



POST FIELD TRAINING OFFICER COURSE
San Jose Police - Agency Specific
Expanded Course Outline



TOPIC OUTLINE

I. INTRODUCTION AND ORIENTATION

- A. Recognize POST FTO Course goals and objectives including developing the new FTO to:**
1. Provide training and coaching and integrating trainees into the mission, goals and operation of the agency.
 - a. Contribute to the agency and the community
 2. Provide trainees with a means to apply their knowledge and skills in the work environment
 - a. Application of academy training
 - b. Knowledge of job specifics
 - c. Knowledge of resources
 3. Provide ongoing constructive feedback and timely written evaluations, based on agency performance and standards
 - a. Debrief calls for service, scenarios, etc.
 - b. Complete timely DORs, Daily Training Notes, etc.
 4. Recognize different learning styles and respond appropriately to the needs of the trainee.
 - a. "Telling is not teaching, listening is not learning"
 - b. "You can't build a skill through lecture"
 5. Apply communication and counseling skills to assist 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 Requirements**
1. 10% Rule
 - a. Cannot miss more than 10% of the hours/classes
 - b. Must make up any time missed
 2. Complete any agency specific written tests/assessments required
 - a. Must satisfactorily complete SJPD practical scenario exams
 3. Arrive late/leaving early requires instructor notifications
- C. Successfully complete all POST and presenter specific activities and testing requirements including:**
1. POST required Teaching and Training demonstration
 - a. Student must successfully present a one-on-one training demonstration (simulating an FTO-Trainee situation). The student will select from a list of law enforcement topics and provide training in the selected topical area to a trainee role player. The student is expected to develop a training plan that uses varied adult learning styles and communication



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- techniques. Using the Standardized Evaluation Guidelines developed specifically for this exercise, the demonstration will be evaluated by another student.
2. Case Study Analysis
 - a. The student must participate in a small group presentation of their trainees to the rest of the class covering the following aspects of the trainee's behavior and their final outcome:
 - i. Did issues arise that no one in the group had previously dealt with or heard about?
 - ii. Were ethical issues identified and how did you resolve the issues?
 - iii. Were the findings during the discussion that clarified your role(s) as an FTO?
 - iv. Were you able to reach a consensus as to the success of this trainee in the program?
 3. Presenter-developed activities/tests
 - a. Must satisfactorily complete SJPD practical scenario exercise for the identification of learning difficulties.
 - D. Identify and discuss key components of a successful field training program, which may include:**
 1. Commitment of department head and administrative staff
 - a. Allow time to train
 - b. Time/personnel provided to effectively run the program
 - c. Support of remedial and/or termination recommendations
 2. Clearly articulated organizational structure/chain of command
 - a. Smooth information flow (up and down)
 - b. Must have FTP SAC
 - c. Ensure decisions are made at the appropriate level
 3. Well-organized and effective field training program guide/manual
 - a. System for regular review and revisions
 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 trainees, Field Training Officers (FTOs) and Field Training Program Supervisors/Administrators/Coordinators (FTP SACs)
 - E. Identify and Discuss the impact of Field Training Programs, including:**



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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
 - a. Learn it the right/accepted way the first time
3. The future of the agency is significantly impacted by the values established in field training
 - a. Sets the tone for the years to follow

F. Case Study Introduction

1. Students will receive/review their assigned fictitious trainee with their workgroup while the facilitator explains the case study process and final presentation.

II. GOALS AND OBJECTIVES

A. Identify 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
 - c. Psychomotor skills
 - d. Proper application
 - e. Able to properly analyze and evaluate
2. To provide standardized training to newly assigned patrol officers in the practical application of learned information
 - a. To build on basic academy learning
 - i. Recognize FTO program as an extension of the basic academy
 - ii. Based on standardized curricula and performance objectives
 - iii. Academic limitations
 - 1) Minimal knowledge and skills
 - 2) Minimal application practice
 - 3) Not everyone can apply academic learning to the job
 - 4) No “real-world” application
 - b. To ensure uniformity in training in phases
 - i. Systematic approach



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- ii. 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 the commitment to evaluate
 - b. Sufficient training prior to evaluation
 - c. Standardized terms, testing and evaluation
 - d. Documentation of performance
 - e. Fair and consistent termination process – ethically sound rationale
 - 4. To enhance professionalism, job skills, and ethical standards of the law enforcement profession to better serve the community
- B. Discuss the POST competency based program philosophy**
 - 1. Competency includes behaviors that demonstrate effective performance
 - 2. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result
 - 3. Competencies are not necessarily specific skills, but rather, the application of skills that produces a successful result.
- C. 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 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
- D. Recognize terminology, resources, testing methods, and other activities used in the regular basic course, including:**
 - 1. Testing and Training Specifications (TTS)



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2. Basic Academy Workbooks
3. POST Basic Academy Testing
4. Basic Academy Scenarios
- E. Explain how the field training program is an extension of the regular basic course
 1. Academy prepares the trainee for entry into the Field Training Program
 2. Provides a real-life environment in which to apply knowledge
 3. FTOs must make themselves aware of the training provided in the academy(ies) 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(ies)
 5. FTOs must support and reinforce material and methods taught in the academy(ies)
- F. Contrast the difference between training and evaluation, and recognize how both compliment 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, and
 - c. FTO coaching and providing feedback
 2. Evaluation is:
 - a. The process of documenting progress or the lack of learning those tasks
 3. Training *must* occur prior to evaluation
 4. One without the other makes learning unachievable

III. EXPECTATIONS, FUNCTIONS AND ROLES OF THE FTO

- A. Explain the attributes of a successful FTO, which may include:
 1. Effective communicator
 - a. Uses active listening skills
 - b. Remains calm
 - c. Controls the situation
 2. Ethical
 - a. Demonstrates integrity
 - b. Promotes character
 - c. Displays professional values
 3. Professional
 - a. Works with other FTOs to help the whole program
 - b. Appearance and demeanor
 4. Knowledgeable
 - a. Knows and stays current with the law
 - b. Demonstrates knowledge through the proper application



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5. Experienced
 - a. Broad experience base
 - b. Associates with other quality role models
 - c. Willing to ask questions
 - d. Knows where to look for information
 6. Courageous
 - a. Physical courage
 - b. Moral courage
 7. Fair
 - a. Reviews training
 - b. Communicates clearly
 - c. Sets goals/expectations
 - d. Objective evaluations
 - e. Gives immediate feedback
 8. Committed
 - a. Understands training requires long hours
 - b. Accepts responsibility of teaching
 - c. Willing mentor and nurturer of the trainee
 - d. Has respect for training
 9. Loyal
 - a. Displays loyalty to the community
 - b. Displays loyalty to the department
 - i. Its mission, vision and values
- B. Identify and explain the functions or roles of the FTO, including:**
1. Role Model
 - a. Leads by example
 - b. Teaches by examples
 - c. Strong values
 - i. Personally
 - ii. Professionally
 - d. High level of integrity
 2. Trainer/Teacher
 - a. Wants/helps trainee to learn
 - b. Accepts responsibility for progress of trainee
 - c. Reinforces positive attributes & accomplishments
 - d. Individualizes training and breaks down information
 - i. Easily understood manner
 - ii. Relative to trainee's skill level
 - iii. Relative to trainee's learning style
 3. Evaluator
 - a. Makes honest, objective assessments of behavior and performance



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



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- a. No fraternizing or inappropriate behavior (department policy)
 - b. Respect the trainee as a person while assisting the trainee through the field training program
 - c. Be cognizant of the trainee's background – experience, culture, education, etc. Try to relate training in a way that will help the trainee understand and succeed
 - d. Educate the trainee in the cultural composition of the community, and guide the trainee towards interacting with the community with an attitude of service and partnership
 - e. While keeping officer safety in mind, assist the trainee in treating all people with respect.
- E. Discuss sources of stress that may affect trainee performance, including:**
- 1. Personal sources
 - a. Family
 - b. Friends/family's lack of understanding of the law enforcement "culture"
 - c. Financial
 - d. Wellness
 - 2. Professional sources
 - a. Expectations of trainee performance
 - b. Administration
 - c. Peer pressure
 - d. Personal – "Failure is not an option"
- F. Recognize symptoms of trainee psychological, physical, and emotional stress**
- 1. Impaired judgment
 - a. Poor decisions
 - b. Unable to make decisions
 - 2. Deteriorating health
 - a. Becomes sick easily
 - b. Increase in sick leave use
 - c. Muscle tics
 - 3. Impatience with self and others
- G. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress**
- 1. Employee Assistance Programs
 - 2. Chaplains/Clergy/Agency CIT resources
 - 3. Psychologists
 - 4. Mentoring program
 - 5. Exercise/work-out plan
- H. Case Study Exercise**



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1. Students will address their trainee's written case study
- IV. SJPD DRIVER AWARENESS AND DRIVER SAFETY**
- A. FTO's role in law enforcement driving/training/evaluation**
1. FTOs play a critical role in determining the trainees mindset, setting the bar for ethical, safe and policy directed driving
 2. Facilitated discussion
 - a. What driving issues do you expect to encounter regarding officers in training?
 - b. Open discussion of examples
 - i. Familiarity with equipment of the car
 - ii. Security of the equipment within the car such as belting in bags and cases
 - iii. Speed, inattention, driving in a manner unsafe for the environment or task, etc.
- B. Developing a "SAFE" driving philosophy**
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, from initial academy training through in-service training, and all personnel monitoring safe driving practices.
 4. Reinforce the RBC training regarding
 - a. Use of law enforcement driving simulators in addition to emergency vehicle operations courses in ongoing and in-service training.
 - b. Speeds that officers are expected to encounter in routine and emergency driving.
 - c. Night driving
 - d. Use of interference vehicle(s) to simulate actual roadway conditions
- C. Policy and Procedure Considerations**
1. Department requirements – Duty Manual compare and discuss
 - a. Peer pressure
 - i. Discuss peer pressure/ethics of an FTO in training and monitoring SAFE driving. Discuss the need for consistency among the FTOs and the need for following department policy and common sense in the field.



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- ii. What if the concepts of SAFE driving are adopted by one member of the agency but not others? How does the FTO following the SAFE driving approach deal with an FTO who is not following or advocating SAFE driving principles? How would you deal with pressure from other FTOs?
 - iii. Code 2 High/Code 2.5 driving. Does it exist? Do some FTOs encourage driving at unsafe speeds? Think safety and liability.
 - iv. Removing the seat belt prior to arriving at the call
 - v. Cell phone use. Policy vs exemption 23123(d) CVC
 - 2. Pursuit Policy Models
 - a. Discuss the SJPD specific policy regarding pursuit driving and vehicle pursuits in general.
 - b. SB 719 directives
 - 3. The “un-written” policies/departement culture
 - a. Unauthorized use of “excuse me” lights (rear amber lights), or unauthorized use of opticom to change traffic signal green
 - b. Failure to yield vs actual pursuit
 - c. “Get me there first”
 - 4. VC Law Review
 - a. 21055 CVC – exemption
 - b. 21052 CVC – routine driving “obey the rules”
 - c. 21056 CVC – Due regard
 - d. 17004.7a)b)c) CVC – Civil liability
 - 5. Applicable case law
 - a. Cruz v. Briseno (994 P.2d 986 (Cal. 2000))
 - b. County of Sacramento v. Lewis (523 U.S. 833, 118 S. Ct. 1708, 140 L. Ed. 2d 1043, 1998 U.S.)
 - c. Nguyen v. City of Westminster (103 Cal.App.4th 1161 (2002))
 - d. Scott v. Harris (550 U.S. 372 (2007))
- D. Collision Prevention Issues**
- 1. Goals – Training proper decision making
 - a. Changing the culture
 - i. The impact of “unofficial” policies
 - ii. The community impact of improper driving
 - iii. Ethical dilemmas
 - b. Officer safety and Fault awareness
 - c. Psychological Effects
 - i. Aggression



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- ii. Overconfidence
- iii. Self-righteousness
- iv. Impatience
- v. Extreme emotions
- 2. Factors in Safe Tactical Driving
 - a. Speeds
 - b. Intersections
 - c. Attitudes
 - d. Space Cushion
 - e. Seatbelts
 - i. Tactical removal (if allowed by policy): Removing the seatbelt, as the patrol vehicle slows, just prior to safely coming to a stop, so the officer can safely and 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
 - i. Identify and recognize night driving hazards
 - ii. Discuss techniques to improve night driving
 - iii. Light to Dark transition, glare and vision
 - iv. Reaction time at night
 - v. Overdriving headlights
 - vi. Weather
- 3. Special Considerations for the FTO
 - a. The FTO may need to personally address the following skills or refer the trainee for additional RVOC training.
 - i. Rear wheel cheat
 - ii. Front end swing
 - iii. Apexing
 - iv. Backfiring
 - v. Shuffle steering
 - vi. Maintaining a “high visual horizon”
 - vii. LD 19 reference material
- 4. How and what to watch – eyes and hands – tunnel vision, white knuckle driving
- 5. Training video selection suggestions
 - a. Damage to vehicles showing how driving issues might be determined from the various types of damage to the vehicles
 - b. Indications of “bad” driving or inappropriate actions



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- c. “Commentary Driving” with “hazards” visible.
 - E. Resources and Considerations for Evaluating and Enhancing Trainee Driving Skills
 - 1. The FTO may want to evaluate the trainee’s skill in the basics of driving prior to performing routine patrol functions. The following are suggested activities and areas to evaluate those skills:
 - a. LEADS
 - b. Parking stalls/lot skills
 - c. Patrol vehicle size awareness exercises
 - d. Cones and lots
 - 2. Driving Issues for the FTO
 - a. Leadership and Ethical Considerations
 - b. Liability issues - responsibility to supervise, be ethical, model proper driving
 - c. Impact on FTO/Trainee working relationship
 - 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?
 - a. Shuffle steering
 - b. Drive to the solution (“steer to the rear”)
 - c. Apex cornering and braking (how-when-why)
 - d. Braking in general – vehicle dynamics
 - e. Vehicle pre-operation checks
 - G. Suggestions for future advanced training
 - 1. Driver Awareness
 - 2. EVOC Instructor
 - 3. AOT Courses
 - 4. Professional providers
- V. **ETHICS AND PROFESSIONALISM**
 - A. Define ethics
 - 1. POST definition: The accepted principles of conduct, governing decisions and actions, based on professional values and expectations
 - 2. Law Enforcement Code of Ethics
 - B. Identify ethical issue within the field training environment, including but not limited to:
 - 1. Gratuities



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2. Negative/inappropriate comments or behavior toward other officers, subordinates, superiors, and/or agency
 3. Socializing or fraternizing with a trainee
 4. Participating in or allowing trainee discrimination and/or hazing
 5. Using inappropriate language or terminology
 6. Displaying negative/inappropriate behavior toward the community
 7. Intervention in unethical conduct of trainee, other FTO, or peer
 8. Code of Silence
 9. Entitlement
- C. Evaluate the effects of identified ethical issues on the FTO/Trainee relationship**
1. Impact on FTO/trainee working relationship
 - a. Effects trust, integrity, willingness to support, etc.
 - b. Potential ramifications (positive and negative)
 2. FTO's ability to impact ethical issues
 - a. Must be above reproach
 - b. Train to engage in pre-planning
 - c. Engage trainees and peers in discussions
- D. Analyze Ethical Dilemmas**
1. Ethical Decision making tool kit
- E. Case Study Exercise**
1. Discuss and address the respective trainee's written case study relevant to this block of instruction.

VI. LEADERSHIP

- A. Defining Leadership**
1. POST definition
 - a. The practice of influencing people,
 - b. While using ethical values and goals,
 - c. To produce an intended change
- B. Identify and explain characteristics demonstrated by various recognized leaders**
1. Famous Leaders
 - a. Gandhi, Patton, Kennedy, Truman, Churchill, Putin
 2. Characteristics
 - a. Ambition
 - b. Confidence
 - c. Courage
 - d. Intelligence
 - e. Eloquence
 - f. Responsibility
 - g. Creativity



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- h. Compassion
- i. Trustworthiness
 - i. Even in times of great stress can be depended upon to put the needs of others above personal considerations.
- C. Analyze Personal Strengths and Weakness as a Leader**
 - 1. Leadership Survey
 - 2. Identify strengths and weaknesses
- D. Discuss Principles, Theories, and Trends of Leadership and How They May Apply to the FTO**
 - 1. Situational Leadership describes a way of adapting leadership behaviors to features of the situation and the trainees.
 - a. Leadership is an activity
 - b. FTOs provide what is lacking in the situation
 - c. Able to hold others accountable
 - 2. Even though situational leadership appears to be simple, other variables may influence the appropriateness of any leadership style
 - a. Effective leaders/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
 - c. FTOs need to maximize the performance of their trainees
 - 3. Successful leaders/FTOs
 - a. Proactive
 - b. Flexible to development/performance level of their trainees
 - c. Fill the gap
- E. Analyze Situations Requiring Applications of Leadership Principles and Theories. Provide Examples of Where/How Those Applications Impact the Situation**
 - 1. Leadership analysis
- F. Assess the Positive Aspects of the Leadership Role of FTOs**
 - 1. Able to inspire leadership traits in trainees
 - 2. Able to delegate via problem solving (shared responsibility)
 - 3. Able to chart and build the future of the agency
- G. Case Study Exercise**
 - 1. Discuss and address the respective trainees written case study related to this topic.

VII. TEACHING AND TRAINING SKILLS

- A. Define Communication as it Relates to the FTO Position**
 - 1. Between FTO and Trainee
 - 2. Between FTO and FTP SAC
 - 3. Between the FTO/Trainee and the community



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- B. Discuss Reasons for Developing Positive Communication Skills, to include:**
1. Better interpersonal and professional relationships
 - a. Eliminates misunderstandings
 - b. Provides for 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. Identify the Basic Components of the Communication Process, Including:**
1. Sender of the message
 2. Receiver of the message
 3. The message itself
 4. Context of the message
 - a. Words and tone used
 - b. Often it is not *what* is said so much as *how* it is said that makes the impact on the receiver
 5. The channel used to convey the message
 - a. Verbal
 - b. Written
 6. Noise and filters (both sender's and receiver's)
 - a. Distraction
 - b. Background
 - c. Biases
 7. Feedback on the message
 - a. Was it understood?
- D. Recognize the Communication Skills Needed to Deliver Effective Training, including:**
1. Verbal and non-verbal
 - a. Verbal (word choice, delivery, etc.)
 - b. Non-verbal (body language, distance, etc.)
 2. Effective active listening
 - a. Validate the sender's message (repeat or paraphrase)
 3. Recognizing and overcoming barriers to communication.
 - a. Unspoken biases/prejudices
- E. Identify and Explain Components of Effective Training including:**
1. Instructor qualities



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- a. High level of communication skills
 - i. Voice tone
 - ii. Eye contact
 - iii. Use of words
 - iv. Rate of speech
 - v. Hand gestures
 - vi. 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
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/whiteboard
 - c. Computer-based training (CBT)
 - d. Video/audio media
 - e. POST workbooks
 - f. Evaluations/assessments/tests
 - g. Scenarios
 - h. Reference materials
 - i. Peace Officer Sourcebook
 - ii. Case law updates
 - iii. Field Training Manual
5. Training Plans
- a. Has a training game plan
 - i. Keeps trainee focused and on track
 - ii. Allows for flexibility
 - iii. Lists learning expectations
- F. Compare and Contrast the Elements of Student-Centered vs. Teacher-Centered Learning, Using the RIDEM Acronym
1. Student/Trainee Centered
 - a. Focuses on student/trainee learning needs



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- b. Puts the onus of learning on the student/trainee
- 2. Teacher/FTO Centered
 - a. Focuses on the Teacher/FTO
 - b. Focuses on what the Teacher/FTO knows
- 3. RIDEM Theory
 - a. Relevance
 - b. Involvement
 - c. Discovery
 - d. Experience
 - e. Modeling
- G. Analyze Adult Learning Styles & Learning Domains for How They Impact the Learning Process**
 - 1. Learning Styles
 - a. Visual
 - i. Learns by seeing/watching
 - b. Auditory
 - i. Learns by hearing/being told
 - c. Kinesthetic
 - i. Learns by doing/trying different things
 - d. Multi-sensory approach is the most effective
 - 2. Learning Domains
 - a. Cognitive
 - i. Involves knowledge and development of intellectual skills
 - 1) Evaluation
 - 2) Synthesis
 - 3) Analysis
 - 4) Comprehension
 - ii. Includes recall or recognition of facts, patterns, and concepts
 - 1) Short-term memory
 - 2) Long-term memory
 - b. Affective
 - i. The manner in which we deal with things emotionally
 - 1) Feelings
 - 2) Values
 - 3) Appreciation
 - 4) Enthusiasm
 - 5) Motivation
 - 6) Attitude
 - c. Psychomotor



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- i. Physical movement
 - ii. Coordination
 - iii. Motor skills
 - iv. Requires practice
 - 1) Speed
 - 2) Precision
 - 3) Distance
 - 4) Procedures
 - 5) Techniques
 - 3. Adult Learning Concepts
 - a. Types
 - i. Experiential (experience based)
 - ii. Self-directed/facilitated learning
 - iii. Participatory
 - b. Importance of application
 - i. Respects the learner
 - ii. Respects diversity
 - iii. Focuses on needs of learner
 - iv. Practical and meaningful
 - v. Challenging
 - vi. Fun = increased retention
 - 4. Rates of learning
 - a. Individuals learn at different rates/speeds
 - b. The more senses involved, the more effective the learning
- H. Discuss Other Factors or Issues That May Impact the Learning Process**
 - 1. Learning Environment
 - a. Formal instructional setting (classroom)
 - b. Patrol car
 - c. Range
 - 2. Student Factors
 - a. Personal distractions
 - b. Learning plateaus
 - 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 Teacher, which may include:**
 - 1. Caring/Passion
 - a. People don't care how much you know, until they know how much you care
 - 2. Knowledge (Subject Matter Expert/Resource)
 - a. Broad base of knowledge to draw on
 - b. Accuracy of knowledge



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- 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
 - 6. Ethical
 - a. Honest/Truthful
 - b. Integrity
 - c. Committed
 - d. Train to engage
- J. Analyze Personal Strengths and Weaknesses as a Trainer**
 - 1. Assess performance in the Instruction Game Exercise
 - a. Can you improve your performance
 - b. Did you recognize what worked and what didn't work?
- K. Develop a Training Plan Using IPAT, a Common Instructional Design Method, which may include:**
 - 1. **I**ntroduction (Performance objectives are explained)
 - a. What is it that will be taught
 - b. Why it is important (WIIFM)
 - 2. **P**resentation (Impart the new knowledge of skill)
 - a. Delivery methods
 - b. Manner best suited for the trainee
 - 3. **A**pplication (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill
 - 4. **T**est (Evaluation of progress/ Learner accountability)
 - a. Provides immediate feedback to trainer/trainee
 - b. Evaluation of progress
 - c. Allows for remediation
 - d. Serve as documentation of training and knowledge/skill level
- L. Develop Learning Activities**
 - 1. Purpose
 - a. Reinforces training
 - b. Learning by doing
 - c. Promotes decision making



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- d. Promotes teamwork
- e. Provides safe problem solving
- 2. Types
 - a. Case studies
 - b. Role Play
 - c. Brain storming
 - d. Scenarios/table top exercises
 - e. Simulations
 - f. Group Exercises

M. Create Useful Field Training Instructional Aids

- 1. Establish relevance
 - a. Specific to topic
 - b. Specific to agency
 - c. Specific to skill level

N. Case Study Exercise

- 1. Discuss and Address respective trainee's written case study for this block of instruction.

VIII. COMPETENCY EVALUATION AND DOCUMENTATION

A. Define Competency as it Relates to Field Training, to include:

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

B. Identify the Purpose and Components of the Daily Observation Report (DOR), Which May Include:

- 1. Provide a record of trainee's progress in some or all of the following areas:
 - a. Attitude
 - b. Appearance
 - c. Relationships
 - d. Performance
 - e. Knowledge

C. Identify the Purpose and Components of the Standardized Evaluation Guidelines (SEGs), which may include:

- 1. To provide a definition, in behavioral terms, of various levels of performance, using:



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- a. A behavioral description for every category listed on the DOR
- b. Articulated reference points within each category description (i.e., “1”, “4”, “7”, “NI”, “C”, etc.)
- c. Terminology and rationale supporting each reference point
2. To provide honest accurate documentation reflecting the values, vision and mission of the agency:
 - a. Appropriate terminology and language
 - b. Building trust and willingness to support trainee
- D. In a Facilitated LA on Performance Evaluation, Assess Various Levels of Performance and Assign a Numeric or Alphabetic Value for Trainee Behavior Based Upon SEGS**
 1. Be consistent
 2. Reach consensus
- E. Explain Common Performance Appraisal Errors, which may include:**
 1. Error of leniency
 2. Error of personal bias
 3. Error of central tendency
 4. Error of related traits
 5. Error of event bias
 6. Error of motivational grading (“room to grow”)
 7. Error of averaging scores
- F. Distinguish Between Performance Deficiencies and Training Deficiencies, to include**
 1. Performance deficiencies are related to the trainee’s ability (or lack of) and their issues
 - a. Trainee does not know what to do
 - b. Trainee knows what to do, but not how to do it
 - c. Trainee knows what to do, and how to do it, but just doesn’t want to do it
 2. Training deficiencies are related to the FTO and/or field training program issues
 - a. Inconsistent instruction from FTOs
 - b. Not enough time provided for learning
 - c. Unenthusiastic/burned out FTOs
- G. Explain Why Evaluation Documentation Must Support Each Rating of the Trainee’s Performance, which may include:**
 1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
 2. Provides the basis for any plans to help the trainee improve performance as needed



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- H.** Discuss “Aids for Writing Narratives” and How They Apply to the Evaluation and Documentation of Trainee Progress
 1. Set the stage
 2. Use verbatim quotes
 3. Report the facts – avoid conclusions
 4. Remember your audience
 5. Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing
 6. Speak to performance, not personality
 7. Use lists, if appropriate
 8. Think remedial
 9. Use quantification whenever possible
 10. Do not predict
- I.** Produce an Accurate Written Record/Narrative Based on Observed Performance, Using SEGs
 1. Use SEG language directly in the narrative
 2. Meet the four goals of documentation
 - a. Clear
 - b. Concise
 - c. Complete
 - d. Correct
- J.** Discuss the Importance of, and Consideration For, the Delivery of Trainee Evaluations, to include:
 1. Mere completion and signatures do not achieve the purpose of proper evaluation
 2. Ample time should be allowed for open discussion of evaluations prior to signing
 3. Discussions should be held where privacy can be maintained with little or no interruptions
 4. Discussions should be a two-way conversation
 5. FTOs should emphasize the evaluations address performance, not personality
- K.** Discuss Alternative Evaluation and Documentation Methods Approved by POST, Which may include:
 1. Daily Training Notes with Weekly Progress Reports
 2. Phase Evaluation Reports
 3. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs)
- L.** Case Study Exercise
 1. Discuss and address the respective trainee’s written case study related to this block of instruction.



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M. SJPD Law Enforcement Field Training Application

1. Purpose and Description
 - a. Automated, web based system
 - b. Secure documentation and reporting
 - c. Trainee Data compiled and presented in concise format
 - d. Ease of data entry and operation
 - e. Copyrighted program based on the SJPD FTP
2. FTOs must recognize the various forms used by the LEFTA, which include:
 - a. DOR (Daily Observation Report)
 - b. Non-Training DOR
 - c. DOR Tracking Report
 - d. Officer Safety Violation Report
 - e. Remedial Training Report
 - f. End of Phase Report
 - g. Supervisor Evaluation Report
 - h. Call Entries
 - i. Call Tracking Log
 - j. Training Manual
 - k. Trainee Checklist
 - l. Custom Reports
3. Identification of User Profiles
 - a. Trainee Profile
 - i. This user is the Trainee whose performance is being documented within the system. Some agencies use the term “recruit”, “probationary officer” however, SJPD will use the term “Trainee” for this manual.
 - b. Field Training Officer (FTO/CTO etc.) –
 - i. This user provides day to day supervision of the Trainee and documents his/her performance, and signs off on the necessary forms and reports
 - c. Field Training Supervisor (FTS, Sergeant etc.)
 - i. This user provides supervision of one or more Field Training Officers and reviews the performance evaluation information they generate on their respective trainees. Additionally, the FTS reviews and signs off on all necessary forms while providing observation of Trainees, FTO’s and potentially observes officer who are on “Probation”.
4. LEFTA Access and Log On Process
 - a. Internet/Cloud Access
 - i. <https://shieldportal.leftasystems.net>



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- b. SJPD Web Portal – MDC
- c. Log on/User Name and Passwords
- 5. System Data Screens and FTS Administrative Tools that include the following data screens
 - a. Dashboard
 - b. Select Trainee
 - c. Select Probationary Officer
 - d. Field Training Supervisor Scheduling
 - e. Scheduling Overview
 - f. FTP Statistical Analysis
 - g. User Entry Portal
 - h. In Progress Report
 - i. FTO Certification Report
 - j. LEFTA Manual
 - k. IT Support
- 6. Use and Navigation of Document Menus
 - a. Trainee Portfolio – Users homepage displays all available links as well as most users entered into the application
 - b. Daily Observation Report – Allows FTO to review DORs for Trainees assigned to the FTO
 - c. DOR Tracking – shows all of the DORs completed on a specific recruit
 - d. Call Entries – FTOs can use this screen to document calls to which the Trainee was dispatched
 - e. Call Tracking Log – Displays the Trainee call activity entered by the FTO
 - f. Training Checklist – This check/task list allows the FTO to sign off on training that was done with the trainee
 - g. Trainee Training Manual – The training manual is often used by the agency to display written directives and/or act as an outline of the field training program.
 - h. Non-Training DOR – Is used to document non-training activity when required by the agency. The form is often used to document a trainee absence such as sick time during the program.
 - i. End of Phase Report – Is used to document the end of each formal training phase
 - j. Remedial Training Report – Used to document all remedial training of Trainees
 - k. Probationary Officer Evaluation - Documents the probationary period after the trainee completes the Field Training Program.



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- l. Dispatch Signals – Tool used by the FTC to create and edit the list of call signals and their categories. The FTO Supervisor has viewing capabilities on this screen
- m. Attachments – This link allows users to upload documents and small video files that were completed or viewed by the Trainee as part of their field-training program (i.e., example of a report a trainee wrote). Supervisors are also able to upload attachments.
- n. Custom Reports –Item listed beyond the attachment link are various department/unit specific reports.

IX. INTERVENTION TECHNIQUES

- A. Discuss the Concept of “Failing Forward”, including
 1. Profound learning occurs when mistakes are made
 2. Allows trainees to explore ideas and make mistakes fosters an environment of learning
 3. In the context of “failing forward”, trainees discover not only positive solution, but also what does not work
 4. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them
- B. Explain How Intervention Techniques are Used as Learning Tools
 1. Trainees should be allowed to experience as much as possible within certain/safe limits
 - a. Safety is paramount
 2. Trainees learn best by doing and can learn from their mistakes with positive debriefing
 3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible)
- C. Identify Situations Where Intervention by the FTO Would Be Appropriate and Explain Applicable Intervention Techniques for Each Situation:
 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 to arrest for a misdemeanor not committed in their presence
 4. Purposeful violation of department rules, regulations or procedures
 - a. Use of force issues



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- b. Pursuit policy violations
- c. Ethical situations/unwritten rules
- 5. Any other safety, procedural, or liability issues
 - a. Property damage
 - b. Prisoner escape
 - c. Violation of civil rights
- D. Evaluate the Appropriate Use of Intervention Techniques**
 - 1. Subtle
 - a. Certain signals can reinforce/redirect learning
 - i. Clearing throat
 - ii. Simple questions
 - b. Body Language
 - i. Eye contact
 - ii. Facial expressions
 - iii. Gestures
 - iv. Body posture and orientation
 - v. Proximity
 - vi. Paralinguistics
 - vii. Humor
 - c. Increases perceived psychological closeness between teacher and student
 - 2. Overt
 - a. Verbal (Interrupt, shout, etc.)
 - b. Physical (tap/grab trainee's arm, signal/gesture, etc.)
- E. Assess the Potential Positive and Negative Effects of FTO Intervention on the Trainee and the Working Relationship with the FTO.**
 - 1. Potential Positive Effects of Timely FTO Intervention
 - a. Gives trainee back their 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
- F. Case Study Exercise**
 - 1. Discuss and address the respective trainee's written case study provided for this block of instruction.
- X. REMEDIATION**
 - A. Identify Principles of Remedial Training Plans**
 - 1. Specific



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- a. Specifically identified and describe the deficiency
2. Measurable
 - a. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources
3. Attainable
 - a. The trainee should have ample time to reach the required goal
4. Realistic
 - a. Relative to the deficiency and time frame
5. Trackable
 - a. Able to be assessed and documented
- B. Describe the Roles and Expectations of the Trainee, the FTO and the FTP SAC in Remedial Training**
 1. Trainee
 - a. Assist in diagnosis of the 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
 - i. Use a variety of 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
 - b. Maintain records
 - c. Recognize when the root cause of the deficiency is something that cannot be corrected in the FTP, (i.e., immaturity, life experience, fear, etc.)
- C. Summarize Components of Structured Remedial Training Plans**
 1. Specified performance deficiencies
 2. Training assignments
 3. Documented completion or extension
- D. Determine the Cause of the Trainee's Failure to Learn**
 1. Identifying what has been tried and determined to be effective
 2. Evaluate trainee's learning method
 - a. Learning styles can fluctuate



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3. Deficiencies in the program/FTOs
 - E. Identify and Apply a Variety of Remediation Methods and Resources**
 1. Role-plays or scenarios
 2. Volunteering for calls-for-service that provide additional training in deficient areas
 3. Reading, writing and/or study assignments
 4. Videos and/or audio media
 5. Learning Activity Packages (LAPs)
 6. Other outside courses (POST or college)
 - F. Explain the Need to Evaluate and Document Remedial Training**
 1. Provides feedback on trainee progress (or lack of)
 2. May be supporting, critical factor in the event of a recommendation for terminations
 - G. Recognize the Need for Proper Evaluation and Documentation to Support Trainee Termination**
 1. Identifies training that was provided
 2. Supports decisions to terminate
 - a. Ethically and morally sound rationale
 3. Prevents/minimizes claims by trainee
 - H. Case Study**
 1. Discuss and address the trainee's written case study provided for this block of instruction.
- XI. TEST AND SCENARIO DEVELOPMENT STRATEGIES**
- A. Discuss the Use of Written and Scenario Tests**
 1. Written testing appropriate for:
 - a. Penal, vehicle codes, etc.
 - b. Radio codes
 2. Scenarios appropriate for
 - a. Making up for low volume calls
 - b. Exposure to call which may not be received
 - B. Discuss the Positive and Negative Aspects of Scenario Training**
 1. Positive aspects
 - a. Provides a safe learning environment
 - b. Less liability than an actual call for service
 - c. Events are repeatable
 - d. Training can be halted at key points to reinforce learning
 - e. Can fill in the "holes" for things the trainee may not be exposed to during training
 - f. Can prepare the trainee for more difficult situations
 - g. Can reinforce ethical values of the agency
 2. Negative aspects
 - a. Not as realistic as calls for service



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- i. May not be taken seriously
 - b. Can be predictable
 - c. Must be maintained and updated continuously
 - d. Requires good role players and resources
 - i. Team up with dispatch to add elements of realism
 - ii. Determine availability of alternate radio channels to use during scenarios
 - C. Explain Situations where written Tests and/or Scenarios are Appropriate
 - 1. To cover more specific knowledge components such as code sections and crime elements, as well as, agency policies and procedures
 - 2. To assist in remedial training efforts
 - 3. To make up for low volume of calls for service
 - D. Recognize Officer Safety and Liability Issues Involved in Scenario Training
 - 1. Recognize the FTO's risk management responsibilities
 - 2. No agency policy, procedure, or safety standard can be compromised or violated for the sake of training
 - 3. Loaded weapons should NEVER be used. This prohibition may only be exempted for approved, fitted, chambered simunitions systems when used by a certified simunition instructor.
 - 4. **LOADED FIREARMS WILL NEVER BE USED IN ROLE PLAYING EXERCISES**
 - 5. Scenarios should not be dangerous, demeaning, harassing or expose the agency to liability.
 - E. Determine Detailed Safety Plans, Logistics, Timing and Location of Scenarios
 - 1. Clearly defined training goals or performance objectives should be developed for each scenario
 - 2. Safety inspection of all vehicles, weapons, equipment, and location to be used in each scenario should be done prior to the initiation of any training
 - 3. Establishment of an audible signal for any participant to halt the scenario at any time
 - 4. Notification of appropriate entities
 - a. Supervisor
 - b. Dispatch
 - c. Other involved agencies, etc.
 - F. Design, Facilitate and Evaluate Scenarios Used for Both Remedial Training and Competency Evaluation
 - 1. Learning Activity for scenario development
- XII. LEGAL AND LIABILITY ISSUES**



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- A. Identify and Explain Various Liability and Ethical Concepts Related to Field Training**
 - 1. Failure to train
 - a. Skills not explained
 - i. Do not assume trainee can perform skills
 - b. Ensure academy and prior training was adequate
 - i. Review prior training documentation
 - 2. Failure to supervise
 - a. Supervisor responsible for performance of subordinates
 - b. FTO considered a supervisor of trainee
 - 3. Negligent training
 - a. Teaching skills, concepts, behaviors which are improper, illegal or unauthorized
 - 4. Negligent retention
 - a. Keeping employees when it is known they cannot perform the minimal duties of the position
 - 5. Negligent supervision
 - a. FTO may be considered supervisor for some activities
 - b. FTO must keep their supervisor apprised of program issues
 - i. Incompetent trainees
 - ii. Unqualified FTOs
 - 6. Negligent entrustment
 - a. Entrusting trainee with tools of the trade without proper training
 - b. Train to statutory (mandated) and department standards
 - 7. Direct/Vicarious liability
 - a. Civil rights violations
 - i. If FTO is present and participates, allows to continue, or fails to prevent, may be liable
 - ii. "Code of Silence" policy and practice – department may be liable
- B. Identify Concepts of Risk Management and Methods for Reducing Civil Liability**
 - 1. Close supervision and expedited reporting
 - 2. Appropriate, timely intervention
 - 3. Recognizing the functions and roles of the FTO
 - a. Avoiding mixed messages
 - b. Documentation of appropriate training
 - c. Documentation of trainee performance
 - d. Documentation of supervision
 - e. Documentation of remediation
 - f. Documentation of knowledge of civil and criminal laws



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4. Knowledge of, and adherence to, agency policies and directives
- C. Discuss Current Trends in Personal and Agency Civil Liability
 1. Review of recent settlements, judgments and decisions
 2. Liability trends learning activity
- D. Summarize Various Forms of Harassment and Discrimination in the Workplace
 1. Sexual harassment
 2. Hostile work environment
 3. "Quid Pro Quo"
 4. Verbal/Visual/Physical
 5. Discriminatory issues defined in the ADA
 6. Disparate treatment (protected classes)
- E. Explain How to Minimize Individual and Departmental Exposure to Liability from Trainee Claims of Harassment, Discrimination, and/or Unethical Behavior
 1. Informing
 - a. Tell the offending party of the possible consequences of his/her action(s)
 2. Reporting
 - a. Report inappropriate behavior to a supervisor
 3. Involvement
 - a. Do NOT become a party to the behavior
 4. Professionalism
 - a. Maintain a professional relationship at all times
 - b. Do NOT allow trainee to be subjected, or become involved in, questionable situations
- F. Discuss Methods/Safeguards for Keeping Inappropriate Conduct Out of the Field Training Program
 1. Hazing
 2. Fraternalization
 - a. Consequences associated
 - i. Potential for harassment complaints
 - ii. Allegations of favoritism
 - iii. Impaired objectivity in evaluation
 - iv. Termination issues
 - b. Favoritism
 - c. Sexual harassment
- G. Identify and Explain the Labor Issues Related to Field Training
 1. Peace Officers Bill of Rights (AB301)
 2. Property interest (Skelly)
 3. Liberty interest (Lubey)
 4. EEOC (Equal Employment Opportunity Commission) – Federal



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5. DFEH (Department of Fair Employment and Housing) – State
 6. FLSA (Fair Labor Standards Act) – Federal
 - a. Overtime issues relating to homework, equipment maintenance, etc.
 7. MOU (Memorandum of Understanding) – Agency specific issues
- H. Case Study Exercise**
1. Discuss and address the relevant trainee’s written case study provided for this block of instruction
- XIII. TEACHING AND TRAINING SKILLS DEMONSTRATION**
- A. Apply Acquired Knowledge and Techniques to Develop a One-on-One Training Plan**
 1. RIDEM
 2. IPAT
 - B. Present One-on-One Training, Use Varied Adult Learning Styles and Communications Techniques**
 1. Visual, auditory, kinesthetic
 2. Two-way communication, active listening, etc.
 3. POST Required Teaching and Training Demonstration
 4. SJPD Required Teaching and Training Practical Exercise
 - C. Evaluate Training Delivered by Other FTOs**
 1. Use SEGs and Evaluation sheet to evaluate other student demonstrations in the areas of:
 - a. Introduction
 - b. Delivery
 - c. Use of training aids
 2. Testing
 - a. Evaluate training and debrief delivered by FTO role play exercise
- XIV. Case Study Presentation**
- A. Identify the Nexus of the Case Study Exercises to FTO Activities**
 1. Many of the case study situations were based on actual field training incidents
 2. Each trainee will bring individual characteristics and experiences to the training program; FTOs must be prepared to work with each trainee on an individual basis.
 - B. Demonstrate the Application of Acquired Field Training Knowledge, Skills and Abilities**
 1. Ethical Decision making
 2. Role Modeling
 3. Risk management
 - C. Compare and Contrast the Outcomes of the Case Study Process**
 1. Synopsize trainee background and issues



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2. Present the trainee's actions and behaviors while answering the following:
 - a. Did issues arise that no one in the group had previously dealt with or heard about?
 - b. Were ethical issues identified and how did you resolve those issues?
 - c. Were there discoveries during the group discussions that clarified your role(s) as a FTO?
 - d. Were you able to reach a consensus as to the success of this trainee in the program?