

DAY 1 - BLOCK 1

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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 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"
4. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments

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- 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. Arriving late/leaving early requires instructor notification
3. Casual attire will be permitted (presenter discretion)
4. Subpoenas
5. Set mobile devices to silent
6. Breaks provided by instructors
7. Lunch times outlined in the course schedule (times may vary)
8. Complete any required agency-specific written tests/assessments

C. Successfully complete all POST and presenter assessments, including:

1. Remedial Training Plan Case Study
 - a. The student(s) must successfully present a remedial training plan
 - b. The student is expected to develop a training plan that uses varied adult learning styles, communication techniques, and training resources
 - c. The demonstration will be evaluated
2. Presenter-developed activities/tests
 - a. Role playing, group activity participation required

D. Review and discuss the traits of exemplary FTO

▶ OPTIONAL – LEARNING ACTIVITY

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Traits of an Exemplary Field Training Officer (30 minutes)

1. List the traits/characteristics of exemplary field training officers
2. ***Discussion:*** How are you, as an FTO, going to project 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. Provide adequate personnel to effectively run the program
 - c. Support remedial recommendations
2. Clearly articulate organizational structure/chain of command
 - a. Clear and concise flow of information (up and down, and among FTOs)
 - b. Must have FTP Supervisor/ Administrator/ Coordinator (SAC)
3. Well-organized and effective field training program guide/manual
 - a. System for regular review and revisions (best practice – update every 3 years)
4. Regular field training staff meetings
 - a. Instills strong, positive communication, reinforces the agency's philosophies
5. Trainees are required to critique FTO/ program
 - a. Provides important feedback
 - b. Quality assessment
6. Clearly defined roles/expectations for:
 - a. Trainees
 - b. FTOs
7. Field training command structure
 - a. Trainee
 - b. FTO
 - c. FTO Supervisor and/or FTP SAC
 - d. 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

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- a. Creates a path for trainee's professional development
- b. Supports the agency's organizational path for success
2. Uses only approved methods, procedures, and techniques to present training
 - a. Learn it the correct way/ first learned-best learned approach
 - b. Reinforce academy instruction
3. The future of the agency is significantly impacted by values established in field training
 - a. **Set the tone for years to come**
 - b. Establishes 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 legally sound decision-making skills**
 - e. Local policy/ procedures

***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 in every aspect of law enforcement.

DAY 1 - BLOCK 2

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INTRODUCTION

- Review the concept of the Field Training Program
- Demonstrate the importance of on-the-job training after graduation from academy
- Discuss how the Basic Course and Field Training Program provide the minimum required training to operate as a solo officer

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 and professional manner
 - a. Apply knowledge, skills, abilities
 - b. Demonstrate comprehension of the adult learning model
 - c. Demonstrate psychomotor skills
 - d. Analyze and evaluate situations
2. To provide standardized training to all newly assigned patrol officers
 - a. Expand on basic academy learning
 - 1) Recognize FTO program as an extension of the Basic Course (part II)
 - 2) Academy limitations
 - a) Minimal exposure
 - b) Not everyone can apply academic learning to the job
 - b. To ensure uniformity in training phases
 - 1) Provide a standardized 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 the opportunity to succeed
 - a. Commitment to train and evaluate
 - b. Provide required orientation period prior to evaluation
 - c. Use standardized terms and evaluation forms (POST forms, templates)
 - d. Documentation of performance
 - 1) Daily Observation Report (DOR)
 - 2) Weekly Progress Report (WPR)

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- 3) End of Phase Review (EPR)
- 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 training that further promotes 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; field training programs are academically designed to support previously taught Learning Domains
 - b. The POST FTP Guide is designed to achieve a higher level of understanding; 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. Use POST standardized model
 - b. Achieve fairness by proper selection of training officers, a trainee feedback mechanism, list of training tasks and goals, and a standardized evaluation process

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 be aware of the training provided at the academy (refer to academy Learning Domains)
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

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- c. Third FTO
- d. Return to Primary (This is not mandatory. It is considered a best practice)
2. Weekly Meetings
 - a. Interview and WPR
3. End of Phase Review
 - a. Interview process
 - b. Include executive staff if necessary
4. Trainee Interviews
 - a. Assess quality of training provided
5. FTO/FTP SAC Interaction
 - a. Develop a Performance Improvement Plan (PIP) if necessary
 - b. Coordinate one-on-one training between the trainee and agency subject matter resource
 - c. Identify 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. Use POST SEGs as a resource
3. Maintaining the Field Training Program Guide
 - a. Trainee/ FTO
 - b. Overall responsibility falls with the FTP SAC
4. FAQs
 - a. Leaving the trainee to write reports while FTO goes home
 - b. Expecting the trainee to work for free
 - c. Assigning homework
 - d. Court attendance

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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. Allow the trainee to attempt the task with guidance
 - c. Coach and provide feedback
2. Evaluation is the process of:
 - a. Documenting progress or lack thereof
 - b. Reviewing the provided training and adjusting it as necessary to ensure success
3. Training/ orientation must occur prior to evaluation
4. One without the other makes learning unachievable

DAY 1 - BLOCK 3

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INTRODUCTION

- FTOs must be familiar with the training and testing process in the Regular Basic Course
- FTOs must adhere to previously taught material in the Regular Basic Course
- FTP 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.*

IN THIS BLOCK

A. Review current terminology, testing methods, and other activities used in the Regular Basic Course, including:

1. Academy content
 - a. Discuss newly added basic academy curriculum

B. Trainee transition to the Field Training Program

1. Preparation for entrance into the Field Training Program
 - a. Trainee develops the ability to perform and apply new Field knowledge
2. Provides real life environment in which to apply knowledge
 - a. Enhance communication skills
 - b. Develop an understanding of the community being policed
 - c. Learn how to maintain a home-life balance
3. FTOs must support and reinforce material/ methods taught in academy
 - a. "Forget what they taught you in the academy. I will teach you what you need to know"
 - b. Discuss why the above statement is inappropriate

DAY 2 – BLOCK 4

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IMPORTANT NOTE

Situational Leadership® is registered with Ken Blanchard Companies (www.kenblanchard.com). Course presenters must contact Ken Blanchard Companies for certification and authorization to present Situational Leadership® material.

IN THIS BLOCK

A. Define “Leadership,” including:

1. The POST definition:
 - a. A principle-based influence relationship among participants intending real change and acting with reciprocal care and mutuality throughout that relationship. The mobilization of influence or the art of motivating a group of people to act towards achieving a common goal

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

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. Articulate (verbal/ written)
 - b. Caring/ Compassionate
 - c. Confident/ Courageous
 - d. Innovative
 - e. Intelligent
 - f. Responsible/ Trustworthy

3. **Discussion:**

- a. What leadership characteristics do you, as FTOs, demonstrate in your agencies and to your trainees?
- b. Which areas do you need to improve your leadership traits to become a better leader in your organization and for your trainees?

C. Analyze personal strengths and weaknesses as a leader:

1. Examining leadership through:
 - 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:

▶ **HANDOUT #1**

Situational Leadership® –Expanded Material

▶ **HANDOUT #2**

Situational Leadership®

(or similar agency- and POST-approved Situational Leadership® material)

▶ **HANDOUT #3**

Leadership Tips

(or similar agency- and POST-approved leadership training document)

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**
 - a. **Adapting leadership behaviors to features of the situation and the trainees**
 - b. Leadership is an activity

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- c. Create an environment of accountability
- 4. Variables that influence leadership styles
 - a. Time
 - b. Money
 - c. Resources

E. Analyze situations requiring application of leadership principles and theories:

- 1. From coaches to presidents
 - a. Learning from those who lead
- 2. The dynamic nature of values
 - a. Value conflicts

F. Assess the positive aspects of the leadership role of FTOs:

▶ **HANDOUT #4**
What Makes a Good Leader?

- 1. Self-awareness/ Self-regulation
- 2. Motivation
- 3. Empathy
- 4. Social skills

G. Introduction to ethics:

- 1. Definition of ethics:
 - a. The standards used to judge the moral quality of a decision or action. A system of moral values; the rules or standards of a given profession and persons who are members of that profession. The three parts of rhetoric are ethos (disposition, character or fundamental value peculiar to a specific person, people, culture, or movement), logos (logic) and pathos (emotion). Morals and ethics are closely related and have similar meanings; ethics are both personal and cultural, but not universal; principles are objectively good and universal in their application, and values are demonstrated ethics.

H. Law Enforcement Ethics:

- 1. The Law Enforcement Code of Ethics

▶ **HANDOUT #5**
Code of Ethics

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

▶ **HANDOUT #6**
Focus on FTO Ethics

1. Examples of misconduct
 - a. Gratuities, solicitations, half-priced meals, etc.
 - b. Negative/ inappropriate language, comments or behavior directed toward other officers, subordinates, superiors, and/or agency
 - c. Participating in or allowing trainee discrimination and/or hazing
 - d. Being unprofessional with the community/ social media
 - e. Penal Code 13510.8
2. Creating an unprofessional learning environment
 - a. Socializing or fraternizing with a trainee
 - b. Abuse of authority
3. Demonstrating integrity
 - a. Duty to intercede
4. Code of Silence
 - a. Striving for departmental transparency

J. Evaluate the effect(s) of identified Ethical Issues with FTO/Trainees:

▶ **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. Predictable is preventative (prior mental planning)
7. Engage trainees and peers in discussions
8. FTO/trainee relationship
 - a. Socializing off duty
 - b. Inappropriate relationships

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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" or presenter specific ethical decision-making scenario

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

DAY 2 – BLOCK 5

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INTRODUCTION

The goal of this section is to give the FTO proper tools to evaluate and address driving issues that affect law enforcement.

IN THIS BLOCK

A. FTO's role in law enforcement driving/training/evaluation:

1. The FTO plays a critical role in shaping the trainee's mindset to produce ethical, safe, and policy-directed driving
2. Facilitated Discussion
 - a. What driving issues do you see affecting law enforcement?

B. Developing a "SAFE" Driving philosophy:

▶ HANDOUT

Are Your Officers Driving SAFE? **Update handout**

1. Critical areas of instruction covered at the RBC that should be reinforced during the Field Training Program and In-Service Training
 - a. Emergency Vehicle Operations Course (EVOC)
 - b. Situations that law enforcement 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. Decision Making
 - a. Mental awareness/ approach
 - b. Officer safety and fault awareness
2. Impact of "unofficial" policies
 - a. "Get me there first"
 - b. Community perception of improper driving
 - c. Ethical dilemmas

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3. Factors in safe driving
 - a. Speed
 - b. Intersections
 - c. Attitude
 - d. Seatbelts
 - 1) Tactical seatbelt removal (if policy allows): The disengaging and retraction of the seatbelt in a swift and efficient manner as the patrol vehicle is coming to a stop.
 - e. Vision and distractions
 - f. Stopping distances
 - g. Backing
 - h. Inattention or divided attention
 - i. 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
 - 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
 - a. Assessing driving issues 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 considerations:

1. Department requirements (compare and discuss)
2. Pursuit policy models
3. The "unwritten" policies/departments culture

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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. Parking stalls/ lots
 - b. Patrol vehicle size awareness exercises
 - c. 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
 - b. Liability issues (responsibility to supervise, be ethical, and model proper driving)
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 are the current driving issues in law enforcement? What do you look for; how do you train, evaluate, document, and take corrective action?

G. Suggestions for future training:

1. Driver awareness
2. EVOC instructor
3. Advanced Officer Training (AOT) courses
4. Professional driving schools
5. Driver training instructor manual

DAY 2 – BLOCK 6

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INTRODUCTION

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

- FTOs must be able to recognize situations of heightened liability
- FTOs 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. Properly explain desired skills (do not assume trainee can perform skills)
2. Failure to supervise
 - a. Supervisor responsible for performance of subordinates
 - b. FTO considered a supervisor of trainee and is responsible for their performance
3. Negligent training
 - a. Teaching skills, concepts, behaviors which are improper, illegal, or unauthorized
5. Negligent supervision
 - a. FTO is responsible for all activities during training
 - b. FTO must keep their supervisor apprised of program issues
 - 1) Trainees not meeting standards
 - 2) Not responding to training
6. Negligent entrustment
 - a. Entrusting trainee with tools or tactics without proper training (e.g., car (PIT Maneuver), firearm (Tactical Rifle), 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 the violation, they may be liable (duty to intercede)
 - 2) Penal Code 13510.8 (handout)
 - 3) "Code of Silence" policy and practice (department may be liable)

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- 4) 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 phases
 - b. Visual presence required
 - c. Accurate, complete, concise, factual, 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. Clear communication
 - 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 all agency policies and directives

C. Discuss current trends in personal and agency civil liability

1. Review of recent settlements, judgments, and decisions from law enforcement and current news
2. Discuss behaviors by FTOs that present liability and policy challenges to their agencies
3. Discuss the responsibility of the FTO to mitigate liability
4. Discuss use of force report writing (Penal Code 835a and jury instruction 925)

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

▶ **HANDOUT**

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Employer Liability for Harassment

(or POST-approved, agency-specific harassment policy)

1. Sexual harassment
 - a. As defined in department policy and procedures
2. Hostile work environment
 - a. The MEAN FTO
 - b. The Hatchet Man
3. Quid Pro Quo
4. Verbal/ Physical
 - a. Would you say that, show that, or do that in front of executive staff?
5. Discriminatory issues defined in the American Disabilities Act (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:

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. Always maintain a professional relationship
 - 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

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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 (definition)
 - a. Inappropriate behavior of a sexual nature, such as repeated sexual advances or offensive remarks, especially by a person in authority with respect to a subordinate or a student
5. Hostile work environment (definition)
 - a. One where the words and actions of a supervisor, manager or coworker negatively or severely impacts another employee's ability to complete their work

G. Identify and explain the labor issues related to Field Training, which may include:

1. Peace Officer Bill of Rights (AB 301)
2. Property interest (Skelly)
3. Liberty interest (Lubey)
4. EEOC (Equal Employment Opportunity Commission) – Federal
5. DFEH (Department of Fair Employment and Housing) – State
6. FLSA (Fair Labor Standards Act) – Federal
 - a. Overtime issues relating to homework, equipment maintenance, etc.
7. MOU (Memorandum of Understanding)
 - a. Agency specific issues

DAY 2 – BLOCK 7

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INTRODUCTION

FTOs must:

- Develop the critical skills necessary to determine if learning is occurring
- Give clear, concise feedback to properly guide the trainee to an acceptable level of competence
- Demonstrate evaluation skills that are fair and impartial.
- Provide professional feedback to the trainee; document action accordingly

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 (POST) 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 (reading, writing, discussions, and demonstration through role play)
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)

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

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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
 - 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
 - a. Not enough time provided for learning
 - b. 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

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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. Always use clear and concise language
6. Speak to performance — NOT personality
 - a. Criticize the act — NOT the person
7. Use lists, if appropriate
 - a. Lists save time

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8. Think remedial
 - a. What was tried last time
 - b. If something is not working, change your approach.
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 steppingstone 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

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6. FTOs should emphasize that evaluations address performance, not personality
 - a. Evaluate the performance — NOT the person

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

DAY 2 – BLOCK 8

EXPANDING THE OUTLINE – This outline may be expanded as needed. However, no part of the original outline can be deleted. The presenter lesson plan must incorporate all content listed. (See the [README FIRST](#) file for helpful formatting tips.)

INTRODUCTION

- Trainees **will make — and must be allowed to make** — mistakes
- The FTO's responsibility to intervene when a trainee's actions/decisions are unsafe, or are ethically, morally, legally, or procedurally wrong
- There are different ways to intervene, and one may be more appropriate than another depending on the situation

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 if the day 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.

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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

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

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- 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
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

DAY 3 – BLOCK 9

EXPANDING THE OUTLINE – This outline may be expanded as needed. However, no part of the original outline can be deleted. The presenter lesson plan must incorporate all content listed. (See the [README FIRST](#) file for helpful formatting tips.)

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
- 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

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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
 - h. Complete appropriate documentation (PIP)
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 (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

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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 experienced role players in scenarios
 - 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
 - b. Gain additional experience
3. Reading, writing, and/or study assignments
 - a. Can address specific topics
 - b. Allow the trainee to study in a relaxed setting
 - c. Keeps the trainee focused on current material
4. Videos and/or audio tapes
 - a. Can be agency specific
 - b. Can reinforce lectured learning

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5. Use of body worn camera (BWC) / Dash cam videos
6. Other internal, external or POST certified training

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
 - 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

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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...

▶ **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 other fact-checked and credible sources depicting police training accidents)

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

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- 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:

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
4. Facilitator-led discussion on scenarios and role playing.
 - a. Have students in the class used scenarios or role playing?
 - b. Describe a successful training event.
 - c. How do we maintain safety during 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

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- a. Whistle or soundbox
- 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 is your agency's/ HR policy 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 (PIP)
- 6. Are your remedial training plans congruent with your department's expectations?

DAY 3 – BLOCK 10

EXPANDING THE OUTLINE – This outline may be expanded as needed. However, no part of the original outline can be deleted. The presenter lesson plan must incorporate all content listed. (See the [README FIRST](#) file for helpful formatting tips.)

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
 - b. There should be no surprises in communication
 - 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. Must provide reasonable and varied attempts to train; if this is not successful, then try something else
3. FTO/Trainee ↔ Community
 - a. Strengthen interpersonal skills

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

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- 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
- 5. The channel used to convey the message
 - a. Verbal
 - b. Written
 - c. Electronic
- 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) Tone of voice
 - 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
2. Presentation skills
 - a. Ability to present information in a manner that is easily understood
 - b. Use various presentation methods

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3. Teaching/training styles
 - a. Consistency
 - b. Intimidator
 - c. Presenter
 - d. Developer
 - e. Facilitator
4. Teaching/training aids
 - a. Maps
 - b. Dry erase 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) POST Field Training Program Guide
5. Training plans
 - a. Keeps trainee on track
 - b. Allows for flexibility
 - c. Lists learning expectations

F. Review the elements of student-centered vs. teacher-centered learning

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

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. 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
3. Rates of Learning
 - a. Individuals learn at different rates/speeds
 - b. The more senses involved, the more effective the learning

▶ **REQUIRED – LEARNING ACTIVITY #2**

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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:

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

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- a. Strong work ethic

J. Analyze personal strengths and weaknesses as a trainer:

1. Assess performance in the Instruction Game Exercise
 - a. Can you improve on your performance?
 - b. Did you recognize what worked and what didn't work?

K. Develop 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/tabletop exercises
 - d. Simulations
 - e. Group exercises

L. Create useful Field Training instructional aids:

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

M. Teaching skills demonstration:

▶ REQUIRED – LEARNING ACTIVITY #3
Case study (or instructor's choice of law enforcement topics)

1. Assign case study of trainee performance issue in the field training program
 - a. See sample case studies
 - b. Presenter developed case studies
2. Analyze performance issue(s)
 - a. Identify the issue(s)
 - b. Analyze previous remedial efforts
 - c. Apply adult learn concepts
3. Develop a remediation plan

DAY 3 – BLOCK 11

EXPANDING THE OUTLINE – This outline may be expanded as needed. However, no part of the original outline can be deleted. The presenter lesson plan must incorporate all content listed. (See the [README FIRST](#) file for helpful formatting tips.)

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 training plan:

1. Analyze performance issue(s)
 - a. Identify the issue(s)
 - b. Analyze previous remedial efforts
 - c. Apply adult learning concepts
2. Develop a remediation plan

B. Present remedial training plan; 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 remedial training; use varied adult learning styles:

1. Visual
2. Auditory
3. Kinesthetic

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D. Evaluate training delivered by FTOs:

▶ **HANDOUT #2**

Presentation Rubric

1. Present performance issue(s)
 - a. Present the issue(s)
2. Present a remediation plan

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DAY 3 – BLOCK 12

EXPANDING THE OUTLINE – Block 12 is provided to add content as needed. See the Introduction and suggested topics below for details. The presenter lesson plan must incorporate all content listed. (See the [README FIRST](#) file for helpful formatting tips.)

INTRODUCTION

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

IN THIS BLOCK

A. Topics for discussion in this area may include, but are not limited to the following:

1. Community-oriented Policing
2. Challenging Traits of Today's Trainees
3. Report Writing for FTOs
4. Problem Solving for FTOs
5. Supervisory Skills Development
6. Procedural Justice
7. De-escalation
8. Emotional Intelligence