



GPSTC
GEORGIA PUBLIC SAFETY TRAINING CENTER

Field Training Officer Certification Course

Student Guide

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Role of the Field Training Officer

Role of the Field Training Officer

I. Introduction

A. Introduction

It has been said that “the Field Training Officer (FTO) is the most important officer in any department. They direct and define the department’s future.” As such, the Field Training Officer must be properly trained in how to administer an agency’s field training program for new officers and to effectively evaluate and document the new officer’s job performance. The FTO is the *critical link* between a new officer’s academy training program and “the real world”. It provides for the application of the knowledge and skills they received in the academy classroom--on the job and in real time in the performance of their law enforcement duties with the public, and in accordance with applicable laws and agency policies and procedures.

This Field Training Officer (FTO) Course will provide you with the knowledge, skills and abilities to guide, mentor and assist new officers in making the transition from new recruit to a fully trained law enforcement officer for your department. During this block of instruction, we are going to discuss the roles of the field training officer (FTO).

B. Performance Objectives

Our learning objectives for this block of instruction include:

1. Terminal Performance Objective

Given an assignment as a Field Training Officer, students will recognize the importance and impact that he/she has as a Field Training Officer on recruits and will apply the necessary skills to achieve the goals and objectives of the agency in accordance with information provided in class.

2. Enabling Objectives

- a. Identify the goals and objectives of the Field Training Officer Program.
- b. Identify the Field Training Officer's major responsibilities.
- c. Discuss the link between the Field Training Officer program and the basic law enforcement training course.
- d. Identify the roles and expectations of the Agency, the Field Training Officer and the recruit.
- e. Discuss the knowledge, skills and traits of an effective Field Training Officer.

Reasons for Learning

Field training is universally described as the most important stage in the process of becoming an independent law enforcement officer. During this training, field training officers (FTOs) present recruits with two challenges:

1. _____
2. _____

A Field Training Officer (FTO) program is important because it provides new officers with a natural progression of learning to ensure that academic principles taught in the academy are properly applied in the field. A well-trained FTO, operating in a properly administered field-training program, ensures that law enforcement officers are prepared to perform their official duties in an ethical and professional manner.

II. Body

A. Goals & Objectives of a Field Training Officer (FTO) Program

The goal of the Field Training Officer program is to improve the overall effectiveness of Law Enforcement services delivered to our citizens. Field Training Officers (FTOs) have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, while trainees closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge and skills, and the good judgment of when, where, and how to apply them.

The essentials of the FTO's role are that he/she applies the techniques of coaching by providing a role model to follow and giving encouragement and direction to the trainee to apply what has been taught. The FTO must follow that up by giving feedback on the trainee's performance. It is important that this assessment have a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques and methodologies to meet the needs of the trainee in rectifying any performance deficiencies.

The objectives of the program are:

1. To produce a _____ and _____ Law Enforcement Officers capable of meeting or exceeding required standards of performance.
2. To provide equal and standardized training to all newly-hired Law Enforcement Officers through various aspects of duties and shift assignments, to provide remedial training in those areas where deficiencies are identified.
3. To establish an _____ that is valid and job-related, utilizing a standardized, systematic approach to document the measurement of a trainee's performance.
4. To provide trainees with a Field Training Officer to serve as a role model in the development of the _____ / _____ / _____ needed to perform Law Enforcement Officers duties.
5. To ultimately increase the overall efficiency and effectiveness of an agency by enhancing the climate of professionalism and competency demanded by the _____ of law enforcement.

B. Responsibilities of a Field Training Officer

The Field Training Officer (FTO) has multiple responsibilities towards new officers. You provide ongoing instruction, direction, supervision, guidance, and experience to the recruit in order for them to become a proficient law enforcement officer. Let's take a closer look at your FTO responsibilities:

1. _____

The FTO's demeanor, professionalism and communication skills establish them as role models. The FTO must be a positive role model. This is done by maintaining a professional appearance and demeanor; and by demonstrating a dedicated work ethic while adhering to rules and regulations; and by having a positive attitude toward the community, department, program, job and the trainee.

2. _____

One obvious function of an FTO is that of a teacher. The teaching role may, and in most instances does, occur in the field under actual conditions. However, there may be other times when teaching occurs, over a cup of coffee, or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans, a variety of instructional techniques, and audio/visual aids. The fact is the FTO will spend much of his/her time teaching, even when it does not appear to be obvious.

3. _____

The FTO is also an evaluator. He or she must develop and use skills to evaluate the new officer's performance, providing verbal and written feedback and determining if learning is occurring and whether remedial training is necessary. Evaluation skills are of prime importance to this program. If the FTO cannot effectively evaluate then he or she cannot train. Evaluation is accomplished by the use of Daily Observation Reports (DOR), weekly evaluations, monthly evaluations, worksheets, remedial training, evaluation sessions and verbal feedback. The FTO will document performance and make recommendations concerning the new officer's continuance in or release from the FTO program.

4. _____

Remember, as a mentor, the FTO evaluates performance but also guides the new officer in how to enhance performance. The performance feedback and improvement planning can be the difference between a new officer being successful as a law enforcement officer or being terminated from the training program. The communication between the recruit and the FTO is vital to the learning process. There is a distinct and fine line between the roles of mentor and supervisor. Mentors take a more active role in coaching a new officer.

5. _____

The FTO will be placed into a situation on occasion where he or she must become a problem solver for the trainee. This may include handling personal problems as well as work related issues. Normally, the best way to accomplish this is through counseling. The FTO should develop the skill which allows him or her to help the trainee solve their own problems. By allowing them to "talk it out" and by gently guiding them through their "crisis", many of the trainees' problems can be solved. Empathy is an FTO imperative.

6. _____

The FTO acts as a supervisor. The FTO directs the new officer within a law enforcement situation/problem and as they do so, the FTO explains the effects of legal process, discretion, and department policies. The trainee will make mistakes and these mistakes are to be addressed and corrected during the training process. There are times when the trainee will do something that is viewed as minor in nature but, due to their new position and the need for behavior modification, the FTO must take action and counsel the trainee. This may or may not be followed up by the department head. Depending on the severity and timeliness of the incident, it is essential that the FTO take immediate action so that the mistake results in a learning experience and just as importantly does not create problems for an on-going criminal investigation. This is often referred to as "overriding".

According to an article in the National Association of Field Training Officers (NAFTO), entitled "Overrides", dated December 2013, and written by Sgt. David J. Harris of Lynwood Police Department, one of the most difficult things for the FTO to do is to stand back and allow the new officer to struggle through an incident. It is important to remember the follow rules:

a. Learning Rule

The Learning Rule says that it is ok to allow your new officer to struggle (through an incident) as long as there is learning, and the incident is not "spinning out of control."

b. Practical Rule

The Practical Rule says that if the incident is becoming dangerous or developing into something larger because of the new officer's action or inactions, then this rule says we must move in and override the new officer and take control of the incident.

Often new officers just need minor "re-direction" (override) to get them back on course. Overriding properly is a fine art that requires experience and patience.

7. _____

An FTO must maintain his or her performance level as a law enforcement officer and is not relieved of these responsibilities during training. Sometimes these duties are modified but the FTO must be able to quickly assume the role of an officer as needed.

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.
Aristotle

C. Link Between the Basic Law Enforcement Training Course and a Field Training Officer Program

As we mentioned in the Introduction, FTOs serve as the critical link between the Basic Law Enforcement Training Course and the agency's FT program. In order to do this effectively, an FTO must have an understanding of the law enforcement training course curriculum and its instructional methods to fully understand what knowledge and skills a new officer brings to the FTO program.

It is important to note that if FTOs are not familiar with the current basic law enforcement curriculum or how their academy teaches the requisite knowledge and skills, the FTO should communicate with the academy staff to develop this understanding. For many years, agencies and FTOs have been reported as saying "forget what you learned in the academy, we are going to teach to do it our way." This mindset often sets the stage for new officers to fail when they are given the perception that their efforts and accomplishments during the basic law enforcement course were of no use to them with your department. By its nature, an FTO program is designed to help translate academy training to agency procedures and expectations, which makes it an extension of the learning experience for a new officer; not a replacement.

The Georgia Basic Law Enforcement Training Course (BLETC) is currently an 11-week curriculum that is based on 408 credit hours of training. The curriculum is established and approved by the Georgia Peace Officer Standards and Training Council and administered through a series of regional and departmental academies. Although the basic curriculum is the same across the academy system, the instructional methods and learning activities may vary from academy to academy. FTOs would find it helpful to learn more about the academy that their new officers are trained by and discuss with that staff the specifics of the instructional methods used for different topics.

In its current structure, the BLETC course includes the following topics:

**Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement
Training Course, 12th edition**

Introduction to Law Enforcement

Hours:

1.1 The Criminal Justice System	3
1.2 Ethics and Professionalism	2
1.3 Peace Officer Standards and Training	1

Basic Law

2.1 Georgia Criminal Law	16
2.2 Criminal Procedure	34
2.3 Rules of Evidence	4
2.4 Peace Officer Liability	4

Community Relations

3.1 Interpersonal Communication	8
3.2 Officer and the Public	2
3.3 Mental Health, Mental Retardation, and Substance Abuse.....	6
3.4 Media Relations	1
3.5 Crisis Intervention	4
3.6 Family Violence, Domestic Disputes, and Disturbances.....	4
3.7 Community Policing Crime Prevention Techniques	2
3.8 Cultural Diversity	2
3.9 Crime Victims Compensation	2

Law Enforcement Procedures

4.1 Patrol and Observation	6
4.2 Crimes in Progress	8
4.3 Communications and G.C.I.C. Procedures	3
4.4 Vehicle Pullovers	12
4.5 Interviews and Interrogations	8
4.6 Hazardous Materials	6
4.7 Officer Survival	8
4.8 Arrest Booking Procedures	2
4.9 Report Writing	8
4.10 Courtroom Demeanor and Testimony	4
4.11 Terrorism	4
4.12 NIMS: Incident Command System	4

Investigative Services

5.1 *Fundamentals of Investigation* 4
5.2 *Crime Scene Processing* 16
5.3 *Sex Crimes Investigation* 4
5.4 *Arson Investigation* 2
5.5 *Burglary Investigation* 2
5.6 *Robbery Investigation* 2
5.7 *Crimes Against Children* 6
5.8 *Juvenile Offender* 6
5.9 *Surveillance* 2
5.11 *Bombs and Explosives* 2
5.12 *Motor Vehicle Theft Investigation* 2
5.13 *Organized Crime and Gangs Investigation* 4
5.14 *Controlled Substances Investigation* 4
5.15 *Death Investigation* 2
5.16 *Environmental Crimes* 1

Traffic Services

6.1 *Motor Vehicle Law* 8
6.2 *Traffic Enforcement* 4
6.3 *Accident Reporting* 12
6.4 *Impaired Driving* 8
6.5 *Traffic Direction and Control* 2
6.6 *Vehicle Occupant Protection* 2

Law Enforcement Skills

7.1 *Fingerprinting* 4
7.2 *Firearms* 32
7.3 *Defensive Tactics* 32
7.4 *First Aid and CPR* 9
7.5 *Emergency Vehicle Operations* 24
7.7 *Stress* 3
7.8 *Universal Precautions* 3
7.9 *Judgmental Simulation in the Use
of Deadly Force* 16

Administrative 22

TOTAL 408 hours

The content of the **Peace Officer Reference Text, the Program of Instruction**, and a detailed list of training objectives can be obtained by FTOs by contacting the Instructional Services Division of the Georgia Public Safety Training Center.

D. Program Expectations

1. Agency

In order for an agency to establish and maintain an effective FTO program, the agency head must first determine the type of FTO program to implement. There are basically three models in use today:

- _____ **(basis for this program)**

This model is based on the premise of behavior modification—colloquially described by FTOs as the “I do/We do/You do” method—during which rigorous evaluation of technical skills are aimed at producing a professionally competent law enforcement officer.

- _____ **(problem-based model aka Reno Model)**

This model is based on a community oriented policing and problem solving concepts. This program also uses a teaching perspective referred to as Problem-Based Learning (PBL). It has been described as providing a foundation for lifelong learning that prepares new officers for the complexities of policing today and in the future. It is focused on developing each officer’s learning capability, leadership abilities, and problem-solving skills.

Further an agency must have well established program guidelines to address program structure, training components, and performance expectations. Policies will need to be in place to address performance deficiencies, trainee failure to respond to training, remediation, and extension or non-extension policies.

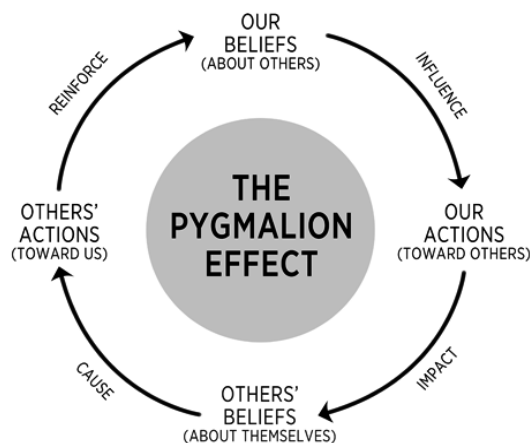
The selection process for FTOs is vital and must cover numerous aspects of the law enforcement officer’s past and present career as well as their attitudes and expectations for the future. Agencies should establish and adhere to very specific criteria and minimum requirements for the selection of FTOs. Once the selection process has been completed, the agency must then be committed to the proper initial training of the Field Training Officers and continued professional development of the important skill sets for being an effective FTO. It is also just as important that the agency set specific performance criteria and procedures for the removal of an FTO who does not meet established expectations.

There must be a firm commitment from the agency to stay within the guidelines it establishes and avoid making exceptions in how the program is administered from trainee to trainee or when a staffing shortage is pressing the agency to consider shortcuts to the program.

2. Field Training Officer

What FTOs expect from their new officers and how they (the new officer) are treated largely determines the new officer's career success. New officers, more often than not, perform at a level they believe is expected of them.

Be aware of the Pygmalion Syndrome/effect: Recruit officers rise to the level of their FTO's performance expectation. Low learner expectations usually result in new officer performance mediocrity as well as distrust and dislike for the FTO. Worse yet, learning may become a "game."



The expectation of an event can actually make it happen in field training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the new officer. It is virtually impossible to do this because messages are constantly being conveyed through non-verbal communications. People will often communicate the most when they think they are communicating the

least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is not what the FTO says but how the FTO behaves. The goals of the program, the department, the new officer, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Social Psychologist Robert Rosenthal and others have found that higher expectations lead teachers (or other authority figures) to act differently in regard to the learner, in four very specific ways:

1. _____
2. _____
3. _____
4. _____

3. Recruit

The following Trainee Expectations is adapted from the California POST Field Training Program Guide (June 2004, p. I-17-18):

Trainees are to be respectful to their FTOs and other program staff. The FTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the supervisor of the FTO Program. If the trainee still has a concern or problem, the trainee may ask the FTO Supervisor to set up a meeting with a commanding officer within the proper chain of command.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the department manuals.

Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have.

Trainees are expected to make mistakes. They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

While off duty, trainees should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Trainees should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Trainees will receive evaluations (Daily Observation Reports, Weekly Training Progress Reports, Supervisor Weekly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counter-productive to the field training program itself.

Trainees' relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Trainees should adhere to departmental policy regarding dating, socializing and fraternization. Department policy regarding these issues should be fully explained and followed.

FTOs should ensure they are clear on the agency's expectations of their performance and the performance of the new officers.

E. Knowledge, Skills and Traits of an Effective FTO

“Building the perfect FTO; what should they-Know, Do and Be”.

Being an effective FTO takes more than just being an excellent law enforcement officer. FTOs must have a desire to mentor, counsel and train others in their profession in addition to their normal duties and an officer. Officers who do not have a desire to be an FTO but are assigned the duty by the agency will find it difficult to adhere to the program and to take a sincere interest in the success of individual trainees or the program as a whole.

The FTO is the most critical influence on the long-term success of new law enforcement officer as they mentor and mold the new officer's perception and decision making skills. They influence the level of professional commitment, demeanor, ethicalness, and professionalism of the officers they train. When you study major corruption cases in law enforcement or even lone wolf corrupt officers, you will find that many of the issues traced back to the character of their training officer, if they had one.

1. _____

The following knowledge components have been identified as important for an effective FTO:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- g. _____

2. _____

In addition to the knowledge required to be an effective officer, the following skills have been identified as important for an effective FTO:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____

3. Traits/Characteristics

a. _____

FTOs must demonstrate correct procedures, policy compliance, support for management, and ethical approaches to every situation in order to be effective. New officers will learn a significant amount of information and form their perceptions based on the formal, informal, verbal and non-verbal communications from the FTO. FTOs must discipline themselves to maintain an excellent work ethic and commitment to the organization throughout the FTO program.

b. _____

FTOs must be confident, sure, absolute and affirmative in your actions both to the new officers, peers, administration and the public.

c. _____ / _____

FTOs must share vital information; provide feedback, not just criticism about how the new officer can improve and what does he/she does well. Remember, the point of the FTO program is to teach and evaluate with mentoring and coaching at its core. Being compassionate and supportive are key to being successful as an FTO.

d. _____

FTOs must demonstrate patience with the new officer as they make the transition from the academy into the culture and procedures of the agency. New officers respond best to experienced and knowledgeable FTOs who are helpful, patient and take a “show, not preach” approach to training.

e. _____

FTOs are required to be accountable to both your new officer trainee and to the organization and responsible for the learning and development of new officers. FTOs must strike a balance between being supportive and patient while remaining within the expectations and evaluation guidelines of the agency’s FTO program.

f. _____

FTOs must be truthful, legitimate and sincere. New officers will be observing the FTO throughout the program and will take cues from the FTO in the areas of honesty and trust. FTOs must keep open lines of communications with the new officers and provide honest and straight forward feedback on the new officer’s performance. Negative evaluations should not be a shock to new officers because the FTO should be constantly communicating with the new officer about their performance.

g. _____

FTOs must be aware that you are demonstrating work that is “right” or “wrong” when it relates to conduct and morals. This may include both your personal and professional life. FTOs must “walk the walk” in order for new officers to gain the most benefit from their training. When FTOs send conflicting signals between what they say and what they do to new officers about what is and is not ethical or acceptable, new officers are challenged to learn appropriate ethical decision making.

h. _____

For the new officer, the FTO is the expert; it is important that you perform the job you are training for according to the standards, guidelines and expectations pre-established by your agency. Interaction with the public must be professional at all times and once

the FTO and new officer leave the presence of the citizen, they should remain professional and avoid negative or demeaning comments about the citizen. Remember, you are observing the new officer but the new officer is observing your behavior too.

i. _____

FTOs need to be consistent in their performance. This means that there should be alignment between what the FTO directs new officers to do and what actions the FTO demonstrates themselves. If there are inconsistencies, new officers will find it difficult to perform to agency expectations. FTOs should avoid the attitude of “do what I say, not as I do”.

j. _____

FTOs need to demonstrate pride in their appearance, role as a law enforcement officer, roles as an FTO, and a member of the law enforcement profession. FTOs should avoid expressing negativity towards citizens, other officers, command staff, or any others in the presence of a new officer trainee. It is the only way to ensure that new officers assimilate into the profession with the expected level of professional pride and respect for self and others.

k. _____

FTOs must demonstrate the ability to be decisive. Decisiveness is important while responding to and handling calls with new officer trainees, in providing feedback, and interpreting policy and procedures for the trainee. Indecisiveness causes a new officer to lack confidence in their FTO and whether the information they are providing can be trusted.

l. _____

FTOs must be dedicated to the success of the new officer trainee and the FTO program. This means that the FTO will provide all reasonable opportunities for new officer learning and success in the program but it does not mean that they will cut corners, lower program standards in order to push a new officer through the program, or be overly harsh in dealing with and evaluating the new officer.

m. _____

FTOs must be motivated to serve in the dual role of law enforcement officer and FTO and the extra work that goes along with both roles. The FTOs approach to training must be motivational to the new officer trainee to learn and understand the lessons to be learned. If the FTO is not motivated, the new officer trainee will likely not be motivated either. Maintaining the trainee's motivation after a difficult call or some negative feedback is an essential duty of the FTO. FTOs should watch for signs of lack of motivation by the trainee and explore any issues impacting their motivation in order to keep the trainee on track in the program.

n. _____

FTOs need to be familiar with adult learning principles and aware that everyone does not learn on the same level, in the same way, or in the same time frame. The FTO needs to have innovated approaches to providing training suited the individual trainees preferred method of learning. There are also generational issues that will impact learning and the FTO must also be innovative in how he/she addresses the generational gaps in order for learning to occur.

o. _____

FTOs should be approachable by the trainee for issues or concerns that the trainee may have. The FTO is literally the new officer trainee's path to completion of the training program and assignment as an independent law enforcement officer. FTOs should be open to questions, requests for further clarifications, and to answer the many "why" and "what if" questions that trainees have. Trainees should feel respected enough and confident enough to engage the FTO in further discussion of issues of concern to them.

p. _____

FTOs must be constantly observant of not only a trainee's performance but also demeanor, changes in attitude, and progress. FTOs should be able to know when a trainee is struggling with specific concepts, assimilation into the law enforcement role, or distracted by unknown issues. It is a matter of the safety of both the FTO and the trainee for the FTO to have a firm grip on how the trainee is doing mentally, physically and emotionally throughout the program. Issues must be addressed directly and quickly.

q. _____

FTOs must remain impartial and focus on the new officer's behavior, not their personality. In other words, FTOs should not treat trainees they like personally differently than they do trainees that they may not like for some reason. Personalities get involved any time there is an evaluation of someone's performance but it is the FTOs responsibility to take steps to limit that impact and remain fair and consistent throughout the training program.

III. Conclusion

As we said in the beginning, a Field Training Officer (FTO) program is important because it provides new officers with a natural progression of learning to ensure that academic principles taught in the academy are properly applied in the field. Without this critical component of the training process, new officers would find it virtually impossible to properly perform the duties of a law enforcement officer with sound, legal, and ethical judgment and decisions.

The Field Training Officer is the single most important element in the effective delivery of the FTO program. Your attitude, your knowledge, and your skill sets all directly influence the type of officer that a new trainee becomes. This is a critical duty and must be pursued in the highest of professional and uncompromised approach possible. You literally are charting the course of the future success of your trainees and your department.



Liability for the Field Training Officer

Liability for Field Training Officer

I. Introduction

A. Introduction

Turn on any television station and you will see at least one advertisement from a law firm offering to file a lawsuit on your behalf. These ads offer to sue everyone from your financial planner because you lost money in the stock market, or the manufacturer of your prescription medication. Our society has become more and more litigious in recent years. People who feel they have been wronged by the government may not only seek an apology, but a multimillion dollar settlement.

If a lawsuit is filed against you or your department, attorneys will examine everything from policies, hiring practices, and of course training records. The Field Training Officer is one of the most critical positions within any public safety agency for preventing or effectively defeating these types of lawsuits because an officer's habits begin with you.

B. Performance Objectives

1. Terminal Performance Objective:

Given assignment as a Field Training Officer, the FTO will identify their responsibilities to evaluate and mitigate liability risk, according to the information provided in class.

2. Enabling Objectives

- a. Define "Liability"
- b. Discuss the three types of liability
- c. Discuss negligence
- d. Explore the negligent causes of action
- e. Review issues related to wrongful termination
- f. Identify the importance of standard operating procedures
- g. Describe the defenses to civil suits
- h. Discuss risk management

C. Reasons for Learning

American society has become increasingly litigious in general, wanting to place blame rather than accept responsibility.

When you couple this with the more in depth attention given to incidents involving public safety officers, you begin to understand the liability threat faced by officers, supervisors, trainers, managers, and administrators.

It is imperative that this group of professionals be able to recognize this threat, in order to take measures to minimize their risk.

II. Body

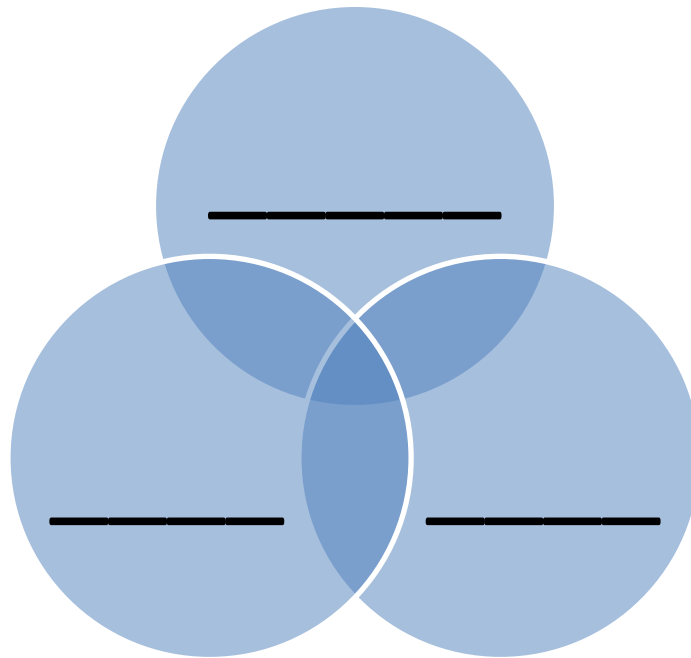
A. Liability Defined

Before we can discuss liability from a common point of view we need to operate off a single definition. Black's Law Dictionary offers an entire column of definitions in approximately eight point Times New Roman font. According to Black's, "the word is a broad legal term." For our purposes, we will use the definition created by *Union Oil of California v. Basalt Rock Co.*, which was decided in 1939.

Liability means "*being actually or potentially subject to an obligation; the condition or being responsible for a possible or actual loss, penalty, evil, expense, or burden; condition which creates a duty to perform an act immediately or in the future.*" *Union Oil Co. of California v. Basalt Rock Co.*, 30 Cal. App.2d 317, 86 P.2d 139, 141.

B. Types of Liability

There are three types of liability we need to be aware of when discussing training.



1. _____ liability.

Administrative law is a "body of law created by administrative agencies in the form of rules, regulations, orders and decisions to carry out regulatory powers and duties of such agencies" (Black's Law Dictionary). In Georgia those of us who work in public safety owe some administrative duty to the Peace Officer Standards and Training Council; GCIC and others organizations in addition to Georgia law. Many people also forget that the rules and regulations of their agency, county, or city create administrative liability.

All of these things can lead not only to punitive action being taken against you, but may also lead to the other two types of liability: criminal and civil.

2. _____ and _____ Liability

When we discuss liability, we tend to think of only civil liability because it leads to lawsuits. However, liability also refers to the criminal arena. Let's compare the two so we have a clear understanding for the rest of our discussion. First, civil liability is liability based on a Tort. A tort is a private or civil wrong, other than a breach of contract, in which the action of one person causes injury to the person or property of another. In order for a tort to result in a lawsuit, the defendant should have foreseen that his/her actions could lead to some harm or damage being done to the plaintiff. Criminal liability is based on crimes that have been established in the criminal code.

In a civil case, the plaintiff must prove his/her case based on a preponderance of the evidence. That means that the evidence that a defendant actually committed the tort for which he is being sued is more convincing than the evidence offered in opposition to that notion. In a criminal case, the state must prove that the defendant is guilty beyond a reasonable doubt. That means that if there is even one scintilla that the defendant did not commit the crime, the jury should find him not guilty.

Civil cases seek a sum of money awarded to the plaintiff known as damages. These can be either compensatory damages, which are a measure of the actual loss suffered; or, punitive damages, which are intended to punish the defendant for his conduct and to "prevent future transgressions." In some cases, declaratory relief is sought by the plaintiff to determine the rights and status of the plaintiff, even if no money is awarded. In criminal cases, as you know, the defendant can be sentenced to jail or prison, placed on probation, and/or be required to pay a fine.

3. Steps in a Civil Law Suit

While criminal liability is something that everyone needs to be aware of, civil liability offers the greatest risk to any agency. Civil suits can take years to work their way through the court system and can be very complicated. However, most cases follow a standard path from complaint to judgment.

a. _____

The complaint or pleading of the plaintiff marks the official start of a case. While there may have been pre-litigation conferences and letters back and forth between lawyers, the suit does not begin until a complaint has been filed with the courts. The claim must spell out the alleged torts for which the plaintiff is seeking recovery of damages, who the plaintiff is, who the defendant is, what court has jurisdiction, and why the claim should be allowed to continue.

b. _____

The answer is filed by the defendant, usually within 30 days. The answer is the defendant's chance to admit or deny the specific allegations brought against him in the complaint. If you do not deny a claim, it will be considered true for purposes of the case.

After the answer has been filed, the plaintiff must file a reply and the defendant may file a counterclaim for alleged damages owed them by the plaintiff.

c.

Motions are requests for the judge to make a legal ruling. The most common are Motion to Discover, Motion to Dismiss, Motion for Summary Judgment (Summary Disposition). A summary judgment is filed by the defendant asking the judge to dismiss the case without any further litigation because the plaintiff has not raised questions of fact that need to be decided by a jury.

d.

The discovery process can be long and stressful. Discovery is the formal process of exchanging information between the parties about the witnesses and evidence they'll present at trial. This may include interrogatories, which are a set of written questions answered in writing under oath and depositions, which are sworn out of court statements where questions are answered under oath. Depositions are very stressful. The parties and witnesses are questioned by the opposing counsel in an attempt to find out what the witness knows and how those people will testify in court. Attorney's will do everything they can to discredit the testimony of the witnesses and depositions are usually recorded and transcribed by a court reporter.

e.

Pre-Trial Conferences are meetings with the lawyers and the judge to help the judge manage the case, review evidence, and clarify the issues in dispute. A tentative trial date may be set during a pre-trial conference.

Once all the pre-trial maneuvering has been done, it's time to go to trial. During the trial evidence is presented to the judge and jury through testimony, first by plaintiff and then rebutted by defendant. The plaintiff may rebut the defendant's case if new issues are raised on presentation of the evidence, and then followed up with the defendant getting the last chance to present evidence and testimony to the jury. Direct examination is when the witness is questioned by the attorney who calls them as the witness. Cross-examination is conducted by the opposing counsel and is generally limited to the scope of testimony given on direct.

f.

After the plaintiff has presented his/her case, the defendant will make a motion for Directed Verdict outside the presence of the jury. The defendant's attorney moves for a directed verdict arguing that his client's liability was not proven by the preponderance of the evidence. The defendant does not have to prove he or she was not liable, so they will argue that the plaintiff did not prove the case against the defendant. The motion will be granted or denied by the judge based on his assessment of the case to that point. If granted, the case is over and the defendant wins. If the motion is denied, which is usually the case, the defendant proceeds with their case in chief.

Summations or closing arguments are presented by the lawyers, with the plaintiff going first. If the defendant's attorney makes a closing argument, the plaintiff's attorney gets one final chance at rebuttal. Summations cannot introduce new evidence and must not discuss other issues not presented during testimony.

The judge will give a charge to the jury outlining the relevant laws that should guide its deliberations and will restate the issues in the case and define any terms or words not familiar to the jurors. The judge will discuss what "preponderance of the evidence" means and remind the jury that the burden of proof lies with the plaintiff, not the defendant.

After the verdict has been reached and announced by the jury, the lawyers may make motions, specifically the defendant may move for a "motion for judgment notwithstanding the verdict" which means that the judge finds in favor of the losing party despite the decision of the jury. This is often the result of a decision by the jury that appears in contradiction of the law, or which may have been based on emotion. After the Motions and Verdict have been filed and decided, a judgment is entered. The judge can increase or decrease the amount of damages awarded by the jury before entering the judgment.

An example of a judgment notwithstanding the verdict is the McDonalds Hot Coffee Case. In that case a 79 year old woman suffered third degree burns over six percent of her body when she spilled coffee on herself. The jury awarded \$160,000 in compensatory damages and \$2.7 million in punitive damages as a result of McDonald's "reckless, callous, and willful" conduct of keeping its coffee at between 185 and 190 degrees as opposed to the more common 135 to 145 degrees. The trial court reduced the punitive damages awarded to \$480,000.

As said earlier, law suits are based on torts, which are private wrongs other than a breach of contract. There are five torts that are most likely to be filed against Training Officers: negligence; wrongful termination; intentional infliction of emotional distress; deprivation of civil rights; and, discrimination.

C. Negligence

Remember that negligence is defined as conduct that involves an unreasonable risk of causing danger or harm and arises from the fact that our society imposes a duty upon individuals to conduct their affairs in a manner which will avoid subjecting others to an unreasonable risk of harm.

If a field training officer creates a danger recognizable as such by a “reasonable field training officer” in like circumstances, the field training officer can be held accountable to others injured as a result of the conduct. The conduct can be either an act or an omission (failure to act).

1. Types of Negligence

a. Simple negligence

Simple negligence is failure to use that degree of care that an ordinary prudent person would use in like circumstances. In other words, it is an unreasonable act done by a reasonable person in the scope of his/her employment. For a trainer, it would be a “degree of care in training.”

b. Gross negligence

Gross negligence is failure to perform a manifest duty in reckless disregard of the consequences as affecting the life or property of another. It is more lacking of care than constituting simple negligence and amounts to indifference to a present legal duty and to utter forgetfulness of legal obligations.

c. Willful negligence

Willful negligence is an intentional act of unreasonable character in disregard of risk known to the actor or so obvious that the actor must have been aware of it, and so great as to make it highly probable that harm would follow. It is usually accompanied by a conscious indifference (deliberate indifference).

2. **Four D's of Negligence**

In order for a negligence lawsuit to prevail in court, the plaintiff must prove that four separate elements of the tort existed at the time of the alleged incident. All four elements must be proven otherwise, legal liability for negligence does not exist.

a. **Duty**

The first element that must be proven is the existence of a legal duty to conduct oneself according to a certain standard. For public safety personnel in Georgia, all we have to do is look to the Official Code of Georgia. For peace officers, including law enforcement, communications, corrections, parole and probation officers the duties are outlined in Title 38, Chapter 8, Section 8. For firefighters, the duties are defined in 25-4-2. EMT's and Paramedics have their duties defined and regulated by the Department of Community Health according to 31-11-2.

b. **Deviation**

The second element is a deviation from the duty or standard by which we should be guided. If we fail to respond to a report of a house fire, a person injured, or a crime in progress we will have deviated from our duty; thus, opening ourselves up to a negligence lawsuit.

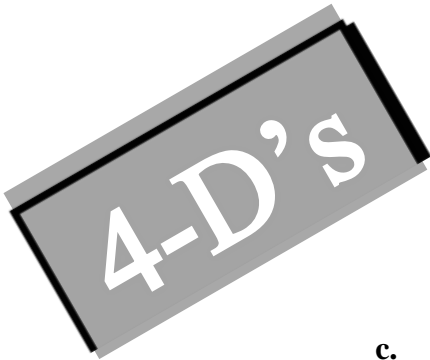
c. **Direct link**

The third element is a direct link between the unreasonable act, or deviation from the duty, and the harm or damage suffered by the plaintiff. This element, also known as a proximate cause and is the hardest of the four elements to prove.

d. **Damage**

The last element that must be proven is that the plaintiff suffered some loss or damage as a result of the defendant's actions.

As a field training officer, you have a duty to train your officers properly. Almost all training liability is based on negligence law. Failure to train officers/students properly, or at all, when a duty (special relationship) to do so exists, may cause the officer/student to rely on that poor training to his/her detriment or a third parties' detriment.



D. Negligent Causes of Action

1. Negligent _____

Generally a supervisor or trainer may not be held liable for acts of trainees/employees unless he directs, participates in, approves the wrongful conduct, or that officer's negligence otherwise caused or contributed to the misconduct. A field training officer who has a trainee assigned to him/her is responsible for those trainee's actions while they are together.



This may manifest itself two different ways; either failure to train at all, which courts presume to be gross negligence, or training which is conducted improperly. Training which does exist may be either poorly designed or poorly executed as in the case of Sager versus the City of Woodlawn Park.

A police officer with the City of Woodlawn Park (Colorado) accidentally killed a person he was arresting at the scene of a burglary when the shotgun he was holding to the suspect's head accidentally discharged. The officer was trying to hold the shotgun in one hand and handcuff the arrestee with the other hand while the suspect was spread eagle on the ground. This technique of handling dangerous prisoners was shown in a training film seen by the officer while in basic mandate school. The City of Woodlawn Park had sent its officer to the regional academy in Colorado Springs for basic certification training.

When the administrator of the estate of the deceased brought a lawsuit against the officer, Chief of Police and the city, the city in turn moved to include the City of Colorado Springs. At the trial, the training officer in charge of the training academy testified that the film in question was supposed to illustrate how NOT to handcuff a prisoner, but apparently someone had forgotten to tell the class it illustrated improper technique. The trial court heard an argument that the death was not "caused" by the negligent teaching but, obviously the training was not conducted in a manner where the students understood that this technique was improper.

2. Negligent _____

Negligent entrustment is another cause of action that is commonly brought against trainers. Negligent entrustment involves the failure to control dangerous equipment or devices which are entrusted to trainees or subordinates. When you place weapons, vehicles, explosives and the like into the hands of trainees, you monitor closely their usage. If you know (or should have known) a trainee cannot handle the equipment, or at some point becomes unsuitable to possess it, you may be liable for any injury which results.

For example, if you allow a police officer to drive an emergency vehicle to an emergency call without first properly training him how to operate the vehicle, you would be guilty of negligent entrustment. Another example would be allowing a police officer to carry a firearm after he failed to qualify with that weapon. Allowing a Communications Officer to work a radio without proper training is yet another.

3. Negligent _____

This involves the failure on your part to coordinate, control or direct trainee conduct which may cause an injury. If you tolerate unacceptable behavior or do not set limits on conduct, you may be liable for the consequences. While a field training officer may not qualify as a ranking position in your agency, in reality, you are responsible for supervising that officer while he/she is in the field training officer program.

4. Negligent _____

This involves a failure on your part to take action when you have (or should have) determined a trainee is unsuitable to continue, or the magnitude of that trainee's acts demonstrates they are a foreseeable danger. Being a nice guy and overlooking unacceptable performance can come back to haunt you. As a field training officer you may not have the power to hire and fire, but you do have the power to pass or fail, and make recommendations. Be sure to document all deficiencies and notify your supervisor. If the deficiency is overlooked by a higher authority, it won't be your fault.

E. Wrongful Termination

Training Officers will almost always be involved in any lawsuit based on an adverse employment action. The cause of action for someone who feels they have been terminated improperly is "Wrongful Termination". According to *Wilson v. City of Sardis* 264 Ga.App. 178, 590 S.E.2d 383, 03 FCDR 3437, Ga.App., November 14, 2003 (NO. A03A2314).

"Such at will employees have no legitimate claim or entitlement to continued employment and, thus, have no property interest protected by the due process clause."

As you know, Georgia is a "Right to Work" state and collective bargaining through labor unions is almost non-existent in the public safety arena. Most of us work at the pleasure of the Chief Executive Officer of our agency. Even when Civil Service or Merit System rules have been established, it is rare for an employee to prevail in a wrongful termination lawsuit absent some other aggravating circumstance like Intentional Infliction of Emotional Distress or Discrimination.

1. **Intentional Infliction of Emotional Distress**

The intentional infliction of emotional distress cause of action is often used as a “filler” in lawsuits. This charge is sometimes added to a lawsuit filed for wrongful termination or discrimination and is often an attempt to increase any damage amount awarded.

According to the Georgia Law of Torts “In order to sustain a cause of action for intentional infliction of emotional distress, the plaintiff must show that the defendant's actions were so terrifying or insulting as naturally to humiliate, embarrass, or frighten the plaintiff”.

(Georgia Law of Torts Current through 2008-2009 Edition Charles R. Adams, III Part VI. Other Tort Causes of Action Chapter 29 Mental Abuse Ga. Law of Torts § 29-2 (2008-2009 ed.))

a. **Deprivation of Civil Rights**

Another type of tort is the Constitutional Tort. Constitutional Torts arise out of a violation of the rights enumerated and guaranteed by the Constitution. For example, placing a student into a situation that is both “cruel and unusual” or that is in “disregard of due process procedures,” such as pointing a gun at the student’s head, may lead to a charge of constitutional tort.

Federal Code 42 USC 1983 is defined as; **Every person who, under color of any statute, ordinance, regulation, custom, or usage**, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the **deprivation of any rights, privileges, or immunities secured by the Constitution and laws**, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress, except that in any action brought against a judicial officer for an act or omission taken in such officer’s judicial capacity, injunctive relief shall not be granted unless a declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia.

The term “Under color of law” indicates that the individual is operating in a position of authority. Color of Law is defined by the courts as “the appearance or semblance, without the substance, of legal right. Misuse of power, possessed by virtue of state law and made possible only because wrongdoer is clothed with authority of state, is action taken “under color of law.” *Atkins v. Lanning*, D.C. Okl., 415 F. Supp 186, 188. According to *Timson v. Weiner*, D.C. Ohio, 395 F. Supp. 1344, 1347 when used in the context of federal civil rights statutes or criminal law, the term is synonymous with the concept of “state action” under the Fourteenth Amendment and means pretense of law and includes actions of officers who undertake to perform their official duties, *Thompson v. Baker*, D.C. Ark, 133 F. Supp. 247; 42 USCA. § 1983.

By virtue of the above referenced authority, a government agent is subject to the provision of the Constitution. Any deprivation of rights, privileges or immunities rising to this level may subject the agent to civil penalties.

Officers are only liable for intentional torts or acts of Gross Negligence; Evil motive or intent, or reckless or callous indifference. This is based on interpretive rulings by the U.S. Supreme Court.

Imagine an Officer Jones, while off-duty, goes to a neighbor's home to complain about a loud party and ask the neighbor to turn down the music. Before leaving his house, the officer puts on his weapon and attaches his badge to his waist band. When he arrives at the neighbor's house Officer Jones identifies himself as an officer and asks for the music to be turned down, one of the party goers tells Officer Jones to "go to hell." The officer handcuffs the guy and makes him sit on the driveway while he uses his cell phone to call for an on-duty officer to come officially place the man in custody and transport the subject to the jail. The on-duty officer arrives thirty-five minutes later, asks what happened, then determines there is no valid charge that can be brought. He convinces Officer Jones to let the guy go and return home. Officer Jones may be charged with violating the Fourth Amendment rights against unlawful search and seizure. The fact that Officer Jones identified himself as an officer means that he was acting under color of law. Even if he had not identified himself as an officer, by wearing his badge and gun, an argument could still be made that he was acting in a position of authority.

2. **Discrimination**

Discrimination is defined as the failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. Discrimination is prohibited by Title VII of Civil Rights Act of 1964, Age Discrimination in Employment Act, Equal Pay Act, the Sex Discrimination in Employment Based on Pregnancy Act.

a. **42 USC § 2000e**

The Equal Employment Opportunity Commission (EEOC) enforces 42 USC § 2000e which makes it unlawful for an employer to...

fail or refuse to hire or to discharge any individual or otherwise discriminate. . . with respect to compensation, terms, conditions, privilege. . . of employment because of . . . race, color, religion, sex, or national origin; or limit, segregate, or classify the employees and/or applicants for employment in any way which would deprive one of employment opportunities or. . . adversely affect their status. . . because of race, color, religion, sex, or national origin.

b.

One form of discrimination is Disparate Treatment. Disparate treatment means treating employees or trainees differently because of their inclusion in some protected class of people. Disparate treatment amounts to intentional discrimination. It also means that trainers must be careful to avoid sexist remarks, racial slurs, religious innuendo, etc., plus not tolerate others doing it, as indicative of a discriminatory mind set.

Disability (ADA) and Age (ADEA) discrimination laws are separate from Title 7, but have very similar kinds of prohibitions.

If issues of disparate treatment arise, the employer (trainer) could be put to the test to articulate some legitimate nondiscriminatory reason for the trainee's treatment or failure, i.e. poor attendance, unsatisfactory performance, disciplinary problems, etc., all of which needs to be documented. If poor performance is the issue, then the employer (trainer) may have to show that the training requirement(s) are legitimately tied to job criteria which are a business necessity.

A recent case that brought a great deal of attention to this type of discrimination is Ricci et al v. DeStefano et al. In the Ricci case, a group of white firefighters sued the City of New Haven Connecticut for disparate treatment and intentional discrimination after the city threw out the results of a promotional test because not enough minorities made scores high enough to qualify for promotion. The city claimed that had it not thrown out the results, they could have been sued by the minorities for disparate impact. However, the United States Supreme Court said in its opinion delivered on June 29, 2009, that the city would have only been liable in a disparate impact suit if "the exams at issue were not job related and consistent with business necessity, or if there existed an equally valid, less discriminatory alternative that met the City's needs but that the City refused to adopt. §§2000e-2(k)(1)(A). (C)." *Ricci et al v. DeStefano et. al. 557 U.S. (2009).*

c.

Disparate Impact involves the use of training practices which are facially neutral in their treatment of different groups but will impact more severely one protected class and cannot be justified by business necessity. It might be used to challenge the way tests are administered.

It is the policy of Title 7 and other acts to eliminate artificial, arbitrary and unnecessary barriers to employment and assure that people are hired, promoted, trained, etc. based upon their qualifications rather than unconstitutional factors. If challenged, you may have to show that the training requirement(s) are job related and tied to a business necessity. With "disabled" trainees under the ADA, you would have to establish the "essential functions" of the job, and perhaps reasonably accommodate the trainee.

F. Standard Operating Procedures

SOPs, sometimes referred to as Standard Operating Guidelines have several purposes. They outline the agency's expectations of its employees. Everything from attendance policies to active shooter incidents are addressed.

SOPs also provide guidance to employees about what and how to complete his or her duties. Parameters are set by SOPs that can expand or limit an employee's discretion to handle a situation as they deem appropriate. For instance, your agency may have a policy which dictates that all drivers who are found operating a vehicle while intoxicated must be arrested and booked into the county jail. This means if you decided to release a driver on a citation and give him a courtesy ride home, you are in violation of your SOP. As a field training officer, your trainee would then feel as though they can pick and choose when to follow the SOP and when to use their own discretion.

From a management point of view, SOPs not only provide and outline corrective action that can be taken in the case of a policy violation. Without SOPs you could find yourself in a "he said-she said" situation about what is allowable and what is "the way we've always done it" versus a policy issue.

The lack of consistent enforcement of policies can be used against your agency as evidence of deliberate indifference.

SOPs establish guidelines for the operation and administration of an organization. The Field Training Officer should know the agency's SOPs as thoroughly as anyone in the department. From a training standpoint, SOPs help agencies meet national, state, and local requirements and standards for training of personnel. For example, GA law and the Peace Officer Standards and Training Council set the minimum training standards for Georgia law enforcement officers. While we are all required to obtain a minimum of 20 hours of training each year with at least one hour in the use of deadly force and one hour firearms requalification, your agency may set a higher training standard as outlined in your SOP. If your agency requires each officer to obtain 40 hours of training each year and you only get 20, you may be in good standing with POST, but your agency may be able to take disciplinary action against you for not meeting the standards which are outlined in your SOP.

Providing a well-trained staff helps the department accomplish departmental tasks in an efficient, effective, and professional manner.

Another use of a standard operating procedure in the training realm is to identify the need for remedial training. Officers who are not meeting departmental expectations must be documented and the first step in this process is often the field training officer. If you have a trainee who is not meeting the standard, you must document this and speak with your supervisor to determine what corrective action may be taken.

Ensuring employees follow SOPs can reduce the liability to the agency. The FTO needs to be familiar with the SOPs and ensure that the training program addresses the standards set by the department.

G. Defenses to Civil Suits

Some defenses available to a FTO who is faced with a law suit are the claim of an **intervening cause, a lack of foreseeability, and the Good Faith Defense**.

1. Defense Claims

a. _____

A claim of an **intervening cause** means that something happened in between the action taken by the defendant but before harm or damage occurred to the plaintiff. This intervening cause broke the link or causal connection between the defendant's act and the resulting damages. For example, a FTO and his/her trainee respond to a vehicle accident on the interstate. After locating the accident and moving the vehicles off the roadway, a bridge collapsed, falling on top of the victim's vehicle. This caused injuries to the victim which rendered him a quadriplegic. The victim sues the police department, claiming that the officers who made them move the vehicle under the bridge are the cause of his injuries, when in fact; the injury was caused by the collapsed bridge. Therefore, the officers cannot be held liable for the victim's injuries, because the collapsed bridge is an intervening cause.

b. _____

The next defense is a **lack of foreseeability**. "This defense claims that, although the defendant's acts or omissions resulted in harm to the plaintiff, it was not reasonably foreseeable that the plaintiff would suffer harm as a result of the acts. In a classic case, *Palsgraf v Long Island Railroad Co*, a guard pushed a man to help him board a train, resulting in the man's dropping a package of fireworks which exploded when they hit the ground, creating an explosion which caused a set of scales at the far end of the platform to fall, striking the plaintiff. It was held that it was not reasonably foreseeable that a guard's acts in assisting a man carrying a brown paper package would cause an injury of the type suffered by the plaintiff." (http://www.attorneys-usa.com/negligence/negligent_injury.html)

c. _____

The final and most common defense to a civil lawsuit in a training setting is the **Good Faith Defense**. The good faith defense is most successfully used in cases where the defendant acted in accordance with the agency's policies, procedures, and rules; in accordance with orders from a superior that they reasonably believe to be valid; or, in accordance with directions from legal counsel that is reasonably believed to be valid.

2. Most Frequent Cases of Liability

False arrest, wrongful death, invasion of privacy, false imprisonment, defamation, malicious prosecution, abuse of process, negligence, excessive force, civil right deprivation.

H. Managing Your Liability Risk

Update your materials and knowledge. Seek training and keep notes and books for reference materials. Read regularly, know the experts in your field and review your policies and procedures. You should always strive to improve yourself!

1. Liability Traps

The best defense in any contest is a good offense. In lawsuits, it is always better to **avoid litigation altogether** than to have to defend a lawsuit. Some of the things that can be done to avoid litigation are to **avoid the liability traps** common to public safety training. Some of these include:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



Additionally, when a Field Training Officer **fails to adhere to established standards** or takes short cuts that bypass standards that are required, the FTO is creating a liability issue.

Discriminatory testing procedures were discussed in the disparate impact and disparate treatment sections, but Field Training Officers must make sure that tests do not negatively affect one category of students more than another.

Public safety personnel are not the most politically correct people in the world. We have to be careful to avoid **remarks that can be deemed offensive** by any trainee. Don't discuss your personal views or opinions with your trainee; keep it professional at all times.

2. Risk Management

a. General risk reductions

Managing risk in the training process is a critical but relatively simple process. One of the first things that have to be done is to **conduct a training needs analysis**. Conducting training without determining if that training is really needed is not only a waste of time and resources, but a potential liability magnet. For example, why TASE your trainee so that they can carry a TASER, when your agency does not have a TASER to issue to the trainee? The trainee could perceive this as cruel and unusual punishment if a policy is not already in force which states all police personnel will have TASER training.

One of the most important things any FTO can do is to **maintain up-to-date materials**. An analysis of the physical safety risks and a check for content accuracy and timeliness should be conducted at least annually.

All practical exercises and performance exams need to **have written guidelines** as to how they will be conducted. FTOs must follow these guidelines and ensure that any instructors they use are also following those guidelines.

Written guidelines should establish minimum performance standards that must be met by all trainees.

Trainees should only be **evaluated against a written set of standard evaluation guidelines**. This allows for an “apples to apples” comparison of students.

Obviously all performance **should be documented** and those documents maintained according to records retention policies.

In order to prevent or defeat lawsuits based at least partially on training practices, the FTO must have a clear understanding of some basic legal concepts. Understanding these concepts and taking steps to manage the liability risk of the department can make the difference between successfully defending a lawsuit and paying out a substantial cash settlement. Not only do those settlements cost your agency money, but ultimately, you could be personally responsible for any monetary damages awarded to a plaintiff. Fail to follow some basic principles and you could face personal financial ruin all because someone you trained acted inappropriately when responding to a call.

b. Risk Assessment

In order to assess specific risk associated with training activity we can use the SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis method. This allows trainers to identify all of the positive and negative elements that may affect any training activities.

i. Strengths

What positive training value will come out of completing the exercise?

What assets/resources do we have that we can incorporate?

ii. Weakness

What limitations/restrictions can we see that would affect positive outcome? (e.g. lack of equipment, time, location..etc.)

iii. Opportunities

What is the terminal outcome of conducting the exercise? When and how often can this be used?

Would we have support of our command staff, peers and etc.?

iv. Threats

What are the potential risk that we can foresee resulting from conducting and evaluating the exercise? Can these be managed or mitigated? Do the strengths outweigh the risk?

Risk Assessment Work Sheet

Group Name: _____

Subject: Response to Family Violence Calls

	Exercise Idea:	
S	Strengths	
W	Weakness	
O	Opportunities	
T	Threats	

Final Analysis	

III. Conclusion

There is much more that can be discussed about training liability, certainly more than we can cover in this allotment of time. I encourage you to do your own research and expand on what you have learned today. Managing the risk of liability requires that the Field Training Officer always keep in mind the possibility of being sued. Nothing can eliminate that risk. Documentation and meeting mandated standards are two of the most important factors in managing the risk of liability.

If you strive to be the best trainer you can be and show an honest concern for the welfare of your students, you can go a long way toward managing the risk of liability. Remember too, the idea of an ounce of prevention going a long way.



Ethics and Professionalism

Ethics for Field Training Officers

I. Introduction

A. Introduction

The law enforcement officer is the most visible member of the criminal justice system and, as such, has frequent opportunities to publicly demonstrate objectivity and ethical standards.

The successful, professional officer acts in a manner that reflects a belief in the fundamental value of ethical behavior and conducts daily activities in an objective manner striving to be uninfluenced by emotion and personal prejudice.

In taking the oath of office, the law enforcement officer makes a major change in the direction of his or her life. The officer does not have just a job but becomes a part of a growing profession, that of law enforcement. In this new venture, the officer gains status in the community that cannot be taken lightly. Joining a profession places on the individual certain obligations and responsibilities which will be discussed in this class.

Much current public and individual concern centers around values or lack of them. Every aspect of human behavior is influenced by personal values, but values are not easily defined or achieved. Their definitions and interpretations vary from period to period location to location, person to person, group to group, and situation to situation. This course deals with the major value of ethical behavior, of particular importance to the criminal justice system and their practical application in what professional law enforcement expects and demands of its personnel.

B. Performance Objectives

1. Terminal Performance Objective

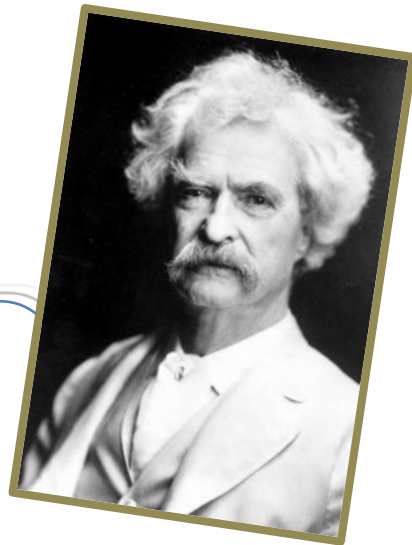
Given assignment as a Field Training Officer, the student will demonstrate to the recruit the appropriate course of action needed for formulating ethical conclusions and decisions, in accordance with the information taught in class and with departmental policy and procedure.

2. Enabling Objectives

- a. Explore Ethics and Professionalism.
- b. Discuss the Code(s) of Ethics.
- c. Explore the basics of fair and impartial policing.
- d. Explain the consequences of ethical breaches
- e. Explore Emotional Survival for Law Enforcement Officers.

C. Reasons for Learning

Ethics has been law enforcement's greatest training need since the mid 1980's. Prior to this time, law enforcement's most significant need was firearm's training. Allegations of unethical conduct are the basis for many civil suits filed against law enforcement. Proper ethical teaching and modeling is an imperative part of field training. In this block of discussion we will talk about specific issues that every trainee needs to know.



"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

~Mark Twain

II. Body

A. Explore Professionalism and Ethics.

1. Professionalism

a. Definition

Dictionary definitions involve extensive references to how one makes a living; conforming to the technical or ethical standards of a profession; specialized knowledge, often requiring long and intensive preparation; and the conduct, aims, or qualities that characterize a profession. Most important, however, is the following of a line of conduct and acquiring special knowledge used to instruct, guide, or serve others. A professional

law enforcement officer is identified by his or her conduct, knowledge, and obligation toward service.

b. Characteristics of a Profession

In working toward professionalization of law enforcement, the four distinguishing characteristics of a professional group must be understood. They are a common fund of knowledge, certain standards or qualifications, some type of organization, and standards of conduct.

i. _____

The common fund of knowledge is easily seen in medicine, law, and education where individuals have trained for many years to acquire their professional status. They maintain and upgrade their knowledge by returning for refresher courses and highly specialized seminars. The law enforcement profession has begun to pool and share its knowledge on a national as well as a statewide basis. The Georgia Peace Officer Standards and Training Council (POST) has been instrumental in providing a common fund of knowledge. This textbook you are reading is one example of the concept of pooling and sharing. Georgia is now one of the leading states in the nation in police standards and training.

ii. _____

The second characteristic that of establishing minimum standards or qualifications, is also evident in the law enforcement profession. Most states, through organizations such as POST, and most individual law enforcement agencies have minimum standards for initial employment as a peace officer. These minimum qualifications may include age; physical characteristics including height, weight, eyesight, and freedom from disability, disease and injury; citizenship; education; and prior conduct including the absence of conviction of any felony and certain misdemeanors. POST provides for basic entry-level training as well as refresher and specialized training designed to prepare officers to perform technical functions of a highly specialized nature. POST also provides a program of professional certificates gained by officers who meet certain standards of education, training and experience.

The first two characteristics of a professional are clearly evident in law enforcement. However, the last two, organization and clearly defined standards of conduct, are major deficiencies that must be corrected.

iii. _____

The American Medical Association and the American Bar Association together with state medical and bar associations represent professional groups and possess a body of knowledge, minimum qualifications, and standards of conduct. While large law enforcement organizations such as the International Association of Chiefs of Police and the International Association of State Directors of Law Enforcement Training represent

professional interests, they do not yet meet the criteria for professionalization of the service.

Smaller organizations, such as state and county peace officer groups, while they are professional in nature, more often represent their own special interests.

iv.

Standards of conduct are also absent on a national basis although recent efforts on a local basis are becoming more widely accepted.

The International Association of Chiefs of Police as well as other law enforcement associations have adopted the Law Enforcement Code of Ethics. In addition, many individual law enforcement agencies have standards of conduct within their own departmental orders, rules, and regulations, but no national body establishes standards of conduct for the profession to the extent that members of the profession must adhere to such requirements.

It is evident that law enforcement has taken the first steps toward professionalization. It is the responsibility of all in the profession to complete the process.

2. Ethics

a. Definition

Ethics stems from the Greek word "ethos" and involves the definition and achievement of what is good or bad, right or wrong, in relation to moral duty and obligation. It includes the need or requirement to act in accordance with the principles of right and wrong governing the conduct of a particular group. Suggested law enforcement ethics have been adopted in the Code of Ethics of the International Association of Chiefs of Police, but they are somewhat broad and do not specify through example the full extent of what is right and what is wrong.

b. Ethical vs Fearful

In the study of ethics, it is critical to understand that the motive is as important as the act. **If a person refrains from stealing only because he or she fears prison, that individual cannot be viewed as ethical.** In examining ethics, the individual should be **encouraged to consider all relevant sides of an ethical problem,** to consider basic ethical values, and to act in accordance with the code of one's profession.

It is much easier to hold ideals than to live by them. To convince someone of his or her duty, by reasoning, does not necessarily induce the individual to fulfill that duty. The decision of what to do in a given situation depends on an understanding of basic ethical principles and common sense knowledge of the ways of the world and its people.

The professional behavior of law enforcement personnel must come closer to ideal ethical behavior than may be possible in private life. Obviously, those whose private lives and professional behavior are above question are models for all with whom they come in contact.

c. High Standard is Essential

High standards of conduct are more essential for a law enforcement organization than any other group in society. A peace officer is entrusted with the enforcement of rules and regulations upon society. When he or she violates these rules, the individual dishonors the law and the position held. These negative actions destroy public confidence in the peace officer and the whole process of criminal justice.

The entire government structure is built upon a foundation of law and order which, in turn, is entirely dependent upon efficient and honest administration. **Law enforcement is the most important function of government; without it, government could not function.**

Law enforcement has a special obligation. Our system is unique in a world encompassing many totalitarian systems. These "police states" generally destroy democracy rather than preserve it.

Our government is based upon the concept of personal liberty, individual rights, and civic responsibility. It is law enforcement's responsibility to help preserve this concept.

Peace officers have been entrusted with regulating the conduct of a "free people." It is the obligation of such officers to live up to this trust by setting an example and conducting themselves in an ethical manner. Law enforcement officers have taken an oath to uphold the law. If they break the law, they have broken both the law and the oath.

The great professions have long recognized the importance of subscribing to, and living by, rules of official conduct for their membership. The most noteworthy has been the Hippocratic Oath, founded by Hippocrates, the Father of Medicine. The Hippocratic Oath is still taken by practicing physicians today although it was written centuries ago.

B. Code(s) of Ethics.

In order for any "job" to become a "profession" certain rules or guides must be developed in order to measure the work and attitudes of the employees. Law enforcement is no exception to this rule. Since 1956, the law enforcement profession has maintained its own standard of conduct -The Canons of Police Ethics and the Law Enforcement Officer's Code of Ethics. Only by constant vigilance can the law enforcement officer keep his profession exactly what it is - a profession. First let's discuss the Canon's of Police Ethics.

1. Canons of police ethics

a. ARTICLE 1. PRIMARY RESPONSIBILITY OF JOB

The primary responsibility of the police service, and of the individual officer, is the protection of the people of the United States through the upholding of their laws; chief among these is the Constitution of the United States and its amendments. The law enforcement officer always represents the whole of the community and it's legally expressed will and is never the arm of any political party or clique.

b. ARTICLE 2. LIMITATIONS OF AUTHORITY

The first duty of a law enforcement officer, as upholder of the law, is to know its bounds upon him in enforcing it. Because he represents the legal will of the community, be it local, state, or federal, he must be aware of the limitations and proscriptions which the people, through law, have placed upon him. He must recognize the genius of the American system of government which gives to no man, groups of men, or institution, absolute power, and he must insure that he, as a prime defender of that system, does not pervert its character.

c. ARTICLE 3. DUTY TO BE FAMILIAR WITH THE LAW AND WITH RESPONSIBILITIES OF SELF AND OTHER PUBLIC OFFICIALS

The law enforcement officer shall assiduously apply himself to the study of the principles of the laws which he is sworn to uphold. He will make certain of his responsibilities in the particulars of their enforcement, seeking aid from his superiors in matters of technicality or principle when these are not clear to him; he will make special effort to fully understand his relationship to other public officials, including other law enforcement

agencies, particularly on matters of jurisdiction, both geographically and substantively.

d. **ARTICLE 4. UTILIZATION OF PROPER MEANS TO GAIN PROPER ENDS**

The law enforcement officer shall be mindful of his responsibility to pay strict heed to the selection of means in discharging the duties of his office. Violations of law or disregard for public safety and property on the part of an officer are intrinsically wrong; they are self-defeating in that they instill in the public mind a like disposition. The employment of illegal means, no matter how worthy the end, is certain to encourage disrespect for the law and its officers. If the law is to be honored, it must first be honored by those who enforce it.

e. **ARTICLE 5. COOPERATION WITH PUBLIC OFFICIALS IN THE DISCHARGE OF THEIR AUTHORIZED DUTIES**

The law enforcement officer shall cooperate fully with other public officials in the discharge of authorized duties, regardless of party affiliation or personal prejudice. He shall be meticulous, however, in assuring himself of the propriety, under the law, of such actions and shall guard against the use of his office or person, whether knowingly or unknowingly, in any improper or illegal action. In any situation open to question, he shall seek authority from his superior officer, giving him a full report of the proposed service or action.

f. **ARTICLE 6. PRIVATE CONDUCT**

The law enforcement officer shall be mindful of his special identification by the public as an upholder of the law. Laxity of conduct or manner in private life, expressing either disrespect for the law or seeking to gain special privilege, cannot but reflect upon the police officer and the police service. The community and the service require that the law enforcement officer lead the life of a decent and honorable man. Following the career of a policeman gives no man special perquisites. It does give the satisfaction and pride of following and furthering an unbroken tradition of safe-guarding the American republic. The officer who reflects upon this tradition will not degrade it. Rather, he will so conduct his private life that the public will regard him as an example of stability, fidelity and morality.

Access Article:

Situational Ethics and Moral Chaos of Modern Policing

~ Lance Eldridge.

<http://www.policeone.com/patrol-issues/articles/3804919-Situational-ethics-and-the-moral-chaos-of-modern-policing/>.

g. **ARTICLE 7. CONDUCT TOWARD THE PUBLIC**

The law enforcement officer, mindful of his responsibility to the whole community, shall deal with individuals of the community in a manner calculated to instill respect for its laws and its police service. The law enforcement officer shall conduct his official life in a manner such as will inspire confidence and trust. Thus, he will be neither overbearing nor subservient, as no individual citizen has an obligation to stand in neither awe of him nor a right to command him. The officer will give service where he can, and require compliance with the law. He will do neither from personal preference or prejudice, but rather as a duly appointed officer of the law discharging his sworn obligation.

h. **ARTICLE 8. CONDUCT IN ARRESTING AND DEALING WITH LAW VIOLATORS**

The law enforcement officer shall use his powers of arrest strictly in accordance with the law and with due regard to the rights of the citizen concerned. His office gives him no right to prosecute the violator or to mete out punishment for the offense. He shall, at all times, have a clear appreciation of his responsibilities and limitations regarding detention of the violator; he shall conduct himself in such a manner as will minimize the possibility of having to use force. To this end he shall cultivate a dedication to the service of the people and the equitable upholding of their laws whether in the handling of law violators or in dealing with the law-abiding.

i. **ARTICLE 9. GIFTS AND FAVORS**

The law enforcement officer, representing government, bears the heavy responsibility of maintaining, in his own conduct, the honor and integrity of all government institutions. He shall, therefore, guard against placing himself in a position in which any person can expect special consideration or in which the public can reasonably assume that special consideration is being given. Thus, he should be firm in refusing gifts, favors, or gratuities, large or small, which can, in the public mind, be interpreted as capable of influencing his judgment in the discharge of his duties.

j. **ARTICLE 10. PRESENTATION OF EVIDENCE**

The law enforcement officer shall be concerned equally in the prosecution of the wrong-doer and the defense of the innocent. He shall ascertain what constitutes evidence and shall present such evidence impartially and without malice. In so doing, he will ignore social, political, and all other distinctions among the persons involved, strengthening the tradition of the reliability and integrity of an officer's word.

The law enforcement officer shall take special pains to increase his perception and skill of observation, mindful that in many situations his is the sole impartial testimony to the facts of a case.

k. **ARTICLE 11. ATTITUDE TOWARD PROFESSION**

The law enforcement officer shall regard the discharge of his duties as a public trust and recognize his responsibility as a public servant. By diligent study and sincere attention to self-improvement he shall strive to make the best possible application of science to the solution of crime and in the field of human relationships.

2. **Police Codes of Ethics**

The Code of Ethics applies to all sworn personnel employed by an agency. Any new employees, when taking their oath of office from the Chief of Police or Sheriff, may be required to sign this as an extension of the oath. Each year, Officers may be required to attend a refresher course in ethics, and resign the "Code of Ethics." This serves two purposes. First it fulfills the required training for Code of Ethics, which may be necessary for certain types of certifications. Secondly, and more importantly, it serves as a refresher for officers, reminding them of the importance of their ethical behaviors. Examples of behaviors laid out in the Code of Ethics are as follows:

a. **Self-restraint**

The idea of self-restraint does not just involve high stress or high priority calls for service. Domestic violence, crimes against children, and other potentially sensitive calls for service, will require a high level of self-restraint.

b. **Honesty**

How truthfully an officer responds to questions or situations can speak to his/her ethics.

c. **Attitude**

Remembering to maintain and cultivate a positive attitude consisting of, "compassion, respect, and empathy toward all peoples," is vitally important. Our co-workers, the citizens we serve, even the suspects we have to arrest, will see our attitudes before they hear the words from our mouths.

THE POLICE CODE OF ETHICS

The International Association of Chiefs of Police provides the “Canons” for us to follow as a general guide to promote ethical behavior:

- As a Law Enforcement Officer my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.
- I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department.
- Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.
- I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.
- I recognize the badge of my office as a symbol of public faith and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.

3. Review the POST Instructor Code of Ethics.

Additionally we are bound by rules and regulations established by the Georgia Peace Officers Standard and Training Council in regards to the training of peace officers. In their mission statement they say “It is the mission of the Georgia Peace Officer Standards and Training Council (P.O.S.T.) to provide the citizens of Georgia with qualified, professionally trained, ethical and competent peace officers and criminal justice professionals.” They fulfill this mission by demanding that the training officers receive is at the “highest degree of excellence.” Individuals who are certified as Instructor are required the *P.O.S.T. Instructor Code of Ethics* statement that places the burden of behaving ethically squarely on the shoulders of the individuals who administer training. Though it is not a specific requirement for Field Training Officers to agree to the terms of this statement, it would be good practice to review it and operate with its bounds.

For the sake of this class we will discuss the statement paying special attention to bulleted points.

POST Instructor Code of Ethics

As a Georgia Peace Officer Standards and Training Council certified instructor, I understand and agree to the following:

P.O.S.T. MISSION STATEMENT

It is the mission of the Georgia Peace Officer Standards and Training Council (P.O.S.T.) to provide the citizens of Georgia with qualified, professionally trained, ethical and competent peace officers and criminal justice professionals.

The Georgia P.O.S.T. Council administers the regulatory process, sets the standards for training and certification, and provides essential technical assistance to the law enforcement community.

The Georgia P.O.S.T. Council provides the highest degree of excellence in public safety service and eliminates unqualified individuals from the law enforcement profession.

PROFESSIONAL CONDUCT

As a P.O.S.T. certified instructor, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all to liberty, equality, and justice.

I recognize the privilege of being a P.O.S.T. certified instructor and the public faith bestowed in me. I hereby adopt and accept the following code of conduct:

- I shall conduct myself at all times in a manner consistent with the **highest** ethical standards.
- I shall maintain the public trust, highest integrity, and good reputation of the Georgia Peace Officer Standards and Training Council and the Georgia Public Safety Training Center.
- I will exhibit the ethical code of the Georgia Peace Officer Standards and Training Council and the Georgia Public Safety Training Center as an instructor to my students, my fellow instructors, my department, and the public.
- My actions as an instructor will always protect my students' physical or mental well-being. I will act unselfishly in this aspect with the highest regard for others as my foundation.
- I will conduct myself in a manner that will bring credit to the public safety and/or law enforcement profession. I will carry out my duties for the highest public good and protect the public's perspective of me and my profession.
- My personal standards of behavior will allow me to remain objective, fair, and present impartial decisions in my instruction and actions. My strength of character will prevent ethical problems and I will accept only those benefits that are reasonably judged to be fair and unrelated to any of my pending/future decisions or actions.
- Honesty, courtesy, consideration, and respect for the rights and privileges of students, fellow instructors, and citizens throughout the State will be my guiding values and principles.
- Knowing that my conduct affects the efficiency, safety, and discipline of my classes, I shall strive to be a model instructor. My classes shall be free from conduct that could be deemed as harassing, profane, demeaning, discriminatory, harmful, or unfair.
- My attitude shall reflect an "ethical state of mind" in all areas of instruction. Characteristics of my classroom will include optimism, enthusiasm, confidence, commitment, honor, and awareness of my moral obligations.

POST Instructor Code of Ethics

- Respect for the diverse population of this country shall be understood and exhibited in my classroom at all times.
- My own personal scholarship and preparation will be the method by which I provide the highest level of instruction.
- Consequences for any incident involving my lack of self-discipline, bad decisions, or unwillingness to address ethical problems within myself are expected. I commit to pay the price for my own actions.
- Protection of all tests and performance evaluations will be my responsibility. Integrity of the testing process will be unquestioned under my instruction. I will strictly adhere to all rules, regulations, and ethical practices related to testing, performance evaluations, and any test result interpretations.
- Properly and adequately communicating to all students the rules of the tests, expectations for academic or physical performance, grading methods or scales, and interpretation of the results within this ethical standard is understandably my task.
- My self-respect will be exhibited in my appearance in uniform, business attire, or field training attire.
- Respect will be maintained and communicated to my students in terms of care for any equipment and property used during the course of training and instruction.
- I will model effective use of force in conversation and interactions with students and others.
- My instruction will endeavor to include the following:
 - Encouragement of all students to do their best;
 - Presentation of material in a manner that creates an environment of eager learning;
 - Demonstration and practice of methods in the correct and ethical manner avoiding the temptation to show “how not to do something”;
 - Sincere appreciation for the struggle and stress that may accompany the efforts to gain new knowledge or skills;
 - Inspiration for both the gifted and challenged learner;
 - Constructive directions to correct mistakes and guide improvements;
 - Experience to allow students to fail and make mistakes in an environment that shows the understanding that sometimes the best learning takes place in overcoming obstacles; and
 - Genuine assistance to help every learner to achieve their goals.

My instruction in any public safety and/or law enforcement training facility, department, or educational/training venue shall constitute my acceptance of the specific requirements and the general standards stated above.

The answer is “Yes!” As we will repeat several times in this course Field Training Officers severe many roles with in there department, the most obvious one is a trainer. As trainers we are responsible for the instruction we provide. Since there is no specific Field Training Officer Code of Ethics we can submit ourselves to the terms and conditions stated in the *Instructor Code of Ethics*. This will ensure that we are charting the right path for ourselves and our trainees.

C. **Explore the basics of fair and impartial policing.**

Access Article:

<http://fairandimpartialpolicing.com/docs/pob7.pdf>.

Racially Biased Policing: The Law Enforcement Response to the Implicit Black-Crime Association

~ Dr. Lori Fridell of the Fair and Impartial Policing, LLC.

1. Purpose of Fair and Impartial Policing

The purpose is to prohibit the use of race, ethnicity, gender, or national origin as a reason to restrict liberty, or exercise any other police power upon an individual, except in those cases where one of the classifications above is a descriptive factor concerning a **specific suspect**.

It should be a matter of policy to respect the rights of all persons who officers come into contact with during any law enforcement operation.

2. Preventing Perception of Bias-What we should be Teaching/Doing

- a. Officers should act with courtesy and professionalism on all stops and contacts. At the outset of a contact, where feasible, officers should introduce themselves and inform the person of the reason for the stop. This introduction is not required where the introduction would compromise the safety of the officer or any other person.
- b. Officers should continue the contact for only that time which is necessary to meet the objectives of that which justified the stop to begin with. i.e. if the stop is for a traffic violation, officers should not prolong the stop beyond the time it takes to write a citation. Where reasonable delays occur, the officer should keep the person informed of the reason for the delay.
- c. Officers should answer questions posed by the persons stopped to the extent that is possible.
- d. Provide his or her name and identification number when requested.
- e. Explain if it is determined the reasonable suspicion was unfounded (e.g. after an investigatory stop).

Access Video:

<http://www.fairimpartialpolicing.com/resources/>

Were the officers' actions inappropriate? If not, what are the appropriate actions? What could you teach a trainee to prepare him to make the right decisions in cases like these?

3. Thwarting Biased Based Behavior in Trainees

Science has proven that most everyone carries with them some implicit bias. The idea of implicit bias means that the person is unconscious of their bias until they are made aware. The FTO should be watch of biased base behavior and address it before it creates a “problem officer.”

The *Fair and Impartial Policing Train-The-Trainer Manual* (2013) provides the following points to help address bias with direct reports:

- a. Share your observations
- b. Ask why this might be occurring
- c. Use non-accusatory Tone
- d. Structure concerns in terms of officer safety and effectiveness
- e. Discuss how/why behavior might be biased

D. Explain unethical behavior

The Code of Ethics is a positive document, but to appreciate the subject and give it practical application, the negative side must be discussed. It prepares the new officer for the realities of life in law enforcement and provides the alternatives which are available in ethical behavior.

Geoffrey Gorer, British anthropologist, who has made a study of both the British and American character, says: "...increasingly during the last century, the English policeman has been for his peers not only an object of respect, but also a model of the ideal male character, self-controlled, possessing more strength than he has to call into use except in the gravest emergency, fair and impartially serving the abstractions of peace and justice rather than any personal allegiance or sectional disadvantage."

Over the years, Gorer believes most Englishmen have been reared to regard the cop on the beat as an ideal figure: a man who stands for help, not punishment.

In the United States, on the other hand, the peace officer has rarely been considered an ideal model. As unfair as it may seem, many citizens regard them as authoritarian, corruptible, cynical, resentful, aggressive, racist, a subculture of males who basically dislike and do not trust others outside their own fold, and are yet constantly on the alert for a handout.

The average British officer on the job does not smoke, loiter, drink, or accept free meals, samples, or other gratuities. He is not "on the take." He makes no distinction between "honest" and "dishonest" graft. He accepts neither! Compared to the history of department scandals in this country, the record of law enforcement honesty in Great Britain is a shining beacon of virtue.

1. Types of Unethical Conduct

This is what we must overcome, and this is why we must discuss unethical conduct in depth.

a.

Of all the unethical acts, this is considered by most to be the most degrading. It has a relationship to most other unethical activities and usually involves a theft of some kind or false testimony in court, which is discussed later. Typically, thefts involve misuse of credit cards, conversion of governmental property to private use, misuse of fringe benefits, or picking up property at crime scenes.

There is no place for the dishonest officer in law enforcement. It is probably the surest method used by peace officers to become immediately unemployed.

b.

The days of the big, stupid, sadistic cop are gone. Cases of brutality are somewhat rare, but they occur. Brutality is simply an assault under color of authority and should be dealt with swiftly by professional departments through dismissal of the officer involved followed by the filing of criminal charges.

The sadistic officer takes advantage of individuals under his or her control. Brutality most frequently involves excessive force but also includes the use of abusive language, unnecessary destruction of property, and withholding of individual rights. The brutal officer should be dismissed when his or her actions first come to the attention of the department to avoid more serious injuries and extensive vicarious liability.

When brutality is common in law enforcement agencies, it frequently results in sensational cases which hurt the law enforcement service and all its personnel.

One wonders about the ethics of some officers and their values when sensational cases in the recent past receive nationwide publicity. In Houston, five officers were indicted recently when their prisoner drowned while in custody and en route to jail. Another recent case in Miami involved a phony fatal motorcycle accident staged by officers when the victim had apparently been beaten to death by the officers. The public views law enforcement with distrust when such cases are publicized, certainly with legitimate reasons.

c.

There is no place in law enforcement for anyone who cannot publicly control his/her prejudices. Law enforcement personnel are hired by the people of their communities to do a job for the people regardless of their race, religion, or political affiliation.

Many races are found within law enforcement ranks. Regardless of race, peace officers, like anyone else, will find people they will like and people they won't like, but there are no finer men and women than those found in law enforcement. It is interesting to note that when officers need help in a tight situation, they care little about what race the officer represents who comes to assist them.

d. _____

This act of theft occurs in jails and on the street in custody situations. Most commonly the victims are drunks, but the thefts also involve vehicle storage in accident and arrest situations.

e. _____

The unethical officer, if not falsely testifying, may just stretch the facts to his or her advantage. If the officer does not have the facts, he should simply admit it. All facts that are pertinent to the case should be disclosed regardless of whether they are favorable or unfavorable to the prosecution or the defense.

f. Violation of Laws and Regulations

Officers of law enforcement agencies have no more right to violate laws than any other citizen. The most common violations relate to vehicle laws and use of the highways. If an officer cannot obey a law, he or she will have difficulty enforcing it. As peace officers, we strive to gain voluntary compliance of laws by the public. One way to accomplish this is to set the example.

g. Violation of Civil Rights

Often, law enforcement officers believe that any method is correct if it results in convictions. However, protection against unreasonable or illegal searches, the right to an attorney, reasonable bail, and advice of other rights are the civil rights that officers should strive to protect.

h. Discourteous Conduct

The complaint of discourteous conduct is the most frequent personnel complaint found to be valid in most departments. The officer should conduct all citizen contacts on a highly professional scale, being businesslike and firm but friendly. It is never necessary to get in the last word.

i. Divulging Confidential Information

Information gained through reading departmental reports and information obtained during investigations is confidential. Other information gained through observation while on patrol, although not the subject of an investigation, should also be treated confidentially if it could adversely affect the private lives of individual citizens.

j. The Opposite Sex

The opposite sex has always represented an occupational hazard for law enforcement officers. While many law enforcement agencies refuse officially to acknowledge the problem, it nevertheless exists. Many authorities propose that the uniform is attractive, but that concept is less likely than the simple fact that an officer is a confident, take-charge person who seems to know what to do in most situations. The officer is usually clean and is available in terms of working varying and unusual hours. This overall view is attractive. It is not unethical to possess these attributes and be attracted to the opposite sex, but the arrangements made on duty and the associated complications represent unethical conduct. Officers' frequent contacts with waitresses, nurses, and department employees often result in assignations not in the best interest of the department or the individuals involved. Often, even greater problems arise as a result of stops of traffic violations and crime victims. No chief of police or sheriff is happy to hear the complaints of irate husbands and wives regarding the conduct of his officers.

The recent trend to hire female officers may present additional problems. The experience of larger departments hiring women has been that the female officers tend to develop relationships with the male officers rather than the public. Obviously, illicit sexual relationships develop between people of all occupations, but such relationships are certainly unethical when they develop or are conducted while officers are on duty.

k. Accepting Gratuities and Chiseling

The practice of accepting gratuities, chiseling, or mooching is universally the most widespread form of unethical conduct of peace officers. For this reason, the subject will be discussed more extensively than any other unethical conduct.

A peace officer has no right to receive anything of value from anyone other than the employer for a service he or she performs in the course of employment. The concept is simple and uncomplicated, but some officers with much experience will argue long and unconvincingly that there are good reasons for accepting gratuities. Those arguments will be presented as the discussion develops.

An officer should consider the difference between a free cup of coffee and an envelope containing \$5,000 in cash not as the value offered but in terms of the reason for the offer and how the officer's position will be compromised if either is accepted. It is the nature of the American public to give freely to charity, but an officer's duties and responsibilities do not meet the criteria for charitable purposes.

Why might a restaurant owner provide a free cup of coffee to an officer? "Because he likes me." Perhaps, but he must have many other customers that he likes. Does he provide all those wonderful people with free coffee? Of course not, so he doesn't really give you free coffee because he likes you. "Because he wants officers in the place frequently to prevent armed robberies and to keep undesirables out." Perhaps, but how about the other legitimate business people in town who pay equal taxes and should be afforded equal protection? If your purpose is to prevent armed robberies, your time would be more productively spent in banks and liquor stores.

The same arguments are presented for accepting half-price or free meals, and they are no more convincing than the attempts to justify free coffee. If the officer believes he or she is offered the meals because he or she is so well liked in the restaurant, an attempt should be made to gain the same consideration while off duty and in civilian clothing, or perhaps the officer should bring the whole family in for a meal.

Finally, officers will attempt to justify the acceptance of free coffee or meals due to the embarrassing conversations resulting from trying to pay for the items. If the owner, waiter, or waitress insists that the items are free to officers, the problem is solved by leaving an appropriate amount of cash on the table or counter to cover the food or beverage consumed. Restaurant employees may consider the money either as payment or a tip.

Restaurant owners and employees are not providing free items to officers because of great personal friendship, and a law enforcement agency should not provide greater protection to one business over another unless it is specifically justified through crime pattern analysis.

Owners and employees of restaurants and coffee shops, more likely, are providing free coffee and meals to officers for services and considerations they may request in the future. It is difficult for officers to arrest individuals who have been kind to them in the past. The officer will find that duties can be performed with considerably less stress if obligations to certain local persons brought about by the acceptance of gratuities are absent.

While free coffee and meals are most common, other gratuities are frequently available to the unethical officer. Free admissions to

theaters and other places of entertainment, free liquor from ambulance services, wrecker services, and garages, and free rides on public transportation are a few examples of gratuities that cannot be justified. It is doubtful that any overweight truck was just one watermelon over!

There are exceptions to every rule, and there is an exception to the ethical rules with regard to accepting gratuities. There are certain businesses that provide discounts to groups such as governmental employees, unions, salesmen, and church groups. These businesses include department stores, hotels, motels, and other retail establishments. When determining if acceptance of the discount is legitimate and ethical, simply ask yourself, "Am I receiving this discount solely because I am a police officer, or is it because I am a member of a larger group being catered to through a desire for greater volume in sales?" You should have no difficulty in answering the questions.

Ethical problems are not always clearly seen. The law enforcement officer faces widely differing opinions among peers, associates, family, agency, and community contacts over ethical standards. Your attitudes and resulting actions must be in line with ethical standards.

The difference in value of a free cup of coffee and the envelope containing \$5,000 cash is great, but the ethical principle in accepting either gratuity is the same. Once a police officer begins to explain away such behavior, it becomes easier and easier to graduate from accepting the free cup of coffee to items of much greater value.

2. **Preventing Unethical Conduct**

Unethical acts have been pinpointed and discussed. Now the question is, how do we prevent such behavior from occurring? There are a number of methods, the first of which is the **careful screening and selection of new employees**. The background investigation is designed, in part, to determine prior behavior of the applicant with particular emphasis on his or her honesty and conformance to ethical standards. It is only after the applicant meets minimum standards and qualifications that he is considered for entry into the law enforcement profession.

The careful selection of recruits is followed by **adequate training**. A course of instruction in Police Ethics and Professionalism is required in the minimum curriculum standards for basic law enforcement training in the State of Georgia. Training will continue throughout an officer's career. Ethical conduct is enhanced by adopting and subscribing to a professional code of ethics and professional rules of conduct. The Law Enforcement Code of Ethics adopted by the International Association of Chiefs of Police is contained in the last pages of this chapter. An officer is well served to become familiar with it and subscribe to it not only in word but in spirit and personal behavior.

Adequate probationary periods provide a further examination of an officer's ethical and professional conduct and, finally, inspired leadership within the law enforcement department sets the pace for the new officer's behavior and service to his or her community.

The final method of preventing unethical acts from occurring or continuing is by **elimination of the unethical officer** from the law enforcement profession. J. Edgar Hoover once wrote:

"If every officer and law enforcement agency must suffer in some degree from charges made against other officers, we cannot afford to take a passive view, shrugging the matter off as none of our business.

"I believe it is the duty of every officer in every law enforcement agency to take a personal interest in maintaining a high standard of conduct within his organization. To do otherwise invites public disgrace. The traitor to ethical standards of law enforcement will be discovered, but often not until he has brought a great deal of harm to both the public interest and the reputation of his organization and fellow officers. We should separate such elements from the profession at the earliest opportunity.

"No matter what laws are passed or rules made, public service still demands the highest in personal integrity." We must demonstrate that the men of law enforcement have it in abundance."

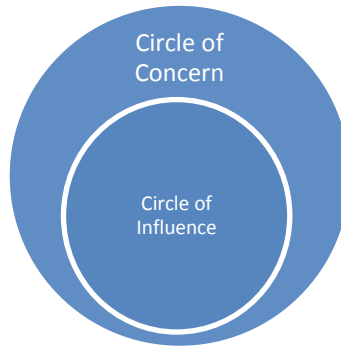
The individual officer's conduct affects all agencies and associates whether he or she displays courage or dishonesty.

One of the weaknesses of professional bodies is the practice of ignoring unethical acts committed by their members for fear of embarrassment to the group as a whole. This is a faulty reasoning. When professionals permit this, it indicates a great weakness within their ranks.

E. **Explore Emotional Survival for Law Enforcement Officers**

As we can see ethical and fair policing requires that our trainees know, understand, value and demonstrate the qualities that promote the profession. Dr. Kevin Gilmartin wrote in his book *Emotional Survival for Law enforcement-A guide for Officers and Their Families*, that "officers do not control many of the core issues of their jobs." This is true in that we cannot predict what a subject will do, we can't dictate our schedules; shifts; or work assignments, and we don't get to pick our supervisors.

However, Gilmartin does assert that officers have "100 percent control of their integrity, professionalism and how well they do they job." As FTOs we have a huge part in ensuring that our trainees develop attitudes and behaviors that model the agencies expectations. A good way of doing this is to explain to the trainee the concept of "Circle of Concern" vs. the "Circle of Influence.



a. Circle of Concern

This is all the things we worry about—Health, Children, Work problems, budgets...etc. Much of which we have very little, actual physical control over but we invest time and energy into processing them.

b. Circle of Influence

This is things that we can actual control. Steven Covey, noted author and leadership icon says we should only spend our energy on stuff that we can do something about. Focus only on problems that lie within your “circle of influence.”

c. Reactive

If we are reactive in our concerns we tend to focus on the things outside of our control. With that the “Circle of Concern” grows larger and the “Circle of Influence” shrinks. This heightens stress and causes other controllable factors to go unattended.

i. Statements from Reactive People

- _____
- _____
- _____
- _____

d. Proactive

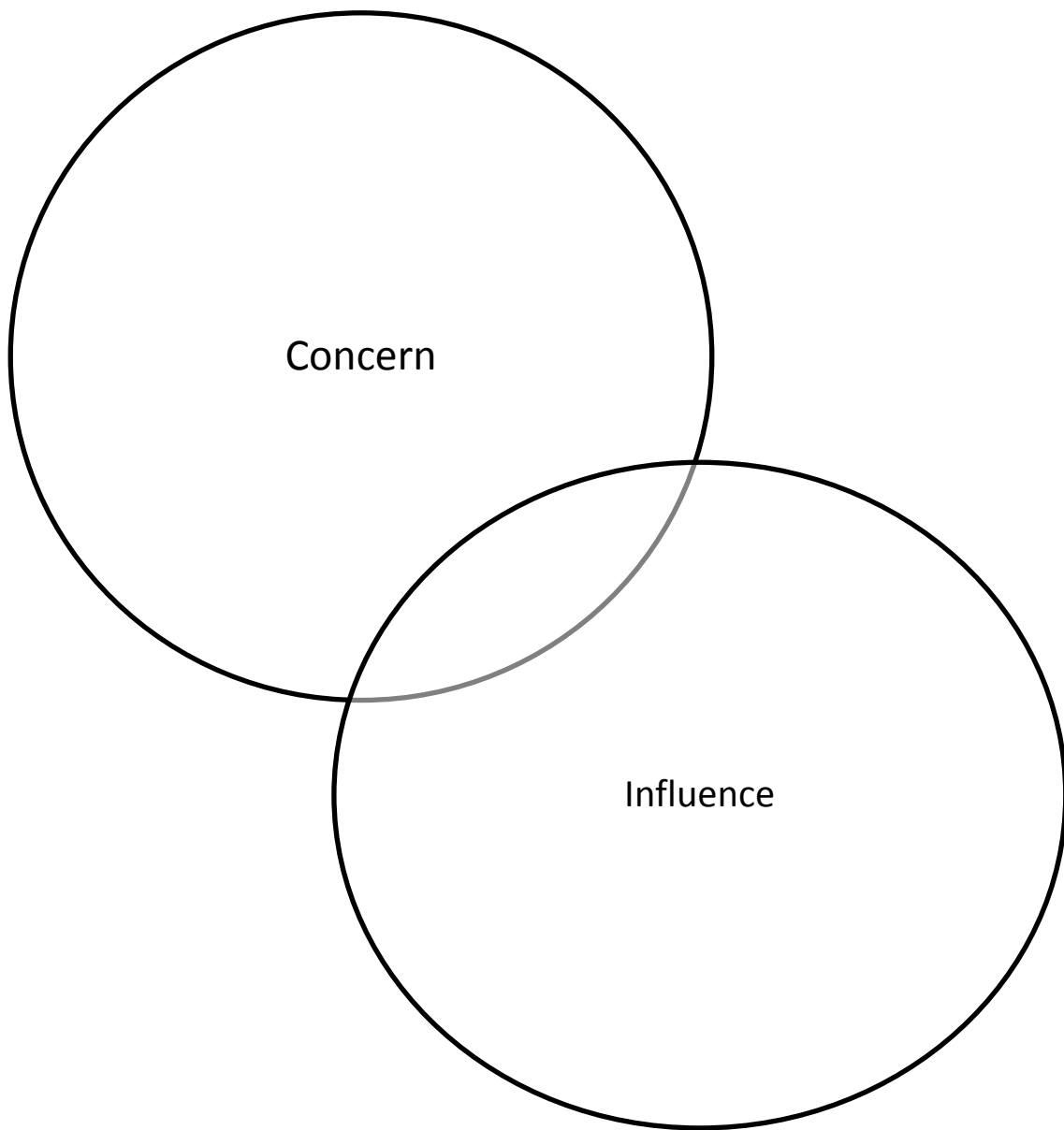
Here we tune out the constant infusion of noise that we can’t control and focus on the task at hand. This expands our “Circle of Influence” and reduces the “Circle of Concern.” Being proactive reduces stress and promotes confidence.

Statements from Proactive People

- _____
- _____
- _____
- _____
- _____

A good quote for this could be: “I am 10 % what happens to me and 90% how I respond. Or, What’s Important Now—WIN!”

Circle of Concern/Circle of Influence Worksheet



III. Conclusion

The negative side of unethical behavior and the serious obligations that all officers must assume have been discussed. On the brighter side, it is important to understand that the dishonest or unethical law enforcement officer is a rarity. When he or she is found, ethical officers must take action to correct the situation.

A law enforcement officer's behavior, because of its visibility, has a great influence on the behavior of others in the public sector and in the criminal justice system. While it is impossible to provide rules and regulations to govern all behavior, guidelines for ethical and objective behavior should provide the framework for professional law enforcement officers.

Setting a good example based on your motivation to abide by basic values, laws, and agency rules helps to strengthen confidence in the system, contributes to your peace of mind, and enables the criminal justice system to achieve its goals.



Communication Skills

Communication Skills

I. Introduction

A. Introduction

The entire time we are progressing through school, we are taught to communicate through writing and reading. Seldom is it taught that we express ourselves to others through verbal and nonverbal communication. Communication skills are important for Field Training Officers because they are the means by which training is actually conducted. A Field Training Officer is a communicator with a specific purpose – to change or develop the work behavior of the trainees.

When we think of communication, most of us think of words we speak. Communication is much more than mere words. We must remember that words are no more than symbols which make possible the transmission of meanings. Communication is a function of common meanings, the overlapping of the perceptual fields of the sender and the receiver. Thus it is a matter of acquiring "common maps" so that the meaning existing for one person may be the same for others as well. When meanings overlap we have the feeling of understanding or being understood. When meanings fail to overlap, communication breaks down and misunderstanding occurs.

So, today we are going to be talking about Effective Communication skills that we can use as Field Training Officers.

B. Performance Objectives

1. Terminal Performance Objective

Given an assigned trainee, the Field Training Officer will employ effective communication skills to promote trainee improvement, in accordance with Making Connections: Understanding Interpersonal Communication Text (2011).

2. Enabling Objectives

- a. Define effective communication.
- b. Identify the two elements of effective communication.
- c. List the five elements involved in the process of communication.
- d. List the three factors that influence perception.
- e. Identify various factors in symbolic, verbal and nonverbal communication which enhance a presentation.
- f. List the two components and various barriers to effective listening.

C. **Reasons for Learning**

During this block of instruction, we will be discussing communication and how it can help or hinder your job as Field Training Officers.

Communication with others is a very important part of your professional and private lives, and maximizing these skills will improve your relationships and your success as a Field Training Officer.

A reporter once asked George Bernard Shaw, "You have a marvelous gift for oratory. How did you develop it?"

Shaw replied, "I learned to speak as men learn to skate or cycle, by doggedly making a fool of myself until I got used to it."

II. Body

A. Effective Communication

1. Defining Communication

Communication may be explained as behavior that transmits meaning from one person to another. This definition indicates that any transmission resulting in an exchange of meaning is a communication even if the message received was different from the message sent. This definition is not complete and needs to be developed further so that we understand what is involved in **effective** communication.

2. Effective communication can be defined as the passing of information between one person and another that is mutually understood and results in the other person behaving in a manner which demonstrates his/her understanding. Notice that **information** is passed and not words. There are a variety of methods of communication that can be used to pass information -- gestures, body language, etc.

B. Two Elements of Effective Communication

1. First Element

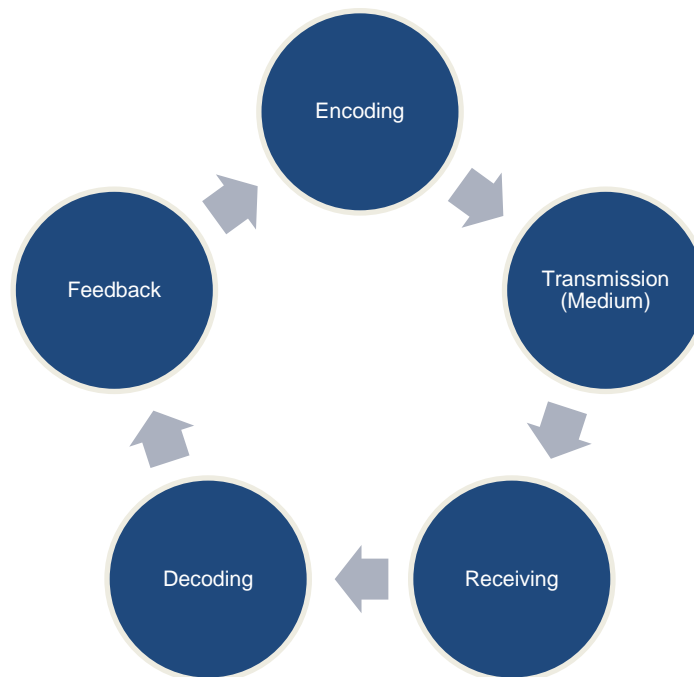
The first element of effective communication is that the meaning be understood by the receiver in the same way that it is understood by the sender. It is not enough to say what you mean. You must say it so the receiver understands what you mean. Words are only symbols. If your receiver attaches a different meaning to the words that you use in your message, there is no effective communication. In order to avoid this, when checking for understanding do not ask, "Do you understand?" but ask, "What do you understand?"

2. Second Element

The second element in effective communication is that knowledge of the receiver's understanding is passed back to the sender by some form of feedback. Feedback either conveys mutual understanding or a lack of understanding of the message.

C. The Process of Communication

Interacting with others effectively is not automatic. Communication is a learned process, but years of experience alone does not make one a good communicator. As we grow older we may learn a few new words and meanings and our experiences increase, but that does not mean that the entire communication process gets better. But it can if we work at it.



1. Encoding

The process of communication has several parts. Before the process can begin there must be a sender and a receiver. Experience cannot be transmitted as experience. In conveying an experience to another person, we translate that experience into symbols which are either verbal or nonverbal. The translation of an experience / concept into symbols is called encoding.

2. Transmission

The translation of the encoded symbols into behavior which another person can observe is the element of transmission. Encoding involves only the decision to use a symbol for some concept. The actual behavior is the transmission through some medium. The importance of the choice of the medium should not be underestimated. How the message is sent can be used to add emphasis to the communication. For instance, there is a difference between a message which your supervisor delivers personally and the one sent by memo. You as a Field Training Officer can use a variety of mediums -- video tape, policies, discussion, models, etc. The medium influences the meaning, and the importance, the listener eventually attaches to a message.

For example, information presented in class on a PowerPoint almost automatically gets trainees writing it down, when otherwise they might just sit there and listen. They conclude that if the information is being projected, it must be important.

3. **Reception**

The reception element is the opposite of the transmission. The symbols used to send the message reach the senses of the receiver and are sent to the brain for interpretation.

4. **Decoding**

Decoding for the receiver is about the same process as encoding is for the sender. The receiver translates the symbols into some concept or experience. The success of the communication process depends upon the extent to which the receiver's decoded concept is similar to the encoded concept of the sender. In fact, the actual message is not what was sent, but what the receiver decoded. **Perception is the process by which decoding occurs** and is the greatest barrier to effective communication.

5. **Feedback**

- a. As the receiver decodes the symbols, he usually provides some response to the sender. This response is called feedback. This feedback lets the sender know whether or not the receiver has interpreted the symbols as intended. The receiver does some behavior that demonstrates whether or not he received the intended message. Feedback can be as simple as a facial expression or as complex as a change in behavior back on the job.
- b. Feedback is a self-correcting mechanism. If someone appears puzzled, we repeat the message or we encode the concept differently and transmit some different symbols to express the same concept.

i. One-way Communication

Feedback may vary in amount and how it is utilized can either speed or impede communication. In one-way communication the sender tells the receiver something and this message ends the communication. Closed-ended directions, written instructions or take home assignments. Communication is limited because only one or two senses are used and the receiver cannot check with the sender for clarification.

ii. Two-way Communication

In two-way communication the receiver can ask for clarification and both the sender and receiver benefit from the increased mutual understanding. Casual conversation and collaborative work projects are examples of two-way communication and serve to enhance learning.

The process of communication is a continuous cycle. When a receiver provides feedback, he/she has become the sender of a message and the process goes on until mutual understanding is achieved. You are constantly communicating. No matter what you do, people will interpret your behavior as having a meaning. Again, the key is how closely their understanding matched your intended meaning.

So, as a Field Training Officer, what can we do to encourage two-way communication? The best way is to **ask well developed questions**.

The ability to ask **open-ended questions** is very important in many vocations, including education, counselling, mediation, sales, and journalism and especially in law enforcement instruction.

An open-ended question is designed to **encourage a full, meaningful answer using the subject's own knowledge and/or feelings**. Open-ended questions also tend to be more objective and less leading.

Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response.

- **Examples of Open Questions**

- _____
- _____
- _____
- _____

D. Three Factors that Influence Perception

1. _____

Past experience is the first of three factors which influence perception. When we hear a message or see some behavior, we attach meaning to those symbols based upon our past experience with them. No two perceptions are exactly identical because the factors that contribute to perceptions can never be totally alike.

Example: Witnesses will give different descriptions of an incident. First of all, they filter the incident through their mind and relate to it based on a combination of how they think it should have occurred and how it actually did occur. Second, the physical position of the witnesses means that they will see the incident from different vantage points.

2.

Motivation is also a function of perception. From many potential messages, we choose to pay attention to only a few. The message that is most important to you at that time is the one that you will select and perceive. Even though several conversations may be going on in a crowded room, we will primarily hear only the one in which we are involved (motivated to hear).

3.

Social Context is the third aspect of perception. We interpret messages and derive learning through social conditioning.

- a. The moral and standards that are part of our background.
- b. The generation in which we grew up in.
- c. Technology we are accustomed to.
- d. Peer Pressure

All of these influence the way we view things. We as Field Training Officers need to develop strategies that include aspects to appeal to all of the different types of learners, to include the use of multi-media and various activities that will off-set the negative effects and strengthen the learning environment.

E. Various Factors in Communication

When you attempt to transfer meaning to another person, you can use three different methods of communication: **symbolic, verbal, and nonverbal**. Although each method can be used separately, in most cases a message involves a combination of methods. For instance, how a Field Training Officer is dressed, his manner of speech, and what he has to say are all evaluated by the trainee. You need to be aware of how to control the various methods of communication so that the message sent by one method does not conflict with the messages sent by other methods.

1. Symbolic Communication

The following are examples of symbolic communication:

a. Clothes

Symbolic communication includes the clothes a person wears. This communication is essentially passive, continuous, and easily misinterpreted. If you saw a person wearing overalls, boots, and a straw hat, you would probably have a different opinion of the person than if you saw him wearing a business suit.

b. Jewelry

Another symbol is jewelry. Married people often wear wedding rings. College graduates often wear class rings. A flag in the lapel or an earring in a man's ear is interpreted differently by different people.

c. Hair Styles

Hair styles say a lot about a person. They can influence people's first impressions.

d. Other Symbols

If a Field Training Officer is constantly on the phone around the trainee or is frequently running late and unprepared, what kind of message is the Field Training Officer sending?

2. Verbal Communication

This is the method we rely on most often. However, there are difficulties in relying only on this method. Remember, meaning is not in words, they are just symbols. Meaning is in people and this means words can easily be misinterpreted. These misunderstandings arise primarily from a lack of common experience, confusion between the symbol and the idea symbolized.

a. Barriers to Verbal Communication

A major barrier to communication is the absence of common experience. Communication is effective only to the extent that the experiences of the communicator and the receiver are similar.

- i. The reason that you do not use jargon when talking to people outside of your job is that the people will not understand.
- ii. Do not use acronyms that are not familiar to your audience.

b. The failure to make accurate descriptions results in confusion between the symbols and the thing symbolized.

- i. Verbal communication requires the use of words that have precise meanings. Words must be carefully chosen.
- ii. Never use a long word when a short one will do. Short simple words draw clear pictures.
- iii. Sentences must be assembled clearly and logically.

- c. Words can be thought of as either concrete or abstract.
 - i. A concrete word refers to an object that a human being can experience directly, such as CPR.
 - ii. Abstract words represent ideas that cannot be directly experienced. Teaching about life in Georgia in 1806 is not something that can be directly experienced.

Teaching first aid is easier because you can tell the student what to do and then watch as they actually perform the technique.

3. Nonverbal Communication

The actual words that we speak constitute only a small portion of the messages that we send. A study by Albert Mehrabian regarding trust and believability found that:

_____ % is verbal
 _____ % is vocal
 _____ % is visual

In other words, _____ % is not the words we speak!

Nonverbal communication is important in explaining the emotional impact of a message. Nonverbal communication can be divided into proxemics, vocal characteristics, and body language.

- a. **Proxemics** - is concerned with one's perception of social and personal space.

- i. **Fixed-feature space**

- Fixed-feature space refers to the immovable objects and fixed physical space in rooms and buildings. The amount of space available -- too large or too small, the amount of light, and the placement of windows -- affects our communication.

- ii. **Semi-fixed space**

- Semi-fixed space refers to the arrangement of movable objects within a room. If a student sits in a chair which is separated from the class, it is likely that he / she will have fewer communications with the class.

It is your responsibility to set-up your car's interior to accommodate your trainee. You must keep in mind the placement of your laptop and ensure that the trainee is comfortable.

iii. Personal space

Personal space has several layers which we employ in various situations. We allow family members and friends to stand closer to us than strangers. We use this space to show a favorable or unfavorable attitude toward someone. We also can put a person "on edge" by getting into his personal space if we want to induce stress in the person.

b. Vocal Characteristics

Is a form of nonverbal communication and concerns how something is said. The way we say words can have more of an effect on the listener's interpretation than the words themselves. Vocal characteristics include:

- i. Pitch
- ii. Rate of speech
- iii. Silent pauses
- iv. Volume

It is important to consider the normal behavior of the individual speaker and not to judge exclusively on how a message is sent.

c. Body Language

Body language is concerned with the communication that occurs through the position of the body.

i. Eye Contact

Eye contact is particularly important and once it is established, you will feel confident that your message is being received. The time to establish eye contact, rapport, and credibility with your trainees is at the beginning of your shift.

ii. Body gestures

Body gestures help to provide emphasis or clarification. A person that is leaning forward in his chair while you are talking is sending the message that he is very interested in your message. Body gestures, like all nonverbal communication, must be interpreted in conjunction with what is being said verbally and from the perspective of the sender.

F. Effective Listening

1. Barriers to Effective Listening

A problem with using only verbal communication involves the way people listen.

- a. The average listening effectiveness rate is only 25 percent, even though we have the capacity to listen much faster than people can talk.
- b. The proper speech rate is 155-160 words-per-minute, but we can listen much faster than that if we want to. An individual's pattern of listening develops over a long period of time and is consequently difficult to change. The pattern of becoming a talker rather than a listener is reinforced throughout the development years. From childhood on, people are encouraged to value assertiveness.
- c. When verbal communication is taught in schools, we tend to produce good talkers but poor listeners because the emphasis is on self-assertion. Development of articulation skills does not usually include learning to listen effectively because listening is considered to be passive.
- d. Talk is potential power:
 - i. a way to control others,
 - ii. to change others' ideas,
 - iii. shape others' reality, and
 - iv. to be heard is to be recognized by others.

2. **Definition of Effective Listening**

Effective listening is trying to grasp what the speaker is saying from his/her viewpoint. It is a skill that must be mastered in order for you to be able to communicate and instruct effectively. You must work as hard at being a listener as you do at being a speaker. Listening demands the ability to interpret a variety of inputs in search of the meaning in communication.

3. **Two Components of Effective Listening**

Any message a person tries to get across usually has two components -- the content of the message and the feeling or attitude underlying this content. Both are important, although not equally so, and you must listen for both. Sometimes the content is far less important than the feeling.

a. **Listening for total meaning**

Effective listening is a communications skill vital to a Field Training Officers work because they often have to act immediately based on what they hear -- a question must be answered or problem solved immediately. You must listen with a serious purpose to comprehend, remember, analyze, criticize, and evaluate.

b. **Responding to feelings**

When effective listening takes place, both the sender and the listener can reach the level of effective communication. By demonstrating interest in the speaker's words, the listener sets in motion a supportive chain in which the speaker feels more accepted and can be more open. **Listening should *not* be passive,** because it can bring about changes in people.

4. **Inference Versus Observation**

- a. Inference is a conclusion or opinion, it is a subjective evaluation.
- b. Observation is a statement of fact, it is verifiable.

INFERENCE VERSUS OBSERVATION

The leader will read several stories to you. After each story is read, he will give you time to answer the accompanying questions which you will find below. After each statement circle the correct response. Mark "T" if the statement is true on the basis of the information in the story. Mark "F" if the statement is definitely false. Marking a "?", means that you cannot be certain on the basis of the information in the story. If any part of the statement is doubtful, mark "?"

STATEMENTS ABOUT STORY A

1. Your next-door neighbor was backing her car into the street in the path of an approaching truck. T F ?
2. The delivery truck was traveling at a reasonable speed. T F ?
3. The only damage resulting from the incident was to the truck's fender. T F ?
4. You saw the truck swerve and climb over the curbing. T F ?
5. Your neighbor across the street was backing her car out of the garage. T F ?
6. The truck suffered no damage. T F ?
7. You saw the truck approaching as you stepped onto your front porch from your living room. T F ?
8. The man who drove the delivery truck swerved and ran his truck up over the curbing. T F ?
9. The delivery truck swerved in order to miss a child playing in the street. T F ?

STATEMENTS ABOUT STORY B

1. Smith was awakened in the middle of the night. T F ?
2. Smith locked the door from his living room to his garden before going to bed. T F ?
3. The books and papers were scattered between the time Smith went to bed and the time he was awakened. T F ?
4. Smith found that the door opening into the garden was shut. T F ?
5. Smith did not lock the garden door. T F ?
6. John Smith was not awakened by a noise. T F ?
7. Nothing was missing from the room. T F ?
8. Smith was sleeping when she and Mr. Smith were awakened. T F ?
9. The noise did not come from their garden. T F ?
10. Smith saw no burglar in the living room. T F ?

5. Barriers to Effective Listening

a. Sender Caused Barriers

The way we choose to send a message may cause barriers to the communication process. Communication breakdowns may occur at any time in the process. Some of the problems occur when the sender is:

- i. Not clear about what the message is to accomplish.
- ii. Incorrectly assumes that the receiver has the knowledge necessary to understand the message and its intent, and doesn't adapt the message to the receiver.
- iii. Uses a medium not suited for the message.
- iv. Does not provide a chance for receiving feedback to see if the message was understood correctly.
- v. Uses language which causes the receiver to stop receiving.
- vi. Improperly analyzes the receiver.
- vii. Has background experiences and attitudes that differ from those of the receiver.
- viii. Sends symbolic, verbal, and nonverbal communications that contradict each other.

b. Listener Caused Barriers

Poor listening habits on the part of the receiver can also create barriers that can block the communication process. These barriers can be remedied if the listener enters the communication process with the intent to get something useful from the communication and practices good listening habits.

Listed below are some barriers to good listening and suggested remedies to improve listening habits:

- i. Many people assume in advance that the subject will be uninteresting and unimportant. **Remedy** - give the speaker at least a few minutes of concentration when the speech begins.

- ii. People begin by mentally criticizing the speaker's delivery. **Remedy** - Concentrate on the words of the message and not on how the speaker performs.
- iii. People can become over stimulated when they question or oppose an idea and consequently hear only part of it. **Remedy** - Listen to what the speaker has to say and then share your perception of what was said in order to clear up any distortion.
- iv. People listen only for factual data and want to be spared the "details." **Remedy** - Listen to the details even though they are often composed of principles. The Principles must be understood if the main idea itself is to be understood.
- v. People try to outline everything they hear and end up hearing only one-third of the communication. **Remedy** - Adapt your style of listening to the pattern that the speaker has used to organize his /her points.
- vi. People tune in or out and are only visually attentive. **Remedy** - Good listening consumes energy and requires hard work. Mere visual attentiveness isn't listening. Try to stay attentive by observing all forms of communication that the speaker is using and not just the verbal message.
- vii. People permit others to speak inaudibly or to give fragmentary information. **Remedy** - Be an aggressive listener and ask questions of the speaker when the message is unclear.
- viii. People tune out any message that borders on the technical. **Remedy** - Listen to the speaker even though the information is technical sounding. The messages may contain information which is new to you. Also, many times the technical information must be understood before the speaker can begin on the main point.
- ix. People find certain words or phrases distasteful. **Remedy** - Listen on the speaker's terms, not yours.

I

c. Other Caused Barriers

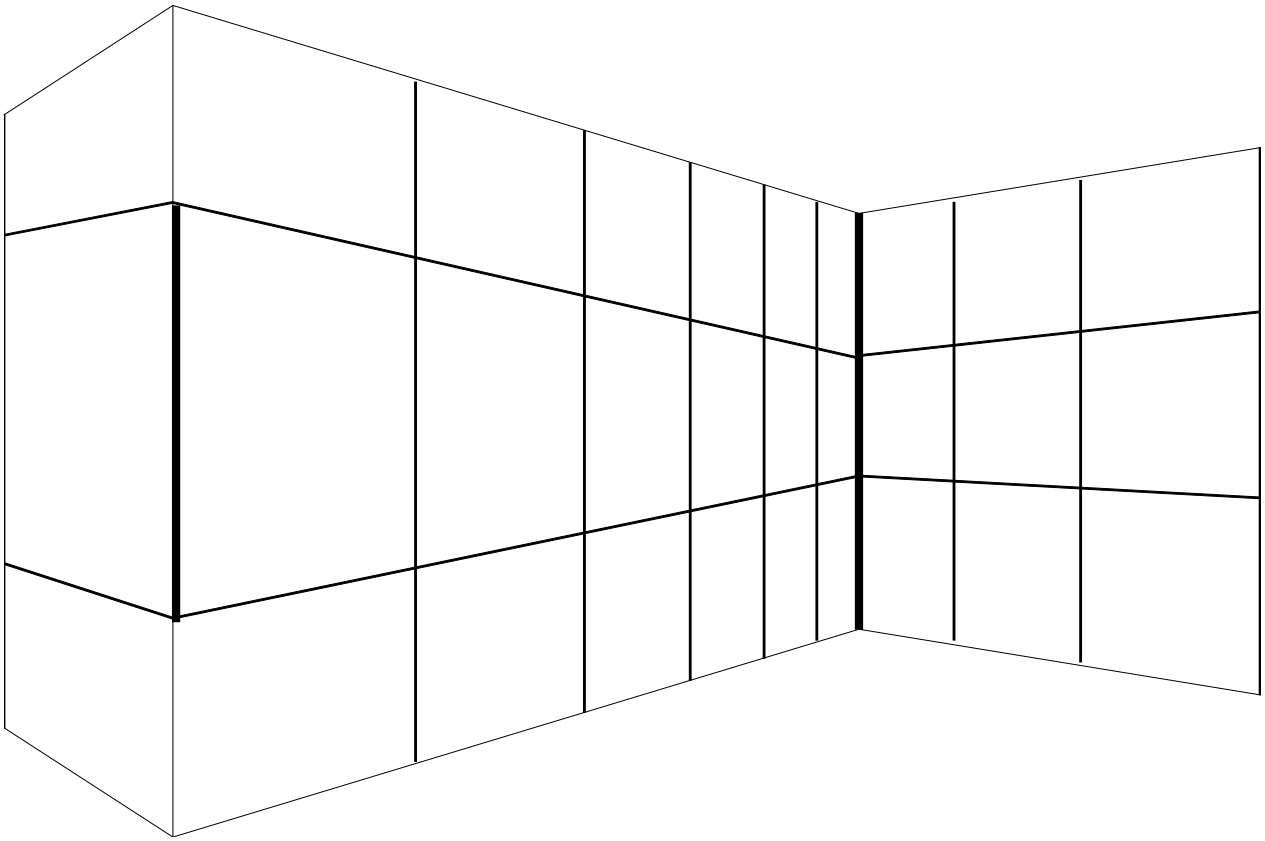
- i. Noise, temperature, and other physical distractions.
- ii. Distance (inability to see or hear) the message.
- iii. Role and personality differences which have a negative influence. In an employee-supervisor relationship, the supervisor doesn't want to look bad so he/she will be "pressured" into giving the impression that he/she understands the communication instead of asking for clarification.

III. Conclusion

A. Closing Statement

The field training officer should be as skilled in the oratory as Bernard Shaw and as effective in listening as Dr. Phil McGraw. Being artful in both speaking and listening will most assuredly help us fulfill our job. As we have learned, communication with others is a very important part of your professional and private lives, and maximizing these skills will improve your relationships and ensure your success as a Field Training Officer.

Which line is longer?



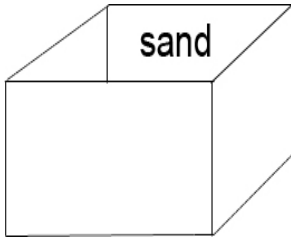
LOCATING THE BLIND SPOT

TO "SEE" YOUR BLIND SPOT, HOLD THE PAPER AT COMFORTABLE ARM'S LENGTH. COVER YOUR LEFT EYE AND FOCUS THE RIGHT EYE ON THE CIRCLE WITH A "C" IN THE MIDDLE. BY ADJUSTING THE DISTANCE FROM THE PAGE TO YOUR EYE, YOU CAN MAKE THE OTHER CIRCLE WITH AN "O" IN THE MIDDLE VANISH FROM YOUR PERIPHERAL VISION. THIS IS BECAUSE THE IMAGE HAS FALLEN ON THE OPTIC NERVE HEAD OF YOUR RIGHT EYE. THE BLIND SPOT, OUTSIDE THE AREA OF NORMAL VISUAL ATTENTION, IS HARDLY EVER NOTICED.



BRAIN TEASERS

1



2

MAN BOARD	STAND I
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3

4

R	E	A	D	I	N	G
---	---	---	---	---	---	---

5

WEAR LONG	R ROAD A D
--------------	---------------------

6

7

T O W N V

8

CYCLE CYCLE CYCLE

9

LE VEL

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Fundamentals of Field Training for the Georgia Peace Officer

Fundamentals of Field Training for the Georgia Peace Officer

I. Introduction

A. Introduction

As we have already discussed, the role of a field training officer (FTO) is both demanding and rewarding. In the role of trainer, the FTO has direct influence on the lives and career development of their individual trainees. However, this influence is not captive within the trainee. It carries over and impacts the overall culture of the law enforcement agency.

Access Article:

<http://leb.fbi.gov/2011/april/law-enforcement-professionalism-training-is-the-key>

Law Enforcement Professionalism Training Is the Key

~FBI

1. *“What are three important points made by the authors in the article?”*

2. *“How does it relate to the job of an FTO?”*

In the article we just reviewed it was written that “American law enforcement is professional, effective, efficient, and, often, regarded as a model to follow worldwide. Some would hold that a significant factor in the history of this professionalism is training, which imparts the knowledge, skills, and attitudes that form its foundation (ANTHONY J. PINIZZOTTO, Ph.D., SHANNON BOHRER, M.B.A., and EDWARD F. DAVIS, M.A.)” With the importance of training fully exposed, it is now time to add tools to our toolbox that will aid us in developing, conducting and evaluating high level law enforcement training.

This lesson will cover the fundamentals of law enforcement training and will provide key guidance in the facilitation of the Field Officer Training Program.

B. Performance Objectives

1. Terminal Performance Objective

Given an assigned trainee, the field training officer will employ effective adult teaching and evaluation methods to enhance the trainees work performance in accordance with the Field Training Officer Program’s standards.

2. Enabling Objectives

- a. Discuss the Basic Field Training Programs
- b. Explain the three domains of learning.
- c. Discuss adult learning types.
- d. Describe laws of adult learning.
- e. Explore various teaching/learning methods.
- f. Adapt the ADDIE model for field training.
- g. Review Critical Task identified for Peace Officers in Georgia
- h. Demonstrate methods to develop and measure training objectives.
- i. Explain methods of conducting trainee evaluations.

C. **Reasons for Learning**

Pardon the bad pun but “**Good Training is No Accident.**” This can be explained in two ways: **1. “Good Training” is the product of intent. 2.) “Good Training” prepares trainees to work in a high-stakes environment in the safest manner possible.** As FTOs we set the stage for a trainee’s career. We provide them with direction and guidance that will whet their appetite for both the job itself as well as encourage a love of learning. This block of instruction will provide the new FTOs with information about the Field Training Program and the principles of Adult learning.

II. **Body**

As a field training officer (FTO) we are considered the second link in the training/education chain. It probably goes without saying that an FTO needs to be proficient in the skills required of a peace officer. This is reinforced by Howe (2011) when he explains, “Leaders and trainers need to understand the technical, tactical, and safety aspects of the job, so they make informed and intelligent decisions on a course of action” (p.228). The morale of this quote—to train, the trainer must know and understand what needs to be taught/learned. However that is only a portion of what is needed to promote learning. Another key ingredient is to understand and employ tools that reach adult learners in an ever-advancing world. The adult learner is a unique creature that has been dissected, studied, reconstituted. Through this we have developed many theories on how to best reach them.

A. **Understanding the Basics of the Field Training Program**

Since no two law enforcement agencies are alike each will develop methods of operations to satisfy their unique needs. For instance, the Georgia Association of Chiefs of Police have developed a model policy and procedures manuals that department can use as a guide to help them develop their own. However, it isn’t a one size fits all document, it must be tailored to fit. The process of field training is no different. Each agency who utilizes a field training program will develop their own methods to facilitate their program. However, below is an example of how a program may operate.

1. _____

The first five days of the Field Training Program is known as an "Orientation Period." During this interval, the Trainee will not be evaluated by the FTO or the Field Training Coordinator.

2. _____

At any time during field training, the FTO may clear "one-unit, with a Trainee observer," to ensure that adequate cover is assigned to calls for service. This means that the FTO is essentially working alone on calls and the trainee is simply a shadow. Therefore for the sake of response they are not a 2-person unit. This option is important to the FTO until they can adequately assess the capabilities of their assigned Trainee. The Trainee trains in Phase I with the first FTO for four calendar weeks.

3. Phase II

During the final weeks of Phase I, the Trainee will be informed of their training assignment for Phase II. It will be the responsibility of the Trainee to contact their next duty assignment supervisor to determine their days off and the date to report for duty.

The FTO and Field Training Coordinator should ensure that the Trainee has had adequate exposure and is progressing satisfactorily before they are allowed to complete Phase II. The Trainee must receive an overall rating of four (4) or better in all rating categories on the Phase II End-of-Phase Evaluation report in order to proceed into Phase III. During Phase II, it is a logical place to remove the Trainee from the Program schedule and inject them into remedial training if they are demonstrating a deficiency that must be overcome before Program completion. In fact, this must be done if the Trainee would not receive the required evaluation of all fours in all categories on the Phase II End-of-Phase Evaluation Report. Phase II is five calendar weeks in duration.

4. Phase III

Phase III is the last phase during which the Trainee will receive intensive training from the FTO. Phase III is five weeks long. The Trainee should be given more responsibility for handing calls start to finish during this period.

During this period, the Trainee should complete the Problem Based Learning Exercise and complete the evaluation of the exercises using the Prescriptive Training Example to guide the FTO's evaluation of the exercises.

5. Phase IV

The final time period in the program is Phase IV, the "Evaluation only" phase. During Phase IV, the Trainee is assigned to the Field Training Coordinator, or their designee. Phase IV begins in the sixteenth week in the FTO Program and is one calendar week in length.

In Phase IV, the Trainee will be expected to perform almost entirely on their own. The Field Training Coordinator will be along merely as an observer and evaluator but shall at all times maintain override discretionary control: i.e., they should intervene when necessary to preserve safety, the integrity of the Agency, or prevent irreversible error on the part of the Trainee. Otherwise, the Field Training Coordinator should allow the Trainee considerable leeway and encourage initiative and independent action. To adequately assess the Trainee, the Field Training Coordinator may clear "one-unit with an FTO Observer" to allow the Trainee to function in a "one-unit" status.

Again this is just an example and your agencies may be different. In addition, if the trainee happens to be veteran officer (aka lateral transfer) their FTO program may be shortened due to their experience.

B. Domains of Learning

Overtime the act of education/training has developed in to a system mostly about transferring data from one person to another. This is easy to do. The FTO stands in front of the trainee and simply “pushes” information toward them. The hope here is to provide the data needed for the trainee to “recall” it later. This is where we get the notion “They should know because I told them.” Teaching in this manner is utilitarian and aims for the lowest levels of training. In order to inspire actual personal development we need to aim a lot higher. A good phrase to help us understand this is “Telling alone ain’t Teaching”.

Access Internet link

http://en.wikipedia.org/wiki/Benjamin_Bloom

Benjamin Bloom.

In the 1950’s educational expert Dr. Benjamin Bloom published his “Taxonomy of Learning Domains.” The term “taxonomy” means a classification or structure. It is a hierarchy of steps that must be taken in order to complete a process. Bloom, through his taxonomy, identified three (3) categories or domains of learning which describe the ultimate goal of the training process – what learners will hopefully acquire as the result of training. In the pursuit of mastery of a subject a learner must work through all three domains. The domains are:

1. Cognitive (Knowledge)

This domain involves the development of intellectual skills. It is about developing a conscious competence; it is about the academics of learning.

The following chart describes the levels or hierarchy of cognitive learning which we will discuss from simplest behavior to the most complex that we expect learners to be able to accomplish at the end of any training program.

	Bloom's Cognitive Level	Student Activity
Levels		Making a judgment based on a pre-established set of criteria
		Producing something new or original from component parts
		Breaking material down into its component parts to see interrelationships / hierarchy of ideas
		Using a concept or principle to solve a problem
		Explaining/interpreting the meaning of material
		Remembering facts, terms, concepts, definitions, principles

The following are the Key Words which describes the activity in the cognitive domain to be trained and measured at each level.

Level 1. Arrange, define, describe, label, list, memorize, recognize, relate, re-produce, select, state.
Level 2. Explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorize, paraphrase, reference, example.
Level 3. Use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role play;
Level 4. Analyze, break down, catalog, compare, quantify, measure, test, examine, experiment relate, plot, extrapolate, divide
Level 5. Develop, plan, build, create, design, organize, revise, formulate, purpose, establish, assemble, integrate, re-arrange, modify
Level 6. Review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue.

2. Attitude (*Affective*)

Refers to how people deal with things emotionally, such as feelings, motivation, and enthusiasm. This area is about “feeling”. If a trainee is not given the proper motivation and direction corruption and liability will seep in. If we do not affect their heart they could fall victim to ethical traps that can cost them their career and the agency their standing in the community.

The following chart describes the levels or hierarchy of affective learning which we will discuss from simplest behavior to the most complex that we expect learners to be able to accomplish at the end of any training program.

Levels	Bloom's Affective Level	Student Activity
		Adopt the belief system and philosophy.
		Reconcile internal conflicts; develop value system.
		Attach values and express personal opinions.
		React and Participate actively.
		Open to experience, willing to hear. To take interest in the learning session.

Key Words

The following are Key Words which describes the activity in the Affective domain to be trained and measured at each level.

3.

Level 1. Ask, listen, focus, attend, take apart, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do feel;
Level 2. React, respond, seek clarification, interpret, clarify, contribute, question, present, cite, write and perform;
Level 3. Argue, challenge, debate, refute, confront, justify, persuade, criticize;
Level 4. Build, develop, formulate, defend, modify, relate, reconcile contrast and compare, arrange;
Level 5. Act, display, influence, solve, and practice.

This refers to physical movement, coordination, and the use of motor skills to accomplish a task.

The following chart describes the levels or hierarchy of Psychomotor learning which we will discuss from simplest behavior to the most complex that we expect learners to be able to accomplish at the end of any training program.

Bloom's/Dave's Psychomotor Level	Student Activity
	Automatic, unconscious mastery of activity.
	Adapt and integrate expertise to satisfy the objective.
	Execute Skill reliably, independent of help
	Reproduce activity from instruction or memory
	Copy action of another; observe and replicate.

K

Key words

The following are Key Words which describes the activity in the Psychomotor domain to be trained and measured at each level.

Level 1. copy, follow, replicate, repeat, adhere;
Level 2. recreate, build, perform, execute, implement;
Level 3. demonstrate, complete, show, perfect, calibrate, control;
Level 4. construct, solve, combine, coordinate, integrate, adapt, develop, formulate, Modify, Master;
Level 5. Design, specify, manage, invent, project-manage.

Depending on the category of learning, instructors may need to use different techniques, presentation methods and strategies to help convey the content. For example, using only lecture for teaching someone how to use a fire extinguisher would not be appropriate because to use a fire extinguisher one needs to have the knowledge and skills necessary. So, in addition to lecture, it would be appropriate to incorporate a demonstration and possibly a practical exercise into the course to ensure the training objective is met.

C. Discuss adult learning types/preferences.

The job of training requires an investment from both the trainer and the trainee. The trainee must be open to learn and apply energy to study and/or practice so that learning is viable. However, the learner is not responsible for most of the heavy lifting we in comes to providing the right circumstances and environment for them to learn. This is the trainer’s job. To ensure learning can happen the trainer must provide each trainee with opportunity to learn. This starts with understanding how learners learn best.

Learning is a process of taking-in (perceiving) information through the senses and then processing it. The taking-in of information is often divided into three modalities or channels.

Don Clark (2012), noted educator and instructional designer, explains these “modalities” as “channels by which human expression can take place and is composed of a combination of perception and memory”.

These modalities are not “all exclusive”--meaning that a person is not totally one or another. In the real world, our trainees will usually take-in information in more than one of these. However, depending on the subject or task to be learned, they may filter the information more heavily using one or two of them.

1.

If they prefer visual learning, they learn best by reading or seeing pictures. They understand and remember things by visual cues/sight. They can picture what they are learning in their head, and they learn best by using methods that are primarily visual. They like to see what they are learning.

As visual learners, they are usually neat and clean. They often close their eyes to visualize or remember something, and they will find something to watch if they become bored. They may have difficulty with spoken directions and may be easily distracted by sounds. They are attracted to color and to spoken language (like stories) that is rich in imagery.

Here are some general things that help visual learners:

- a. Use graphs, charts, illustrations, or other visual aid
- b. Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- c. Include plenty of content in handouts to reread after the learning session.

- d. Leave white space in handouts for note-taking.
- e. Invite questions to help them stay alert in auditory environments.
- f. Post flip charts to show what will come and what has been presented.
- g. Emphasize key points to cue when to take notes.
- h. Eliminate potential distractions.
- i. Supplement textual information with illustrations whenever possible.
- j. Have them draw pictures in the margins.
- k. Have the learners envision the topic or have them act out the subject matter.

Remember that they need to see things, not just hear things, to learn well.

2. _____

If they prefer auditory learning, they may learn best by hearing and listening. They understand and remember things they have heard. They store information by the way it sounds, and they have an easier time understanding spoken instructions over written ones. They often learn by reading out loud because they have to hear it or speak it in order to know it.

As an auditory learner, they probably hum or talk to their self or others if they become bored. People may think they are not paying attention, even though they may be hearing and understanding everything being said.

Here are some general things that help auditory learners:

- a. Begin new material with a brief explanation of what is coming.
Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”
- b. Use the Socratic method of teaching by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.
- c. Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- d. Have the learners verbalize the questions.
- e. Develop an internal dialogue between yourself and the learners.

Remember that they need to hear things, not just see things, in order to learn well.

3.

If they are a kinesthetic learner, they learn by touching and doing. They understand and remember things through physical movement. They are a "hands-on" learner who prefers to touch, move, build, or draw what they learn, and they tend to learn better when some type of physical activity is involved. They need to be active and take frequent breaks, they often speak with their hands and with gestures, and they may have difficulty sitting still.

As a kinesthetic learner, they like to take things apart and put things together, and they tend to find reasons to tinker or move around when they become bored. They may be very well coordinated and have good athletic ability. They can easily remember things that were done but may have difficulty remembering what they saw or heard in the process. They often communicate by touching, and they appreciate physically expressed forms of encouragement, such as a pat on the back.

Here are some things that help kinesthetic learners:

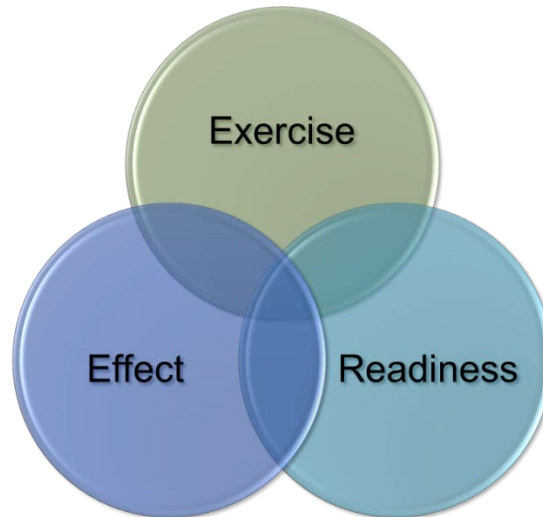
- a. Use activities that get the learners up and moving.
- b. Play music, when appropriate, during activities.
- c. Use colored markers to emphasize key points on flip charts or white boards.
- d. Give frequent stretch breaks (brain breaks).
- e. Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- f. To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- g. Provide high lighters, colored pens and/or pencils.
- h. Guide learners through a visualization of complex tasks.
- i. Have them transfer information from the text to another medium such as a keyboard or a tablet.

Remember that they learn best by doing, not just by reading, seeing, or hearing.

In order to get the "most bang for our buck" when it comes to training it is important to know the learner and utilize methods that work for them. Later we will explain specific teaching methods that can be used to prompt learning.

D. Describe laws of adult learning.

Learning is a basic process of life. It is based upon certain recognized principles. To be successful, one must understand the laws that govern the learning process. Edward L. Thorndike and his contemporaries developed the following laws of learning:



1. Exercise

The law of exercise stresses the idea that meaningful activity is essential for all learning. Repetition is basic to the development of adequate responses. Certainly, no one ever becomes proficient at a skill without performing the operation over and over. The amount of repetition required will vary from person to person.

Learning is always based on activity, which requires some kind of exercise involving both mind and body. It should be pointed out, however, that practice does not always “make perfect”. “Perfect practice makes perfect”. Mere repetition may be dull and meaningless if the trainee cannot see or appreciate the reason for it, or if they don’t receive positive or negative feedback. Repetition is extremely important for adult learners. Repetition must have the essential elements of interest, meaning and goal.

2. Effect

Learning will always be more effective when a feeling of *satisfaction, pleasantness, or reward* accompanies or is a result of the learning process. This is not to say that learning is always painless. People often learn worthwhile lessons by “suffering the consequences” of their actions. However, if the goal in view is desirable and will satisfy a need or desire, an individual is willing to suffer many setbacks on the road to success. Another factor influencing the effect of learning is the use of either praise or blame as a learning tool. Research shows that *praise is more effective than blame in motivating learners*. In other words, although punishment may be necessary at times, reward is more effective.

3. Readiness

The law of readiness means a person can learn when physically and mentally adjusted (ready) to receive stimuli (instruction). This readiness to learn is evident when the trainee shows high interest and anticipation of the activities to be carried out. What can impact their readiness? Work schedules such as shift work, personal matters, the trainer's enthusiasm, etc.

E. Explore various teaching/learning methods.

As information is gathered it is then processed and applied using deductive or inductive learning. The type of instructional method employed has one of these learning types associated with it.

1. _____



This method is **trainer centered** and provides for learning by establishing rules and then the trainee is given specific directions on how to apply the new rule. Experience is gained through repetition or drill. It can be simplified by saying; it is telling a trainee what they must know.

A good example may be the learning of algebra. In this mathematical model Learners are taught formulas or equations that guide them toward an answer. Here the rules are clearly established and if not applied correctly a wrong answer will result. This method may appear mechanical and/or rigid.



In the deductive style an FTO may simply tell a trainee about how to package and secure evidence. Then they will let the trainee do it for themselves. If the trainee is unsuccessful the FTO may stop the individual and do it for them.

- “**Deductive is Direct teaching and it’s consider **Passive.”****

2. Inductive

This method is more **learner center**. It provides the trainee with the ability to learn by *noticing* versus being told. Inductive learning is achieved through reasoning versus direction. With this method the trainee will establish rules by experimenting or researching a concept without a preamble by the teacher.

An example of this may be child learning to walk. A parent may provide the child the correct environment to induce walking but the child must develop an understanding of gravity, locomotion and body mechanics through trial and error to be able to master that ability. Inductive is more fluid and provides for a sense of adaptability.

A good example of this style would be an FTO teaching a trainee how to change a flat tire. The FTO provides no initial instruction but they provide the student with a vehicle, a lug wrench and a jack. The trainee would then reason for themselves the steps needed to change the tire. If they have not experienced this before then there may be mistakes such as jacking the car before loosening the lug nuts; which will allow the tire to spin while they are attempting to loosen the lugs nuts.

- Inductive is Individualized teaching and it's consider **Active.**”

Access YouTube video:

<https://www.youtube.com/watch?v=Ipra1nsUUY>

Subaru-Flat Tire

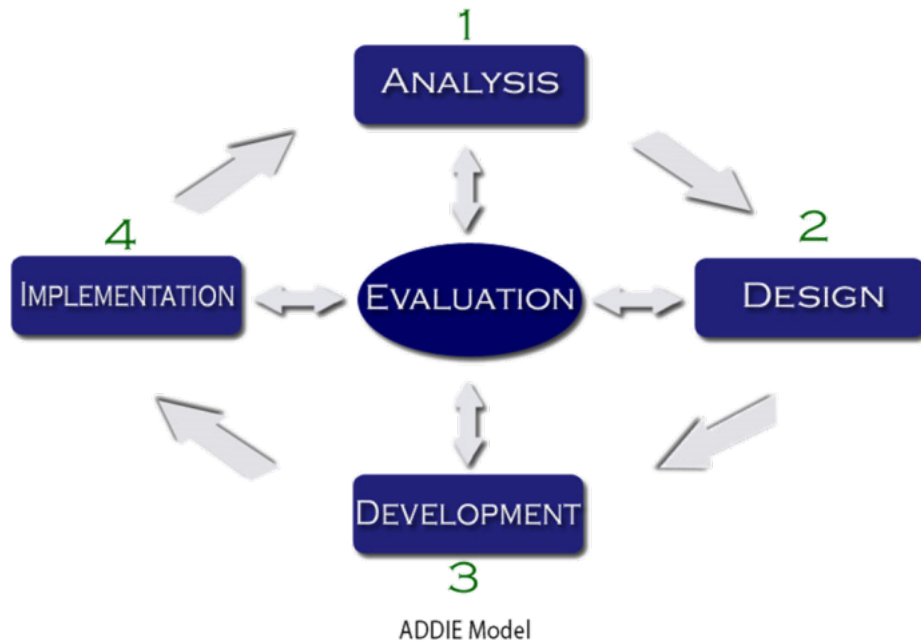
F. Adapt the ADDIE model for field training.

The ADDIE model was developed by Florida State University for the United States Military in 1975. It is considered a “generic process traditionally used by instructional designers and training developers [with little or no teaching experience].

The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools(Culatta, R, 2013).”

The Field Training Officer Program for most agencies is established as a set of standardized directives to be taught, observed and evaluated. But it is up to the individual FTO to determine the best approach for each trainee they are assigned.

For the FTO the ADDIE model is a method by which they can study a trainee and develop an instructional plan to best suit the needs of the specific individual. It seems cumbersome at first but the more you use the system the easier it becomes.



1. Analyzing training needs.

a. The Job

First we need to identify the duties and task that need to be trained during the training phase.

i. Duty

A **duty** can be best described as a “General area of competence that successful workers in the occupation must demonstrate or perform on an ongoing basis.” We can think of idea of **maintaining a motor vehicle** as a duty that an officer is charged with.

ii. Task

The term **task** means “a work activity that has a definite beginning and ending, observable, consists of two or more steps, and leads to a product, service, or decision.” Doing a **daily vehicle inspection** is great example of a task.

b. The Trainee

Review the trainees work history. Are they experienced or are they “fresh from the academy”? This will lead us in developing a plan to guide them.

i. Veteran

Most FTOs get excited when they learn they get to orientate a veteran officer to their department. This usually means that individual comes with a lot of knowledge and skill, and requires only minimal coaching in the area of agency policy and procedures to be up and running.

However, we should never assume that a veteran officer comes to us well versed. For instance, an officer may have been sent to the academy years ago but spent their entire career working in corrections or assigned to courts. This is valued experience but it doesn't translate to patrol work.

Moreover, the veteran officer may come to you with "baggage." They may have developed habits or attitudes in their old position that do not coincide with your agency's mission and/or policies. This must either be "trained out" or they may need to be "phased out." In either case the FTO is vital.

Get to know the individual. It is important that we understand them on a personal level so we develop an idea of how best to communicate with them.

ii. New employees

"Ah-Ha—a clean slate!" Even though they will require much more time and attention overall, many FTOs prefer working with a fresh recruit. They come straight from the academy eager to learn and work—which is great! However, over eagerness may cause them to try to rush. The FTO needs to set an active but calm demeanor when working with the trainee. Have them focus on the fundamentals. They may want to be the sergeant day one but they have to learn the job at hand first.

Each trainee has strengths and weakness that the FTO needs to identify and address. The weakness' are considered "gaps" and they can be generally be filled in through proper training and coaching. But different gaps require different strategies.

2. Designing Training Strategies.

Business dictionary.com (2014) defines strategy as "1. A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem." For each trainee and for each task the FTO should design a unique plan to approach it.

At this point goals can be written in accordance with the duties, task and behaviors already established. These goals in turn lend themselves to the design of the performance based exercises which will be used to show that the teaching of the tasks was successful. We will also need to develop

concepts on how we would want to evaluate their learning such as activities, test and questions/answer sessions.

3. Develop Teaching Tools.

There are five components which comprise this phase, and some of them may be done in conjunction with one another.

- a. Establish the activities, strategies and techniques which enable the trainee to most effectively learn the material to be taught.
- b. Develop the instructional management plan and delivery system, taking into account such things as: teaching environment, equipment, skill level of the trainer, types of training aids, etc. necessary for effective training.
 - i. Three unique teach methods exist for FTO:

- aa. **One-on-One Coaching**

The FTOs role in training is intimate in that most of the barriers and distractions present in other educational settings are absent. There are no orderly rows of student desk to control the students and there is no podium to hide behind like there is during a lecture. It is just you and them. In this stripped down and raw condition the trainer can focus on the needs of that one person and “coach” them in the right direction.

“A coach is a person who engages in an interaction intended to enhance performance or facilitate change in another. A coach helps others to discover and do what works, that is, do the right things in the right way for the right reasons to achieve the right results.” This quote best sums up the role and the goal of an FTO and how they should approach the job of training. As a coach, we can focus on the fundamentals at the rate needed to ensure they are being perceived and processed effectively. It also provides us with early warning signals that the trainee might not be right for the agency and/or the profession.

- bb. **Demonstration**

Most people learn better and retain longer when being taught by the demonstration method. We have an obligation as trainers to use training strategies beyond telling / discussing.

I Hear --- I Forget
I See --- I Remember
I Do --- I Understand

The demonstration process consists of three (3) stages which must be followed in progression for the activity to be most useful. The three stages consist of the following:

- _____
- _____
- _____

All three stages incorporate "showing by doing". Thus, by the end of the third stage, the trainee should have enough understanding of the subject to perform it himself/herself.

“Develop Demonstration That Can Used During Field Training”.

cc. Illustrations

This method can be defined as “Teaching by pictures”.

The purpose is to show how a skill, procedure, or process is performed so that the trainee will be aided in learning this skill or knowledge. This approach illustrates to the student, what, why and how.

Illustrations can take the form of diagrams which show a process or flow of steps / events or can be a video or photo of how something should be done. For example, a flow chart provides a great visual illustration of how a process works.

- c. Review the existing literature, training plans, policy updates or other reference sources which you can use to help develop your resources.
- d. Write the training outline for the phase, handouts, and other materials needed for the learning, (i.e. 10-codes study guide, copies of policy, report templates, etc.)

4. Implement strategies and methods.

Here you teach the knowledge and demonstrate the skills. Your strategies and tools can be refined; transitions and timing smoothed out and exercises proven effective. This is the "do" phase where you teach and expose them.

5. Conduct evaluations of training strategies and methods.

There are two types of evaluations we can use in the field training program.

a.

The first is a formative evaluation. This type is used as you are going through the process of teaching. One way to use this type is to ask direct questions of the trainee to see what they know. Another is to simply observe their performance, if it isn't right stop and make corrections. We refer to this as a *teachable moment*. This method helps ascertain if your teaching methods are working at the time. If not, we need to stop and apply another approach.

b.

Summative evaluations are used to ensure the learning loop is complete. It is a way of documenting that the trainee has met the terminal goals of the training program. We use the Daily Observation Report as the main mechanism. We will cover this later on in this lesson.

G. Review Critical Areas/Task Identified for Peace Officers in Georgia

It is mission critical that the FTO understands the “JOB” of being a peace officer from both an “operator” and a “trainer” perspective. A good FTO doesn’t have to put up the greatest number of stats; they simply possess an understanding of the job so well that they can explain it to others. Let look at the story of Hall of Fame baseball manager Bobby Cox as an Example.

Access the Internet Link:

<http://baseballhall.org/hof/cox-bobby>

Biography of Bobby Cox

The task listed below have been identified through the Georgia Association of Chiefs of Police and validated by an independent Occupational Analysis conducted by Georgia Public Safety Training Centers. These critical areas should be modeled by the FTO in a professional manner that is consistent with agency policies and established law. The idea of going “by the book” is important here. There can’t be any short cuts. Furthermore, the FTO should ensure their trainee performs in the same manner as taught by providing them with the proper coaching, mentoring and supervision. “Only Perfect Practice Makes Perfect.”

1. Use of Force/Response to Resistance

Steven Campbell (2014) of the Public Agency Training Council stated that “Law enforcement officers are the most powerful and visible members of government.” This is true because we have the authority to seize an individual without a warrant if probable cause exists to justify that seizure. The application force can be considered the ultimate seizure of a person and should be done consistent with agency policy, state and federal law and relevant case law.

a. Academy Use of Force Training

A question that might be arise “Didn’t they learn all that in the academy?” Well in short—yes, according to *Georgia Peace Officer Training Council 411-Hour Basic Peace Officer Training Course 11th edition (2013)*, All Georgia Basic Peace Officer Training Course students receive a **minimum** of:

- i. 40-Hours of firearms training (sec. 7.2)
- ii. 32-hours of control tactics (sec. 7.3)
- iii. 3-hours of stress (sec. 7.7)
- iv. 16-hours of judgmental simulation in the use of deadly force (sec. 7.9)
- v. 4-hours of use of force (sec. 7.10)
- vi. 24-hours of officer survival (sec. 4.7)

This totals 119-hours--or approximately 28 percent--of course time is devoted to exposure to the legalities and mechanics of the use of force.

The training is split between lecture and hands-on practical exercises and all of it is done in a “safe” manner using personal protective gear and direct instructor supervision. Is there risk in training? Yes but the risks are steeply reduced by the controlled environment.

The idea behind basic training is just that—basic. The information is generalized and the students are provided with **exposure** to the knowledge, skills and attitudes that are needed to be successful in the job.

There is simply not enough time or repetitions allowable in 411-hours to ensure mastery (Bloom’s third domain of learning) of the physical and mechanical tools that they need. So unless the trainee came to the class already practicing the skills—they leave as a “white belt.”

In the world of martial arts there is a saying “A black belt is a white belt that never quits.” This solidifies the need for on-going, updated and relevant training.

b. What should the FTO be reviewing?

The following key concepts were identified in the *California POST Field Training Program Guide (2004)*. These concepts need to be reviewed and evaluated by the FTO in terms of use of force:

- i. legal and ethical considerations pertaining to the use of force—including what justifies “reasonably necessary force.”
- ii. The trainee should review and explain their agencies policy, legal and administrative ramifications for both the agency and the trainee if unreasonable force is used.
- iii. The identify should be given opportunities to identify and evaluate situations that justify the use of deadly force and those situations that do not justify the use.
- iv. The trainee shall explain what is meant by ‘force options’ and provide examples of each that would fall within legal and moral limits, to minimally include:

aa. Use of force

- Non-verbal/police presence
- Verbal (Tactical communication)
- Physical/Control (Weaponless)

bb. Non-Deadly Weapons

- Chemical agents
The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for persons who have had it applied to them,

and the reporting procedures in cases where it is used.

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

- Additional agency approved non-lethal weapons (including Stun Guns, Electro – Muscular Disruption Devices, Pepper Ball and/or Bean Bag Weapons, etc.)

cc. Deadly force

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

- Type of crime and suspect(s) involved,
- Threat to the lives of innocent persons,
- Law and agency policy,
- Officer’s present capabilities,
- And capabilities of officer’s weapon.

2. Emergency Vehicle Operations (Pursuit)

The operation of a vehicle during response to an emergency creates a lot of risk for the officer, the motoring public and the employing agency. Therefore, it is critical that each trainee be provided with additional explanation that reinforces what they received during their basic training. Key issues that should be discussed with the trainees and observed are:

- a. State law for emergency vehicle operation (i.g. 40-6-6. Authorized emergency vehicles, 40-6-74. Operation of vehicles on approach of authorized emergency vehicles and etc.)
- b. Case law (Scott v. Harris)
- c. General principals of “due regard”
- d. Agency Policies and Procedures.

Due to the heightened risk, the old adage of “chase them till the wheels fall off!” has fallen on disfavor with many agencies today. Most agencies restrict pursuits to incidents involving violent felonies or when the operation of the pursued vehicle is being operated with extreme recklessness and demonstrates a wonton disregard for the safety of others

prior to police contact. A stop sign violation citation isn't worth the risk of life a chase creates, especially if we can locate the person later.

Search and Seizure-Arrest

3. The trainee should be instructed on the department's policy on the three tiers of officer citizen contacts. They should also be reminded of requirements placed on them by the 4th Amendment of the United States Constitution in terms of search and seizure. Additional instruction should be given in regards to special conditions/exemptions to the Amendment that has been established by case or statutory law. Specific areas of discussion: Arrest/Search with a Warrant; Arrest/Search without a Warrant; Stop and Frisk; Vehicle Stops; Vehicle Searches; Container/luggage Searches; Inventory of vehicles and etc.

Due to the importance of this subject the FTO should stay well abreast of these subjects by attending regular training in criminal procedure and legal updates.

Care, Custody, Control and Restraint of Prisoners

4. The law does not mandate that we have a "duty" to protect specific individuals—until they are in our custody. We are charged with maintaining the welfare of our prisoners while they are in our custody. With that the FTO should review their department's policy on prisoner care and ensure the trainee understands they are "...totally responsible for their prisoner's "care and wellbeing" until such time as you request additional assistance and find other law enforcement, medical healthcare professionals, or mental health professional to assist you or are able to turn the prisoner over to other appropriate public safety professionals. (Klugiewicz, 2007)."

5. **Family Violence/Domestic Misconduct**

When reviewing the area of Family violence, the trainer needs to approach it in a two pronged manner.

a. Response to Family Violence

First, we should discuss and observe the trainee's response to domestic violence calls. The trainer should ensure the trainee is applying a strategies and tactics that support a comprehensive, proactive approach to domestic violence with an emphasis on victim safety. Specific areas of discussion include but not limited to:

- Proper and tactically sound approach techniques,
- Investigative techniques,
- OCGA Title 19-13- Domestic relations; Family violence
- OCGA Title 17-4-20.1-- Investigation of family violence; preparation of written report; review of report by defendant arrested for family violence; compilation of statistics
- Rendering aid,
- Understanding restraining orders,
- "Special relationships",
- And proper documentation.

b. Officer Involved in Domestic Violence

Secondly, we should discuss the policies, laws and outcomes related to cases where the officer is an involved party. The trainer should emphasize their department's position of zero tolerance in this matter.

The Georgia Chiefs Association state that "It is imperative to the integrity of the profession of policing and the sense of trust communities have in their local law enforcement agencies that leaders, through the adoption of clear policies, make a definitive statement that domestic violence will not be tolerated."

Federal law (18 U.S.C 922 (g)) prohibits police officers convicted of qualifying misdemeanor domestic violence crimes from possessing firearms. If this happens then their ability to function as a police officer is stripped away rendering them unfit to do remain in the job.

6. Off-Duty Conduct

Another important subject to address is the agencies expectations for their personnel when they are in an off duty status. Specifically, what are the agencies policies in regards to off duty carry of firearms and what is considered to appropriate action if the officer observes criminal activity while they are off duty?

a. Always On-Duty

In the past, officers were trained/told that they were on-duty 24-7 and were required to carry their issued firearm and agency credentials at all times. There was further imposition that said that the officer was required to take some enforcement action if they criminal activity. These blanket requirements have become less and less popular.

b. Officer Discretion

Now most agencies allow for officer discretion when it comes to off-duty carry of weapons. Furthermore, many agency policies define the term "action" broadly. For instance, one agencies policy reads "you have NO LEGAL OR AGENCY obligation to get involved, especially if such intervention places you in a position of peril or such intervention requires that you behave recklessly, carelessly or in a suicidal manner. And "While Agency policy mandates that you "take action" when witnessing a serious crime, calling the police and monitoring the situation from a SAFE vantage point fulfills that obligation."

c. Officer Safety

The most paramount issue is safety of the officers and his family. Training officers should teach their trainees to be survival-conscious officers. We should train them to NOT to intervene off-

duty UNLESS their life or the life of another innocent party is IMMEDIATELY in danger. In other words, you should only consider intervention when deadly force would be justified. You should not intervene just to make an arrest while off-duty. The decision to take action, beyond simply reporting, is a personal one and is not a requirement.

i. Getting Involved

If they decide they must get involved, they should select someone to call 911 to advise the operator that an off-duty officer is on scene. Have the caller inform the operator if they are armed. If possible, have them describe the officer and their clothing. This will affect the mindset of the responding officers. When uniformed police officers arrive, they should have their badge out and visible. They shouldn't rely on showing their identification as a means of providing any protection. At a distance, in dim light and under stress, a badge may not be seen. Or, the identification may not be given credibility if the responding officers do not recognize them personally.

ii. What to do When the Calvary Shows up.

Some trainers advise officers to hold their badge high overhead for the best chance of being seen because the eyes of the responding officers are most likely to go immediately to your drawn firearm. An officer is probably safer to RE-HOLSTER their gun when other officers arrive, unless doing so would put them and the responding officers or innocent civilians, in jeopardy. Until the responding officers sort out who is who, their gun is their greatest personal liability.

Access Article

<http://www.officer.com/article/11151312/blue-on-blue-shootings>.

“Blue-on-Blue Shootings”

~Paul Markel

Trainers should review their agencies policy in regards to expected conducted from its employees. With that, most all agencies subscribe to an ethics statement that discourages negative conduct such as “Employees must avoid conduct which might discredit themselves or adversely affect the morale, operations or efficiency of the Agency.” Harassing and/or discriminatory actions on behalf of an officer clearly breaches this and is not tolerated.

When working with a trainee the trainer should model and teach proper treatment of others. Furthermore, the trainer should discuss the ramifications if the trainee commits actions that could be deemed as inappropriate conduct such as:

- Quid Pro Quo Sexual Harassment
- Hostile Environment Sexual Harassment
- Same Sex and Sexual Orientation Harassment
- Racial Harassment
- Other Forms of Harassment

8. Internal Affairs (understanding the process)

To steal a line from Stan Lee’s Spider-Man (2002) “With great power comes great responsibility.” There is no greater power than that given to a police officer as the enforcement tool of government. The Internal Affairs process serves to manage this power and keep it from becoming corrupt.

Trainees don’t need to know all the “in-and-outs” of an internal affairs investigation to be effective in their job but they should be familiar with the general process and its purpose. Trainers should explain the key elements such as:

- Complaint process,
- Answering the complaint/making statements,
- Employee rights and responsibilities,
- Basics Garrity issues,
- Supervisors role,
- And possible outcomes

The time to learn about the process is not in the middle of an investigation. If a trainee understands ahead of time there will be far less mystique which should reduce the fear, apprehension and reluctance felt.

9. Dealing with the Mentally Ill/Persons of Diminished Capacity (MIDC)

One of the most dangerous calls an officer will respond to is that of a person suffering from: a mental illness, a developmental disorder and/or from diminished capacity. When they arrive on scene, officers can face a subject that is experiencing and displaying broad spectrum of behaviors. This can range from non-aggressive withdrawal, to acting out behavior such as suicide or homicide. During instruction in MIDC, trainees will receive a lot of information about various disorders; including their signs and symptoms. Though it is good to have a casual understanding of basic psychology, the main goal is not to diagnose an individual but observe signs that the person is becoming a danger to themselves, to the officer or to others.

Most experts suggest that the best strategy is to slow things down. In general, this is a good practice because it gives the officer time to cycle through the OODA loop—they observe the scene, orient to what they observe, decide on the proper course of action and then act. The time it takes to cycle through is primarily dependent upon the officer’s training, knowledge and experience.

To prepare a trainee for dealing with these issues trainers can develop training exercises that will allow the trainee to independently cycle through the loop and then receive feedback on their performance—all in a

controlled environment. These exercise should designed so that the trainee is given the opportunity to work through the OODA Loop and be able to articulate what they saw, what it meant to them, what they decided to do about and why, and finally was there actions appropriate. This process encourages them to use critical thinking to solve important problems in a quick manner.

10. Property and Evidence

Another critical task that officers complete routinely is the collection and preservation of property and evidence. It is evident that cases are won and lost based on the quality of the evidence, so it is important that trainees learn early how to complete the steps properly.

Trainers should walk their trainees through their agencies' policies as well other guidelines that govern evidence and property in a step-by-step manner. This will to ensure that nothing is missed. Specific areas to review are:

- Rules of evidence,
- Collection methods,
- Handling specifics; guns, drugs, money, biological, etc.
- Documentation,
- Storage,
- And release and/or destruction.

H. Demonstrate methods to develop and measure training objectives.

SMART goals are a sound way of gauging how you and your trainees are performing. You can start each day by reviewing the Field Training Officer Program Manual, shift briefing announcements and the directives from our chain of command. We can then use this data to set goals for that day/rating period.

In the beginning it will be incumbent upon the FTO to establish the goals but as the trainee develops confidence and competence in the work—we can turn it over to them. This transfer of responsibility will spur the trainee into becoming more invested in their own learning, and rely less on the FTO or others to set the pace.

“A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time- bound. Below is a definition of each of the S.M.A.R.T. goal criteria (Rochester University, UND)”.

1. Specific

Prior to meeting with trainee it is important to identify **specific** goals for that day. We should ensure they are simplistically written and clearly define what you are going to do.

Specific is the **What, Why, and How** of the S.M.A.R.T. model.

2. Measurable

Goals should be **measurable** so that you have tangible/observable evidence that you have accomplished the goal. Usually, the entire goal statement is a measure for the task, but there may be several short-term or smaller measurements built into the goal.

3. Achievable

Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. The trainee must possess the appropriate knowledge, skills, and abilities needed to achieve the goal.

You can meet most any goal when you plan your steps wisely and establish a timeframe that allows you to carry out those steps. As you carry out the steps, you can achieve goals that may have seemed impossible when you started. On the other hand, if a goal is impossible to achieve, you may not even try to accomplish it. Achievable goals motivate trainees. Impossible goals demotivate them.

4. Results

The goals can be used to measure the activities and later on it can be used to measure overall outcomes.

5. Time Bound

It is imperative that we establish some sort of timeframe for the completion of the task. This is a basic management principle—a project with no deadline is a task never completed. The time should be reasonable but apply enough pressure to get the individual moving.

In the example goal we have been discussing the timeframe for the activity to be completed within the 8-hour period. This will allow flexibility in case unexpected activities arise.

The concept of writing S.M.A.R.T. goals is very important for accomplishing individual goals, which in turn are linked to department goals.

S.M.A.R.T. Goal Worksheet

Goal:

1. **S**pecific. What will the goal accomplish? How and why will it be accomplished?

2. **M**easurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

3. **A**chievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. **R**esults-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

5. **T**ime-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

I. Explain methods of conducting trainee evaluations.

During the field training program, trainees will be guided, directed, and apprised of their progress through verbal and written feedback and evaluations—this is the most crucial part of the entire process. Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

1. Facilitate the general training plan.

There are numerous forms used across the country by law enforcement agencies to conduct appraisals, they may go by the titles of: Daily Observation Reports (DORs), Supervisor Weekly Reports (SWRs), and End of Phase Reports (EPRs); and alternatively, Daily Training Notes, Weekly Progress Reports, and Phase Evaluation Reports. Each law enforcement agency who operates a Field Officer Training Program will decide what type of documentation best fits their needs. No matter the title the focus is the same which is to ensure that the trainee is meeting objectives and benchmarks that will give the agency some assurance that they will perform effectively, efficiently and professionally when they are released as “duty ready.” The FTO should review and be well informed about the methodology that their program uses.

Field Training Officer Daily Observation Report Form

DOR #:	Date:
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Trainee's Name (Last Name, First M.I.)	Employee #
Field Training Officer	Employee #

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1				Driving Skills: Normal Conditions	
2				Driving Skills: Moderate/High Stress Conditions	
3				Orientation/Response Time to Calls	
4				Field Performance: Stress Conditions	
5				Self-Initiated Field Activity	
6				Officer Safety: Suspects/Suspicious Person/Prisoner	
7				Control of Conflict: Physical Skill	
8				Problem Solving/Decision Making	
9				Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10				Routine Forms: Accuracy/Completeness	
11				Report Writing: Organization/Details	
12				Report Writing: Grammar/Spelling/Neatness	
13				Report Writing: Timely	
14				Field Performance: Non-Stress	
15				Investigative Skills	
16				Interview/Interrogation Skills	
17				Officer Safety: General	
18				Control of Conflict: Voice Command	
19				Radio: Appropriate Use of Codes/Procedures	
20				Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b				Department Policies and Procedures Field Performance	
22a				Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a				City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a				Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a				Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	

2. Complete Daily Observation Reports.

As mentioned before there are a number of forms that agencies can use in their program but one that seems to be universally accepted is the Daily Observation Report. As a result, this will be our focus for this course.

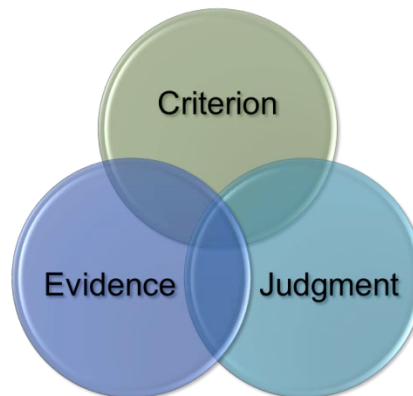
a. Purpose of the Daily Observation Report

This report is the **permanent record** of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. That is why we use it as the principle document used determining the trainee's status in the program.

The Daily Observation Report (DOR) is to be completed by the FTO at the **end of each shift** that the trainee is assigned to work during the field training program. Days where the trainee receives no evaluation by a qualified FTO (i.e., Orientation, days off sick or injured, non-enforcement or special assignments, etc.) can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

b. Review the triangle of testing/evaluation

The process of evaluation has three elements: Criteria, Judgment and Evidence. The DOR has been developed to cover each element. Let's discuss them.



i. Criterion

First, a trainer must have a well-defined criterion by which to evaluate the trainee. The criterion is the standard by which we are grading the trainee's performance. **It is how well they are doing.**

Our criteria are usually based on some type of “Likert scale”. A Likert-type scale assumes strength/intensity of experience is linear and can be measured in terms of strong agreement to strong disagreement. These scales typically contain an odd number of options, usually 5 to 7. One end is labeled as the most positive end while the other one is labeled as the most negative one with the label of “neutral” in the middle of the scale. We have adopted a 7-point scale.

aa. General Rules of Ratings

- A **rating of 1** is generally deemed to be the lowest and used when the trainee’s performance falls well below the standards. Ratings that fall below expectations generally **require** supportive evidence to justify the rating.
- A **rating of 4** considers that the trainee’s performance meets the standard.
- A **rating of 7** indicates that individual far exceeds the standards. Ratings that show that the trainee exceeds the standards **require** some supported evidence.

bb. Specific Supportive Criterion for Ratings

The information above has long been used as a guideline for FTOs as they complete their DOR ratings. However, it only provides for a small portion of the numerical ratings we are given to select from.

The key (below) is to be used as a guide by evaluators who are completing evaluation forms. The evaluator must use his/her best judgment when assigning values and be prepared to justify the rating given. Let’s look at each of the scores and what supports their use:

- **-0- Missing: (N.O. and N.R.T.)**

The 0 rating isn’t widely used however it might be used to qualify that the proper knowledge or skills was not demonstrate at all by the trainee.

If the activity was not observed during the rating period the FTO can use the N.O. rating for Not Observed. This is different from the 0 rating because it was not a failure on the student’s part.

If the trainee continues to fail to meet goals after repeated attempts they may receive a **Not Responding to Training (N.R.T)** rating which would prompt further review. This could lead to being set back in the training cycle or even dismissed from the training.

- **-1- Unacceptable/Did Not Meet:**
Here the trainee demonstrates a complete lack of ability or they were not prepared. Therefore, great improvement is needed. To simplify, this rating is used when their performance is clearly unsatisfactory.
- **-2- Poor/Did Not Meet:**
Here an attempt was made but it missed the mark. They failed to meet the objectives as defined by the program or they demonstrated inferior performance. As a result they fell well below expected standard.
- **-3- Marginal/Did Not Meet:**
Here the trainee showed some glimmer of understanding. Their performance was not good and not really bad. It lacked luster or enough energy to meet the expectations of a group of learners. The objectives were partially met but improvement is still needed.
- **-4- Acceptable/Meets:**
Here is where most new or average trainees dwell. They meet the minimum standards consistently. Their performance proves to be effective.
- **-5- Well Done/Meets :**
Here they demonstrated above average performance. Their work showed a good working knowledge of the skills set.
- **-6- Exceeds Standard**
At this level the trainee demonstrated very high quality work that needed only slight adjustment. However, the overall execution was correct.
- **-7- Significantly Exceeds Standards/Superior**
At this rating the trainee demonstrated expert level execution of a task.

ii. Evidence

The next part of the evaluation triangle is evidence. In order for the evaluation to be valid it must have some evidence against which to measure the criteria. The training programs evidence is taken from policies and procedures and placed into one of five categories.

aa. Appearance

The FTO should conduct daily inspections of the trainee. During the inspection the FTO should identify if the trainee meets the dress code and grooming standards of the agency.

bb. Attitude

The term “attitude” can be defined as a “settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior”. These are the traits that officers should be displaying as they approach their job. An occupational analysis of the job of Law Enforcement Officer (GPSTC, 2004) identified the following traits:

- Honesty,
- Integrity,
- Courage,
- Dependability,
- Reliable,
- Compassionate,
- Disciplined,
- Patient,
- Punctual,
- Respectful,
- And Confident.

cc. Knowledge

This is the area of cognitive understanding that establishes a **foundation**. The trainee’s knowledge could be observed through the use of both **written and performance evaluations**. The trainee should be assessed on their knowledge of: **policy and procedure, criminal statutes, city/county ordinances, traffic codes and criminal/civil process.**

dd. Performance

This area is measured through the exercise of specific skills. This hands-on component of the job and can be observed through **practical application**. The area will encompass the **12-critical tasks** that we have already discussed plus other important but **non-critical** tasks such as: **non-emergency driving, report writing, interview skills, officer safety, problem solving, conflict resolution, radio use, and communication skills.**

ee. Relationship

Much of our job is dealing with people; most of which are at a low point when we meet them. It is imperative that the trainee displays the proper mindset of “service” when working with the public and department members. This element will be guided by both policy and value statements.

Law enforcement officers can be judged by three courts: criminal, civil and public opinion. If proper relationships are built through agency/citizen engagement this boost our odds of winning in all three. Trainees should understand their community and respect the differences of ethnicity, social groups and culture.

iii. Judgment

The third and final element is judgment. This is where the FTO uses their own training, knowledge and experience to grade the performance of the trainee. The goal is to be as objective as possible when scoring the trainee and to follow the program and make adequate documentation. If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following “errors” entered into the evaluation process.

aa. Rating Errors

According to Dartmouth University’s Human Resource Department (2010); “Rater errors are errors in judgment that occur in a systematic manner when an individual observes and evaluates another”.

With this, our own perceptions and biases may influence how we evaluate a trainee's performance. Being professional and competent employees, trainers usually assume that their good intentions always translates in their evaluations of their trainees and that's what makes these errors so difficult to correct. Much of the time the trainer is usually unaware that she or he is making them. Let's look at the different rating errors.

- **Halo Effect**
This is the tendency to make inappropriate generalizations from one aspect of a person's job performance. This is due to being influenced by one or more outstanding characteristics, either positive or negative.
- **Leniency**
Here we show a tendency to evaluate all people as outstanding and to give inflated ratings rather than true assessments of performance.
- **Central Tendency**
This is the tendency to evaluate every person as average regardless of differences in performance.
- **Strictness**
This is the tendency to rate all people at the low end of the scale and to be overly critical of performance.
- **Contrast Effect**
This is the tendency for a rater to evaluate a person relative to other individuals rather than on-the-job requirements.
- **First Impression Error**
Here a rater makes an initial favorable or unfavorable judgment about someone, and then ignores subsequent information that does not support this impression.
- **Similar-to-Me Effect**
This is the tendency to more favorably judge those people perceived as similar to the trainer.

bb. Minimizing Rater Errors

Since rater errors can seriously undermine the value of the Field Training Officer Program, it is important to work on avoiding them. Here are some questions we can answer:

- Am I basing my rating on documentation of my observations of the trainee's behavior, or am I making judgments based on my perceptions?
- Am I looking at each of this trainee's competencies separately, or have I generalized about his or her performance?
- Have I looked at this trainee's competencies over time, or have I generalized according to initial perceptions of her or him?
- Have I recognized any biases I may have so I do not let them influence my judgments?
- Have I rated this trainee on his or her actual behavior or have I rated him or her compared to other individuals?

cc. Evaluation Comments/Documentation

There are "goals" of documentation that each FTO should meet when drafting comments on their DORs. These are similar to what is taught in basic report writing. Whereas; to provide meaningful evaluation, the documentation should:

- Be Clear
- Be Concise
- Be Complete
- Be Correct

The following suggestions will support the FTO in accomplishing the documentation goals.

- **Set the stage.**
Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.
- **Use verbatim quotes.**
It is sometimes clearer to use direct quotes rather than attempt to describe the effect of the words.

- **Report the facts — avoid conclusions.**
Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.
- **Remember your audience.**
When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.
- **Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.**
Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.
- **Speak to performance, not personality.**
Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the “Impersonal” style of documentation relieves some of the stress.
- **Use lists, if appropriate.**
The use of a “list” approach will sometimes save time and space.
- **Think remedial.**
What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.
- **Use quantification whenever possible.**
Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

- **Do not predict.**

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

3. **Counseling with trainee.**

a. **General.**

The feedback session with the trainee should be done in private and away from outside distraction. The FTO needs to remain professional in how they explain their observations but equally important is the use of “tact.” Often times it isn’t what a person is saying but how they say it that creates a negative response. Be direct and provide the individual with the “challenges” but also acknowledge the “strengths.”

Remember that adults typically view themselves as competent individuals and criticism challenges that notion. So be thoughtful when counseling with the trainee and be prepared to show evidence of your observations. The following are general rules for trainee counseling:

i. **Criticize the problem not the person,**

A person who feels attacked will respond in a defensive way. They become ridged and sullen which builds higher obstacles rather than tearing them down. Focus on the behavior/performance and how it deviates from the model.

ii. Provide suggestions to progressive methods that promote improvement,

Just like any form of discipline there should be progressive steps that help promote improvement. We could start by attempting to **coach the individual** and/ or **have them journal about it to get them to take a critical look** at it. If that fails we could then **provide homework assignments.**

iii. Give adequate time for the person to make the change,

A battleship doesn’t turn on a dime but yet it can be turned. This means we should make a reasonable estimate for how long it will take for the issue to be corrected and provide a reasonable timeline.

- iv. And Follow-up with the person to ensure changes are made.

After the time period we have established has expired it is important to follow-up with the individual. This reinforces a change, if we simply give our suggestions and “trust them” to get it done chances are it will not.

b. On-going issues.

Trainees that are making some forward progress but seem stuck in one or two areas may need additional training in the areas that need improving. We will discuss remedial training strategies a little later. However, we may observe that there are significant barriers to communication that is causing the specific pairing of individuals to not work. If this is the case then the individual may need to be paired with another FTO to see if it can be corrected.

If this happens the former FTO should not take offense to this but look at it as a growth opportunity to learn new techniques to remove future barriers.

In either case, it is important to continue to make proper documentation.

c. “Fatal Errors.”

We all wish to “save” people who are failing however in some cases there is evidence that the individual is not suitable for the job and other steps may be needed. The following issues or “fatal errors” may be grounds for termination:

- i. They are a threat to their own safety or the safety of others,
- ii. They show a pattern of behavior that brings discredit or embarrassment to the agency,
- iii. And/or they cannot perform basic tasks—Not Responding to Training (NRT)—necessary to allow them to proceed in the program.

4. Provide/suggest Remedial training.

Remedial training is the name given to additional and/or repetitive instruction in an area or areas where skill is weak. Most of this remedial training can be handled on a day-to-day basis by the FTO.

FTO's should be cognizant of the usefulness of remedial training and should be quick to provide additional and innovative instruction when needed. The FTO must also realize that there are instructional resources available other than his own teaching talents. With the cooperation of their Patrol Sergeant, the FTO should, if needed, draw on sources from outside the agency as well as those within, to achieve the desired result, a proficient and knowledgeable Trainee.

Written tests and homework assignments also should not be forgotten as tools to facilitate remedial training.

a. 4-steps in Training and Correcting Deficiencies

The Field Training Program emphasizes four (4) specific steps in training and correcting deficiencies of the Trainee.

i. Step one: Instructions

The first obvious step is that the Trainee must be given initial - basic instruction, in other words, "showing him how to do it." While the FTO is obligated to interact with the Trainee as a mature adult, the FTO cannot assume anything and must ensure the Trainee has been given reasonable exposure to each task.

aa. Reasonable Exposure to Task

The term "reasonable exposure" then becomes the key factor. The FTO must divide each performance task into two (2) categories:

- **Simple tasks**
Telling time, work schedules, and bringing the appropriate equipment to work are examples of simple tasks
- **Complex tasks.**
Major felony investigations, traffic stops, and domestic disturbances are examples of complex tasks.

Obviously the FTO will give less reasonable exposure to a simple task and more to a complex task. At this point, only the performance grade and supporting narrative will be utilized.

b. Step Two: Basic Remediation

Once the FTO has given the Trainee reasonable exposure to the task and the Trainee still experiences difficulty in performing the task in an acceptable manner, the FTO must move to the second training step. **"Basic Daily Remediation"** of a weak skill or performance ensures that the Trainee has had the deficiency brought to his attention. This remediation may range from several minutes of verbal counseling, to a specific homework assignment, or to several hours of special assignment working on the deficiency. The performance grade will still be noted and a specific supporting narrative now becomes essential.

In addition, the total number of minutes (or hours) provided for the specific training should be entered in the space provided at the bottom of the D.O.R. Also, the FTO must explain the type of remedial training in the "Comments" section. This documentation should be labeled "Remedial Training." This should describe the

specific problem; define what the solution to the deficiency is, and what specific action was taken. Reasonable "Initial Training," based on task difficulty, is a prerequisite for Basic Daily Remediation.

In some cases, the Trainee will not respond to this initial remediation in a manner that will bring his performance up to an acceptable level. When the FTO believes that the Trainee has had a reasonable amount of Initial and Basic Remedial Training, based on the task difficulty, and still is not performing at a satisfactory level, the FTO will move to the third step of remediation. The "Not Responding to Training" (NRT) block, as noted earlier, is an indication that the problem has occurred in the past; that is, has been the object of appropriate remedial effort; and the remedial effort has not produced the desired results. Remediation efforts in this step will remain somewhat similar to that in Basic Daily Remediation. These efforts will now become more specific and intensified. However, the FTO will document this failure to respond to Basic Remediation by marking the appropriate "NRT" box in the D.O.R. form. The FTO will also continue to record the appropriate performance grade, document the Trainee's performance in the narrative section, and note the number of minutes (or hours) of remedial training required. Reasonable Basic Daily Remediation, based on task difficulty, is a prerequisite for checking the "Not Responding to Training" block.

c. Step Three: Intensive Remediation

Up to this point, the remediation of the Trainee's deficiencies has been done as a part of the officer's normal training progression. In some cases, however, a deficiency is so pronounced that the Trainee must be removed from the program so that specific attention can be given to the weakness. A pattern of failures to respond to remedial training (NRT) is a prerequisite for consideration of "Intensive Remedial Training."

Whenever the need to remove the Trainee from his normal training schedule for intensive remediation is recognized, a written "Request for Intensive Remedial Training" will be made to the FTO Coordinator through the chain of command. When the Trainee completes their intensive remedial training program, he will be placed back into the program schedule for completion of field training.

The FTO Coordinator will, therefore, be required to extend the Trainee's training schedule by the number of days/weeks in the remedial program. FTO's, FTO Team Supervisors, and the FTO Coordinator must answer yes to all of the following questions before injecting a Trainee into an intensive remedial program:

- Is there a specific, identifiable problem?
- Is the Trainee's deficiency one that can be corrected or cured with additional instruction? (Some deficiencies are character traits or learning disabilities that cannot be corrected and termination is the only option).
- Can we hope to correct this deficiency or teach this skill within a reasonable time period, one to four weeks?
- Have there been basic daily remedial training and NRT's without adequate improvements?

To facilitate intensive remedial training, the Trainee may be assigned to any FTO or other qualified instructor that will best accomplish the goal. The FTO or instructor to whom the Trainee is assigned may or may not have previously trained him. It is suggested, however, that consideration be given to assigning the Trainee to an FTO that is not in the officer's normal rotation. This allows for a separate opinion of the Trainee's performance and capabilities. In addition, the Trainee may be assigned outside of Patrol. During an Intensive Remedial Training Program, the Trainee will continue to receive D.O.R.'s from the FTO and/or Coordinator. The FTO will indicate this status by noting the appropriate number in the "Phase" block and noting "I.R.T." in the week block. Should this Intensive Remedial Training be for more than one (1) week, note it as such by "I.R.T." - Wk 1", "I.R.T. - Wk 2", etc.

If the Trainee remains on the same watch or is assigned outside the Patrol Division for the I.R.T., then the Coordinator's Weekly Report and review of each week's D.O.R.'s will be completed by the Patrol Supervisor requesting the training. Should the Trainee be assigned to another watch in the same division, the FTO Coordinator will be responsible for the above report and review.

As a general rule, the Trainee will not pass or fail Intensive Remediation. The purpose of this training is to correct and resolve a problem. It is still the responsibility of the regularly assigned FTO to evaluate the Trainee's performance in the normal training process.

d. Step Four: Termination

Only if an excessive safety deficiency or major violation of policy comes to light—Fatal Errors, would the Trainee be considered for termination during Intensive Remedial Training.

In summary, this program is built on a foundation of training and remediating Trainee performance. The FTO is obligated to remediate deficiencies whenever possible. The FTO should consider the monetary and time investment in getting the Trainee to this point. The Field Training Program recognizes that in some cases, a personality trait or character flaw may exist that will have a negative impact on the Trainee's

performance and cannot be remediated. In some very isolated cases, remediation of the Trainee may not be feasible beyond the "Not Responding to Training" stage. However, in the vast majority of situations, application of sound professional principles and thorough documentation of the Trainee's performance will accomplish our goals as an instructor and teacher.

5. Provide recommendations for trainees phase up/setback, retention and termination.

a. Phase-up/setback

If an FTO has a highly productive trainee that seems to be exceeding expectations then they may recommend that the individual be moved forward in the phases ahead of schedule.

Also, if the FTO sees that the individual needs additional time they may suggest the individual to be either set back in the process or their time may be paused. An example of this may be a person who became injured and remanded to light duty or an officer on extended leave do to military orders. Even though the calendar advances the person is essentially dormant until they are released for regular duty.

b. Retention

The FTO is also key in whom the agency retains after completing the program. Upon completing the program the FTO coordinator will review the observations from all the trainee's FTOs and will forward a recommendation to retain through the chain of command.

So in short—the future nature, character and tone of the department is in the hands of its FTOs.

c. Termination

The FTO may be deeply invested in the process of terminating a poorly performing trainee. Prior to making a decision to terminate, there are some questions that need to be addressed:

- i. What are the problems?
- ii. What are the causes of the problems?
- iii. What have we tried to overcome them?
- iv. How much remediation have we tried?
- v. Has there been any improvement?
- vi. Have we fully documented these problems?

The FTO is one who generally provides that answer to all of these questions through their documentation. The DOR's will weigh heavy in the process of determining if the person should be

III. Conclusion

As FTOs we set the stage for a trainee's career. We provide them with direction and guidance that will whet their appetite for both the job itself as well as encourage a love of learning. This block of instruction has provided you, the new FTO with information about the Field Training Program and the principles of Adult learning. It is the goal of this learning to empower you with specific skills to serves as a foundation for your training future. However it's just a foundation and we hope that you will continue to build upon it. Strive to be the best mentor, coach and trainer your agency has to offer.

Example DOR(s)

DOR #: 20	Date: 092814
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Trainee's Name (Last Name, First M.I.)		Employee #
Board, Bill		6666
Field Training Officer		Employee #
John Good		4321

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1	7			Driving Skills: Normal Conditions	
2	3			Driving Skills: Moderate/High Stress Conditions	
3	5			Orientation/Response Time to Calls	
4	2			Field Performance: Stress Conditions	
5	4			Self-Initiated Field Activity	
6	4			Officer Safety: Suspects/Suspicious Person/Prisoner	
7	3			Control of Conflict: Physical Skill	10
8	3			Problem Solving/Decision Making	
9	5			Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10	4			Routine Forms: Accuracy/Completeness	
11	4			Report Writing: Organization/Details	
12		X		Report Writing: Grammar/Spelling/Neatness	
13		X		Report Writing: Timely	
14	5			Field Performance: Non-Stress	
15	4			Investigative Skills	
16	4			Interview/Interrogation Skills	
17	2			Officer Safety: General	
18	4			Control of Conflict: Voice Command	
19	3			Radio: Appropriate Use of Codes/Procedures	20
20	5			Radio: Articulation of Transmission	
-Knowledge-					
21a	7			Department Policies and Procedures Written/Verbal/Practical Exercise	20
21b	4			Department Policies and Procedures Field Performance	30
22a	3			Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a	3			City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a	2			Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a	4			Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26	2			Acceptance of Feedback	
27				Attitude Toward Police Work	

DOR #: 16	Date: 101113
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Trainee's Name (Last Name, First M.I.)		Employee #
Cook, H.		2494
Field Training Officer		Employee #
Miller		7041

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1				Driving Skills: Normal Conditions	
2				Driving Skills: Moderate/High Stress Conditions	
3				Orientation/Response Time to Calls	
4				Field Performance: Stress Conditions	
5				Self-Initiated Field Activity	
6				Officer Safety: Suspects/Suspicious Person/Prisoner	
7				Control of Conflict: Physical Skill	
8				Problem Solving/Decision Making	
9	1			Radio: Listens and Comprehends	10
-Frequent/Other Performance Tasks-					
10	6			Routine Forms: Accuracy/Completeness	
11				Report Writing: Organization/Details	
12				Report Writing: Grammar/Spelling/Neatness	
13				Report Writing: Timely	
14				Field Performance: Non-Stress	
15	6			Investigative Skills	
16	6			Interview/Interrogation Skills	
17	5			Officer Safety: General	
18				Control of Conflict: Voice Command	
19	1			Radio: Appropriate Use of Codes/Procedures	15
20				Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b				Department Policies and Procedures Field Performance	
22a				Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a				City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a				Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a				Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26				Acceptance of Feedback	
27				Attitude Toward Police Work	

DOR #: 15	Date: 092314
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Trainee's Name (Last Name, First M.I.)		Employee #
Free, James		67
Field Training Officer		Employee #
Fret		45

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1	4			Driving Skills: Normal Conditions	
2	5			Driving Skills: Moderate/High Stress Conditions	
3	4			Orientation/Response Time to Calls	
4	4			Field Performance: Stress Conditions	
5	2			Self-Initiated Field Activity	
6	5			Officer Safety: Suspects/Suspicious Person/Prisoner	
7	6			Control of Conflict: Physical Skill	
8	4			Problem Solving/Decision Making	
9	4			Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10	5			Routine Forms: Accuracy/Completeness	
11	5			Report Writing: Organization/Details	
12	6			Report Writing: Grammar/Spelling/Neatness	
13	5			Report Writing: Timely	
14	3			Field Performance: Non-Stress	
15	5			Investigative Skills	
16	4			Interview/Interrogation Skills	
17	3			Officer Safety: General	
18	5			Control of Conflict: Voice Command	
19	4			Radio: Appropriate Use of Codes/Procedures	
20	5			Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b	5			Department Policies and Procedures Field Performance	
22a	4			Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a	4			City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a	5			Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a	5			Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26	5			Acceptance of Feedback	
27	5			Attitude Toward Police Work	

Blank DOR(s)

DOR #:	Date:
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Trainee's Name (Last Name, First M.I.)		Employee #
Field Training Officer		Employee #

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1				Driving Skills: Normal Conditions	
2				Driving Skills: Moderate/High Stress Conditions	
3				Orientation/Response Time to Calls	
4				Field Performance: Stress Conditions	
5				Self-Initiated Field Activity	
6				Officer Safety: Suspects/Suspicious Person/Prisoner	
7				Control of Conflict: Physical Skill	
8				Problem Solving/Decision Making	
9				Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10				Routine Forms: Accuracy/Completeness	
11				Report Writing: Organization/Details	
12				Report Writing: Grammar/Spelling/Neatness	
13				Report Writing: Timely	
14				Field Performance: Non-Stress	
15				Investigative Skills	
16				Interview/Interrogation Skills	
17				Officer Safety: General	
18				Control of Conflict: Voice Command	
19				Radio: Appropriate Use of Codes/Procedures	
20				Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b				Department Policies and Procedures Field Performance	
22a				Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a				City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a				Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a				Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26				Acceptance of Feedback	
27				Attitude Toward Police Work	
28				Interaction With Public-General	
29				Interaction With Diverse Ethnic Groups	

Trainee's Name (Last Name, First M.I.)	Employee #
Field Training Officer	Employee #

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1				Driving Skills: Normal Conditions	
2				Driving Skills: Moderate/High Stress Conditions	
3				Orientation/Response Time to Calls	
4				Field Performance: Stress Conditions	
5				Self-Initiated Field Activity	
6				Officer Safety: Suspects/Suspicious Person/Prisoner	
7				Control of Conflict: Physical Skill	
8				Problem Solving/Decision Making	
9				Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10				Routine Forms: Accuracy/Completeness	
11				Report Writing: Organization/Details	
12				Report Writing: Grammar/Spelling/Neatness	
13				Report Writing: Timely	
14				Field Performance: Non-Stress	
15				Investigative Skills	
16				Interview/Interrogation Skills	
17				Officer Safety: General	
18				Control of Conflict: Voice Command	
19				Radio: Appropriate Use of Codes/Procedures	
20				Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b				Department Policies and Procedures Field Performance	
22a				Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a				City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a				Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a				Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26				Acceptance of Feedback	
27				Attitude Toward Police Work	
28				Interaction With Public-General	
29				Interaction With Diverse Ethnic Groups	
30				Interaction With Departmental Members	
-Appearance-					

Trainee's Name (Last Name, First M.I.)		Employee #
Field Training Officer		Employee #

Rating Instructions: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. A specific comment is required on all ratings of "2" or less and/or ratings "6" or above. Check "N.O." box if "Not Observed". If trainee fails to respond to training, check "N.R.T." box. If the need for "Remedial Training" is identified check the "R.T." box.

-Numerical Rating Scale-							
-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-
Missing	Unacceptable	Poor	Marginal	Acceptable	Well Done	Exceeds Standard	Far Exceeds

Cat. #	Rate	N.O.	N.R.T.	Category	R.T.
-Critical Performance Tasks-					
1				Driving Skills: Normal Conditions	
2				Driving Skills: Moderate/High Stress Conditions	
3				Orientation/Response Time to Calls	
4				Field Performance: Stress Conditions	
5				Self-Initiated Field Activity	
6				Officer Safety: Suspects/Suspicious Person/Prisoner	
7				Control of Conflict: Physical Skill	
8				Problem Solving/Decision Making	
9				Radio: Listens and Comprehends	
-Frequent/Other Performance Tasks-					
10				Routine Forms: Accuracy/Completeness	
11				Report Writing: Organization/Details	
12				Report Writing: Grammar/Spelling/Neatness	
13				Report Writing: Timely	
14				Field Performance: Non-Stress	
15				Investigative Skills	
16				Interview/Interrogation Skills	
17				Officer Safety: General	
18				Control of Conflict: Voice Command	
19				Radio: Appropriate Use of Codes/Procedures	
20				Radio: Articulation of Transmission	
-Knowledge-					
21a				Department Policies and Procedures Written/Verbal/Practical Exercise	
21b				Department Policies and Procedures Field Performance	
22a				Criminal Statutes Written/Verbal/Practical Exercise	
22b				Criminal Statutes Field Performance	
23a				City/County Ordinances Written/Verbal/Practical Exercise	
23b				City/County Ordinances Field Performance	
24a				Traffic Codes Written/Verbal/Practical Exercise	
24b				Traffic Codes Field Performance	
25a				Criminal Procedure Written/Verbal/Practical Exercise	
25b				Criminal Procedure Field Performance	
-Attitude/Relationships-					
26				Acceptance of Feedback	
27				Attitude Toward Police Work	
28				Interaction With Public-General	
29				Interaction With Diverse Ethnic Groups	
30				Interaction With Departmental Members	
-Appearance-					
31				General Appearance	

-Remedial Training Conducted-	
Total Time Spend on Remedial Training	

-Specific Areas of Performance-	
The Most Satisfactory Area of Performance:	
An Incident Which Demonstrates This Performance:	

The Least Satisfactory Area of Performance:	
An Incident Which Demonstrates This Performance:	

-Documentation of Performance/Comments-	
Category #	

-Remedial Training Suggested-	

-Signatures/Attestations-	
Trainee Signature	Date
FTO's Signature	Date
Reviewed By	Date

-Reviewers Comments-	

DOR #:	Date:

