. Intervention in unethical conduct of trainee, other FTO, or peer
8. Noble Cause Corruption
9. Code of Silence
10. Entitlement

C. Evaluate the effect(s) of identified ethical issues on the FTO/trainee relationship

1. Impact on FTO/trainee working relationship
 - a. Effects trust, integrity, willingness to support
 - b. Potential ramifications
2. FTO's ability to impact ethical issues
 - a. Must be above reproach
 - b. Train to engage in pre-planning
 - c. Engage trainees and peers in discussions

D. Analyze ethical dilemmas utilizing the Ethical Decision-Making Tools for California Law Enforcement

E. Case Study Exercise

VII. Leadership (4 Hours)

A. Define leadership

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

B. Identify and explain characteristics demonstrated by various recognized leaders

1. Famous leaders
 - a. Gandhi
 - b. Patton
 - c. Truman
 - d. Hitler, etc

C. Analyze personal strengths and weaknesses as a leader

1. Refer to POST Learning Activity

- D. Discuss current principles, theories, and trends in leadership and how they may apply to the FTO (e.g. situational leadership)
 - 1. Situational leadership describes a way of adapting leadership behaviors to features of the situation and the trainees
 - a. Leadership is an activity
 - b. FTOs provide what is lacking in the situation
 - c. Able to hold others accountable
 - 2. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style
 - a. Effective leaders/FTO's need to be able to adapt their style to fit the needs of the situation
 - b. Perception is in the eye of the follower
 - c. FTOs need to maximize the performance of their trainees
 - 3. Successful Leaders/FTOs
 - a. Proactive
 - b. Flexible to development/performance level of their trainees
 - c. Fill the gap
- E. Analyze situations requiring applications of leadership principles and theories and provide examples where/how those applications impact the situations
- F. Assess the positive aspects of the leadership role of FTOs

III. Teaching and Training Skills Development (4 Hours)

- A. Define communication as it relates to the FTO position
 - 1. FTO to trainee
 - 2. FTO to FTP SAC
 - 3. FTO/Trainee to Community
- B. Discuss reasons for developing positive communication skills, to include:
 - 1. Better interpersonal and professional relationships
 - 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
 - 3. Professional and personal liability
 - a. Demonstrates professional attitude
 - b. Reduces likelihood of conflict
- C. Identify the basic components of the communication process, including:
 - 1. Sender of the message
 - 2. Receiver of the message
 - 3. The message itself

4. 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
5. The channel used to convey the message
 - a. Verbal
 - b. Written
6. Noise and filters (both the sender's and receiver's)
 - a. Distraction
 - b. Background
 - c. Biases
7. Feedback on the message
 - a. Was it understood?

D. 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
 - a. Validate the sender's message
3. Recognizing and overcoming barriers to communication
 - a. Unspoken biases/prejudices

E. Identify and explain components of effective training, including:

1. Instructor qualities
 - a. High level of communication skills
 - b. Understands learning process
 - c. Understands teaching methodology
 - d. Understands and uses a variety of teaching aids
 - e. Works to develop and maintain his/her skills
2. Presentation skills
 - a. Ability to present information in a manner that is easily understood
 - b. Uses diverse presentation methods
3. Teaching/Training styles
 - a. Rote
 - b. Intimidator
 - c. Presenter
 - d. Developer
 - e. Facilitator
4. Teaching/Training aids
 - a. Maps
 - b. Chalkboard/white board
 - c. Computer-based training (CBT)
 - d. Video/audio tapes
 - e. POST workbooks

- f. Evaluations/assessments/tests
 - g. Scenarios
 - h. Reference materials
5. Training plans
- a. Has a training game plan
 - 1. Keeps trainee on track
 - 2. Allows for flexibility
 - 3. Lists learning expectations

F. 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
 - b. Involvement
 - c. Discovery
 - d. Experience
 - e. Modeling

G. Analyze adult learning styles (e.g. visual, auditory, and kinesthetic) and learning domains (e.g. affective, cognitive, and psychomotor) and how they impact the learning process

- 1. Learning Styles
 - a. Visual
 - b. Auditory
 - c. Kinesthetic
 - d. Multi-sensory approach is the most effective
- 2. Learning Domains
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
- 3. Adult Learning Concepts
 - a. Types
 - b. Importance of application
- 4. Rates of Learning
 - a. Individuals learn at different rates/speeds
 - b. The more senses involved, the more effective the learning

- H. Discuss other factors or issues that may impact the learning process
 - 1. The learning environment
 - a. Formal instructional setting
 - b. Patrol Car
 - c. Range
 - 2. Student factors
 - a. Personal distractions
 - b. Learning plateaus
 - 3. Other outside environmental factors
 - a. Presence of non-field training personnel
 - b. Availability of appropriate training aids and resources

- I. Identify and explain qualities of successful teachers, which may include:
 - 1. Caring
 - a. “People don’t care how much you know until they know how much you care”
 - 2. Knowledgeable (Subject Matter Expert/Subject Matter Resource)
 - a. Broad base of knowledge to draw on
 - b. Accuracy of that knowledge
 - c. Stays current on information needed to competently perform duties
 - 3. Skill
 - a. Willfully demonstrates skills correctly
 - b. Maintains skill levels
 - c. Works to learn new skills
 - 4. Motivation
 - a. Wants to teach
 - b. Works to help others
 - 5. Focused on values
 - a. Strong work ethic

- J. Analyze personal strengths and weaknesses as a trainer
 - 1. 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?

- K. Develop a training plan using a common instructional design method, which may include:
 - 1. Introduction (Performance objectives are explained)
 - a. What it is that will be taught
 - b. Why it is important (WIIFM)
 - 2. Presentation (Impart the new knowledge or skill)
 - a. Delivery methods
 - b. Manner best suited for trainee
 - 3. Application (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill

4. **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

L. Develop learning activities

1. Purpose
 - a. Reinforce training
 - b. Learning by doing
 - c. Promote decision making
 - d. Promote teamwork
 - e. Safely problem solve

M. Create useful field training instructional aids

1. Establish relevance
 - a. Specific to topic
 - b. Specific to agency

VII. Competency evaluations and documentation (7 Hours)

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

1. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency.
2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field-training program.
3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result.

B. Identify the purpose and components of the Daily Observation Report (DOR), which may include:

1. To provide a record of a trainee's progress in terms of his/her performance in some or all of the following areas:
 - a. Attitude
 - b. Appearance
 - c. Relationships
 - d. Performance
 - e. Knowledge

C. Identify the purpose and components of the SEGs, which may include:

1. To provide a definition, in behavioral terms, of various levels of performance, using:
 - a. A behavioral description for every category listed on the DOR
 - b. Articulated reference points within each category description (i.e., "1", "4", and "7" or "NI", "C", etc.)
 - c. Terminology and rationale supporting each reference point

- D. Assess various levels of performance and assign a numeric or alphabetic value for trainee behavior based upon SEGs
- E. 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
- F. Distinguish between performance deficiencies and training deficiencies, to include:
1. Performance deficiencies are related to the trainee’s ability (or lack of) and his/her issues.
 - a. Trainee does not know what to do
 - b. Trainee knows what to do, but not how to do it
 - c. Trainee knows what to do and how to do it, but just doesn’t want to do it
 2. Training deficiencies are related to the FTO and/or field training program issues.
 - a. Inconsistent instruction from FTO’s
 - b. Not enough time provided for learning
 - c. Unenthusiastic/Burned out FTO’s
- G. Explain why evaluation documentation must support each rating of the trainee’s performance, which may include:
1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
 2. Provides the basis for any plans to help the trainee improve performance as needed
- H. Discuss the “Aids for Writing Narratives” document and how it applies to evaluation and documentation of trainee progress
1. Set the stage
 2. Use verbatim quotes
 3. Report the facts – avoid conclusions
 4. Remember your audience
 5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing
 6. Speak to performance, not personality
 7. Use lists, if appropriate
 8. Think remedial
 9. Use quantification whenever possible
 10. Do not predict

- I. Produce an accurate written record/narrative based on observed performance, using SEGs
 - 1. Use SEG language directly in the narrative
 - 2. Meet the four goals of documentation
 - a. Clear
 - b. Concise
 - c. Complete
 - d. Correct

- J. Discuss the importance of, and considerations for, the delivery of trainee evaluations, to include:
 - 1. Mere completion and signatures do not achieve the purpose of proper evaluations
 - 2. Ample time should be allowed for open discussion of evaluations prior to signing
 - 3. Discussions should be held where privacy can be maintained with little or no interruptions
 - 4. Discussions should be a two-way conversation
 - 5. FTOs should emphasize that evaluations address performance, not personality

- K. Explain alternative evaluation and documentation methods approved by POST, which may include:
 - 1. Daily Training Notes with Weekly Progress Reports
 - 2. Phase Evaluation Reports
 - 3. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs).

VIII. Intervention (1 Hour)

- A. Discuss the concept of ‘failing forward’, including:
 - 1. Some of the most profound learning occurs when mistakes are made
 - 2. Allowing trainees to explore ideas and make mistakes fosters an environment of learning
 - 3. In the context of ‘failing forward’, trainees discover not only positive solutions, but also what does not work
 - 4. FTOs must recognize the value of trainee mistakes and the problems associated with trainees being afraid to make them

- B. Explain how intervention techniques are used as learning tools, to include:
 - 1. Trainees should be allowed to experience as much as possible within certain/safe limits
 - a. Safety should be paramount
 - 2. Trainees learn best by doing and can learn from their mistakes

3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
- C. Identify situations where intervention by the FTO would be appropriate and explain the applicable intervention techniques for each situation, to include:
1. Officer safety
 - a. Searches
 - b. Driver side vs. passenger side approach
 2. Public safety
 - a. Separating involved parties
 - b. Hazards
 3. Misapplication or violation of law
 - a. Attempting an arrest for a misdemeanor not committed in their presence
 4. Violation of department rules, regulations, or procedures
 - a. Handcuffing
 - b. Pursuit policy
 5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)
- D. Demonstrate the appropriate use of intervention techniques, including:
1. Subtle
 - a. Certain signals can reinforce/redirect learning
 - b. Body Language
 - c. Increases perceived psychological closeness between teacher and student
 2. Overt
 - a. Verbal (Interrupt, shout, etc.)
 - b. Physical (tap/grab trainee's arm, signal/gesture, etc)
- E. Assess the potential positive and negative effects of FTO intervention on the trainee and the working relationship with the FTO
1. Potential positive effects of timely FTO Intervention
 - a. Gives trainee back his/her confidence and self- respect
 - b. Does not relieve the trainee of responsibility
 - c. Makes trainee solve the problem
 - d. Maintains safety, reduces liability
 2. Potential negative effects of FTO Intervention
 - a. Inhibits or stops learning
 - b. Compromises or erodes relationship between FTO and trainee
 - c. May give citizen's the impression of incompetence

IX. Remediation (2 Hours)

- A. Identify the value and necessity of remedial training plans, to include:
 - 1. **Specific**
 - a. 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
 - 3. **Attainable**
 - a. The trainee should have ample time to reach the required goals
 - 4. **Realistic**
 - a. Relative to the deficiency and time frame
 - 5. **Trackable**
 - a. Able to be assessed and documented

- B. Describe the roles and expectations of the trainee, the FTO, and the FTP SAC in remedial training
 - 1. Trainee
 - a. Assist in diagnosis of problem
 - 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
 - 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
 - b. Maintain records
 - c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP

- C. Summarize components of structured remedial training plans
 - 1. Specified performance deficiencies
 - 2. Training assignments
 - 3. Documented completion or extension

- D. 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
 - 1. Identifying what has been tried and determined to be ineffective
 - 2. Evaluate trainee's learning method
 - 3. Deficiencies in the program/FTOs

- E. Identify and apply a variety of remediation methods and resources, which may include:
 - 1. Role-plays or scenarios
 - 2. Volunteering for calls-for-service that provide additional training in deficient areas
 - 3. Reading, writing, and/or study assignments
 - 4. Videos and/or audiotapes
 - 5. Learning activity packages (LAPs)
 - F. Other outside college or POST courses

- F. Explain the need to evaluate and document remedial training, to include:
 - 1. Provides feedback on trainee progress (or lack of)
 - 2. May be supporting, critical factor in the event of a recommendation for termination

- G. Recognize the need for proper evaluation and documentation to support trainee termination, to include:
 - 1. Identifies training that was provided
 - 2. Supports decisions to terminate
 - 3. Prevents/minimizes claims by trainee

X. Test and Scenario Development Strategies (2 Hours)

- A. Discuss the use of written and scenario tests within the field training program
 - 1. Written testing appropriate for:
 - a. Penal, vehicle codes, etc.
 - b. Radio codes
 - 2. Scenarios are appropriate for:
 - a. Making up for low volume of calls
 - b. Exposure to calls which may not be received

- B. Discuss the positive and negative aspects of scenario training, including:
 - 1. Positive aspects
 - a. Provides a safe 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

2. Negative aspects
 - a. Not as realistic as calls for service
 - b. Can be predictable
 - c. Must be maintained and updated
 - d. Requires good role players and resources

- C. Explain situations where written tests and/or scenarios are appropriate, including:
 1. Knowledge components, e.g., penal, vehicle, and other code sections for written tests
 2. Radio code tests
 2. To make up for low volume of calls for service

- D. Recognize officer safety and liability issues involved in scenario training, to include:
 1. Recognize the FTO's risk management responsibilities
 2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
 3. Loaded weapons should NEVER be used
 4. Scenarios should not be dangerous, demeaning, harassing, or expose the agency to liability

- E. 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 that any participant can use to halt the scenario at any time
 4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)

- F. Design, facilitate, and evaluate scenarios used for both remedial training and competency evaluation

XI. Legal and Liability Issues for FTO's (4 Hours)

- A. Identify and explain various liability concepts related to field training, to include:
 1. Failure to train
 - a. Skills not explained
 - b. Ensure academy training was adequate
 2. Failure to supervise
 - a. Supervisor responsible for performance of subordinates
 - b. FTO considered a supervisor of trainee

3. Negligent training
 - a. Teaching skills, concepts, behaviors which are improper, illegal or unauthorized
4. Negligent retention
 - a. Keeping employees when it is known they cannot perform the minimal duties of the position
5. Negligent supervision
 - a. FTO may be considered supervisor for some activities
 - b. FTO must keep their supervisor apprised of program issues
6. Negligent entrustment
 - a. Entrusting trainee with tools of the trade without proper training
 - b. Train to statutory and department standards
7. Direct/Vicarious liability
 - a. Civil rights violations

B. 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 directives

C. Discuss current trends in personal and agency civil liability

1. Review of recent settlements, judgments, and decisions

D. Summarize various forms of harassment and discrimination in the workplace, including:

1. Sexual harassment
2. Hostile work environment
3. "Quid Pro Quo"
4. Verbal/Visual/Physical harassment
5. Discriminatory issues defined in the ADA
6. Disparate treatment (protected classes)

- D. Explain how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior
 - 1. Informing
 - a. Tell the offending party of the possible consequences of his/her action(s)
 - 2. Reporting
 - a. Report inappropriate behavior to a supervisor
 - 3. Involvement
 - a. Do not become a party to the behavior
 - 4. Professionalism
 - a. Maintain a professional relationship at all times
 - b. Do not allow trainee to be subjected or become involved in questionable situations

- F. Discuss methods/safeguards for keeping inappropriate conduct out of the field training program, including:
 - 1. Hazing
 - 2. Fraternalization
 - a. Consequences associated
 - 3. Favoritism
 - 4. Sexual harassment

- G. Identify and explain the labor issues related to field training, which may include:
 - 1. Peace Officer Bill of Rights (AB 301)
 - 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
 - 7. MOU (Agency specific issues)

XII. Teaching Demonstration (2 Hours)

- A. Apply previously acquired knowledge and techniques to develop a one-on-one training plan
 - 1. RIDEM
 - 2. IPAT

- B. Present one-on-one training, using varied adult learning styles and communication techniques
 - 1. Visual, auditory, kinesthetic
 - 2. Two-way communication, active listening, etc.

- C. Evaluate the training delivered by other presenters
 - 1. Using SEGs to evaluate other student demonstrations in the areas of:
 - a. Introduction
 - b. Delivery
 - c. Use of training aids
 - d. Testing

XIII. Test and Scenario Development Strategies (2 Hours)

- A. 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; FTO's must be prepared to work with each trainee on an individual basis

- B. Demonstrate the application of newly acquired field training abilities
 - 1. Ethical decision making
 - 2. Role modeling
 - 3. Risk management

- C. Compare and contrast the outcomes of the case study process
 - 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 there discoveries during the group discussions that clarified your role(s) as an FTO?
 - c. Were you able to reach a consensus as to the success of this trainee in the program?