

## DAY 1

### **BLOCK 1 - INTRODUCTION**

#### INSTRUCTOR

- Background
- Qualifications

#### STUDENTS

- Students will identify themselves and their background.
- Identify levels of experience.
- Review the students' awareness of the traits needed to be a good supervisor-FTO.

### GROUND RULES

- A. Review POST FTO course goals and objectives, including the development of a new FTO's ability to:
1. Provide training and coaching while integrating trainees into the mission, goals, and operation of the agency
    - a. Contribute to the agency and the community
    - b. Provide trainees with a means to apply their knowledge and skills in the work environment
    - c. Application of academy training
    - d. Knowledge of job specifics
    - e. Knowledge of resources
  2. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
    - a. Debrief calls for service, scenarios, etc.
    - b. Complete timely DORs, Daily Training Notes, etc.
  3. Recognize different learning styles and respond appropriately to the needs of the trainee
    - a. "Telling is not teaching, listening is not learning"
    - b. "You can't build a skill through lecture"

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4. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments
  - a. Establish a communication channel for learning.
  - b. Establish a communication channel for counseling.
  
- B. Meet presenter-specific attendance/behavior
  1. “Ten Percent Rule”
    - a. Cannot miss more than 10% of the hours/classes
    - b. Must make up any time missed
  2. Arrive late/leaving early requires instructor notifications
  3. Appropriate casual attire will be permitted
  4. Subpoenas
  5. Set cellular phones and pagers to vibrate
  6. Breaks provided by instructors
  7. Lunch times outlined in the course schedule (times may vary)
  8. Complete any agency specific written tests/assessments required
  
- C. Successfully complete all POST- and presenter-specific activities and testing requirements, including:
  1. POST-required Teaching/Training demonstration
    - a. The student must successfully present a one-on-one training demonstration simulating an FTO-Trainee situation.
    - b. The student will be given a law enforcement training topic and a student learning style and must provide training in the selected topical area to a trainee or role player.
    - c. The student is expected to develop a training plan that uses varied adult learning styles, RIDEM and communication techniques.
    - d. Using the FTO Update Rubric developed specifically for this exercise, the demonstration will be evaluated by another student.
  2. Presenter-developed activities/tests
    - a. Role playing, group activity participation required
  
- D. Review and discuss the traits of exemplary FTO

OPTIONAL – LEARNING ACTIVITY: Traits of an Exemplary Field Training Officer (30 minutes)

1. List the names of exemplary field training officers.

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2. List the traits/characteristics of exemplary field training officers.
  3. Discussion: How are you, as an FTO, going to manifest the listed positive traits/ characteristics toward your trainee?
- E. Review and discuss key components of a successful Field Training Program, which may include:
1. Commitment of department head and administrative staff
    - a. Allow time to train
    - b. Time/personnel provided to effectively run the program
    - c. Support of remedial and/or termination recommendations
  2. Clearly articulated organizational structure/chain of command
    - a. Smooth information flow (up and down, and among FTOs)
    - b. Must have FTP SAC
    - c. Ensure decisions are made at the appropriate level
  3. Well-organized and effective field training program guide/manual
    - a. System for regular review and revisions
  4. Regular field training staff meetings
    - a. Instills strong, positive communication
  5. FTO and program critique by trainees
    - a. Provides important feedback
    - b. Quality assessment
  6. Clearly defined roles/expectations for:
    - a. Trainees
    - b. FTOs
  7. Field Training Program Coordinator
    - a. FTO Supervisor
    - b. Watch Commander
- F. Review and discuss the Impact of Field Training Programs, including:
1. As the 'introduction' to agency's law enforcement patrol duties, the field training program exposes trainees to the agency's culture, values, and ethics:
    - a. Lays the foundation upon which careers will be built
    - b. Establishes organizational loyalty
  2. Uses only approved methods, procedures, and techniques to present training

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- a. Learn it the right/accepted way the first time
    - b. Reinforce what's taught in the Academy
  3. The future of the agency is significantly impacted by values established in field training
    - a. Sets the tone for years to follow
    - b. Establish a standard of acceptable behavior/performance/professionalism
  - G. Review and discuss the importance of ethics in every aspect of Field Training Programs, including:
    1. Professionalism and conduct\*
      - a. On-duty/off-duty conduct
      - b. Setting an example for the trainee
      - c. Work ethic and pitfalls of taking shortcuts
      - d. Establishes sound decision-making skills that are in line with the law and
      - e. Local policy
- \*Note: The concept of ethics should be discussed throughout each block of instruction, even though a block specific to ethics is presented. The instructor(s) of each block should place an emphasis on the importance of ethics to every aspect of law enforcement.

## **BLOCK 2 - INTRODUCTION**

- Review the concept of the Field Training Program.
- One of the most valuable innovations in law enforcement history.
- On-the-job training necessary after Academy training.
- Academy and Field Training provide the minimum training for performing solo general law enforcement uniformed patrol duties.

### **IN THIS BLOCK**

- A. Review the four goals of a POST-approved Field Training Program, including:
  1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
    - a. Knowledge
    - b. Comprehension/understanding

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- 1) Adult learning concepts
      - 2) What's your trainee's learning style?
    - c. Psychomotor skills
    - d. Proper application
    - e. Able to properly analyze and evaluate
  - 2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
    - a. To build on basic Academy learning
      - 1) Recognize FTO program as an extension of the basic Academy
      - 2) Based on standardized curricula and performance objectives
      - 3) Academic limitations
        - a) Minimal knowledge and skills
        - b) Not everyone can apply academic learning to the job
    - b. To ensure uniformity in training in phases
      - 1) Systematic approach
      - 2) Assure trainee's ability to perform skills/tasks for competent operation of a one officer patrol car
  - 3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
    - a. Commitment to train equal to commitment to evaluate
    - b. Sufficient training prior to evaluation
    - c. Standardize terms, testing, and evaluation
    - d. Documentation of performance
      - 1) Daily Observation Report (DOR)
      - 2) Weekly Progress Report (WPR)
      - 3) End of Phase Review
      - 4) FTO/Program Evaluation
    - e. Fair and consistent termination process
  - 4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community
    - a. Creating a standard of professionalism throughout the state
- B. Explain the need for standardized curriculums and performance objectives, which may minimally include:
  - 1. To provide consistency with Academy training
    - a. Learning Domains in academies are based on standardized curricula and performance objectives, so field training programs

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- designed the same way assist in the transition and the practical application of previously learned information.
- b. The POST FTP Guide is designed with objectives that require a higher level of performance of many of the same objectives from the basic course: Application and/or Evaluation vs. Knowledge or Comprehension (Bloom's Taxonomy)
- 2. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
    - a. Material presented by each FTO is the same in each phase of training
    - b. Provides fair/equitable delivery of information – prevents trainee complaints
- C. Explain how the Field Training Program is an extension of the Regular Basic Course.
- 1. The Academy prepares the trainee for entry into the Field Training Program.
  - 2. The program provides a real-life environment in which to apply knowledge.
  - 3. FTOs must make themselves aware of the training provided at the Academy used by their agency so that they can hold the trainee accountable for that training.
  - 4. FTOs must become familiar with potential resources available from their local Academy.
  - 5. FTOs must support and reinforce material and methods taught in the Academy.
- D. Review and discuss the field training process.
- 1. Trainee Rotations
    - a. Primary FTO
    - b. Second FTO
    - c. Third FTO
    - d. Return to Primary
  - 2. Weekly Meetings
    - a. Interview and WPR
  - 3. End of Phase Review
    - a. Completing an End of Phase Review
    - b. Attending staff meetings

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4. Trainee Interviews
    - a. Quality of training provided
  5. FTO/FTP SAC Interaction
    - a. Developing training plans
    - b. Coordinating one-on-one training between the trainee and agency subject matter resource personnel
    - c. Identifying outside resources
- E. Review and discuss the Field Training Program Guide.
1. Duties and Responsibilities
    - a. FTO
    - b. Trainee
    - c. FTP SAC
    - d. Command
  2. Standard Evaluation Guidelines (SEGs)
    - a. Know what acceptable is and go up or down from there
    - b. Be consistent
  3. Maintaining the Field Training Program Guide
    - a. Guide responsibility
    - b. Returning the guide to the FTP SAC
  4. FAQs
    - a. Leaving the trainee to write reports while you go home
    - b. Expecting the trainee to work for free
    - c. Assigning homework
    - d. Court attendance
- F. Contrast the difference between training and evaluation, and recognize how they complement each other in a successful Field Training Program.
1. Training is the opportunity to:
    - a. Provide instruction and demonstration,
    - b. with the trainee attempting the task,
    - c. and the FTO coaching and providing feedback
  2. Evaluation is the process of:
    - a. Documenting progress or lack of learning
    - b. Reviewing the provided training, and adjusting it as necessary, for the learner to succeed

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3. Training must occur prior to evaluation
4. One without the other makes learning unachievable

**BLOCK 3** - INTRODUCTION

- FTOs must be familiar with the training and testing process in the Regular Basic Course.
- FTOs must know the Regular Basic Course prepares the trainee for field training.
- It is field training that prepares the trainee to work as a solo officer.

OPTIONAL – LEARNING ACTIVITY

- Instructor will open a discussion of the strengths and weaknesses brought to the field assignment by trainees arriving from the basic course.
- Instructor will create a list of the strengths and weaknesses and the class will address them during the FTO Update course.

IN THIS BLOCK

- A. Review terminology, testing methods, and other activities used in the Regular Basic Course, including:
  1. Academy content
    - a. Learning Domains
    - b. Learning Activities
    - c. Workbooks
  2. Academy expectations
    - a. Written tests
  3. Recruit evaluation process
    - a. Written tests
    - b. Exercises (firearms)
    - c. Physical ability (running, weaponless defense)
    - d. Scenario tests
- B. Review the trainee transition to Field Training
  1. Preparation for entrance into the Field Training Program
    - a. Trainee develops the ability to learn and apply new knowledge

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- b. Trainee possesses skills to perform adequately in Field Training
2. Provides real life environment in which to apply knowledge
  - a. Real bad guys, drugs, and guns
3. FTOs must make themselves aware of the training provided at the Academy so trainees can be held accountable
  - a. Consistency is the key to training — know what’s being taught
4. FTOs must support and reinforce material and methods taught in academy
  - a. Rider case: “Forget what they taught you in the Academy. I will teach you what you need to know”
  - b. Address inappropriateness of the above statement

**BLOCK 7 - INTRODUCTION**

FTOs must:

- Develop the critical skills necessary to determine if learning is occurring
- Give critical feedback and clear direction to guide the trainee to an acceptable level of competence
- Exhibit evaluation skills that assess performance with fair and impartial feedback and provide objective and honest documentation
- Outline the trainee’s road to success and document the journey

**IN THIS BLOCK**

- A. Review competency as it relates to field training, to include:
  1. The trainee’s role in demonstrating the required skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer
    - a. “Acceptable” does not mean “perfect”
    - b. Fully trained officer vs. fully experienced officer
    - c. Trainees are not rated against each other, or against other officers. They are rated against the Field Training Program Standardized Evaluation Guidelines (SEGs) and the Behavior Anchored Ratings
  2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program
    - a. Methods of demonstrating competency (read/write/discuss, demonstrate, role play)

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3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result
  - a. Competency-based training
- B. Review the purpose and components of the Daily Observation Report (DOR), which may include:

HANDOUTS (1a, 1b, and 1c): FTP Guide – Appendix 2: Daily Observation Reports (DORs) & Narrative Evaluations (Numeric & NICS Rating Scales)

HANDOUT #2: FTP Guide – Appendix 1: POST Standardized Evaluation Guidelines (SEGs)

1. Provide a record of trainee’s progress in some or all of the following areas:
  - a. Attitude
  - b. Appearance / Physical Condition
  - c. Relationships
  - d. Performance
  - e. Knowledge
  - f. Agency-specific (if used, provide SEGs in FTP Guide)
- C. Review the purpose and components of the Standardized Evaluation Guidelines (SEGs), which may include:
  1. To provide a definition, in behavioral terms, of various levels of performance, using:
    - a. A behavioral description for every category listed on the DOR
    - b. Articulated rating scales for each description (i.e., 1, 4, 7, or NI, C, etc.)
    - c. Terminology and rationale supporting each rating
- D. Assess various levels of performance and assign a numeric or NICS value for trainee behavior based upon SEGs:

**REQUIRED – LEARNING ACTIVITY #1: Performance Evaluations – Scenario Assessments (45 minutes)**

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1. Be consistent
  - a. Establish minimum acceptable level based on SEGs; move up and down from acceptable
  - b. Don't guess!
2. Reach consensus
  - a. Agreeing on Pass/Fail

E. Review common performance appraisal errors, which may include:

HANDOUT #3: Common Performance Evaluation/Appraisal Errors

1. Error of leniency
    - a. Rating too high
  2. Error of personal bias
    - a. Rating the person — not the performance
  3. Error of central tendency
    - a. Trying to be on the safe side
    - b. Avoiding written responses
  4. Error of related traits
    - a. Attentive to duty (must have a high degree of initiative)
  5. Error of event bias
    - a. Using one or two events to build up or tear down a trainee's performance
  6. Error of motivational grading ("room to grow")
    - a. Scoring low to intentionally motivate
  7. Error of averaging scores
    - a. For example: six good car stops outweigh two bad ones, so trainee is doing fine
  8. Ensure ethical considerations in documentation and evaluation are addressed
- F. Review the differences between performance deficiencies and training deficiencies, to include:
1. Performance deficiencies are related to the trainee's ability (or lack of) and his/her issues
    - a. Trainee does not know what to do
    - b. Trainee knows what to do, but not how to do it

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- c. Trainee knows what to do and how to do it, but just doesn't want to do it
  - 2. Training deficiencies are related to the FTO and/or field training program issues
    - a. Inconsistent instruction from FTOs
    - b. Not enough time provided for learning
    - c. Unenthusiastic/burned out FTOs
- G. Review why evaluation documentation must support each rating of the trainee's performance, which may include:
  - 1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
  - 2. Provides the basis for any plans to help the trainee improve performance as needed
- H. Discuss writing Narrative Evaluations and how they apply to the evaluation and documentation of trainee progress:

HANDOUT #4: Aids for Writing Narratives

- 1. Set the stage
  - a. Provide a description of the environment
- 2. Use verbatim quotes
  - a. It's clearer to report what was said
- 3. Report the facts — avoid conclusions
  - a. Report what occurred — do not include your interpretation of why
- 4. Remember your audience
  - a. From Chief to chief counsel
- 5. Watch your grammar, spelling, and legibility — avoid slang, jargon, and swearing
  - a. Clear and concise is always your best bet
- 6. Speak to performance — NOT personality
  - a. Criticize the act — NOT the person
- 7. Use lists, if appropriate
  - a. Lists save time
- 8. Think remedial
  - a. What was tried last time
  - b. If something is not working, change your approach.

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9. Use quantification whenever possible
    - a. “It took Bill five tries to successfully complete a burglary report.”
  10. Do not predict
    - a. Predictions set up false expectation
- I. Produce an accurate, written Record/Narrative based on observed performance, using SEGs:

***REQUIRED – LEARNING ACTIVITY #2: POST Video: Documentation Scenarios (45 minutes) (or other POST- and agency-approved scenarios appropriate for evaluating trainee actions)***

1. Use SEG language directly in the narrative
  2. Meet the four goals of documentation:
    - a. Clear
    - b. Concise
    - c. Complete
    - d. Correct
- J. Review the importance of, and considerations for, the delivery of trainee evaluations, to include:
1. Mere completion and signatures do not achieve the purpose of proper evaluations  
Every evaluation is important if you end up in court — then it’s every word!
  2. Ample time should be allowed for open discussion of evaluations prior to signing  
The trainee should not be surprised by what’s in an evaluation
  3. Discussions should be held where privacy can be maintained with little or no interruptions
  4. Each evaluation is a stepping stone for the trainee and very important to them — don’t gloss over evaluations as if they mean nothing
  5. Discussions should be a two-way conversation
    - a. Ask the trainee for input
    - b. Allow the trainee to provide his/her opinion
  6. FTOs should emphasize that evaluations address performance, not personality
    - a. Evaluate the performance — NOT the person

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- K. Review alternative evaluation and documentation methods approved by POST, which may include:  
SEE POST FIELD TRAINING PROGRAM GUIDE  
Appendices
1. Use SEG language directly in the narrative
  2. Daily Training Notes with Weekly Progress Reports
  3. Phase Evaluation Reports
  4. PTO Programs:
    - a. Journaling
    - b. Coaching and Training Reports (CTRs)
    - c. Problem-Based Learning Exercises (PBLEs)
    - d. Neighborhood Portfolio Exercises (NPEs)
- L. Trainee removal from the Field Training Program:
1. Documentation
    - a. Documentation must show the trainee was provided every opportunity to succeed
      - 1) Repeating “Bob is unable to complete an acceptable traffic stop,” without documenting sufficient attempts at remediation will not fly
    - b. Documentation should clearly outline remediation attempts, the trainee’s failure to correct deficiencies, or any significant event or set of events which led to the recommendation for removal of the trainee
    - c. Documentation must hold up in court
  2. Removal procedures
    - a. Telling the trainee (responsibility?)
    - b. Allowing a trainee to resign/contact others
    - c. Departmental Policy
    - d. Placing a trainee on mandatory leave vs. allowing a trainee to be placed somewhere pending termination
    - e. Recovering departmental property

**BLOCK 12** - INTRODUCTION

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- Each agency/presenter may select training topics for this block of time that pertain specifically to their needs
- Or each agency/presenter can expand on topics already provided in this course
- Any new topic(s) MUST be included in the Expanded Course Outline Format.

IN THIS BLOCK

- A. Topics for discussion in this area may include, but are not limited to the following:
1. Problem Solving
  2. Challenging Traits of Today's Trainees
  3. Report Writing for FTOs
  4. Problem Solving for FTOs
  5. Supervisory Skills Development
  6. Local Liability Issues

**DAY 2**

**BLOCK 4** - INTRODUCTION

- Field Training Officers are expected to be leaders and to demonstrate leadership skills. FTOs must recognize and apply basic principles and theories of leadership within their organizations.

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- Field Training Officers are expected to apply ethical principles and instill professionalism.
- A. Define “Leadership,” including:
1. The POST definition:
    - a. The practice of influencing people...
    - b. while using ethical values and goals...
    - c. to produce an intended change
- B. Identify, discuss, and explain characteristics demonstrated by various recognized leaders:
1. Famous and infamous leaders and role models, such as:
    - a. Mahatma Gandhi
    - b. George S. Patton
    - c. Harry S. Truman
    - d. Ronald Reagan
    - e. Martin Luther King, Jr.
    - f. Susan B. Anthony
    - g. Adolf Hitler
    - h. Osama bin Laden

Note: The above names are suggested examples. Use them as a starting point for discussion and have the class name other examples.
  2. Characteristics
    - a. Ambition
    - b. Confidence
    - c. Courage
    - d. Intelligence
    - e. Eloquence
    - f. Responsibility
    - g. Creativity
    - h. Compassion
    - i. Trustworthy / Heroic  
(Even in times of great stress, and can be depended upon to put the needs of others above personal considerations)
  3. Discussion:
    - a. What leadership characteristics do you, as FTOs, demonstrate in your agencies and to your trainees?

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- b. Are there areas where you need to improve your leadership traits?
  - c. What self-improvement will you undertake to be an effective leader in your organization and for your trainees?
- C. Analyze personal strengths and weaknesses as a leader:
- 1. Determining leadership potential
  - 2. Leadership examined
    - a. Directing
    - b. Coaching
    - c. Supporting
    - d. Delegating
- D. Review and discuss principles, theories, and trends of leadership and how they may apply to the FTO:
- 1. Leadership factors
    - a. Principles vs. Values
    - b. Blame vs. Accountability
    - c. Proactive vs. Reactive
    - d. Authority vs. Power
  - 2. Leadership styles
    - a. Authoritarian (autocratic)
    - b. Participative (democratic)
    - c. Situational
  - 3. Situational Leadership and the FTO

HANDOUT #3: Leadership Tips (or similar agency- and POST-approved leadership training document)

- a. Adapting leadership behaviors to features of the situation and the trainees
  - b. Leadership is an activity
  - c. FTOs provide what is lacking in the situation
  - d. Able to hold others accountable
4. Variables that influence leadership styles
- a. Effective leaders/FTOs need to be able to adapt their style to fit the needs of the situation
  - b. Perception is in the eye of the follower

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- c. FTOs need to maximize the trainee's performance
  
- E. Analyze situations requiring applications of leadership principles and theories:
  - 1. From Presidents to coaches
    - a. Learning from those who lead
  - 2. The dynamic nature of values
    - a. Value conflict
  
- F. Assess the positive aspects of the leadership role of FTOs:

HANDOUT #4: What Makes a Good Leader?

- 1. Able to inspire leadership traits in trainees
  - a. Laying the ground work for success
  - b. Creating a leadership mind-set
- 2. Able to delegate via problem solving
  - a. Shared responsibility
- 3. Able to build the future of agency
  - a. The commanders of tomorrow are the trainees of today
  
- G. Introduction to ethics:
  - 1. General definition of ethics (Merriam-Webster):
    - a. A set of moral principles or values
    - b. A theory or system of moral values
    - c. A guiding philosophy
  
- H. Define ethics, including:
  - 1. The POST definition:
    - a. The accepted principles of conduct...
    - b. Governing decisions and actions...
    - c. Based on professional values and expectations
  - 2. Law Enforcement Code of Ethics

HANDOUT #5: PAM: Code of Ethics

- I. Review and discuss ethical issues within the Field Training environment:

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HANDOUT #6: Focus on FTO Ethics

1. Practicing misconduct
  - a. Gratuities, solicitations, half-priced meals, etc.
  - b. Negative/inappropriate comments or behavior directed toward other officers, subordinates, superiors, and/or agency
  - c. Participating in or allowing trainee discrimination and/or hazing
  - d. Using inappropriate language or terminology
  - e. Displaying negative/inappropriate behavior toward the community
2. Creating an unprofessional learning environment
  - a. Socializing or fraternizing with a trainee
  - b. Entitlements
3. Demonstrating integrity and a positive mental outlook
  - a. Intervention in unethical conduct of trainee, other FTO, or peer
4. Code of Silence
  - a. Striving for departmental transparency

J. Evaluate the effect(s) of identified Ethical Issues on the FTO/Trainee relationship:

**REQUIRED – LEARNING ACTIVITY #1: POST Video: Ethics Discussion Scenario (30 minutes) (Or similar agency- and POST-approved ethical scenario video)**

1. Impact on FTO/trainee working relationship
  2. Affects trust, integrity, willingness to support, etc.
  3. Potential ramifications (positive and negative)
  4. FTO's ability to impact ethical issues
  5. Must be above reproach
  6. Train to engage in pre-planning
  7. Engage trainees and peers in discussions
  8. FTO/trainee relationship
    - a. Socializing off duty
    - b. Inappropriate relationships
- K. The instructor will analyze a specifically chosen law enforcement ethical dilemma utilizing the POST "Ethical Decision-Making Tools for California Law Enforcement" manual. The class will work through and discuss the dilemma and cover the following points:

**REQUIRED – LEARNING ACTIVITY #2:      *Ethical Decision-Making (45 minutes)***

HANDOUT #7:      “POST Ethical Decision-Making Tools for California Law Enforcement”

1.      Ethical Tools
  - a.      Character
  - b.      Ethical choice strategies
  - c.      Decision making
2.      Ethical challenges
3.      Continuum of compromise

**BLOCK 6 - INTRODUCTION**

FTOs play a critical role in training as it relates to legal and liability issues:

- The FTO must be able to recognize situations of heightened liability
- The FTO must know how to best minimize individual and departmental exposure to liability

**IN THIS BLOCK**

- A.      Review and discuss various liability concepts related to Field Training, to include:
  1.      Failure to train
    - a.      Skills not explained
      - 1)      Do not assume trainee can perform skills
    - b.      Ensure academy training was adequate
  2.      Failure to supervise
    - a.      Supervisor responsible for performance of subordinates
    - b.      FTO considered a supervisor of trainee
  3.      Negligent training
    - a.      Teaching skills, concepts, behaviors which are improper, illegal, or unauthorized
  4.      Negligent retention
    - a.      Keeping employees when it is known they cannot perform the minimal duties of the position
  5.      Negligent supervision

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- a. FTO may be considered supervisor for some activities
  - b. FTO must keep their supervisor apprised of program issues
    - 1) Incompetent trainees
    - 2) Unqualified FTOs
6. Negligent entrustment
- a. Entrusting trainee with tools of the trade without proper training (e.g., car, firearm, baton, etc.)
  - b. Train to statutory (mandated) and department standards
7. Direct/Vicarious liability
- a. Civil rights violations
    - 1) If FTO is present and participates, allows or fails to prevent, may be liable
    - 2) “Code of Silence” policy and practice (department may be liable)
    - 3) Discuss ethical concerns and considerations in this area
- B. Review and discuss concepts of risk management and methods for reducing civil liability, to include:
- 1. Close supervision and expedited reporting
    - a. No shadow phase
    - b. Visual presence required
    - c. Factual, accurate, clear, concise, complete, and timely reports
    - d. Silent observer
    - e. Plain clothes vs. uniform
  - 2. Appropriate, timely intervention
    - a. Officer and citizen safety
    - b. Criminal violations
    - c. Civil rights violations
  - 3. Recognizing the functions and roles of the FTO
    - a. Avoiding mixed messages
    - b. Documentation of appropriate training
    - c. Documentation of trainee performance
    - d. Documentation of supervision
    - e. Documentation of remediation
    - f. Documentation of knowledge of civil and criminal laws
  - 4. Knowledge of and adherence to agency policies and directives
    - a. Use of force

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1. AB392 and SB230 / Use of Force Legal Issues
    - a. Emphasis on de-escalation / tactical repositioning
    - b. Emphasis on duty to intervene
    - c. Policy consideration / changes
    - d. Duty to warn
    - e. At risk populations
  - b. Racial profiling
- C. Discuss current trends in personal and agency civil liability
1. Review of recent settlements, judgments, and decisions from law enforcement, internet, and current news
  2. The students will identify behaviors by FTOs that present liability and policy challenges to their agencies
  3. Discuss the responsibility of the FTO to mitigate liability challenges
- D. Summarize various forms of harassment and discrimination in the workplace, including:
- HANDOUT: Employer Liability for Harassment  
(or POST-approved, agency-specific harassment policy)
1. Sexual harassment
    - a. Training the opposite sex
  2. Hostile work environment
    - a. The MEAN FTO
    - b. The Hatchet Man
  3. Quid Pro Quo
  4. Verbal/Visual/Physical
    - a. Would you say that, show that, or do that in front of the Chief?
  5. Discriminatory issues defined in the ADA
    - a. Federal laws
    - b. State laws
  6. Disparate treatment
    - a. Protected classes
- E. Explain how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior:

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1. Informing
    - a. Tell the offending party of the possible consequences of his/her action(s)
  2. Reporting
    - a. Report inappropriate behavior to a supervisor
  3. Involvement
    - a. Do not become a party to the behavior
  4. Professionalism
    - a. Maintain a professional relationship at all times
    - b. Do not allow trainee to be subjected or become involved in questionable situations
- F. Discuss methods/safeguards for keeping inappropriate conduct out of the Field Training Program, including:
1. Hazing
    - a. Trainee interviews
  2. Fraternalization
    - a. Consequences associated
      - 1) Potential for harassment complaints
      - 2) Allegations of favoritism
      - 3) Impaired objectivity in evaluations
      - 4) Termination issues
  3. Favoritism
    - a. Have a reason for placing a certain trainee with an FTO (needs communications skills developed, report writing needs, etc.)
  4. Sexual harassment/hostile work environment (definition)
    - a. Pairing considerations for FTOs/trainees
    - b. Sexual harassment/hostile work environment illegal and not tolerated
- G. Identify and explain the labor issues related to Field Training, which may include:
1. Peace Officer Bill of Rights (AB 301)
  2. Property interest (Skelly)
  3. Liberty interest (Lubey)
  4. EEOC (Equal Employment Opportunity Commission) – Federal
  5. DFEH (Department of Fair Employment and Housing) – State

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6. FLSA (Fair Labor Standards Act) – Federal
  - a. Overtime issues relating to homework, equipment maintenance, etc.
7. MOU (Memorandum of Understanding)
  - a. Agency specific issues

## **BLOCK 5** - INTRODUCTION

The goal of this section is to give the FTO proper tools to evaluate and address issues for today's law enforcement drivers.

### IN THIS BLOCK

- A. FTO's role in law enforcement driving/training/evaluation:
  1. The FTO plays a critical role in determining the trainee's mindset, setting the bar for ethical, safe, and policy-directed driving
  2. Facilitated Discussion
    - a. What issues do you see regarding deputies or officers in training relating to driving?
- B. Developing a "SAFE" Driving philosophy:

HANDOUT: Are Your Officers Driving SAFE?

1. **Situation-Appropriate:**
  - a. Modified driving responses for varied circumstances
2. **Focused**
  - a. Concerns related to roadway position, distractions, fatigue, and multi-tasking
3. **Educated**
  - a. Application of training and policy
4. Critical areas of instruction covered at the RBC that should be reinforced during the Field Training Program and at In-Service Training
  - a. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses is ongoing

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- b. Speeds that officers are expected to encounter in routine and emergency driving
- c. Night driving
- d. Use of interference vehicle(s) to simulate actual roadway conditions

C. Collision prevention issues:

- 1. Goals – Decision Making
  - a. Mental attitude
  - b. Officer safety and fault awareness
  - c. Changing the culture
    - 1) Impact of “unofficial” policies
      - a) “Get me there first”
    - 2) The community impact of improper driving
    - 3) Ethical dilemmas
- 2. Factors in SAFE tactical driving
  - a. Speeds
  - b. Intersections
  - c. Attitudes
  - d. Space cushion
  - e. Seatbelts
    - 1) Tactical removal (if policy allows): Removing seatbelt as patrol vehicle slows, just prior to safely coming to a stop, so the officer can quickly exit the vehicle
  - f. Vision and distractions
  - g. Stopping distances
  - h. Backing
  - i. Inattention or divided attention
  - j. Considerations for safe driving in low light conditions:
    - 1) Identify and recognize night driving hazards
    - 2) Discuss techniques to improve night driving
    - 3) Light to dark transition, glare and vision
    - 4) Reaction time at night
    - 5) Overdriving headlights
- 3. Specific Considerations for the FTO

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- a. If allowed by agency policy the FTO may need to personally address the following skills or refer the trainee for additional EVOC training
  - 1) Rear wheel cheat
  - 2) Front wheel swing
  - 3) Apexing (high/low/high)
  - 4) Backing
  - 5) Shuffle steering
  - 6) Maintaining a “high visual horizon”
  - 7) Reference material available in LD 19
- 4. How and what to watch - eyes and hands – tunnel vision, “white knuckles”
- 5. Training video suggestions (can be agency specific and must be POST-approved)
  - a. Damage to cars showing how driving issues might be determined from the various types of damage to the vehicles
  - b. Indications of “bad” driving or inappropriate actions
  - c. “Commentary driving” with “hazards” visible
- D. Policy and procedure consideration:
  - 1. Department requirements (compare and discuss)
  - 2. Pursuit policy models
  - 3. The “unwritten” policies/department culture
- E. Resources and considerations for evaluating and enhancing trainee driving skills:
  - 1. The FTO may want to evaluate the trainee’s basic driving skills prior to performing routine patrol functions. The following are suggested activities and areas to evaluate those skills:
    - a. LEDS
    - b. Parking stalls/lots skills
    - c. Patrol vehicle size awareness exercises
    - d. Cones and lots – suggestion: use the same exercises (“T-box” or “Y-turn around”) for sizing and performance development
  - 2. Driving issues for FTO
    - a. Leadership and Ethical Considerations  
Video suggestions (must be agency- and POST-approved)

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- b. Liability issues (responsibility to supervise, be ethical, and model proper driving)
  - c. Impact on FTO/trainee working relationship
  3. Intervention
    - a. FTO's ability to impact ethical issues
    - b. Potential ramifications (positive and negative)
    - c. Effects on trust, integrity, willingness to support, etc.
- F. Roundtable/group discussion topics:
1. What do you look for; how do you evaluate, correct and train? Examples might include:
    - a. Shuffle steering
    - b. Steer to the rear (purpose)
    - c. Apex cornering and braking (how / when / why)
    - d. Braking in general (vehicle dynamics)
    - e. Vehicle pre-flight checks
- G. Suggestions for future training:
1. Driver awareness
  2. EVOC instructor
  3. AOT courses
  4. Professional providers

**BLOCK 10** - INTRODUCTION

- FTOs must develop and maintain positive interpersonal communication skills with their trainees, peers, supervisors, and the community they serve
- Facilitator-led discussion on what makes an effective instructor/trainer
- FTOs are expected to recognize and apply various adult learning strategies and to utilize effective methods of training, teaching, and communicating

IN THIS BLOCK

- A. Review communication as it relates to the FTO position:
1. FTO - Trainee
    - a. Active listening

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- b. No surprises
    - c. Tailor your communication and training approach as needed to assist in the trainee's transformation from academy graduate to solo officer
      - 1) Examine, adjust, and/or refine your approach to ensure learning is taking place
  - 2. FTO - FTP SAC
    - a. Open lines of communication with the same focus on the development of the trainee
    - b. If reasonable/multiple/varied attempts to train have not succeeded, then communication must focus on removing the trainee with dignity and respect
  - 3. FTO/Trainee - Community
    - a. Developing a problem-solving relationship
- B. Review and discuss reasons for developing positive communication skills, to include:
  - 1. Better interpersonal and professional relationships
    - a. Eliminates misunderstandings
    - b. Provides clear direction
    - c. Allows for teamwork
  - 2. Job satisfaction/success and reputation
    - a. Reduces stress
    - b. Enhances ability to reach goals
    - c. Establishes rapport
  - 3. Professional and personal safety/liability
    - a. Demonstrates professional attitude
    - b. Reduces likelihood of conflict
- C. Review the basic components of the communication process, including:
  - 1. Sender of the message
  - 2. Receiver of the message
  - 3. The message itself
  - 4. Context of the message
    - a. Words and tone used (Tone is attitude!)
    - b. Often it is not what is said as much as how it is said that makes the impact on the receiver

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

D. Review the communication skills needed to deliver effective training, including:

HANDOUT #1: Effective Listening Skills  
(or other POST- and agency-approved effective listening handout)

1. Verbal and non-verbal
  - a. Verbal (word choice, delivery, etc.)
  - b. Non-verbal (body language, distance, etc.)
2. Effective active listening
  - a. Validate the sender's message (repeat or paraphrase)
3. Recognizing and overcoming barriers to communication
  - a. Unspoken biases/prejudices

E. Review the components of effective training, including:

1. Instructor qualities
  - a. High level of communication skills
    - 1) Voice tone
    - 2) Eye contact
    - 3) Use of words
    - 4) Rate of speech
    - 5) Hand gestures
    - 6) Active listening skills
  - b. Understands learning process
  - c. Understands teaching methodology
  - d. Understands and uses a variety of teaching aids
  - e. Works to develop and maintain his/her skills

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2. Presentation skills
  - a. Ability to present information in a manner that is easily understood
  - b. Uses diverse presentation methods
3. Teaching/training styles
  - a. Rote
  - b. Intimidator
  - c. Presenter
  - d. Developer
  - e. Facilitator
4. Teaching/training aids
  - a. Maps
  - b. Chalkboard/white board
  - c. Computer-based training (CBT)
  - d. Video/audio tapes
  - e. POST Workbooks
  - f. Evaluations/assessments/tests
  - g. Scenarios
  - h. Reference materials
    - 1) Peace Officer Sourcebook
    - 2) Case law updates
    - 3) Field Training Manual
5. Training plans
  - a. Has a training game plan
    - 1) Keeps trainee on track
    - 2) Allows for flexibility
    - 3) Lists learning expectations

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

1. Student/trainee-centered
  - a. Focuses on student/trainee learning needs
  - b. Puts the onus of learning on the student/trainee
2. Teacher/FTO-centered
  - a. Focuses on the teacher/FTO
  - b. Focuses on what the teacher/FTO knows

HANDOUT #2: RIDEM Article

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HANDOUT #3: RIDEM Checklist

3. RIDEM Theory
  - a. Relevance
  - b. Involvement
  - c. Discovery
  - d. Experience
  - e. Modeling
  
- G. Review and analyze adult learning styles (e.g., visual, auditory, and kinesthetic) and learning domains (e.g., affective, cognitive, and psychomotor), and how they impact the learning process:

**REQUIRED – LEARNING ACTIVITY #1:      *Adult Learning Style Profile (20 minutes)***

HANDOUT #4: Principles of Adult Learners  
(or other POST- and agency-approved adult learning material)

1. Learning Styles
  - a. Visual
    - 1) Learns by seeing/watching
  - b. Auditory
    - 1) Learns by hearing/being told
  - c. Kinesthetic
    - 1) Learns by doing/trying different things
  - d. Multi-sensory approach is the most effective
2. Learning Domains
  - a. Cognitive
    - 1) Involves knowledge and development of intellectual skills
      - a) Evaluation
      - b) Synthesis
      - c) Analysis
      - d) Comprehension
    - 2) Includes recall or recognition of facts, patterns, and concepts
      - a) Short-term memory
      - b) Long-term memory
  - b. Affective

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- 1) The manner in which we deal with things emotionally
  - a) Feelings
  - b) Values
  - c) Appreciation
  - d) Enthusiasm
  - e) Motivation
  - f) Attitude
- c. Psychomotor
  - 1) Physical movement
  - 2) Coordination
  - 3) Motor skills
  - 4) Requires practice
    - a) Speed
    - b) Precision
    - c) Distance
    - d) Procedures
    - e) Techniques
3. Adult Learning Concepts
  - a. Types
    - 1) Experience-based
    - 2) Self-directed/Facilitated learning
    - 3) Participatory
  - b. Importance of application
    - 1) Respects the learner
    - 2) Respects diversity
    - 3) Focuses on needs of learner
    - 4) Practical and meaningful
    - 5) Challenging
    - 6) Fun = increased retention
4. Rates of Learning
  - a. Individuals learn at different rates/speeds
  - b. The more senses involved, the more effective the learning

**REQUIRED – LEARNING ACTIVITY #2: POST VIDEO: Trainee Learning Styles Scenario (30 minutes) (or other POST- and agency-approved video on adult learning styles)**

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

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1. Learning environment
  - a. Formal instructional setting (Classroom)
  - b. Patrol Car
  - c. Range
2. Student factors / trainer factors
  - a. Personal distractions (trainee and/or FTO)
  - b. Learning plateaus (trainee) / inadequate teaching abilities (FTO)
3. Other outside factors
  - a. Presence of non-field training personnel
  - b. Availability of appropriate training aids and resources

I. Identify and explain qualities of successful teachers, which may include:

HANDOUT #5: Good Teaching – Top Ten Requirements  
(or other POST- and agency-approved handout on effective instructional techniques)

1. Caring/Passion
  - a. “People don’t care how much you know until they know how much you care”
2. Knowledge – Subject Matter Resource (SMR)
  - a. Broad base of knowledge to draw on
  - b. Accuracy of that knowledge
  - c. Stays current on information needed to competently perform duties
3. Skill
  - a. Willfully demonstrates skills correctly
  - b. Maintains skill levels
  - c. Works to learn new skills
4. Motivation
  - a. Wants to teach
  - b. Works to help others learn
5. Focused on values
  - a. Strong work ethic

J. Analyze personal strengths and weaknesses as a trainer:

1. Assess performance in the Instruction Game Exercise
  - a. Can you improve on your performance?

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- b. Did you recognize what worked and what didn't work?

K. Develop a training plan using a common instructional design method, which may include:

1. Relevance
  - a. Training should be important to learner
  - b. Something they can use on the job
2. Involvement
  - a. Adults learn best by doing
  - b. Adults must be actively involved in the learning
3. Discovery
  - a. The "AH-HA" of the learning process
  - b. Self-directed learning is a powerful component
4. Experience
  - a. Adults come training with experience
  - b. Their experience needs to be acknowledged and tapped
5. Modeling
  - a. Demonstration of the proper technique is a powerful form of learning
  - b. Demonstration should include practice before evaluation

L. Develop learning activities:

1. Purpose
  - a. Reinforce training
  - b. Learning by doing
  - c. Promote decision making
  - d. Promote teamwork
  - e. Safely problem solve
2. Types
  - a. Role play
  - b. Brain storming
  - c. Scenarios/table top exercises
  - d. Simulations
  - e. Group exercises

M. Create useful Field Training instructional aids:

1. Establish relevance
  - a. Specific to topic

b. Specific to agency

N. Teaching skills demonstration:

**REQUIRED – LEARNING ACTIVITY #3:**      **Training Topic List (or instructor’s choice of law enforcement topics)**

1. Assign topic and learning style

### DAY 3

#### BLOCK 9 - INTRODUCTION

- Remedial training is defined as: A correction or review of previously taught information or procedures (does not include academy training)
- FTOs must remember: 1) A mistake or performance deficiency must be corrected, and 2) that correction should come as soon as practical after the behavior without interfering with the department’s service responsibility
- Problems that do not seem to go away or are repeated call for remedial training
- It is possible that not every field incident or objective in an agency’s program will occur within the time frame of the Field Training Program. FTOs may have to set up a scenario exercise or rely on written/oral responses to specific hypothetical situations to effectively train and evaluate their trainees

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- Competency may be demonstrated through department-constructed knowledge tests, scenario exercises, or field performance

IN THIS BLOCK

- A. Review principles of remedial training plans (“SMART”), to include:
  - 1. Specific
    - a. Specifically identify and describe the deficiency
  - 2. Measurable
    - a. Clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources. In the context of “failing forward,” trainees discover not only positive solutions, but also what doesn’t work
  - 3. Attainable
    - a. The trainee should have ample time to reach the required goals
  - 4. Realistic
    - a. Relative to the deficiency and time frame
  - 5. Trackable
    - a. Able to be assessed and documented
  
- B. Review the roles and expectations of the trainee, FTO, and FTP SAC in remedial training:
  - 1. Trainee
    - a. Assist in diagnosis of problem
    - b. Recognize and acknowledge deficiency exists
    - c. Accept feedback
    - d. Give input to remediation plan
  - 2. FTO
    - a. Diagnose problem
    - b. Remember how adults learn best
      - 1) Use a variety of teaching techniques
    - c. Provide feedback and document trainee’s performance
    - d. Be aware of, and use, all available resources
    - e. Be creative
    - f. Maintain safety
    - g. Successfully complete remediation plan
  - 3. FTP SAC
    - a. Keep agency administration informed

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- b. Maintain records
  - c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP (e.g., immaturity, life experience, fear, etc.)
- C. Summarize components of structured remedial training plans:
- 1. Specified performance deficiencies
    - a. Problem defined
  - 2. Training Assignments
    - a. Measures used to correct problem
  - 3. Documented completion or extension
    - a. Problem corrected or additional training required
- D. Determine the cause of the trainee's failure to learn (e.g., FTO training methods, trainee learning style(s), lack of effort, program deficiencies, etc.)
- 1. Identify what has been tried and determined to be ineffective
    - a. Ask trainee to discuss previous training attempts
    - b. Review DORs or other written reports
    - c. Talk with previous FTO
  - 2. Evaluate trainee's learning method
    - a. Learning styles can fluctuate
  - 3. Deficiencies in the program/FTOs
    - a. Failure to use role playing for training areas not experienced during Field Training
    - b. Evaluation only training
    - c. Failure to use remediation
    - d. Fully experienced versus fully trained
- E. Identify and apply a variety of remediation methods and resources, which may include:
- 1. Role-plays or scenarios
    - a. Provides immediate feedback
    - b. Can be done for call taking or dispatched calls
    - c. Allows hands-on demonstration
  - 2. Volunteering for calls-for-service that provide additional training in deficient areas
    - a. Real life scenarios

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- b. Gain additional experience
- 3. Reading, writing, and/or study assignments
  - a. Can address specific topics
  - b. Allow the learning to study in a relaxed setting
  - c. Keeps the student on track
- 4. Videos and/or audio tapes
  - a. Can be agency specific
  - b. Can reinforce lectured learning
  - c. Easy to obtain
- 5. Learning Activity Packages (LAPs)
  - a. Contain all necessary materials

SEE POST FIELD TRAINING PROGRAM GUIDE: Appendix 19

- 6. Other outside college or POST courses
  - a. Private providers or agency-approved on-line courses or tutorials
  - b. Local community colleges
- F. Review the need to evaluate and document remedial training, to include:
  - 1. Provides feedback on trainee progress
    - a. If you didn't write it down, it didn't happen
    - b. Documenting remedial training shows the various ways you tried to help the trainee succeed — you have a duty to help the trainee
  - 2. Your documentation may be the supporting, critical factor in the event of a recommendation for termination
    - a. EVERY document is important if the trainee fails to complete the program
- G. Review the need for proper evaluation and documentation to support trainee termination, to include:
  - 1. Identifies training that was provided
    - a. Not only the first time, but remediation attempts
  - 2. Supports decisions to terminate
    - a. When it's time to terminate, the decision should be clear to all involved
  - 3. Prevents/minimizes claims by trainee

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- a. If a trainee fails the program, it should be due to his/her inability to adequately perform — NOT a failure to train
  
- H. Review the use of written and scenario tests within the Field Training Program:
  - 1. Written testing appropriate for:
    - a. Penal codes, vehicle codes, etc.
    - b. Radio codes
  - 2. Scenarios are appropriate for:
    - a. Making up for low volume of calls
    - b. Exposure to calls which may not be received
  
- I. Review the positive and negative aspects of scenario training, including:
  - 1. Positive aspects:
    - a. Provides a safe learning environment
    - b. Less liability than actual calls for service
    - c. Events are repeatable
    - d. Training can be halted at key points to reinforce learning
    - e. Can fill in the “holes” for things the trainee may not be exposed to during training
    - f. Can prepare the trainee for more difficult situations
  - 2. Negative aspects
    - a. Not as realistic as calls for service
      - 1) May not be taken seriously
        - a) Can be predictable
        - b) Must be maintained and updated
        - c) Requires good role players and resources
        - d) Team up with dispatch to add an element of realism
        - e) Determine availability of alternate radio channels to use during scenarios
  
- J. Review situations where written tests and/or scenarios are appropriate, including:

HANDOUT #1 – OPTIONAL: POST Publication: Testing... Testing... Testing... 1, 2, 3...

- 1. To cover more specific knowledge components
  - a. Individual city codes
  - b. Agency policies and procedures

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- c. Terrorism, homicide investigations, or calls the trainee is not likely to experience during field training
- 2. To assist in remedial training efforts
  - a. Easier to control variables
  - b. Lower level of stress
  - c. Can be repeated
- 3. To make up for low volume of calls for service
  - a. Documentation that learning area was covered
  - b. Provide a level of exposure to begin the experience building process

K. Recognize officer safety and liability issues involved in scenario training, to include:

HANDOUT #2: Safety Considerations in Role Play Training  
(or other POST-approved agency safety policy regarding role playing)

HANDOUT #3: NEWS ARTICLE: Police Officer Killed During Training  
(or current LEOKA statistics from POST or other fact-checked and credible sources depicting police training accidents)

- 1. Recognize the FTO's risk management responsibilities
  - a. Financial loss
  - b. Employee loss
  - c. Injuries and tragedies
- 2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
  - a. Safety is always your first consideration
- 3. Loaded weapons should NEVER be used in role playing –  
Let's repeat that rule: "Loaded weapons should NEVER be used in role playing!"
  - a. Check and re-check all weapons
  - b. Use of training weapons (plastic guns/knives)
  - c. Scenario should not be dangerous, demeaning, or harassing, or expose the agency to liability
    - 1) Safety first!
    - 2) Maintain professional integrity

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4. Facilitator-led discussion on scenarios and role playing.
  - a. Have students in the class used scenarios or role playing?
  - b. Was the training successful?
  - c. What do the students do to ensure safety during the training?
  
- L. Determine detailed logistics, timing, and location of scenarios, including:
  1. Clearly defined training goals or performance objectives should be developed for each scenario
    - a. Objective
    - b. Reliable
    - c. Valid
  2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
    - a. Safety checklist documenting checked items
  3. Establishment of an audible signal for any participant to halt the scenario at any time
    - a. Whistle or sound-box
  4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)
    - a. Make sure EVERYONE knows it's a training exercise, including citizens when necessary
  
- M. Facilitated discussion on effective remedial training and competency evaluation:
  1. How do you develop a remedial training plan?
  2. What are your agency policies regarding remedial training?
  3. What are the ethical concerns and ramifications of remedial training?
  4. What has worked for YOU; what has not?
  5. Developing a formal written plan with other FTOs and supervisors
  6. Other department resources

**BLOCK 8 - INTRODUCTION**

- Trainees will make — and must be allowed to make — mistakes
- The FTO's responsibility to intervene when a trainee's actions/decisions are inappropriate is critical
- There are different ways to intervene, and one may be more appropriate than another depending on the situation

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IN THIS BLOCK

- A. Review the concept of “failing forward,” including:
1. Some of the most profound learning occurs when mistakes are made
    - a. Driving the wrong direction is OK as long as the time delay does not impact safety
  2. Allowing trainees to explore ideas and make mistakes fosters an environment of learning
    - a. Trainee can't be afraid to make mistakes in front of you
  3. In the context of “failing forward,” trainees discover not only positive solutions, but also what doesn't work
    - a. If what you're doing is not successful, try something else!
    - b. The statement listed above is true both for the way the trainee approaches job tasks, AND for the approaches and techniques the FTO uses to help the trainee succeed
  4. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
    - a. If you find fault every time the trainee does something, he/she will stop trying
    - b. If every time you say, “That was OK, but....,” the trainee will stop listening to what you're saying and just wait for the “BUT...”
    - c. You have an ethical duty to help the trainee succeed, giving the trainee every reasonable chance to be successful. If the trainee is not catching on, examine your training techniques.

REMINDER: Mistakes are part of the learning process — you made them as well.

- B. Review how intervention techniques are used as learning tools, to include:
1. Trainees should be allowed to experience as much as possible within certain/safe limits
    - a. Safety should be paramount
  2. Trainees learn best by doing and can learn from their mistakes
    - a. Don't do it for them; they need to learn what to do — be patient!
  3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
    - a. The tap-in/tap-out concept

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- C. Review situations where intervention by the FTO would be appropriate and explain applicable intervention techniques for each situation, to include:
1. Officer safety
    - a. Searches
    - b. Driver side vs. passenger side approach
  2. Public safety
    - a. Separating involved parties
    - b. Hazards
  3. Misapplication or violation of law
    - a. Attempting an arrest for a misdemeanor not committed in the trainee's presence
  4. Violation of department rules, regulations, or procedures
    - a. Handcuffing
    - b. Pursuit policy
  5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)
- D. Evaluate the appropriate use of intervention techniques, including:

HANDOUT: Seven Ways to Improve Your Non-Verbal Communications  
(or other POST- and agency-approved handout or exercise on non-verbal communication)

1. Subtle
  - a. Certain signals can reinforce/redirect learning
    - 1) Clearing throat
    - 2) Simple questions
  - b. Body Language
    - 1) Eye contact
    - 2) Facial expressions
    - 3) Gestures
    - 4) Body posture and orientation
    - 5) Proximity
    - 6) Paralinguistics
    - 7) Humor
  - c. Increases perceived psychological closeness between teacher and student

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2. Overt
  - a. Verbal (Interrupt, shout, etc.)
  - b. Physical (tap/grab trainee's arm, signal/gesture, etc.)
  
- E. Review and discuss the positive and negative effects of FTO intervention on the trainee/FTO relationship that you have experienced, which may include:

**REQUIRED – LEARNING ACTIVITY: Positive and Negative Impact (20 minutes)**

1. Potential Positive Effects of Timely FTO Intervention
    - a. Gives trainee back confidence and self-respect
    - b. Does not relieve the trainee of responsibility
    - c. Makes trainee solve the problem
    - d. Maintains safety, reduces liability
  2. Potential Negative Effects of FTO Intervention
    - a. Inhibits or stops learning
    - b. Compromises or erodes relationship between FTO and trainee
    - c. May give citizens the impression of incompetence
  3. Ethical considerations of intervention
    - a. How far will you let the recruit go before you intervene?
- F. Facilitated group discussion: How and when do YOU Intervene?
1. Allow students time to share experiences among the group

**BLOCK 11 - INTRODUCTION**

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

**IN THIS BLOCK**

- A. Apply acquired knowledge and techniques to develop a one-on-one training plan:
  1. Formats
    - a. RIDEM  
(Relevance – Involvement – Discover – Experience – Modeling)

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B. Present one-on-one training; use varied communications techniques:

**REQUIRED – LEARNING ACTIVITY: Teaching/Training Skills Demonstration  
(180 minutes)**

HANDOUT #1: Potential Topics for Teaching/Training Skills Demonstration

1. Presentations
  - a. Two-way communication
  - b. Active listening

C. Present one-on-one training; use varied adult learning styles:

1. Visual
2. Auditory
3. Kinesthetic

D. Evaluate training delivered by other FTOs:

HANDOUT #2: Presentation Rubric

1. Using the Presentation Rubric, evaluate other student demonstrations in the areas of:
  - a. Relevance
  - b. Involvement
  - c. Discovery
  - d. Experience
  - e. Modeling

**BLOCK 12 - INTRODUCTION**

- Each agency/presenter may select training topics for this block of time that pertain specifically to their needs
- Or each agency/presenter can expand on topics already provided in this course

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- Any new topic(s) MUST be included in the Expanded Course Outline Format.

IN THIS BLOCK

- A. Topics for discussion in this area may include, but are not limited to the following:
  1. Problem Solving
  2. Challenging Traits of Today's Trainees
  3. Report Writing for FTOs
  4. Problem Solving for FTOs
  5. Supervisory Skills Development
  6. Local Liability Issues
- B. Wrap up questioning – course evaluation – certification of attendance
  1. Topics needed but not covered?
  2. Remaining questions about materials
  3. Course evaluations