■ COMPONENT ONE

Orientation & Policies



AGENCY-SPECIFIC TRAINING

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of the University Police Department. The trainee shall have been scheduled for and successfully completed the following training prior to starting the uniformed patrol Field Training Program:

1.1.01 Firearms/Weapons Qualification Including Policies 300, 312, 432

	COMPETENCY		How Demonstrated?			How Remediated?		
	INSTRUCTED		DEMONSTRATED			REMEDIATEI)	
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.02 Arrest and Control Techniques/Impact Weapon Qualification Including Policies 300, 308

			COMP	ETENCY	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED		ATE	REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.				STA	FORT			
Trainee		1	3/0	E	REKA	122		

1.1.03 Less Lethal Weapons Training Including Policy 300

			COMPETENC	Y	How Demonstrated?	> / (\\ \		How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date	ORN	Name	Date	
F.T.O.			SIM	2	105/8			
Trainee				0		1000		

1.1.04 PAS Certification/Driving Under the Influence Investigation Including Policy 514

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.05 ICS/SEMS Introduction (Online)

	COMPETENCY		Y	How Demonstrated?			How Remediated?	
	INSTRUCTED)	DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.06 TASER Certification Including Policy 300, 309

			COMPETENCY	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.07 Criminal Offender Records Information Including Policy 448

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.08 Defensive Driving Training (Online)

			How Demonstrated?			How Remediated?		
	INSTRUCTED		DEMONSTRATED		15.0	REMEDIATEI)	
	Name	Date	Name	Date	ATE	Name	Date	
F.T.O.				7	TE			
Trainee			001	0- 3 EI	REKA	100		

1.1.09 First Aid/CPR/AED Training

			COMPETI	ENCY	How Demonstrated?	nstrated?		How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.					23 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)			
Trainee						188		

1.1.10 Mobile ID Including Policy 375

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRAT	ED		REMEDIATEI)	
	Name	Date	Name	Date	7 19/	Name	Date	
F.T.O.								
Trainee								

1.1.11 Drager Certification

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRATI	ED		REMEDIATEI)	
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.12 King Library Security Orientation

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.13 Property/Evidence Orientation Including Policies 804, 814

			COMPETENCY	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATEI)	
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

1.1.14 Radio Format/Radio Transmissions

			COMI	PETENCY	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATEI)	
	Name	Date	Name	Date	ATE	Name	Date	
F.T.O.				A A	TE			
Trainee			00/	25 3 EI	REKA	100		

1.1.15 Clery Act Campus Security Authority Training (Online)

					How Demonstrated?	1 (0)/		How Remediated?
	INSTRUCTED)	DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date		Name	Date	
F.T.O.					4 (4) (5)			
Trainee			AR!			158		

1.1.16 Scenarios & Report Writing

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRAT	ED		REMEDIATEI)	
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee				,	¥			

AGENCY ORIENTATION

- 1.1.17 The trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agency's organization, functions, work schedule, chain of command, and rules and regulations.
 - A. Law Enforcement Authority (PPM 100)
 - B. Chief of Police (PPM 102)
 - C. Organizational Structure and Responsibility (PPM 200)
 - D. Written Directives (PPM 204)

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATEI)	
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

- 1.1.18 The trainee shall contact members of each unit in order to obtain all necessary personal and safety equipment and perform all necessary procedures for new employees:
 - 1. Chief's Office
 - 2. Communications Center
 - 3. Records Unit
 - 4. Investigations Division
 - 5. Parking Services Division
 - 6. Professional Standards Division
 - 8. Budget & Personnel Coordinator
 - 10. Student Assist Programs

	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	☐ Field Perform	Name	Date	☐ Field Perform
F.T.O.			13/12		☐ Role Play ☐ Written Test	7/32		☐ Role Play☐ Written Test
Trainee			The same	70	☐ Verbal Test			☐ Verbal Test
Commen	ts:	L		180	1000			Case/Report No.:
				190	(Alexa)			

1.1.19 The trainee shall complete the New Officer Equipment and Items checklist

			COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	☐ Field Perform Name Date	☐ Field Perform		
F.T.O.					☐ Role Play ☐ Written Test			☐ Role Play ☐ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Commen	ts:							Case/Report No.:

1.1.20	equipment, sa	fety eq	w the operation uipment, and ag & Personal Pro	gency e	quipment used b	-	-	ersonal
			COMPETENC		How Demonstrated?			How Remediated?
	INSTRUCTE Name	D Date	DEMONSTRATI Name	TED Date	☐ Field Perform	REMEDIATE Name	ED Date	☐ Field Perform
F.T.O.					☐ Role Play ☐ Written Test			☐ Role Play ☐ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Commen	ts:	•		•	,		•	Case/Report No.:
.1.21	The trainee sh	all rev	•		onstitutes unaut	horized equipm	ent.	
	INSTRUCTE	D	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE	ED	How Remediated?
	Name	Date	Name	Date	☐ Field Perform☐ Role Play	Name	Date	☐ Field Perform☐ Role Play
F.T.O.					☐ Written Test			☐ Written Test
Trainee			1200		☐ Verbal Test			☐ Verbal Test
Commen	its:				A = 1			Case/Report No.:
				251	ATE			1
.1.22					y policy on unifo m Equipment M		nent da	mage.
F.T.O. Trainee		gulation		Unifor			7	_
F.T.O.	(Uniform Reg	gulation	competence demonstrate	Uniform CY TED	How Demonstrated? Field Perform Role Play Written Test	anual) REMEDIATE	ED	How Remediated? Field Perform Role Play Written Test
Trainee	(Uniform Reg	Date Date	COMPETENCE DEMONSTRATINAME	Uniform CY TED Date	How Demonstrated? Field Perform Role Play Written Test	anual) REMEDIATE	ED Date	How Remediated? Field Perform Role Play Written Test Verbal Test Case/Report No.:
F.T.O. Trainee Comment	(Uniform Reg	Date Date Rifle	COMPETENCE DEMONSTRATINAME	Uniform CY TED Date Date CY CY	How Demonstrated? Field Perform Role Play Written Test Verbal Test Property of the perform of the performance of	anual) REMEDIATE	Date Date	How Remediated? Field Perform Role Play Written Test Verbal Test Case/Report No.:
F.T.O. Trainee Comment	(Uniform Reg	Date Date Rifle	COMPETENCE DEMONSTRATIVE Name	Uniform CY TED Date Date CY CY	How Demonstrated? Field Perform Role Play Written Test Verbal Test Wrotes and Test How Demonstrated? Field Perform	anual) REMEDIATE Name and using the fo	Date Date	How Remediated? Field Perform Role Play Verbal Test Case/Report No.: Titems: How Remediated? Field Perform
F.T.O. Trainee Comment	ts: The trainee sh A. Vehicle B. Shotgun C. Ammuni D. Flares	Date Date Rifle	COMPETENCE DEMONSTRATE TO DEMONSTRAT	Uniform Date Date Date CY TED Date CY TED	How Demonstrated? Field Perform Role Play Written Test Verbal Test Verbal Test Field Perform Role Play Written Test Written Test Written Test Written Test	anual) REMEDIATE Name and using the fo	ED Date Date	How Remediated? Field Perform Role Play Written Test Verbal Test Case/Report No.: Gitems: How Remediated? Field Perform Role Play Written Test
F.T.O. Trainee Comment	The trainee shape Shotgun C. Ammuni D. Flares	Date Date Rifle	COMPETENCE DEMONSTRATE TO DEMONSTRAT	Uniform Date Date Date CY TED Date CY TED	How Demonstrated? Field Perform Role Play Written Test Verbal Test Field Perform Role Play Field Perform Role Play Role Play	anual) REMEDIATE Name and using the fo	ED Date Date	How Remediated? Field Perform Role Play Written Test Verbal Test Case/Report No.: Gitems: How Remediated? Field Perform Role Play

1.1.24	The trainee shall learn the purpose and process for completing Monthly Payroll Calendars and
	Monthly Overtime Sheets.

			COMPETENC	-	How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRATED			REMEDIATEI)	_
	Name	Date	Name	Date	☐ Field Perform	Name	Date	☐ Field Perform
F.T.O.					☐ Role Play ☐ Written Test			☐ Role Play ☐ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Commen	ts:							Case/Report No.:

- 1.1.25 The trainee shall review and briefly explain agency policies pertaining to:
 - A. Officer Involved Incidents (PPM 310, County Protocol)
 - B. Vehicle Pursuits (PPM 314)
 - C. Officer Response to Calls (PPM 316)
 - D. Search & Seizure (PPM 322)
 - E. Hate Crimes (PPM 338, County Protocol)
 - F. Conduct (PPM 340)
 - G. Death Investigation (PPM 360, County Protocol)
 - H. Off-Duty Law Enforcement Actions (PPM 386)
 - I. Racial or Bias Based Profiling (PPM 402)
 - J. Alcohol & Drug Use (PPM 1012)

	INSTRUCTED Name	Date	COMPETEN DEMONSTRA Name		How Demonstrated? □ Field Perform	REMEDIATEI Name) Date	How Remediated? □ Field Perform
F.T.O. Trainee				1	□ Role Play □ Written Test □ Verbal Test			□ Role Play □ Written Test □ Verbal Test
Comment	ts:			CAL	WI A	133		Case/Report No.:
			12/13	7	OR	7/35		

- 1.1.26 The trainee shall review and explain County-Wide Protocols related to:
 - A. Active Shooter Response
 - B. Juvenile Booking Criteria

	INSTRUCTED		COMPETENC' DEMONSTRAT	ED	How Demonstrated? Field Perform	REMEDIATEI		How Remediated? Field Perform
F.T.O.	Name	Date	Name	Date	Role Play	Name	Date	Role Play
					☐ Written Test			☐ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Commen	ts:							Case/Report No.:

- 1.1.27 Given any situation in which a possible crime has occurred, the trainee shall recognize those situations where the crime is complete and shall identify the crime by its common name, code number, and crime classification. These crimes shall minimally include California laws pertaining to:
 - A. Obstruction of Justice 102 PC, 146a PC, 148 PC, 148.5 PC, 148.9 PC, 150 PC, 182 PC
 - B. Homicide 187-198 PC
 - C. Robbery 211 PC, 215 PC
 - D. Assaults 203 PC, 206 PC, 207 PC, 210.5 PC, 220 PC, 236 PC, 240-246 PC, 273.5 PC, 417 PC
 - E. Criminal Threats (formerly Terrorist threats) 422 PC
 - F. Stalking 646.9 PC
 - G. Restraining Order Violations 166(a)(4) PC, 273.6 PC
 - H. Cruelty to Animals 597 PC, 600 PC
 - I. Crimes Against Children 270 PC, 271 PC, 272 PC, 273a PC, 273d PC, 277 PC, 278 PC, 288 PC, 647.6 PC
 - J. Sex Crimes 261 PC, 266j PC, 269 PC, 289 PC, 314 PC
 - K. Disturbing the Peace 415 PC
 - L. Burglary 459 PC, 466 PC
 - M. Trespassing 602 PC et seq.
 - N. Arson 451 PC, 453 PC
 - O. Vandalism 594-594.1 PC
 - P. Theft (including Identity Theft) 459.5 PC, 484-488 PC, 490.5 PC, 496 PC, 502 PC, 503 PC, 518 PC, 530 PC, 537 PC
 - Q. Forgery and Check Offenses 470 PC, 475a PC, 476a PC
 - R. Disorderly Conduct 647 PC et seq., 653.22 PC
 - S. Dangerous Weapons 20410 PC, 21110 PC, 21310 PC, 21510 PC, 21810 PC, 22010 PC, 22210 PC, 22215 PC, 22410 PC, 22290 PC, 24310 PC, 25400 PC, 25850 PC, 26350 PC
 - T. Dangerous Drugs 11350 H&S, 11351 H&S, 11357 H&S, 11359 H&S, 11364 H&S, 11365 H&S, 11377 H&S, 11550 H&S, 381(a) PC, 281(b) PC, 4140 B&P
 - U. Receiving or possession of stolen property (including alteration of serial numbers)
 - 496 PC, 537 PC, 10751 VC

					How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.				,	Role Play			Role Play
-					Written Test			Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:			•				Case/Report No.:
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- 1.1.28 The trainee shall explain applicable laws pertaining to the investigation of juvenile offenses and to the apprehension and detention of juvenile offenders. These shall minimally include:
 - A. Miranda advisement
 - B. 300 W&I; 305 W&I; 601 W&I; 602 W&I; 625 W&I; 627 W&I; 707 W&I; and any additional local ordinances/curfews
 - C. Laws pertaining to schools, including Ed. Code sections 48906, 48260-66, etc.
 - D. Secure/Non-secure detention of juveniles (206 W&I; 207 W&I; 207.1 W&I; 207.2 W&I)

			COMPETENC	Y	How Demonstrated?			How Remediated?	
	INSTRUCTED)	DEMONSTRATED		<i>t</i>	REMEDIATEI)	<i>t</i>	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Comment	ts:							Case/Report No.:	

- 1.1.29 The trainee shall recognize violations of the Alcoholic Beverage Control Act and, given a copy of that act, will locate the applicable sections including those prohibiting:
 - A. After-hours sale/consumption of alcoholic beverages on licensed premises
 - B. Selling/providing alcoholic liquor to any person under the age of 21 years
 - C. Selling/providing alcoholic liquor to a person who is visibly intoxicated
 - D. Minor possess an alcoholic beverages in public
 - E. Minor use false evidence of age
 - F. Drinking in Public

Reference: 25631 B&P, 25658(a) B&P, 25602 B&P, 25662(a) B&P, 25661 B&P, 25620 B&P

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	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.				PO	│ Role Play │ Written Test			Role Play Written Test
Trainee			Contract of the second		Verbal Test	2000		Verbal Test
Commen	ts:			120				Case/Report No.:
				170				<u> </u>

- 1.1.30 The trainee shall recognize violations of laws specific to the University Community.
 - A. Threatening School Employees (71 PC)
 - B. False bomb threat (148.1 PC)
 - C. Tamper with fire equipment (148.4 PC)
 - D. Disturb the peace on campus (415.5 PC)
 - E. Illegally possess or copy state keys (469 PC)
 - Trespassing (602(1) PC, 602(p) PC, 602.1 PC, 602.5 PC, 602.10 PC F.
 - G. Notice of withdrawal of consent to remain on campus (626.2 PC, 626.4 PC and 626.6 PC)
 - H. Possess a firearm on campus (626.9 PC)
 - I. Possess a knife on campus (626.10 PC)
 - Obscene or harassing telephone calls and or other electronic devices. (653m PC)
 - K. Presidential directive regarding the use of buildings and grounds. (PD 2001-01, 89031 EC, 42350-42356 CCR)

	INSTRUCTED)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.			1320		Nole Play Written Test			Ñ Role Play Ñ Written Test
Trainee			155		Verbal Test			Verbal Test
Commen	ts:			ASI	AIEU			Case/Report No.:
			00/05	5	UREKA	100		

- The trainee shall recognize the basic rights of all persons as granted by the United States 1.1.31 Constitution and shall at all times adhere to those rights granted by the following amendments:
 - A. First Freedom of religion, speech, press, and public assembly
 - B. Fourth Search and seizure only by warrant or good cause
 - C. Fifth Right to trial; no double jeopardy; no self incrimination; no punishment without due process; and no confiscation without compensation
 - D. Sixth Right to a speedy trial
 - POLICE E. Eighth – Excessive bail prohibited
 - F. Fourteenth Civil rights (see 18 USC, 242 Color of law/authority)
 - G. Title 42 USC 1982+1983

	INSTRUCTED)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Ñ Role Play Ñ Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

1-10 August 2015

- 1.1.32 The trainee shall become familiar with and know how to use those sections of the San Jose Municipal Code that University Police may use off-campus.
 - A. Board of Trustees v City of Los Angeles (Re: Muni Codes applicable on University Property.)
 - B. Animal running at large (7.08.200 SJMC)
 - C. Drinking on the street (10.12.010 SJMC)
 - D. Nudity prohibited (10.12.030 SJMC)
 - E. Public urination and defecation prohibited (10.12.110 SJMC)
 - F. Loiter on commercial business or private parking lot. (10.20.140(D) SJMC)
 - G. Curfew (10.28.100 SJMC)
 - H. Smoking in the park prohibited (13.44.130 SJMC)
 - I. Alcoholic beverages in the park prohibited (13.44.140(B) SJMC)

			COMPETENC		How Demonstrated?			How Remediated?			
	INSTRUCTED)	DEMONSTRATED		î ri i i n	REMEDIATEI)	1 5: 115 6			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
F.T.O.					Role Play Written Test			∫ Role Play ∫ Written Test			
Trainee			1000		Verbal Test			Verbal Test			
Comment	ts:			1	armys			Case/Report No.:			
	0 100										

STATE

- 1.1.33 The trainee shall identify common California Vehicle Code violations by code number and classification. These violations shall minimally include those dealing with:
 - A. Vehicle registration and insurance requirements (4000(a), 4462-4463, 16020(a), 16028(a) VC)
 - B. Theft of and tampering with vehicles (10751, 10851, 10852 VC)
 - C. Driver's licenses and identification cards including suspensions (12500, 13004, 14601 VC)
 - D. Hit and run (20000-20004 VC)
 - E. Traffic control signals (21367, 21451, 21453, 21460, 21460.5, 21461 VC)
 - F. Speed Laws (22350, 22400 VC)
 - G. Driving, overtaking, and passing (21650, 21650.1, 21651, 21657, 21658, 21663, 21703 VC)
 - H. Right-of-way (21800, 21801, 21804, 21806 VC)
 - I. Pedestrians (21950, 21951, 21955, 21956, 21957 VC)
 - J. Turning, starting and signaling (22100, 22101(d), 22106 VC)
 - K. Stopping, standing, and parking (22500, 22450 VC)
 - L. Driving under the influence (23136, 23140, 23152, 23153, 23220-23226 VC)
 - M. Other public offenses (31 VC)
 - N. Equipment violations (24002, 24250, 24400, 24409, 24600, 24603, 24710 VC)
 - O. Fleeing/evading an officer (2800-2801 VC)
 - P. Reckless driving (23103, 23109 VC)
 - Q. Seat belt violations (27315, 27360 VC)
 - R. Loads and littering (23110-23117 VC)
 - S. Noise violations (27001-27007 VC)

	INSTRUCTED)	COMPETENCY I DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

- 1.1.34 The trainee shall identify/explain situations where he/she may have the authority to remove, store, and/or impound vehicles, including:
 - A. Vehicle is abandoned (22669(a) VC)
 - B. Vehicle is a traffic hazard (22651(b) VC)
 - C. Incidental to an arrest (22651(h) VC)
 - D. Vehicle is stored for safekeeping (22651 (g) VC)
 - E. Vehicle is stolen, recovered, and not released in field (22651(c) and 22653(a) VC)
 - F. Vehicle is held for investigation (22655.5 VC)
 - G. Vehicle is involved in hit and run (22655 or 22653(b) VC)
 - H. Vehicle with VIN removed (10751 VC)
 - I. Vehicle stored for operation by unlicensed driver (22651(p) VC)
 - J. Vehicle impounded for 30 days for operation by an unlicensed or suspended driver (14602.6 VC)
 - K Vehicle impounded for 30 days for reckless driving or speed contests. (23109.2 VC)

	INSTRUCTEI Name) Date	COMPETED DEMONSTR. Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
F.T.O. Trainee				STA	↑ Role Play ↑ Written Test ↑ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:	6	6.0	E	UREKA	1/23/		Case/Report No.:
		18	2/3/4/			DIE		

COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS

- 1.1.35 The trainee shall know the following locations within the agency's jurisdiction:
 - A. Campus Buildings and Lots
 - B. South Campus Facilities
 - D. Off-Campus Facilities
 - 4. Child Development Center
 - 5. Spartan Shops Apartments
 - 8. Art Foundry
 - 9. Spartan Shops Warehouse
 - 10. University Foundation

	INSTRUCTED		DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	☐ Field Perform	Name	Date	☐ Field Perform
F.T.O.					☐ Role Play☐ Written Test			☐ Role Play ☐ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Commen	ts:							Case/Report No.:

1.1.36	The trainee shall located within the				ons of each of th	ne Fraternity and	Soror	ity Houses
	1. Beta Theta Pi 2. Delta Upsilon 3. Kappa Sigma 4. Pi Kappa Alpha 5. Sigma Chi 6. Sigma Nu 7. Sigma Pi 8. Theta Chi 9. Alpha Omicror 10. Alpha Phi 11. Delta Gamma 12. Delta Zeta 13. Kappa Delta 14. Alpha Xi Delta 15. Delta Sigma Fi 16. Alpha Kappa 17. Chi Pi Sigma	ı Pi ta Phi		ST	ATE			
	INSTRUCTED		COMPETENCY DEMONSTRATE		How Demonstrated?	REMEDIATED		How Remediated?
7.7.0		ate Na	ame	Date	☐ Field Perform☐ Role Play	Name	Date	☐ Field Perform☐ Role Play
F.T.O. Trainee			24		☐ Written Test☐ Verbal Test	D		☐ Written Test☐ Verbal Test
Comment	ts:	19		45		0 1987		Case/Report No.:
						7 1 1/		
				100 31				
1.1.37	The trainee shall calls associated w 1. Medical Aids 2. Disturbances 3. Property Crin 4. Sexual Assau	vith Frances s mes					variou	s types of service
	INSTRUCTED Name Da	ate Na	COMPETENCY DEMONSTRATE		How Demonstrated? ☐ Field Perform	REMEDIATED Name	Date	How Remediated? ☐ Field Perform
F.T.O.					☐ Role Play ☐ Written Test			□ Role Play□ Written Test
Trainee					☐ Verbal Test			☐ Verbal Test
Comment	ts:							Case/Report No.:

]	1.1.38	The trainee sha assigned area. A. Major arte B. "Through C. Dead-end D. Freeways E. Alleyways	These eries streets streets	shall include:	l locati	ions of importan	t types of roadw	ays in	the community of	r
		INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? □ Field Perform	REMEDIATEI Name) Date	How Remediated? □ Field Perform	
	F.T.O.					☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Role Play ☐ Written Test ☐ Verbal Test	

- 1.1.39 The trainee shall know the jurisdictional boundaries, beats, districts, or sector assignments utilized by the agency, including:
 - A. The functional patrol areas of the UPD, Main Campus, South Campus, and Aeronautics Facility

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- B. Concurrent Jurisdiction outside the functional patrol area
- C. Outside the concurrent jurisdiction area

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SUPPORT SERVICES

- 1.1.40 The trainee shall identify the location and general function of each of the following:
 - A. San Jose City Hall
 - B. Santa Clara County Administration Building
 - C. Municipal, Superior, and Traffic Courts
 - D. District Attorney's Office
 - E. Adult Probation Department
 - F. Health Department
 - G. Coroner's Office
 - H. Emergency Hospital (including emergency entrance, psychiatric facilities and entrance and police parking areas)
 - 1. Valley Medical Center
 - 2. Emergency Psychiatric Services
 - 3. Regional Medical Center
 - 4. O'Connor Hospital
 - I. County Main Jail and Elmwood Facility
 - J. Juvenile Hall
 - K. State and Federal law enforcement agencies, including:
 - 1. California Highway Patrol CHP
 - 2. County Sheriff's Office
 - 3. Department of Motor Vehicles DMV
 - 4. Federal Bureau of Investigations FBI
 - 5. Postal Inspectors
 - 6. Bureau of Narcotic Enforcement BNE
 - 7. Secret Service
 - 8. Immigration and Naturalization Service INS
 - 9. Bureau of Alcohol, Tobacco, and Firearms ATF
 - 10. US Marshall Service
 - 11. AMTRAK Police
 - K. Additional support services
 - 1. Children's Shelter
 - 2. American Red Cross

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ADDITIONAL POLICIES & PROTOCOLS

- 1.1.41 The trainee shall review and briefly explain agency policies and county protocols pertaining to:
 - A. Domestic Violence (PPM 320, County Protocol)
 - B. Title IX Compliance (PPM 329)
 - C. Child Abuse Reporting (PPM 330, County Protocol)
 - D. Missing Person Reporting (PPM 332)
 - E. Identity Theft (PPM 362, County Protocol)
 - F. Medical Aid Response (PPM 381)
 - G. Response to Fire Alarm Systems (PPM 411)
 - H. Mental Illness Commitments (PPM 418)
 - I. Notice of Withdrawal of Consent to Remain on Campus (PPM 421)
 - J. Security Alarm Response (PPM 425)
 - K. Operational Jurisdiction (PPM 426)
 - L. Detentions & Photographing Detainees (PPM 440)
 - M. Body-worn Cameras (PPM 451, County Protocol)
 - N. Foot Pursuit Policy (PPM 458)
 - P. Personal Communications Devices (PPM 702)
 - O. Sick Leave Policy (PPM 1014)
 - R. Absence Request Policy (PPM 1015)
 - S. Body Armor (PPM 1024)
 - T. Employee Speech, Exression & Social Networking (PPM 1058)
 - U. Child Abduction County Protocol
 - V. Photo & In-person Line-ups County Protocol

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CONTACT AND COVER (PRIMARY/BACKUP)

- 1.2.01 The trainee shall explain and demonstrate contact officer tactics and responsibilities to include:
 - A. Primary responsibility dealing with situation/suspect(s)/victim(s)/witness(es)/RPs
 - B. Records incident information (FIs)
 - C. Performs pat down and custody searches of suspect(s)
 - D. Issues all citations
 - E. Recovers evidence and contraband
 - F. Handles routine radio communications
 - G. Relays pertinent information to cover officer and medical personnel
 - H. Watches hand movement

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- 1.2.02 The trainee shall explain and demonstrate cover officer tactics and responsibilities to include:
 - A. Approach
 - B. Cover positions with vehicle(s) and person(s)
 - C. Position of advantage
 - D. What to watch for:
 - 1. Hands in pockets or otherwise concealed
 - 2. Weapons or contraband
 - 3. Hostility or anger
 - 4. The approach of other persons or vehicles
 - 5. Symptoms of intoxication or illness
 - 6. Potential reactions and escape
 - E. Communications with contact officer/danger signals
 - F. Position of assistance, if needed, during arrest
 - G. Provides assistance as directed by contact officer

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- 1.2.03 The trainee shall discuss the roles of the contact and cover officers during and after a pursuit, felony car stop, or foot chase. These shall include:
 - A. Radio responsibilities
 - B. Firearms/Weapons systems
 - C. Position to assume after the vehicle or person is stopped
 - D. Officer-to-officer communication

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- 1.2.04 The trainee shall safely and effectively demonstrate the responsibilities of **both** the contact and cover officer positions during:
 - A. Calls for service
 - B. "In-progress" calls
 - C. Pedestrian stops
 - D. Traffic stops
 - E. High-speed pursuit, felony vehicle stop, and/or foot pursuit

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BODY ARMOR

- 1.2.05 The trainee shall discuss benefits, limitations, and characteristics of protective body armor, including.
 - A. Benefits for wearing
 - B. Types of body armor
 - C Level of protection against firearms
 - D. Level of protection against knives and other penetrating weapons

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OFFICER SURVIVAL

- 1.2.06 The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival. These shall minimally include:
 - A. Concept of tactical retreat
 - 1. Pre-planning (mental scenarios)
 - 2. Reduction of unnecessary risks (stress management, "keeping your cool")
 - B. Mental conditioning
 - 1. Will to live
 - 2. Continue to fight, regardless of odds
 - 3. Mental alertness
 - 4. Self-confidence
 - C. Physical conditioning
 - 1. Importance of good physical fitness
 - 2. Role of good health and nutrition
 - D. Weapon retention

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ETHICS

1.3.01 The trainee shall identify law enforcement ethical standards and explain or demonstrate how they apply to ethical decision-making.

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1.3.02 The trainee shall demonstrate the ability to accept responsibility for his/her actions.

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- 1.3.03 The trainee shall illustrate, through explanation or example, the following aspects of ethical conduct:
 - 1. An officer shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
 - 2. Officers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
 - 3. Officers shall not use language or engage in acts that demean, harass, or intimidate another.
 - 4. Officers shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
 - 5. Officers shall treat violators with respect and courtesy, guard against employing an officious or overbearing attitude or language that may belittle, ridicule, or intimidate the individual, or act in a manner that unnecessarily delays the performance of duty.
 - 6. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, officers shall adhere to the department's use-of-force policy and shall observe the civil rights and protect the well being of those in their charge.

Reference: International Association of Chiefs of Police Model Policy for Standards of Conduct

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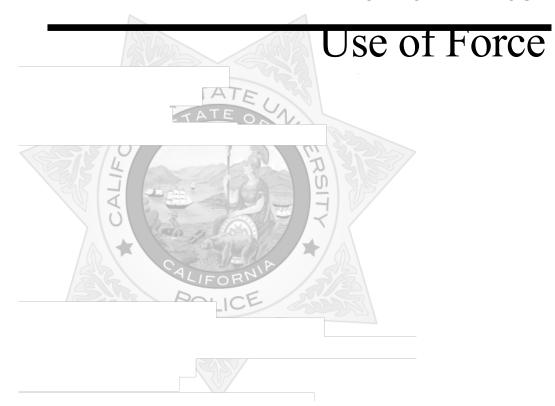
1.3.04 The trainee shall recognize his/her responsibility to intervene to stop offenses (unlawful/unethical acts) by other officers in order to maintain or restore professional control over a given situation or to improve the professional quality of future interactions.

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 B. Departmental policy and procedure C. Departmental goals and objectives D. Community expectations E. Officer safety 									
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■ COMPONENT FOUR



LEGAL AND ETHICAL ISSUES

1.4.01 The trainee shall review and discuss the legal and ethical considerations pertaining to the use of force, including "reasonable force."

Reference: 835 PC; 835a PC; 843 PC; 198 PC

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1.4.02 The trainee shall explain agency policy, legal ramifications, and civil liabilities attached to both the officer and the agency through the use of physical force or deadly force.

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1.4.03 The trainee shall identify and evaluate situations that justify the use of deadly force and those situations that do not justify such use.

Reference: 196 PC; 198 PC; 835a PC; 843 PC

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FORCE OPTIONS

- 1.4.04 The trainee shall explain what is meant by 'force options' and provide examples of each that would fall within legal and moral limits, to minimally include:
 - A. Non-verbal/police presence
 - B. Verbal (Tactical communication)
 - C. Physical (Weaponless)
 - D. Less lethal weapons, including:

1) CHEMICAL AGENTS

The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for persons who have had it applied to them, and the reporting procedures in cases where it is used.

2) IMPACT WEAPONS

- a. The trainee shall know when and how to effectively use the police baton in an authorized manner.
- b. The trainee shall identify the vital body points and bone edges recognized as baton "target" areas.
- c. The trainee shall identify those body points that are potentially lethal when struck by a baton.
- d. The trainee shall explain and demonstrate baton techniques to be used in subduing an aggressive suspect
- e. Given an incident in which the use of the baton is necessary and justified, the trainee shall use the baton in an authorized manner

3) APPROVED LESS-LETHAL WEAPONS

- a. Taser
- b. FN 303 Launcher
- c. 37 mm Launcher
- 4) The trainee shall discuss the polices governing the use of less lethal weapons, including the follow-up procedures for persons who have had it applied to them, and the reporting procedures in cases where it is used.
- 5) The trainee shall know when and how to effectively use less lethal weapons in an authorized manner
- 6) The trainee shall identify the vital body points recognized as less lethal "target" areas, with regards to the different types of Less Lethal weapons systems.
- 7) The trainee shall identify those points that are potentially lethal when struck by a less lethal weapon, with consideration of the different types of less lethal weapons systems.
- 8) The trainee shall explain and demonstrate less lethal weapon techniques to be used in subduing an aggressive suspect.

9) Given an incident in which the use of the less lethal weapons is necessary and justified, the trainee shall use the less lethal weapon in an authorized manner.

E. Deadly force

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

- 1. Type of crime and suspect(s) involved
- 2. Threat to the lives of innocent persons
- 3. Law and agency policy
- 4. Officer's present capabilities
- 5. Capabilities of officer's weapon

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■ COMPONENT FIVE

Patrol Vehicle Operations



PATROL VEHICLE INSPECTION

- 1.5.01 The trainee shall explain the purposes of a vehicle inspection prior to driving. These shall minimally include:
 - A. Prevention of accidents
 - B. Promotion of operational efficiency
 - C. Reduction of maintenance and repair costs
 - D. Location of contraband, evidence, or property

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- 1.5.02 The trainee shall point out the location and describe the use of the following:
 - A. Rear door locks
 - B. Trunk and hood release
 - D. Emergency lights and siren switches
 - E. Flares
 - F. First aid equipment
 - G. Radio
 - H. Engine fluid compartments and dip sticks

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1.5.03 The trainee shall explain agency policy regarding requests for vehicle service in the field.

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- 1.5.04 The trainee shall explain agency policy regarding proper maintenance of the police vehicle. This explanation shall minimally include:
 - (Vehicle Maintenance, PPM 704)
 - The procedure for regular maintenance and service of patrol vehicles A.
 - В. The procedure for turning in a damaged or mechanically deficient vehicle for repair
 - C. The proper documentation to be completed

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- The trainee shall conduct a patrol vehicle pre-shift inspection, to include: 1.5.05
 - Visual check of vehicle exterior for damage and the tires for wear and proper inflation A.
 - An inspection of the trunk for required equipment
 - C. An operations check of the vehicle equipment (lights, horn, etc.) and the emergency equipment (light bar, siren, public address system, etc.)
 - An inspection of vehicle interior that includes checking behind the sun visors, in the glove box, and beneath the seats for contraband, evidence, property, or items left from a previous shift

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PATROL VEHICLE OPERATIONAL SAFETY

1.5.06 The trainee shall explain and demonstrate Situation-Appropriate, Focused, and Educated (SAFE) driving.

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- 1.5.07 The trainee shall review and explain agency policy on approved driving techniques, including: (Vehicle Use, PPM 706)
 - A. Backing
 - B. Parking (Including department approved method for parking patrol vehicles)
 - C. Right-of-way violations
 - D. Passing
 - E. Excessive speed
 - F. Maneuvering within the campus environment

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- 1.5.08 The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:
 - A. Driver condition
 - B. Vehicle condition
 - C. Environmental conditions, including road surfaces
 - D. Vehicle speed
 - E. Reaction time and distance
 - F. Braking distance
 - G. Knowledge of anti-lock braking systems

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- 1.5.09 The trainee shall identify the components of "defensive driving." These shall include:
 - A. Driver attitude
 - B. Driver skill
 - C. Vehicle capability

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	including: A. Over-co	onfider nce (in hteous	nce ncluding "road r		that can contribu	ite to the occur	rence of	t traffic accident
	INSTRUCTEI Name	Date	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIAT	TED Date	How Remediated? Field Perform
F.T.O.	rane	Date	rume	Date	Ñ Role Play Written Test	rume	Date	Ñ Role Play Ñ Written Test
Trainee					Verbal Test			Verbal Test
.5.11	The trainee s	shall di	iscuss the effect	s of dri	ver fatigue, inclu	ading:		
.5.11		visual o	efficiency	s of dri	ver fatigue, inclu	ading:		
.5.11	A. Lower v. B. Slower	visual oreaction	efficiency on time COMPETENC DEMONSTRA	CY	How Demonstrated?	REMEDIAT		How Remediated?
F.T.O.	A. Lower v B. Slower	visual o	efficiency on time	CY	How Demonstrated? Field Perform Role Play		TED Date	「Field Perform」 「Role Play
	A. Lower v. B. Slower	visual oreaction	efficiency on time COMPETENC DEMONSTRA	CY	How Demonstrated? Field Perform	REMEDIAT Name		Field Perform
F.T.O.	A. Lower v. B. Slower	visual oreaction	efficiency on time COMPETENC DEMONSTRA	CY	How Demonstrated? Field Perform Role Play Written Test	REMEDIAT Name		「Field Perform 「Role Play 「Written Test

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
F.T.O. Trainee				∫ Role Play ∫ Written Test ∫ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:						Case/Report No.:

EMERGENCY VEHICLE OPERATIONS/PURSUITS

1.5.13 The trainee shall review and explain the agency's policy concerning pursuits and code-three driving.

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:
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- 1.5.14 The trainee shall identify the tactics that should be utilized by the driver of an emergency vehicle while in a pursuit or any other emergency response. These tactics shall minimally include:
 - A. Slowing for intersections
 - B. Careful observation at cross streets
 - C. Caution when passing other vehicles
 - D. Constant alertness for any unforeseen hazard
 - E. Using a well-planned route of travel in emergency response situations

	INSTRU	JCTED		MPETENC MONSTRAT		How Demonstrated?	REMEDIAT	ED	How Remediated?
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Commen	ts:			0//			7/		Case/Report No.:
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- 1.5.15 The trainee shall discuss those factors to consider in determining whether to continue or abandon a pursuit. These factors shall minimally include:
 - A. Amount of other traffic, both vehicular and pedestrian
 - B. Road hazards and road conditions
 - C. Environmental conditions
 - D. Capability and condition of patrol vehicle and driver
 - E. Seriousness of the crime(s) in relation to potential likelihood of causing injury to innocent persons or damage to property
 - F. Whether vehicle or driver can be identified

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Ñ Role Play Ñ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

1.5.16 Given a simulated or an actual emergency response or pursuit, the trainee shall demonstrate safe and effective driving practices.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

VEHICLE OPERATION LIABILITY

- 1.5.17 The trainee shall understand California laws which apply to the operation of an emergency vehicle under emergency conductions:
 - A. The trainee knows why emergency calls do <u>not</u> absolve an Officer from personal liability if the emergency vehicle is misused.
 - B. The trainee knows department practices and policies for the operation of emergency vehicles.
 - C. The trainee relies more on caution than on emergency warning devices.
 - D. Condition of police vehicle and driver
 - E. Seriousness of the crime(s) in relation to potential likelihood of causing injury to innocent persons or damage to property.
 - F. Can vehicle or diver be identified.

	INSTRUCTED)		MPETENCY ONSTRATI	and the same	How Demonstrated?	REMEDIATEI)	How Remediated?
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1.5.18 The trainee shall discuss how an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same "rules of the road" as any other driver.

Reference: 21052 VC

Name Date Name Date Frield Perform Name F.T.O. Role Play Written Test	me Date	「Role Play
Trainee Verbal Test		Written Test Verbal Test
Comments:		Case/Report No.:

- 1.5.19 The trainee shall explain the situations in which the driver of an authorized emergency vehicle is exempt from the Vehicle Code provisions listed in Section 21055, including:
 - A. Responding to an emergency call
 - B. Engaged in a rescue operation
 - C. In pursuit of a violator
 - D. Responding to a fire alarm

			COMPETENCY		How Demonstrated?			How Remediated?	
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Trainee					Verbal Test			Verbal Test	
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1.5.20 The trainee shall explain the exemption requirements of the Vehicle Code regarding the use of red lights and siren, under Sections 21055(b) and 21807.

	INSTRUCTEI Name) Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform		
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- 1.5.21 The trainee shall explain the conditions under which he/she or their agency may be held liable for deaths, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3), including:
 - A. Failure to drive with due regard for the safety of all persons described in VC Section 21056
 - B. When the agency has not adopted a written policy on police pursuits in compliance with VC Section 17004.7
 - C. A negligent or wrongful act or omission by an employee of the entity described in VC Section 17001
 - D. When not in immediate pursuit of an actual or suspected violator or responding to a bona fide emergency as described in VC Section 17004.

				COMPETENCY				How Remediated?		
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■ COMPONENT SIX

Community Relations/ Professional Demeanor



COMMUNITY RELATIONS AND SERVICE

1.6.01 The trainee shall explain the agency's responsibilities to community service.

	INSTRUCTED		COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
Commen	Comments:							

- 1.6.02 The trainee shall identify roles encompassed in the agency's responsibilities to provide community service. Those roles may include:
 - A. Protect life and property
 - B. Maintain order
 - C. Crime prevention
 - D. Public education
 - E. Delivery of service
 - F. Enforcement of law(s)
 - G. Community partnerships, such as:
 - 1. COPS (Community Oriented Policing Services)
 - 2. RAD (Rape Aggression Defense)
 - 3. CERT (Campus Emergency Response Team)
 - 4. Neighborhood Revitalization
 - a. University neighborhood coalition (UNC)
 - b. South University neighborhood (SUN)
 - c. Horace-Mann Neighborhood
 - 5. Santa Clara County Task Forces
 - a. RATTF (Regional Auto Theft Task Force)
 - b. SAFE (Sexual Assault Felony Enforcement)
 - c. SCCSET (Santa Clara County Specialized Enforcement Team)
 - d. REACT (Regional Enforcement Allied Computer Team)
 - e. HTTF (Human Trafficking Task Force)

					How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRATED			REMEDIATEI)	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

PROFESSIONAL DEMEANOR AND COMMUNICATIONS

1.6.03 The trainee shall identify the basic principles of a profession and discuss the professional aspects of law enforcement.

	INSTRUCTED		COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Ñ Role Play Ñ Written Test
Trainee					Verbal Test			Verbal Test
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1.6.04 The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.

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- 1.6.05 The trainee shall identify verbal factors which could contribute to a negative response from the public, including:
 - A. Profanity
 - B. Derogatory language
 - C. Ethnically offensive terminology

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	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.				5	Role Play Written Test			Ñ Role Play
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

- 1.6.06 The trainee shall identify non-verbal factors which could contribute to a negative response from the public, including:
 - A. Officious and disrespectful attitude
 - B. Improper use of body language
 - C. Improper cultural response

			COMPETENCY		How Demonstrated?			How Remediated?	
	INSTRUCTED		DEMONSTRATED		Î E: 11 D. C	REMEDIATEI	Í E' 11D. C		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					Role Play Written Test			Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

1.6.07 The trainee shall discuss why it may be beneficial to explain the reasons for actions taken to inquiring citizens.

	INSTRUCTED)	COMPETENO DEMONSTRA		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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1.6.08 The trainee shall conduct telephone conversations in a professional manner.

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F.T.O.				Po	Nole Play Written Test Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test		
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- 1.6.09 The trainee shall demonstrate the ability to communicate with any segment of the public in such a way as to enhance police service and community attitudes toward the police. This can be demonstrated through:
 - A. Community contacts
 - B. Business contacts
 - C. Community involvement
 - D. Positive role modeling
 - E. Mentoring

			COMPETENC		How Demonstrated?			How Remediated?			
	INSTRUCTED		DEMONSTRATED		Field Perform	REMEDIATED Name Date		Field Perform			
	Name	Date	Name	Date		Name	Date	Role Play			
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Trainee					Verbal Test			Verbal Test			
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CULTURAL DIVERSITY

1.6.10 The trainee shall explain how the culture of the community can have an affect on the community's relationship with his/her agency.

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Comments: Case/Report											

1.6.11 The trainee shall identify cultural motivations and biases that may affect professional ethics and the law.

	INSTRUCTED————————————————————————————————————		COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:							Case/Report No.:

1.6.12	The trainee shall assess and explain ways in which he/she can increase the trust of the community
	he/she serves.

	INSTRUCTED	INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

RACIAL PROFILING

1.6.13 The trainee shall distinguish that effective police work profiles behavior rather than race.

	INSTRUCTEI Name) Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATI Name	ED Date	How Remediated? Field Perform	
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1.6.14 The trainee shall recognize that 13519.4 PC states, "a law enforcement officer shall not engage in racial profiling," and that it applies to all protected classes including gender and religion.

	INSTRUCTED Name) Date	COMPETENO DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform
F.T.O. Trainee				CALIF	Nole Play Written Test Verbal Test			Nole Play Written Test Verbal Test
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1.6.15 The trainee shall explain the 4th and 14th amendments of the US Constitution and how they define law enforcement activities that pertain to racial profiling.

	INSTRUCTED)		COMPETENCY E		REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			☐ Role Play ☐ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

1.6.16	The trainee shall discuss how the history of the community can have an affect on the community's
	relationship with his/her agency.

	INSTRUCTED)		COMPETENCY H DEMONSTRATED		REMEDIATEI	REMEDIATED	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Nole Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

1.6.17 The trainee shall be able to summarize and apply the agency's policy regarding racial profiling.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? Field Perform	REMEDIATED Date		How Remediated? Field Perform	
F.T.O. Trainee	Name	Date	Name		Date	Role Play Written Test Verbal Test	Name	Date	Note Play Role Play Written Test Verbal Test
Comments:	Case/Report No.:								

CRIME PREVENTION

1.6.18 The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	A STATE OF THE PARTY OF THE PAR	How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform
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Commen	ts:	•			-ICP			Case/Report No.:

- 1.6.19 The trainee shall give examples of general forms of crime prevention, including:
 - A. Advice concerning mechanical devices (alarms, locks, and target hardening)
 - B. Control of conditions (lighting, access, and architecture)
 - C. Public awareness
 - D. Property identification
 - E. Neighborhood Watch programs

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED	INSTRUCTED DEMONSTRATED			REMEDIATED			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

COMMUNITY/PROBLEM-ORIENTED POLICING

1.6.20	The trainee shall review and explain the agency's concept of community/problem-oriented
	policing as it relates to community priorities and needs, focusing on specific violations, crimes, or
	circumstances.

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Da			How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform	
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1.6.21 The trainee shall explain the crime triangle (offender, victim, and location).

	INSTRUCTEI Name) Date	COMPETENC DEMONSTRAT Name	17	How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform			
F.T.O. Trainee					│ Role Play │ Written Test │ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test			
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1.6.22 The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues.

	INSTRUCTED		COMPETENC DEMONSTRAT	ED	How Demonstrated? Field Perform	REMEDIATEI		How Remediated? Field Perform
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test
Trainee	_			Pa	Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

1.6.23 The trainee shall demonstrate leadership by becoming a facilitator who assists and motivates the community to develop solutions to their problems.

	INSTRUCTED)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Ñ Role Play Ñ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:	•	•	•	•		•	Case/Report No.:

■ COMPONENT SEVEN

Radio Communications



RADIO COMMUNICATIONS

1.7.01 The trainee shall review and summarize department procedures on communications center access.

	INSTRUCTED) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
Commen	Comments:							Case/Report No.:

1.7.02 The trainee shall review and briefly summarize department procedures on communications control and coordination and radio call numbers.

	INSTRUCTED Date		COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform Role Play	REMEDIATI Name	ED Date	How Remediated? Field Perform Role Play			
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- 1.7.03 The trainee shall memorize and correctly use the following:
 - A. Phonetic Alphabet
 - B. Disposition Codes
 - C. Call signs
 - D. 10 and 11 Codes
 - E. Commonly used criminal code section used for dispatching emergency personnel

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Ñ Role Play Ñ Written Test			Role Play Written Test
Trainee				64	Verbal Test			Verbal Test
Commen	ts:			13	17/			Case/Report No.:
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- 1.7.04 The trainee shall demonstrate knowledge of department radio procedures and proper use of the radio including:
 - A. Speaking with accuracy, brevity and clarity
 - B. Waiting until the air is clear before pressing the transmit button.
 - C. Pressing the transmit button firmly and speaking calmly and clearly into the microphone.
 - D. Avoiding over-modulation by speaking moderately into the microphone.
 - E. Knowing the meaning of "emergency traffic only" and always saving routine and non-emergency transmissions until the termination of "emergency traffic only" status.
 - F. Knowing the call signs, assignments, and beat locations of other units in the area.

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			∫ Role Play ∫ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

- 1.7.05 Given a situation in which there is one or more suspect description(s), the trainee shall properly utilize the radio to complete a crime broadcast. This description shall minimally include:
 - A. Type of incident and number of suspects
 - B. Complete known description of suspect(s), including height, weight, hair color and style, eye color, clothing description, and distinguishing characteristics
 - C. Loss (if any), including approximate value and denomination of bills
 - D. Weapon(s) used
 - E. Vehicle(s) used
 - F. Direction(s) of flight

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
F.T.O. Trainee					Nole Play Written Test Verbal Test			│ Role Play │ Written Test │ Verbal Test
Comment	Comments:							

- 1.7.06 The trainee shall explain the proper use of the police radio and transmissions to maintain control of a vehicle pursuit. Appropriate transmissions shall minimally include:
 - A. Identification of the vehicle in pursuit
 - B. What the vehicle or occupant(s) is wanted for
 - C. Complete description of the vehicle, including license number
 - D. Number of occupants and possibility of weapons
 - E. Direction of travel
 - F. Approximate speed
 - G. Conditions (light or moderate traffic, dry or wet pavement, damage to suspect vehicle, etc.)
 - H. Necessity for backup and number of units needed
 - I. Location of stop

	INSTRUCTEI		COMPETENC DEMONSTRAT	ED	How Demonstrated? Field Perform	REMEDIATEI		How Remediated? Field Perform		
F.T.O. Trainee	Name	Date	Name	Date	Role Play Written Test Verbal Test	Name	Date	Role Play Written Test Verbal Test		
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- 1.7.07 Given a situation involving an in-progress assignment, the trainee shall use the police radio to maintain control of the situation. This shall minimally include:
 - A. Voice control so as not to escalate the situation
 - B. Control of possible escape routes and establishment of perimeter
 - C. Control of response of other police units

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
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INFORMATION SYSTEMS/TELECOMMUNICATIONS

- 1.7.08 The trainee shall give examples where inquiries into a law enforcement information system would be necessary. These may include:
 - A. To locate information on lost, stolen, or recovered property (including vehicles)
 - B. To establish probable cause for a search or an arrest
 - C. To verify the validity of a warrant
 - D. To verify the validity of a driver's license, vehicle registration, or occupational license
 - E. To determine if a person is wanted
 - F. To determine the status of a person on parole or probation
 - G. To report or locate a missing person

	INSTRUCTEI)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIATE	D	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
F.T.O.					☐ Role Play ☐ Written Test			│ Role Play │ Written Test			
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Commen	ts:							Case/Report No.:			
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1.7.09 The trainee shall be able to identify the law enforcement information systems used by the agency including:

'n

- A. Automated Property System (APS)
- B. Stolen Vehicle System (SVS)
- C. Wanted Persons System (WPS)
- D. Automated Firearms System (AFS)
- E. Domestic Violence Restraining Order System (DVROS)
- F. Missing Unidentified Person System (MUPS)
- G. Criminal Justice Information Center (CJIC)
- H. Supervised Release File (SRF)
- I. Criminal Identity Index (CII)
- J. Armed and Prohibited Person System (APPS)
- K. Sex and Arson Register (SAR)
- L. National Crime Information Center (NCIC)

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	INSTRUCTEL Name	Date	DEMONSTRATED Name Date		Field Perform	REMEDIATED Name Date		Field Perform
F.T.O.					∫ Role Play ∫ Written Test			∫ Role Play ∫ Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

- 1.7.10 Given an incident in which information is required to complete an investigation, the trainee shall demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
 - A. Wanted persons
 - B. Property, vehicles, and firearms
 - C. Criminal histories
 - D. DMV information
 - E. Miscellaneous information

	INSTRUCTED)	COMPETENCY DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Ñ Role Play			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:			-			-	Case/Report No.:
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1.7.11 The trainee shall identify inappropriate use(s) of law enforcement information systems according to agency policy and law.

	INSTRUCTED		DEMON	PETENCY NSTRATED A	How Demonstrated? Field Perform	REMEDIATED		How Remediated? Field Perform
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test
Trainee Commen	ts:	1 Co	75 4		Verbal Test	S		Verbal Test Case/Report No.:
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1.7.02 The trainee shall complete a department approved program in the operation of the Communications Center (Attached as Addendum).



LEADERSHIP

2.8.01 The trainee shall identify and develop effective leadership strategies that provide purpose, direction, and motivation to co-workers and community members.

F.T.O. Trainee Role Play Role Play Written Test Verbal Test Verbal Test Verbal Test Case Plant Case Plant Role Play Role Play Written Test Verbal Test Verbal Test Verbal Test Case Plant Case Plant Role Play Role Play Role Play Written Test Verbal Test	ediated? rform
Commonto.	Test
Comments: Case/Repo	ort No.:

- 2.8.02 The trainee shall illustrate through explanation or example how each of the following leadership competencies can affect his/her skills and abilities as an officer:
 - 1. Integrity
 - 2. Credibility
 - 3. Trust
 - 4. Discretion
 - 5. Duty
 - 6. Loyalty
 - 7. Honesty

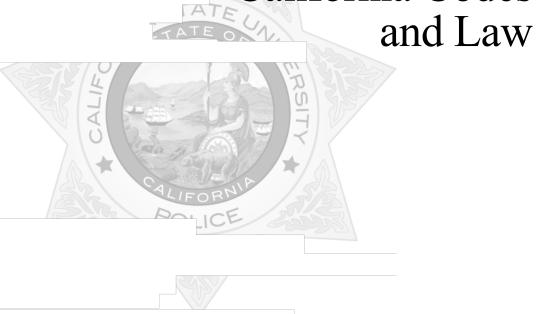
	INSTRUCTED Name I	Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
F.T.O. Trainee				SALIF	Nole PlayWritten TestVerbal Test	73		Nole Play Written Test Verbal Test
Commen	ts:			Po	ICE &			Case/Report No.:
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2.8.03 The trainee shall assess and explain his/her leadership role within the department with clear consideration of the organization's vision, mission, and values statement.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:



California Codes



CRIMINAL LAW

- 2.9.01 The trainee shall define certain terms as recognized in California criminal law. These shall minimally include:
 - A. Accessory
 - B. Accomplice
 - C. Criminal negligence
 - D. Corpus delicti
 - E. Entrapment
 - F. Implied intent
 - G. Principal
 - H. Specific intent
 - I. Transferred intent

	INSTRUCTEI)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.				Role Play Written Test			Nole Play✓ Written Test		
Trainee			500		Verbal Test			Verbal Test	
Comment	Comments:								

- 2.9.02 The trainee shall identify the elements of a crime. These shall include:
 - A. Any act or omission
 - B. By a person
 - C. In violation of statutory law
 - D. For which there is punishment

	INSTRUCTED	ı	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform Role Play	Name	Date	Field Perform Role Play
F.T.O.			SIL	ROI	Written Test	73		Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

2.9.03 The trainee shall describe those persons who are legally incapable of committing a crime in the state of California (PC 26).

	INSTRUCTED Date Name I		-	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:			•				Case/Report No.:

PROBABLE CAUSE

- 2.9.04 The trainee shall identify and explain the following elements of "reasonable suspicion" as those required to lawfully stop, detain, or investigate a person:
 - A. Specific and articulable facts
 - B. Crime related activity that has occurred, is occurring, or is about to occur
 - C. Involvement by the person to be detained in a crime-related activity

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Ñ Role Play
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:
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- 2.9.05 The trainee shall identify and explain the following elements of "probable cause" as those required to lawfully arrest a person:
 - A. Totality of the circumstances
 - B. Direct investigation or reports
 - C. Circumstantial evidence
 - D. Secondary statements from reliable informants

	INSTRUCTED Name	Date	COMPETENO DEMONSTRA' Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
F.T.O. Trainee					Note Play Written Test Verbal Test			Nole Play Written Test Verbal Test	
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2.9.06 The trainee shall recognize and explain the police officer's right to search a person when probable cause to arrest exists.

	INSTRUCTEI Name	Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATI Name	ED Date	How Remediated? Field Perform
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
Commen	ts:	1		•			1	Case/Report No.:

2.9.07 Given various scenarios, simulated incidents, or calls for service depicting instances where probable cause for police action may or may not exist, the trainee shall recognize its presence or absence and explain the reasons behind that decision.

	INSTRUCTED) Date	COMPETENC DEMONSTRAT Name	_	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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Commen	ts:							Case/Report No.:

LAWS OF ARREST

2.9.08 The trainee shall explain a peace officer's authority to make an arrest.

Reference: 836 PC; 40300.5 through 40302

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform			
F.T.O. Trainee			l'AVIII		Role Play Written Test Verbal Test			Nole Play Written Test Verbal Test			
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- 2.9.09 The trainee shall explain the various requirements related to arrests, to minimally include:
 - A. Time of day or night that an arrest may be made
 - B. The information the person arrested must be provided and at what time it must be provided
 - C. What must be done with the person arrested

Reference: 840 PC; 841 PC; 825 PC; 848 PC; 849 PC; 851.5 PC; 853.5 PC; 853.6 PC

	INSTRUCTED)	COMPETENO DEMONSTRA		How Demonstrated?	REMEDIA	TED	How Remediated?
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F.T.O. Trainee				8	Written Test Verbal Test		_	Written Test Verbal Test
Commen					V/			Case/Report No.:

2.9.10	The trainee shall explain the requirements placed upon a private person making the arrest of
	another and be able to determine if the "private persons" arrest is legal.

Reference: 837 PC; 847 PC

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:
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2.9.11 The trainee shall explain the requirements for advising a person of his/her Miranda rights.

	INSTRUCTE!	D Date		OMPETENC MONSTRAT		How Demonstrated? Field Perform	REMEDIATE Name	ED Date	How Remediated? Field Perform			
F.T.O. Trainee				S May		∫ Role Play ∫ Written Test ∫ Verbal Test			Role Play Written Test Verbal Test			
Commen	ts:	1						l	Case/Report No.:			
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2.9.12 The trainee shall explain the requirements regarding gaining admittance into a location to make an arrest.

Reference: 844 Po

	INSTRUCTED Name) Date	COMPETENC DEMONSTRATI Name	7.4%	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
F.T.O. Trainee			36	ALIF	Nole Play Written Test Verbal Test	7/5\ 1/35\		Role Play Written Test Verbal Test
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2.9.13 The trainee shall explain the amount of force that may be used when effecting an arrest.

Reference: 835 PC; 843 PC

	INSTRUCTED)	COMPETENCY DEMONSTRAT		How Demonstrated?	REMEDIATE)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Nole PlayWritten Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

2.9.14 The trainee shall explain the term "reasonable" as it applies to the use of force.

Reference: 835 PC

	INSTRUCTED)	DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date Name		Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			「Role Play」 「Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

2.9.15 The trainee shall review and explain California law and department policy concerning the use of physical force and deadly force.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE)	How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform		
F.T.O.					「Role Play」 「Written Test			Ñ Role Play Ñ Written Test		
Trainee			1000		Verbal Test			Verbal Test		
Comment	ts:	•	63(9)		alin S		•	Case/Report No.:		
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2.9.16 The trainee shall explain instances where he/she is not civilly liable for false imprisonment arising out of an arrest.

Reference: 142(c) PC; 836.5 PC; 847 PC

	INSTRUCTED Name	Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
F.T.O. Trainee	Twine	Dute			Ñ Role Play Ñ Written Test Ñ Verbal Test		Bute	Ñ Role Play Ñ Written Test Verbal Test
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- 2.9.17 The trainee shall explain situations where legal exceptions to an arrest might exist, including:
 - A. Diplomatic immunity (22 U.S. Const. 252)
 - B. Stale misdemeanor rule (Hill v. Levy, 117 CA 2nd, 667) (Roynin v. Battin, 55 CA 2nd 861)
 - C. Congressional exceptions (Art. 1, Section 6, US Const.) (Art. 4, Section 2, Cal. Const.)

	INSTRUCTED			ΈD	How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

- 2.9.18 The trainee shall review and explain the laws regarding parole and probation violations, searches, and holds including:
 - A. 3056 PC
 - B. 1203.2 PC

					How Demonstrated?	REMEDIATED Name Date		How Remediated?
	INSTRUCTED Name	Date	DEMONSTRATED Name Date		Field Perform			Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:



■ COMPONENT TEN

Search and Seizure



SEARCH CONCEPTS

- 2.10.01 The trainee shall review and explain the following terms relative to searches:
 - A. Consent
 - B. Scope of searches
 - C. Contemporaneous
 - D. Probable cause
 - E. Instrumentalities of a crime
 - F. Contraband
 - G. Knock and notice
 - H. Container search doctrine

	INSTRUCTE Name	D Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform		
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test		
Commen	Comments:									

- 2.10.02 The trainee shall recognize and explain the circumstances under which the following types of legally authorized searches may be made. These circumstances shall minimally include:
 - A. Pat searches for weapons
 - B. Consent searches
 - C. Probable cause searches
 - D. A search warrant
 - E. Plain sight
 - F. Incident to arrest
 - G. Exigent circumstances
 - H. Probation/parole search

	INSTRUCTED COMPETENC DEMONSTRAT Name Date Name		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform	
F.T.O. Trainee				Nole Play Written Test Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:						Case/Report No.:

- 2.10.03 The trainee shall identify those items for which an officer may legally search. These items shall minimally include:
 - A. Dangerous weapons
 - B. Fruits of the crime
 - C. Instruments of the crime
 - D. Contraband
 - E. Suspects
 - F. Additional victims

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:
						4		

- 2.10.04 The trainee shall discuss the limits of searches when conducted with persons, vehicles, and buildings including:
 - A. Protective sweeps
 - B. Closed containers
 - C. Inventory searches

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?			
	Name	Date	Name		Date	Field Perform Role Play	Name	Date	Field Perform Role Play		
F.T.O.					Was .	Written Test	4		Written Test		
Trainee				1-1		Verbal Test			Verbal Test		
Commen	Comments:										
	POLICE SOLVE										

- 2.10.05 The trainee shall explain the "exclusionary rule" and its effect upon police action and procedures including:
 - A. Court filings
 - B. Prosecution of suspects

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated? Field Perform
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test
Trainee Commen	ts:				Verbal Test			Verbal Test Case/Report No.:

2.10.06 The trainee shall be able to legally, safely and effectively conduct a search of single and multiple suspects, vehicles and buildings.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

SEIZURE CONCEPTS

- 2.10.06 The trainee shall review and explain the concept of lawful evidence seizure, including instances where force may be justified, such as:
 - A. Preventing a suspect from swallowing evidence
 - B. Inducing a suspect to vomit
 - C. Extracting blood evidence from a suspect
 - D. Extracting fingerprint evidence from a suspect

	INSTRUCT Name	ED Date	COMPE DEMONS Name	- \ /	How Demonstrated? Field Perform	REMEDIATE Name	ED Date	How Remediated? Field Perform		
F.T.O. Trainee						TO TOWN	>	Ñ Role Play Ñ Written Test Ñ Verbal Test		
Commen	ts:		A A		419	13109		Case/Report No.:		
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WARRANTS

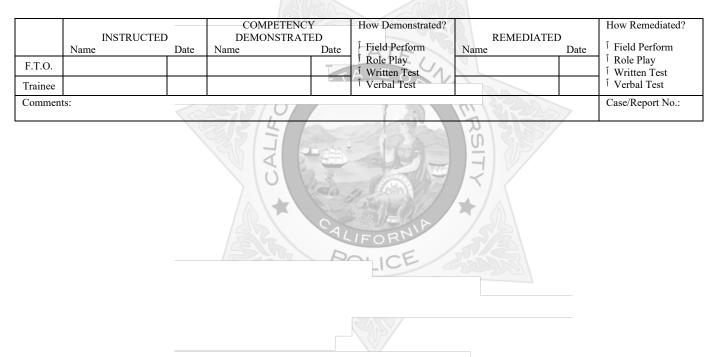
- 2.10.08 The trainee shall explain the laws and procedures for obtaining search or arrest warrants, to minimally include:
 - A. Probable cause necessity
 - B. Allowable exclusions (including hot pursuit and emergency situations)
 - C. Process for obtaining warrants during and after business hours

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform		
F.T.O.					│ Role Play │ Written Test			│ Role Play │ Written Test		
Trainee					Verbal Test			Verbal Test		
Commen	ts:							Case/Report No.:		

- 2.10.09 The trainee shall describe the process for serving search and arrest warrants, including:
 - A. Hours of service for felony arrest warrants
 - B. Hours of service for misdemeanor arrest warrants
 - C. Hours of service for search warrants
 - D. Knock and notice for search warrants and exceptions to
 - E. "Signing off" warrants/return

			COMPETENCY	COMPETENCY				How Remediated?		
				DEMONSTRATED		REMEDIATED		Í E' 11D. C		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform		
F.T.O.					Role Play Written Test			Role Play Written Test		
Trainee					Verbal Test			Verbal Test		
Commen	ts:							Case/Report No.:		

2.10.10 Given an incident and necessary probable cause that calls for a search or arrest warrant, the trainee shall follow agency procedures for obtaining and serving the appropriate warrant(s).





FIELD NOTES AND NOTEBOOK

2.11.01 The trainee shall identify the types of information that may/should be entered into his/her field notes or notebook.

	INSTRUCTEI		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATE	How Remediated?			
	Name	Date	Name Name	Date	Field Perform	Name REMEDIATE	Date	Field Perform		
F.T.O.					Ñ Role Play			Role Play Written Test		
Trainee					Verbal Test			Verbal Test		
Commen	ts:							Case/Report No.:		
								<u> </u>		

2.11.02 The trainee shall recognize that the contents of field notes and notebooks are discoverable in a court proceeding.

	ED Date	How Remediated? Field Perform Role Play								
F.T.O. Trainee	Written Test									
Commen	Comments:									
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- 2.11.03 The trainee shall explain the necessity for field notes. The explanation shall minimally include:
 - A. Reference for future investigation
 - B. Reference for future court appearance
 - C. Beat or area information

	INSTRUCTED COMPETENCY How Demonstrated? REMEDIATED										
FTO	Name Date Name Date Field Perform Name Date F.T.O.										
Trainee	Written Test										
Commen	Comments: Case/Report No.:										

2.11.04 Given an incident, the trainee shall properly use field notes or a note book to record pertinent information.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?				
	Name	Date	Name	Date	Field Perform	Name	Date	☐ Field Perform ☐ Role Play				
F.T.O.	Written Test											
Trainee	Trainee											
Commen	Comments:											

REPORT WRITING

2.11.05 The trainee shall exhibit an appropriate knowledge of the flow of completed reports and the relative importance of the information that they contain.

	INSTRUCTED	INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATE)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:	•	•	•	•		•	Case/Report No.:

2.11.06 The trainee shall identify the proper processing of a police report in RIMS.

	COMPETENCY How Demonstrated? INSTRUCTED Date Date Date Name Date Name Date Name Date REMEDIATED Name Date RemediateD Name Date Name Date										
F.T.O. Trainee	T.O. TROLE Play Written Test										
Commen	Comments:										

2.11.07 The trainee shall describe the function of the Records Unit in the reporting process.

	INSTRUCTED Name) Date	COMPE DEMONS Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform		
F.T.O. Trainee			OA		Nole Play Written Test Verbal Test	7//		Ñ Role Play Ñ Written Test Ñ Verbal Test		
Commen	Comments:									
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2.11.08 The trainee shall describe the functions of the Investigations Division and the District Attorney's Office in the reporting process.

	INSTRUCTED Name) Date	How Remediated? Field Perform							
F.T.O.				,	Nole Play Written Test Verbal Test			∫ Role Play∫ Written Test∫ Verbal Test		
Commen	Comments:									

2.11.09	The trainee shall	discuss the im	portance of police r	eports, including these uses:

- A. Recording facts to a permanent record
- B. Providing coordination of follow-up activities
- C. Providing investigative leads
- D. Providing statistical data
- E. Providing a source for trainee evaluation
- F. Providing reference material

			COMPETENC	Y	How Demonstrated?			How Remediated?			
	INSTRUCTED)	DEMONSTRATED		f = 1.4 = 0	REMEDIATED		f = 1.4 = 0			
	Name	Date	Name	Date	Field Perform	Name	Date	☐ Field Perform ☐ Role Play			
F.T.O.	F.T.O. To Role Play \[\tilde{\cappa} \ \tilde{\text{Written Test}} \]										
Trainee					Verbal Test			Verbal Test			
Commen	Comments:										
								1			

- 2.11.10 The trainee shall explain the qualities of a good police report. These shall include:
 - A. Accuracy
 - B. Brevity
 - C. Completeness
 - D. Clarity
 - E. Legibility/Neatness
 - F. Objectivity
 - G. Grammatical and structural correctness
 - H. Timeliness
 - I. First person/active voice/past tense

Trainee		INSTRUCT Name	ED Date	COMPET DEMONST Name		How Demonstrated? Field Perform	REMEDIA Name	ATED Date	How Remediated? Field Perform
Comments: Case/Report N		-			LIF				Ñ Role Play Ñ Written Test Ñ Verbal Test
	Commen	its:	•				200	•	Case/Report No.:

2.11.11 The trainee shall identify the UPD Report Writing Manual and the proper report forms to be utilized in given situations (i.e. missing persons, DUI, found property, etc).

	INSTRUCTED Name	COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform	
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:							Case/Report No.:

2.11.12 Following the completion of a preliminary investigation of a "cold" crime, the trainee shall record all pertinent information in correct format on the proper report form.

	INSTRUCTED)		COMPETENCY E DEMONSTRATED		REMEDIATEI)	How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	∫ Field Perform ∫ Role Play		
F.T.O.	F.T.O. To Role Play \[\int \text{ Written Test} \]									
Trainee					Verbal Test			Verbal Test		
Commen	Comments:									

- 2.11.13 The trainee shall prepare a report that minimally includes:
 - A. Organizing facts in chronological order
 - B. Relating facts in appropriate sentence form
 - C. Correctly filing in all appropriate boxes
 - D. Properly establishing who, what, when, where, why, how and how many
 - E. Properly establishing the elements of the crime(s), when appropriate

	INSTRUCTEI Name) Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform
F.T.O. Trainee					∫ Role Play∫ Written Test∫ Verbal Test	·		Ñ Role Play Ñ Written Test Ñ Verbal Test
Comment	ts:	•	•	TA	TE ON		1	Case/Report No.:
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- 2.11.14. Given an incident in which an arrest is made, the trainee shall demonstrate the ability to satisfactorily complete all the appropriate police reports involved, to minimally include:
 - A. The elements constituting the offense
 - B. A complete documentation of reasonable/probable cause to arrest
 - C. A complete description of all physical evidence, where it was found, and its disposition
 - D. A complete listing of all suspects, including whether or not they are in custody.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.				3	Role Play Written Test			Nole Play Written Test
Trainee	_				1 Verbal Test			Verbal Test
Commen	ts:					1		Case/Report No.:



Control of Persons/ Prisoners/ Mentally Ill

June 2017 12-1

CONTROL / SEARCHING OF PERSONS

2.12.01 The trainee shall be able to safely and effectively control (verbally and physically), one or more suspects, applying all officer safety tactics.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	Comments:							

- 2.12.02 The trainee shall be able to demonstrate effective search techniques for both male and female suspects, including:
 - A. Constant alertness, including keeping hands in view
 - B. Maintaining control and position of advantage
 - C. Standing, kneeling, and prone position searches
 - D. Safeguarding of weapons

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	INSTRUCTE! Name	D Date		COMPETE EMONSTR		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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2.12.03 The trainee shall review and explain agency policy regarding searching individuals of the opposite sex.

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June 2017 12-2

HANDCUFFING

- 2.12.04 The trainee shall identify the purposes for handcuffing. These purposes shall minimally include the temporary restraint of a suspect to prevent:
 - A. Attack
 - B. Escape
 - C. The destruction or concealment of evidence or contraband
 - D. Prevent self-injury

			COMPETENC	Y	How Demonstrated?			How Remediated?			
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- 2.12.05 The trainee shall discuss various handcuffing principles which should be met in order to reasonably guarantee the temporary restraint of a suspect. The principles shall minimally include:
 - A. Control of the suspect(s) and the handcuffs
 - B. Proper positioning of the suspect's hands, key outlets, and double locking mechanisms
 - C. Reasonable degree of tightness
 - D. Observation of restrained suspects
 - E. Other approved restraint devices (i.e., flex cuffs, hobbles, etc.)
 - F. Safe and controlled removal of handcuffs and other restraint devices

	INSTRUCTE Name	D Date	COMPETENO DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform	
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2.12.06 The trainee shall review and explain the agency policy regarding the handcuffing of prisoners, including males, females, juveniles, mentally ill, pregnant females, and all other types of detainees/prisoners.

	INSTRUCTED Name		COMPETENC' DEMONSTRATI	ED	How Demonstrated? Field Perform	REMEDIATEI Name		How Remediated? Field Perform
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2.12.07	The trainee shall be able to safely and effectively handcuff single or multiple suspects and, if
	necessary, transport single or multiple suspects away from an arrest scene.

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LEGAL RESPONSBILITIES AND REQUIREMENTS WITH PRISONERS

2.12.08 The trainee shall review and explain the legal responsibilities for protecting prisoners.

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2.12.09 The trainee shall discuss the legal responsibilities for providing prisoners with shelter, food, and medical care.

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2.12.10 The trainee shall review and explain prisoner's rights to telephone calls.

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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2.12.11 The trainee shall explain the requirements for issuing property receipts.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?	
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2.12.12 The trainee shall review and explain local policy and the legal aspects pertaining to the rights and privileges of prisoners, including the constitutional rights of prisoners while in custody.

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2.12.13 The trainee shall identify the provisions of Penal Code Section 147 pertaining to willful inhumanity or oppression toward prisoners in the custody of an officer.

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2.12.14 The trainee shall identify the provisions of Penal Code Section 149 pertaining to assaulting a prisoner "under color of authority."

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Trainee					Verbal Test			Verbal Test		
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TRANSPORTATION OF PRISONERS

- 2.12.15 The trainee shall review and explain the agency's policy regarding the transportation of prisoners. This explanation shall minimally include:
 - A. Prisoners restrained with specialty devices (i.e., hobble, expectorant shields, etc.)
 - B. Sick, injured, mentally ill, physically challenged, or pregnant prisoners
 - C. Juveniles with/without adults
 - D. Females
 - E. Use of seat belts
 - F. A search of the area in which the prisoner is about to be placed prior to transportation
 - G. A search of the area where the prisoner has been following transportation
 - H. The proper positioning of the officer(s) and the prisoner(s) within the vehicle
 - I. Close and constant observation of the prisoner(s)

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2.12.16 Given a situation in which prisoner(s) must be transported in a patrol vehicle, the trainee shall safely place the <u>handcuffed</u> (if according to agency policy) prisoner(s) into the vehicle and safely transport the prisoner(s) to the predetermined destination.

	INSTRUCTEI)	COMPET: DEMONST		How Demonstrated?	REMEDIATEI)	How Remediated?
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2.12.17 The trainee will review and explain the legal constraints, agency policy and procedure, and custody facility requirements relative to medical clearance/approval prior to booking.

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UPD HOLDING CELLS

- 2.12.18 The trainee shall review and explain the agency's policy regarding the use of the department's holding cells. This explanation shall minimally include:
 - A. Supervision of Prisoners
 - B. Non-detainable Prisoners
 - C. Detainable Prisoners
 - D. Log Entries & Security Checks
 - E. Juvenile Prisoners
 - F. Female Prisoners
 - G. Prisoner Telephone Calls
 - H. Prisoner Property

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BOOKING PRISONERS

- 2.12.19 The trainee shall explain how to properly book a juvenile prisoner in conformance with department policy, legal codes, and minimum jail standards, including:
 - A. Miranda advisement
 - B. Right to phone calls
 - C. What notifications are required
 - D. Secure/Non-secure detention of juveniles
 - E. Strip search of juveniles
 - F. Requirements pertaining to the confinement of a child under 16 years of age with an adult accused or convicted of a crime
 - G. Custody alternatives

Reference: 625 W&I; 206 W&I; 207.1-2 W&I; 4030 PC; 273b PC; 626 W&I; 626.5 W&I

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2.12.20	The trainee shall acquire an understanding of the basic functions, layout, organization, and staffing
	of the Santa Clara County Main Jail facility.

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2.12.21 The trainee shall review and explain reasons and procedures for securing his/her weapon prior to entering any custody facility.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?	
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- 2.12.22 The trainee shall explain his/her responsibilities to provide proper documentation to book an inmate into a facility, including:
 - A. Complete and accurate Pre-booking form, Receiving Sheet, and/or Probable Cause Statement to include charges and sub-sections
 - B. Confirm arrestee is adult versus juvenile
 - C. Valid court and/or warrant paperwork
 - D. Inmate is medically screened and has medical clearance/approval form
 - E. Physical condition as to injuries and/or current medical problems (DT's, heart problems, etc.)

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- 2.12.23 The trainee shall explain how to properly book adult prisoners in conformance with agency policies, legal codes, and minimum jail standards, including notifications and procedures for the following:
 - A. Alcoholics
 - B. Narcotic/Drug users
 - C. Mentally ill
 - D. Sex offenders
 - E. Escape risks
 - F. Non-conformists
 - G. Civil bookings

	INSTRUCTED)	COMPETENC DEMONSTRAT	_	How Demonstrated?	REMEDIATEI)	How Remediated?		
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2.12.24 The trainee shall identify other prisoners who may warrant special considerations, including:

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- A. Injured or sick
- B. Females (including pregnant females)
- C. Elderly
- D. Gang members or police informants
- E. Current or former police officers, judges, etc.
- F High-profile prisoners
- G. Any other prisoner(s) who may need specialized classification/housing needs

	INSTRUCTED		COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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F.T.O. Trainee	C. Strip or INSTRUCTED Name	Date hall re	COMPETENCY DEMONSTRATION Name	Z Date	How Demonstrated? 「Field Perform 「Role Play 「Written Test 「Verbal Test			「Field Perform 「Role Play 「Written Test 「Verbal Test Case/Report No.:

C. Civil disorder D. Escape COMPETENCY How Demonstrated? How Remediated? DEMONSTRATED INSTRUCTED REMEDIATED Field Perform Field Perform Name Date Name Date Name Date Role Play Role Play F.T.O. Written Test Written Test Verbal Test Verbal Test Trainee Comments: Case/Report No.: PEOPLE WITH DISABILITIES 2.12.29 The trainee shall recognize that the ADA (Americans with Disabilities Act) also covers people with developmental and mental impairments and impacts law enforcement as follows: ATE A. Requires reasonable adjustments and modifications in policies and practices or procedures, on a case-by-case basis. Prohibits the arrest of an individual for behavioral manifestations of a disability that is not B. criminal in nature. C. Requires that the safety and civil rights of people with disabilities be protected during transport and while detained. D. Requires officers to make accommodations for persons with disabilities, except where safety is compromised.

The trainee shall discuss his/her agency's response, if any, to a jail emergency, including:

2.12.28

Fire

Earthquake

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COMPETENCY How Demonstrated? How Remediated? INSTRUCTED DEMONSTRATED REMEDIATED Field Perform Field Perform Name Date Name Date Name Date 1 Role Play Role Play F.T.O. Written Test Written Test Verbal Test Verbal Test Trainee Case/Report No.: Comments:

2.12.30 The trainee shall acknowledge that some disabilities (including mental retardation, cerebral palsy, epilepsy, autism, and other neurological conditions) are not readily apparent and that sometimes people with developmental or cognitive disabilities may have little or no conscious ability to control their behavior.

	INSTRUCTEI	COMPETENCY INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATE	D	How Remediated?	
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Trainee					Verbal Test			Verbal Test
Commen	Comments:							

- 2.12.31 The trainee shall recognize and demonstrate effective communications for persons with cognitive impairments, to minimally include:
 - A. Give one direction or ask one question at a time.
 - B. Allow the person to process what you have said and respond (10-15 seconds, then repeat).
 - C. Avoid questions that tell the person the answer you expect (avoid questions with yes/no answers).
 - D. Repeat questions from a slightly different perspective, if necessary.
 - E. Avoid questions about time, complex sequences, or reasons for behavior.
 - F. Use concrete terms and ideas. Avoid jargon or figures of speech.

	INSTRUCTED		1007	PETENCY NSTRATED	How Demonstrated?	REMEDIATEI)	How Remediated?		
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Trainee					Verbal Test			Verbal Test		
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2.12.32 The trainee shall explain how non-compliance is a warning sign that indicates a person may need more time to mentally grasp and respond to what is being said or asked of them and that it may be due to fear, confusion, auditory hallucinations, etc., rather than defiance.

	INSTRUCTEI Name) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
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- 2.12.33 Recognizing that safety (officer safety, public safety, and the safety of the person in crisis) is always the top priority when dealing with impaired people, the trainee shall explain and demonstrate standard tactical assessments and safeguards, including:
 - A. His/her own abilities to physically control the person
 - B. Escape routes
 - C. Use of cover
 - D. Call for backup
 - E. The T.A.C.T. Model

Tone (Present a calm and firm demeanor/Maintain respect and dignity) Atmosphere (Reduce distractions/Respect personal space)

Communication (Establish contact/Develop rapport)

Time (Slow down/Reassess)

Reference: POST Field Guide – Police response to people with mental illness or developmental disability

	INSTRUCTED Name) Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATE!	D Date	How Remediated? Field Perform
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MENTAL ILLNESS CASES

- 2.12.34 The trainee shall review and explain state law and agency policy regarding mental illness cases, including:
 - A. Detention, not arrest
 - B. Courtesy Transport
 - C. Self-commitment
 - D. Who can place 5150 W&I Holds

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Date		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated?			
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- 2.12.35 The trainee shall identify considerations to be made when handling and dealing with mentally ill or emotionally disturbed persons. These considerations shall minimally include:
 - A. Ignoring verbal abuse
 - B. Avoiding excitement
 - C. Avoiding unnecessary deception
 - D. Requesting backup to minimize resistance
 - E. Requesting ambulance prior to confronting subject, if necessary
 - F. Keeping the disturbed person in sight constantly
 - G. Continual alertness
 - H. Seizing firearms for safekeeping

	INSTRUCTED)	DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
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Trainee					Verbal Test			Verbal Test			
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2.12.36 The trainee acquire an understanding of the basic functions, layout, organization and staffing of Emergency Psychiatric Services at Valley Medical Center, the designated county facility to be used for evaluation, treatment, counseling, or referral.

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Trainee			101	13.8	Verbal Test	1417		Verbal Test		
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- 2.12.37 The trainee shall identify and explain the criteria as set forth in the Welfare and Institutions Code by which an individual may be committed for a 72-hour hold:
 - A. Danger to himself/herself
 - B. Danger to others
 - C. Gravely disabled

	INSTRUCTED)	COMPETENC DEMONSTRAT	_	How Demonstrated?	REMEDIATE	D	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					Role Play Written Test			│ Role Play │ Written Test	
Trainee					Verbal Test			Verbal Test	
Comment	Comments:								

- 2.12.38 The trainee shall explain procedures required of officers for safeguarding the rights of a person detained under the authority of Section 5150 of the Welfare and Institutions Code, including:
 - A. The circumstance under which the person's condition was called to their attention and the observation constituting probable cause for detention must be recorded on the Application for 72-Hour Detention For Evaluation and Treatment.
 - B. Advisement of Miranda rights, as appropriate, when criminal action is involved.
 - C. Reasonable precaution must be made to safeguard personal property in the possession of or on the premises occupied by the person.
 - D. The person must be informed of the officer's name and agency and the reason the person is being detained.
 - E. If taken into custody at a residence, inform person of personal items that may by brought along (with approval), right to a telephone call, and right to leave a note to friends or family.

	INSTRUCTEI Name) Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform		
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Comment	Comments:									

- 2.12.39 The trainee shall discuss appropriate alternative methods for handling the situation if involuntary detention for evaluation and treatment is NOT appropriate, including:
 - A. Urgent medical attention
 - B. Arrest
 - C. Referral for mental health services
 - D. Referral to local developmental disabilities agency
 - E. No police action required

			COMPETENC	Y	How Demonstrated?			How Remediated?		
	INSTRUCTED)	DEMONSTRATED		_	REMEDIATED				
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Trainee					Verbal Test			Verbal Test		
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- 2.12.40 The trainee shall explain the warrant process for mentally ill persons. This discussion shall minimally include:
 - A. Affidavit (who makes it, where, and to whom)
 - B. Notice to Appear papers
 - C. Commitment papers (warrant)

			COMPETENCY		How Demonstrated?		How Remediated?			
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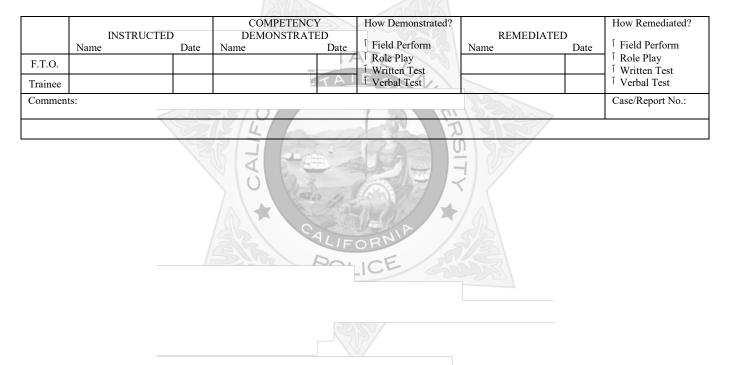
2.12.41 The trainee shall identify the agency and mental health reports involved in a mental illness arrest both with and without a warrant.

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform		
F.T.O. Trainee				TAT	∫ Role Play ∫ Written Test ∫ Verbal Test	00	ĺ	Nole Play Written Test Verbal Test		
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2.12.42 Given a scenario or an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall take all necessary precautions in dealing with the person, safely take the person into custody (if necessary), assure safe transportation of the person, and properly complete all necessary forms and reports.

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Trainee				24	Verbal Test			Verbal Test
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- 2.12.43 Given a series of scenarios or in conjunction with an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall identify indicators of mental health illness, intellectual disability, substance abuse disorders, neurological disorders, traumatic brain injury, post-traumatic stress disorder, and dementia. The training shall also address:
 - A. Issue related to stigma
 - B. Autism spectrum disorder
 - C. Genetic disorders, including, but not limited to, Down syndrome
 - D. Conflict resolution and de-escalation techniques for potentially dangerous situations
 - E. Alternatives to use of force when interacting with potentially dangerous persons with mental illness or intellectual disabilities
 - F. The perspectives of individuals or families who have experiences with persons with mental illness, intellectual disability, and substance use disorders
 - G. Involuntary holds
 - H. Community and state resources available to serve persons with mental illness or intellectual disability, and how these resources can best be utilized by law enforcement.



■ COMPONENT THIRTEEN

Patrol Procedures



February, 2009 13-1

POLICE PATROL TECHNIQUES

2.13.01 The trainee shall explain the principle types of police patrol (preventative, directed enforcement, etc.) and their respective impacts on community relations.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
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- 2.13.02 The trainee shall be able to explain his/her role in the performance of beat maintenance. This explanation shall minimally include:
 - A. The elimination or reporting of conditions which contribute to public hazards
 - B. The security of SJSU property
 - C. Establishing a rapport with members of the community
 - D. Knowing activities, events and gatherings scheduled on or affecting SJSU
 - E. Knowing the various characteristics of the respective beats

	INSTRUCTEI			PETENCY NSTRATED	How Demonstrated?	REMEDIAT	ED	How Remediated?
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Trainee			A		Verbal Test			Verbal Test
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- 2.13.03 The trainee shall review and explain basic preventative patrol methods utilized by an officer:
 - A. Frequent checks and contacts with departments and businesses on campus
 - B. Frequent checks of suspicious persons
 - C. Fluctuating patrol patterns
 - D. Maintenance of visibility and personal contact
 - E. Daily individual patrol and community action plan

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED DEMONSTRATED			REMEDIATEI)			
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Trainee					Verbal Test			Verbal Test
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- 2.13.04 The trainee shall understand the department's concept of "Community-Oriented Policing" as it relates to community priorities and needs, focusing on specific violations, crimes or circumstances.
 - A. California and Federal Definitions
 - B. Broken Windows Philosophy
 - C. Partnership & Referrals
 - D. Community Involvement
 - E. Alternative Responses
 - F. Innovation
 - G. University Politics

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
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- 2.13.05 The trainee shall discuss the advantage(s) of foot patrol and bicycle patrol, including:
 - A. Increased personal contact between police and citizens
 - B. Increased observation ability ATE
 - C. Increased ability to gather information
 - D. Increased speed of on-campus response
 - E. Increased health benefits

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
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- 2.13.06 The trainee shall discuss the advantage(s) of motorized patrol, including:
 - A. Increased speed and mobility
 - B. Increased conspicuousness
 - C. Availability of additional equipment
 - D. Increased transportation capability
 - E. Decreased response time
 - F. Communications

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATED) Date	How Remediated? Field Perform
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2.13.07 The trainee shall explain the importance of positive daily personal contact with citizens.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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OBSERVATION SKILLS

2.13.08 The trainee shall identify methods by which perception skills may be improved and demonstrate the ability to describe scene activity, persons, and vehicles with acceptable accuracy.

	INSTRUCTEI Name) Date	 PETENC NSTRAT	-	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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PREVENTING AND DETECTING CRIME

2.13.09 The trainee shall explain and demonstrate techniques and procedures that improve a patrol officer's capabilities in preventing and detecting crime.

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- 2.13.10 The trainee shall identify factors to be considered in becoming familiar with the community:
 - A. General population information
 - B. Appropriate geographic information
 - C. Recent criminal activity
 - D. Specific factors that may influence patrol functions (i.e., location of emergency hospitals, high-crime areas, community habits, etc.)

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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2.13.11	The trainee shall explain and den	nonstrate how to prepare for a normal p	patrol shift:
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- A. Gathering information through crime reports and briefings
- B. Gathering needed materials (i.e., report forms, citation books, etc.)
- C. Obtaining and checking equipment
- D. Planning work around identified priorities
- E. Preparing daily patrol and community action plan

			COMPETENC	Y	How Demonstrated?			How Remediated?
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2.13.12 The trainee shall identify those locations and/or situations that exist in a "patrol area" that warrant frequent checks.

	INSTRUCTI Name	ED Date	COMPETEN DEMONSTRA Name	-	How Demonstrated? Field Perform	REMEDI Name	ATED Date	How Remediated? Field Perform
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- 2.13.13 The trainee shall explain and demonstrate what an officer on nighttime patrol should be looking for:
 - A. Broken glass
 - B. Open doors and windows
 - C. Pry marks
 - D. Suspicious vehicles
 - E. Persons on foot
 - F. Differences in normal lighting (on or off)
 - G. Unusual sounds
 - H. Access to rooftop or upper floors

			COMPETENC		How Demonstrated?			How Remediated?
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2.13.14 The trainee shall identify ways to determine if a parked vehicle has been recently operated.

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
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- 2.13.15 The trainee shall describe and/or demonstrate how to conduct surveillance, including:
 - A. Invisible deployment
 - B. Radio security
 - C. Use of surveillance/vision devices

	INSTRUCTEI Name) Date	COMPETENO DEMONSTRA' Name	How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
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2.13.16 The trainee shall be able to locate the vehicle identification number (VIN) of various vehicles (i.e., auto, trucks, trailers, motorcycles, and bicycles)

	INSTRUCTED Name) Date	COMPET DEMONST Name	and the second s	How Demonstrated? Field Perform	REMEDIATEI Name	D Date	How Remediated? Field Perform
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ADDITIONAL PATROL SAFETY

- 2.13.17 The trainee shall explain and/or demonstrate how to react when encountering a plain-clothes officer in the field:
 - A. No display of recognition until presence acknowledged by plain-clothes officer
 - B. In the absence of acknowledgement, reaction should be identical to any other citizen

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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2.13.18	The trainee shall explain and/or demonstrate how to react to uniformed officers if the trainee
	makes a plain-clothes or off-duty arrest.

	INSTRUCTED)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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F.T.O.					Role Play Written Test			Role Play Written Test
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2.13.19 The trainee shall explain and/or demonstrate ways to avoid the hazards of "silhouetting."

	INSTRUCTEI Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated?	REMEDIATE	D Date	How Remediated? Field Perform
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- 2.13.20 The trainee shall explain and/or demonstrate how to avoid making telltale "police noises," such as:
 - A. Vehicle(s)
 - B. Radio noises
 - C. Key and whistle noises

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2.13.21 The trainee shall explain the importance of always keeping a subject's hands in view.

	= INSTRUCTED)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
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2.13.22 The trainee shall explain and/or demonstrate safe and effective tactics for initiating a foot pursuit of a fleeing suspect.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
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- 2.13.23 The trainee shall review and explain department policies on mutual aid and jurisdiction, including:
 - A. Use of official vehicles outside the department's jurisdiction
 - B. Responding to calls for assistance outside the department's jurisdiction
 - C. Assisting other agencies with arrests within department jurisdiction

	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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PEDESTRIAN STOPS

2.13.24 The trainee shall explain the concepts of consensual encounter and probable and reasonable cause to stop and detain.

	INSTRUCTED) Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated?	
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Trainee					Verbal Test			Verbal Test	
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2.13.25	The trainee shall explain the circumstances of making a lawful pedestrian stop.	This explanation
	shall minimally include:	

- A. The existence of suspicious activity
- B. The time of day or night
- C. Reasonable suspicion to believe that the person being stopped may be involved in criminal activity.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
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- 2.13.26 The trainee shall identify and discuss those tactical variables to consider when encountering a person on foot. The discussion shall minimally include determining:
 - A. Whether or not to stop the person
 - B. When and where to stop the person
 - C. Methods to utilize in stopping the person (approach on foot vs. in the vehicle)

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2.13.27 The trainee shall describe and demonstrate positions that one or two officers can take while interviewing one or more suspicious persons to minimize the possibility of attack.

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2.13.28 The trainee shall properly and legibly complete the field interview (FI) entry in RIMS.

	INSTRUCTEI)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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2.13.29 The trainee shall explain the role and use of CLETS in determining a person's wanted status.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
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2.13.30 Given a situation involving one or more suspicious persons on foot, the trainee shall, having assessed sufficient probable cause, safely and effectively approach, contact, interview, and complete a field interview (FI) report or make any other proper disposition of the person(s).

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SEARCHING PERSONS

- 2.13.31 The trainee shall identify and explain the basic degrees of searches of person(s). These shall minimally include:
 - A. Visual/cursory search
 - B. Pat-down search
 - C. Field search (standing, kneeling, prone)
 - D. Strip search
 - E. Body cavity search

Reference: 4030 PC

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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2.13.32	shall minima A. Constan	lly inc		-			dual. '	These principles
	_		of the search					
	D. Safegua	rding	weapons					
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2.13.33			lentify those place band may be conc		-	th males and fen	nales w	vhere dangerous
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2.13.34	The trainee s suspect(s).	hall sa	afely and effective	ely co	nduct a legal pat	-down search of	one o	r more
			COMPETENCY		How Demonstrated?			How Remediated?
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2.13.35	The trainee s		afely and effective et(s).	ely co	nduct a field sea	rch (standing, kr	neeling	g, or prone) of
	D JOHN THE		COMPETENCY		How Demonstrated?	P		How Remediated?
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- 2.13.36 The trainee shall explain the responsibilities of the back-up officer during a person(s) search. The responsibilities should minimally include:
 - A. Protecting the searching officer from outside interference and from those being searched
 - B. Assisting in control of the person(s) being searched, as needed
 - C. Continuous observation of the person(s) being searched

			COMPETENCY	Y	How Demonstrated?			How Remediated?
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	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
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2.13.37 The trainee shall safely and effectively serve as a back-up officer while another officer conducts a search of one or more suspect(s).

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VEHICLE STOPS

- 2.13.38 The trainee shall explain various types of vehicle stops to minimally include:
 - A. Traffic violations
 - B. Investigative
 - C. High risk

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- 2.13.39 The trainee shall identify and discuss the following elements to be considered when selecting the proper location for a vehicle stop:
 - A. Traffic hazards
 - B. Escape routes
 - C. Number of people present
 - D. Lighting conditions
 - E. Proper position of primary and backup units

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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2.13.40 The trainee shall explain the advantages of recording the license number and description of the vehicle prior to the stop.

	INSTRUCTED) Date	COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
F.T.O. Trainee				TA	∫ Role Play ∫ Written Test ∫ Verbal Test	100		∫ Role Play ∫ Written Test ∫ Verbal Test
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- 2.13.41 The trainee shall demonstrate the proper distance from which the stop of another vehicle should be initiated. The distance should be:
 - A. Not so great as to encourage the driver to attempt to escape
 - B. Not so close as to present a hazard due to erratic actions of the driver
 - C. Enough to create a safety corridor (patrol car off-set left or right) for the safety of the officer(s) and vehicle occupant(s).

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- 2.13.42 The trainee shall identify techniques for gaining the attention of the driver when making a vehicle stop. Techniques shall minimally include:
 - A. Use of emergency lights
 - B. Use of headlights
 - C. Use of horn
 - D. Use of siren
 - E. Use of hand signals
 - F. Use of public address system
 - G. Proper use of spotlight to include:
 - 1. Not blinding the driver while the vehicle is moving
 - 2. Illuminating the interior of the stopped vehicle
 - 3. Focusing on the rear and side mirrors to blind the occupants of the officer's approach

	INSTRUCT Name	ED Date	COMPET DEMONST Name		How Demonstrated? Field Perform	REMEDIATI Name	ED Date	How Remediated? Field Perform
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- 2.13.43 The trainee shall identify the inherent hazards involved when an officer conducts a vehicle stop. These hazards shall minimally relate to the:
 - A. Location of the stop
 - B. Reason for the stop
 - C. Officer's approach
 - D. Position the officer takes
 - E. Contact with the violator
 - F. Visibility

			COMPETENCY		How Demonstrated?	0.000		How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 2.13.44 The trainee shall identify the consequences of failing to closely watch the movements of the occupants of a vehicle prior to, during, and after the stop. These minimally include:
 - A. Attack from suspects
 - B. Destruction or concealment of evidence
 - C. Escape of occupants

			COMPETENCY	Y	How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRATED		4	REMEDIATED Data		1
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F.T.O.					Role Play			Role Play
					Written Test			Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

2.13.45 The trainee shall explain the advantages, disadvantages, and legal aspects of directing the occupants to remain in or to exit the vehicle during a stop.

	INSTRUCTEI Name) Date	COMPETEN DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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- 2.13.46 The trainee shall explain and/or safely demonstrate how to safely stop and approach vehicles other than automobiles:
 - A. Motorcycles and bicycles
 - B. Campers and vans
 - C. Buses
 - D. Trucks

			COMPETENC	CY	How Demonstrated?			How Remediated?
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2.13.47	The trainee shall identify common violator reactions and shall discuss techniques for acceptably dealing with those reactions which may include:
	 A. Embarrassment B. Anger C. Fear D. Rationalization or excuse for violation E. Refusal to sign citation

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Date			How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
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2.13.48 The trainee shall explain why an officer should not argue with a violator.

	INSTRUCTED		COMPETENC DEMONSTRAT		How Demonstrated?)	How Remediated?			
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2.13.49 The trainee shall explain discretion in a car stop situation by giving examples of traffic situations in which an officer feels that a warning would be more beneficial.

	INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATE)	How Remediated?			
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Trainee					Verbal Test			Verbal Test	
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- 2.13.50 The trainee shall explain the advantages of the following procedures:
 - A. Obtaining the violator's driver's license, vehicle registration, and proof of insurance as soon as possible after the stop is made
 - B. Not accepting the violator's wallet in response to a request for a driver's license
 - C. Checking the validity and authenticity of a driver's license (including picture) and vehicle registration
 - D. Checking the signature of the violator on the citation
 - E. Issuing the proper copy of the citation to the violator

			COMPETENCY	Y	How Demonstrated?			How Remediated?	
	INSTRUCTED)	DEMONSTRATED			REMEDIATED			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
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2.13.51 The trainee shall recognize that the required signature of a motorist on a citation is not an admission of guilt but a promise to appear in court/lawfully resolve the citation.

	INSTRUCTED		COMPETENC DEMONSTRAT		How Demonstrated? REMEDIATED		How Remediated?		
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2.13.52 Given an incident involving a traffic violation, the trainee shall safely and effectively conduct a traffic stop and assess whether to issue a citation or warning in a manner that promotes a positive police image.

			COMPETENCY		How Demonstrated?	5.00		How Remediated?
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FELONY/HIGH-RISK VEHICLE STOPS

- 2.13.53 The trainee shall identify and discuss the important considerations taken when about to make a felony/high-risk vehicle stop. These elements shall minimally include:
 - A. Seriousness of the crime(s)
 - B. Availability of back-up
 - C. Location at which to make the stop
 - D. Tactics to be used after making the stop
 - E. Number of suspects involved
 - F. Placement of additional units
 - G. Use of the vehicle public address system

	COMPETENCY INSTRUCTED DEMONSTRATED			How Demonstrated?	REMEDIATEI)	How Remediated?			
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2.13.54 The trainee shall discuss the proper positioning of the police vehicle for a felony/high-risk vehicle stop.

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2.13.55 The trainee shall discuss the advantages of verbally ordering the removal of the suspect(s) from the vehicle prior to approaching on foot.

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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- 2.13.56 The trainee shall explain verbal commands that should be used when removing suspect(s) from a vehicle prior to approaching on foot. These commands shall minimally include having the suspect:
 - A. Keep hands in sight at all times
 - B. Exit the vehicle (according to agency policy)
 - C. Assume position of disadvantage outside the vehicle

	INSTRUCTED)			How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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2.13.57 The trainee shall discuss the advantages of waiting for additional back-up before approaching the vehicle or the occupants.

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- 2.13.58 The trainee shall explain the roles of both the primary and back-up officer(s) before, during, and after the stop. This discussion shall minimally include which officer:
 - A. Has the radio responsibilities
 - B. Assumes the shotgun responsibilities, if applicable
 - C. Communicates to the occupants
 - D. Searches the occupants and/or the vehicle

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Date		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform		
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2.13.59 Given an incident involving a felony/high-risk vehicle stop, the trainee shall safely stop the vehicle, remove the occupant(s), and place the occupant(s) in a position of disadvantage without the officer(s) being placed in an inherently dangerous position.

INSTRUCTED	COMPETENCY INSTRUCTED DEMONSTRATED		How Demonstrated? REMEDIATED			How Remediated?	
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SEARCHING VEHICLES

- 2.13.60 The trainee shall identify and explain principles of a safe and effective search of a vehicle. These principles shall minimally include:
 - A. Proper removal and control of occupants
 - B. A systematic method of search

	INSTRUCTED		COMPETEN DEMONSTRA	ATED	How Demonstrated?	REMEDIATEI		How Remediated?		
	Name	Date	Name	Date	Role Play	Name	Date	Role Play		
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Trainee					Verbal Test			Verbal Test		
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2.13.61 Given an incident, the trainee shall safely and effectively conduct a vehicle search.

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SEARCHING BUILDINGS/AREAS

- 2.13.62 The trainee shall identify and explain the principles of a safe and effective search of a building that may contain a suspect. These principles shall minimally include:
 - A. Containment of the building
 - B. Containment of area(s) already searched
 - C. Utilization of a systematic method
 - D. Safe searching techniques
 - E. Appropriate use of canine or specialized assistance

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			「Role Play」 「Written Test
Trainee					Verbal Test			Verbal Test
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2.13.63 Given an incident, the trainee shall safely and effectively conduct a building/area search.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
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HANDLING CRIMES IN PROGRESS

- 2.13.64 The trainee shall explain agency policy and factors to consider when responding to a crime in progress. These may include:
 - A. Proceeding directly to scene as quickly and silently as possible
 - B. Proceeding directly to scene utilizing emergency lights and/or siren
 - C. Proceeding to the location most likely to intercept fleeing suspects
 - D. Proceeding to scene and coordinating arrival and/or deployment with other units
 - E. Distance to location
 - F. Availability of assisting units
 - G. Nature of crime
 - H. Traffic and environmental conditions
 - I. Concern for possible lookouts
 - J. Watch for fleeing suspects
 - K. Parking and securing vehicle
 - L. Apprehension of suspect(s)
 - M. Broadcasting additional information
 - N. Securing the scene

	INSTRUCTED Name) Date	COMPETENO DEMONSTRA Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
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- 2.13.65 The trainee shall explain agency policy and procedures to be followed when responding to a prowler call. These may include:
 - A. Coordination of responding units LIFOR
 - B. Utilization of a quiet and possibly "blacked-out" approach
 - C. Containment of the area
 - D. Parking and securing the vehicle
 - E. Immediate contact of the informant or RP (advantages and disadvantages)
 - F. Controlled search of area or location
 - G. Inspection for telltale signs, footprints, barking of dogs, etc.
 - H. Locate "warm" vehicles

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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DOMESTIC VIOLENCE

- 3.13.66 The trainee shall explain the legal issues and a law enforcement officer's duties in response to a domestic violence situation to minimally include:
 - A. Difference between domestic violence and a domestic dispute
 - B. Impact of domestic violence on victims, children, and the batterers
 - C. Essential elements of Penal Code Sections 13700 and 13519
 - D. Duty to provide maximum protection to the victim from abuse (emergency protective order)
 - E. Provide safety to other persons and property
 - F. Verification and enforcement of court orders (restraining and stay-away orders)
 - G. Responsibility and authority with tenancy issues related to domestic violence
 - H. Determine if a crime has been committed and if arrest is mandatory
 - I. Completion of appropriate documentation and required reports
 - J. Making appropriate victim's assistance information referrals for medical aid, personal safety, community resources, legal options, and the District Attorney's Office
 - K. The safekeeping of firearms

	INSTRUCTEI)		MPETENC IONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
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3.13.67 The trainee shall recognize the inherent dangers to an officer who enters the home of a family involved in a dispute.

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3.13.68 The trainee shall discuss the advantages and disadvantages of separating parties in a domestic dispute and gathering information from them individually.

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3.13.69	The trainee shall explain the differences between criminal and civil law that apply during
	domestic dispute situations.

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3.13.70 The trainee shall discuss mandatory custody arrest requirements.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
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Trainee					Verbal Test			Verbal Test			
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3.13.71 The trainee shall review and explain the law and procedures relating to enforcement of active restraining orders, stay-away orders, and emergency protective orders.

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3.13.72 Given a domestic dispute or domestic violence incident, the trainee shall be able to assess and handle the situation in a safe and effective manner.

	INSTRUCTED Name	Date	COMPETENCY DEMONSTRATE Name	How Demonstrated? Field Perform	REMEDIATED Name) Date	How Remediated? Field Perform
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VICTIMS OF VIOLENT CRIME

- 3.13.73 The trainee shall examine and explain the California requirements upon law enforcement officers to notify victims of violent crimes and/or their families of the availability of state funds and other assistance (California Government Code Sections 13959-13969). This description shall minimally include:
 - A. Who is eligible for such aid
 - B. The time limitations upon the victim in filing a claim
 - C. Whom to contact

	INSTRUCTED)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 3.13.74 The trainee shall explain the proper handling of cases of child abuse, neglect, or sexual exploitation of children, including:
 - A. Initial receipt and evaluation of information
 - B. Preliminary investigative procedures TE
 - C. Reporting laws
 - D. Follow-up investigative procedures
 - E. Referral to additional support agencies (CPS, Social Services, etc.)

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
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- 3.13.75 The trainee shall explain the proper handling of cases of elder abuse, neglect, or sexual or fiduciary exploitation, including:
 - A. Initial receipt and evaluation of information
 - B. Preliminary investigative procedures
 - C. Reporting laws
 - D. Follow-up investigative procedures
 - E. Referral to additional support agencies (Adult Protective Services, Public Guardian, etc.)

	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE.	D	How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 3.13.76 The trainee shall identify the authorities and procedures for the confiscation and holding of firearms or other dangerous weapons, including:
 - A. 16590 PC
 - B. 18010(a)-(c) PC
 - C. 18250 PC
 - D. 18255 PC
 - E. 18265 PC
 - F. 8102 W & I

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HATE CRIMES

- 3.13.77 The trainee shall recognize indicators of hate-related crimes including:
 - A. Anti-religious symbols/slurs
 - B. Racial/sexual/ethnic slurs
 - C. Racist symbols
 - D. Hate group symbols
 - E. Anti-gay/lesbian slurs

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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3.13.78	The trainee shall	l identify and	discuss the	e possible c	consequences	of hate cr	imes including:
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- A. Psychological effect on victim
- B. Denial of basic constitutional rights
- C. Divisiveness in the community
- D. Potential escalation of violence

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.79 The trainee shall identify and explain the legislative mandates and agency policy and procedures related to the enforcement of hate crimes.

Reference:

422.6 PC

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3.13.80 The trainee shall recognize and be able to effectively deal with hate crimes motivated by race, ethnicity, religion, or sexual orientation.

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ĺ	Name		Name Date DEMONSTRA Name Date Name	Name Date Name Date	INSTRUCTED DEMONSTRATED Name Date Date Demonstrated Field Perform Role Play Written Test	INSTRUCTED DEMONSTRATED Name Date 1 Field Perform Remediate Name Name	INSTRUCTED Name Date Date Name Date Second Field Perform Remediate Name Date

GANG AWARENESS

3.13.81 The trainee shall discuss the characteristics of gangs and the importance of recognizing gangs in terms of officer safety and the investigation of criminal activity.

	INSTRUCTED	CTED DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?		
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Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

- 3.13.82 The trainee shall identify types of gangs that represent law enforcement concerns, including:
 - A. Street gangs
 - B. Motorcycle gangs
 - C. Prison gangs
 - D. Cult/Ritualistic gangs

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- 3.13.83 The trainee shall discuss primary reasons for gang membership, including:
 - A. Peer pressure
 - B. Common interest
 - C. Protection/Safety

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F.T.O. Trainee	_			Note Play Written Test Verbal Test			∫ Role Play ∫ Written Test ∫ Verbal Test
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3.13.84	The trainee shall discuss characteristics that are common to most gangs,	including:
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- A. Cohesiveness
- B. Code of silence
- C. Rivalries
- D. Revenge

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

- 3.13.85 The trainee shall identify methods that gangs use to distinguish their members from members of other gangs, including.
 - A. Tattoos
 - B. Attire and accessories
 - C. Use of monikers
 - D. Use of hand signs

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Commen	ts:			7	6		717		Case/Report No.:	

- 3.13.86 The trainee shall identify gang graffiti factors significant to law enforcement, including:
 - A. Identifying individuals and/or a specific gang
 - B. Identifying gang boundaries
 - C. Indications of pending and/or past gang conflicts

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.87	The trainee shall discuss types of criminal activities as those commonly engaged in by gangs,
	including:

- A. Sale and use of narcotics
- B. Physical violence
- C. Auto theft/burglary from vehicles

			COMPETENCY	Y	How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRATED		REMEDIATED)	1
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:			•				Case/Report No.:

- 3.13.88 The trainee shall explain law enforcement methods used to reduce gang activity, including:
 - A. Identification of gang activity
 - B. Coordination with allied agencies
 - C. Reduction of the opportunity for criminal activities

	INSTRUCTEI)	DEMONSTRATED		How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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3.13.89 The trainee shall identify the elements of Penal Code Section 186.22, gang enhancement penalties to public offenses:

			COMPETENCY	Pro-	How Demonstrated?	7//32		How Remediated?		
	INSTRUCTEI		DEMONSTRATI		Field Perform	REMEDIATE		Field Perform		
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test		
Trainee					Verbal Test			Verbal Test		
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MISSING PERSONS

3.13.90 The trainee shall review and explain state law (including statutory reporting requirements) and the agency's policies and procedures for handling missing persons, both adult and juvenile.

Reference: 784.5 PC; 14205(a) PC; 14205(b) PC; 14206(a)(1) PC; 14207 (a)-(c) PC

	INSTRUCTEI)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

3.13.91 The trainee shall explain the agency's policy regarding search procedures for missing persons.

	INSTRUCTEI)		DEMONSTRATED Name Date		How Demonstrated?	REMEDIATEI)	How Remediated?		
	Name	Date	Name		Date	Field Perform	Name	Date	Field Perform		
F.T.O.				SYL		Role Play Written Test			「Role Play」 「Written Test		
Trainee	_			13		Verbal Test			Verbal Test		
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3.13.92 The trainee shall explain the reasons for making a thorough search of a "missing" child's home and nearby area at the outset of the investigation.

	INSTRUCTEI)	COMPET DEMONST		How Demonstrated?	REMEDIATE	D	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
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3.13.93 Given an incident involving a missing person, the trainee shall properly apply the agency's policies and procedures in reporting the situation and, if necessary, initiating search procedures.

	INSTRUCTEI)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATE	D	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

FIRES

- 3.13.94 The trainee shall identify the following types of fires and the best methods to deal with each:
 - A. Dry combustibles
 - B. Flammable liquids
 - C. Electrical
 - D. Combustible metals

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:						•	Case/Report No.:

- 3.13.95 The trainee shall identify and discuss the initial steps to be taken when confronted with a fire in a building. These steps shall minimally include:
 - A. Request for fire department
 - B. Request for further law enforcement assistance, if necessary
 - C. Immediate evacuation of any occupants
 - D. Isolation of the immediate area
 - E. Establishment of a perimeter for crowd control

	INSTRUCTED Name) Date	COMPETEN DEMONSTRA Name	the section of the	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
F.T.O. Trainee					Nole Play Written Test Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
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3.13.96 The trainee shall identify and discuss the best methods of conducting a safe and effective search for victims in a burning building.

	INSTRUCTEÐ		COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.97 The trainee shall recognize signs that indicate a burning building is unsafe to enter.

	INSTRUCTED		COMPETENC' DEMONSTRAT	_	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			「Role Play」 「Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.98 Given a scenario or an actual incident involving fire, the trainee shall perform all the necessary steps to safely and effectively manage the situation.

	INSTRUCTED		COMPETENC' DEMONSTRAT	ED	How Demonstrated?	REMEDIATEI		How Remediated?	
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

HAZARDOUS OCCURRENCES/MAJOR DISASTERS

- 3.13.99 The trainee shall review and explain the responsibilities and actions required of an agency whose jurisdiction is the scene of a hazardous material incident, disaster, potential disaster, or chemical spill (including ICS Incident Command System and OES Office of Emergency Services).
 - A. Notification of University Managers
 - B. Standardized Emergency Management System (SEMS)
 - C. Emergency Operations Center
 - D. CERT Program
 - E. Triage / Mass Casualty Incident
 - F. ICS Board
 - G. Campus Power Outage
 - 1. ART Kilns
 - 2. BIO Freezers
 - 3. Telecommunications

	INSTRUCTED)	DEMONSTRATED		How Demonstrated?	REMEDIATE)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			Ñ Role Play Ñ Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

- 3.13.100 The trainee shall review and explain the agency's policy on hazardous substances or chemical spills (HAZMAT).
 - A. Immediately identifiable substances
 - B. Unknown substances
 - C. Possible Biochemical Weapons

			COMPETENCY	Y	How Demonstrated?			How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 3.13.101 The trainee shall explain responsibilities and considerations of a first responder to a hazardous materials incident, including:
 - A. Recognition
 - B. Safety/Isolation/Area containment
 - C. Notification to proper agencies
 - D. Basic first responder limitations

	INSTRUCTED Date			PETENCY NSTRATED	How Demonstrated?	REMEDIATEI)	How Remediated?
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- 3.13.102 The trainee shall identify and explain the initial responsibilities of the first unit to arrive at a major vehicle accident or other disaster scene. These responsibilities shall minimally include:
 - A. Requesting needed assistance and equipment
 - B. Providing for emergency medical aid
 - C. Undertaking immediate coordination with appropriate outside agencies (ICS)
 - D. Establishing a security perimeter
 - E. Establishing ingress and egress corridors
 - F. Identifying and admitting only authorized personnel
 - G. Dealing with the media

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:			_				Case/Report No.:

- 3.13.103 The trainee shall discuss procedures to be used when confronted with other unusual or hazardous occurrences. These occurrences shall minimally include:
 - A. Electrical wires down
 - B. Malfunctioning traffic signals
 - C. Hazards on the roadway
 - D. Damage to fire hydrants
 - E. Gas leaks
 - F. Chemical spills
 - G. Conditions caused by inclement weather such as fog, snow, ice, flooding, and mud slides
 - H. Military incidents requiring police intervention

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	Name INSTRUCTED	Date	DEMONSTRAT Name	ED Date	Field Perform	Name REMEDIATE	Date	Field Perform
F.T.O.					Role Play Written Test			Nole Play✓ Written Test
Trainee					Verbal Test			Verbal Test
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BOMBS/EXPLOSIVE DEVICES

3.13.104 The trainee shall review and explain the agency's policy and procedures for handling explosives.

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Commen	ts:		C	12.8		7		Case/Report No.:		

3.13.105 The trainee shall explain tactical considerations upon arrival at the scene of a suspected or actual explosive device. These considerations shall minimally include:

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	INSTRUCTED DEMONSTRATED		ED	1	REMEDIATEI)	1	
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					Written Test			Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.106 Given a simulated or actual disaster, potential disaster, chemical spill, or bomb scene, the trainee shall assess and perform all necessary responsibilities and actions in a safe and effective manner.

			COMPETENCY	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED Data		Field Perform	REMEDIATEI		Field Perform
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:			•	•		•	Case/Report No.:

AIRCRAFT CRASHES

3.13.107 The trainee shall review and explain the agency's policy on aircraft crashes.

	INSTRUCTED COMPETENCY DEMONSTRATEI Name Date Name			How Demonstrated? Field Perform	REMEDIATE.	REMEDIATED Name Date				
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- 3.13.108 The trainee shall discuss factors associated with the handling of an aircraft crash, including:
 - A. Civilian Aircraft
 - 1. Federal Aviation Agency (FAA) and/or National Transportation Safety Board (NTSB) will investigate.
 - B. Military Aircraft
 - 1. Military authorities are in charge
 - 2. There may be dangerous weapons issues
 - 3. There may be classified materials present
 - 4. Police cannot authorize news media to enter

			COMPETENC	_	How Demonstrated?			How Remediated?
	INSTRUCTED Name	Date	DEMONSTRAT: Name	ED Date	Field Perform	REMEDIAT Name	ED Date	Field Perform
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Trainee	_				Verbal Test			Verbal Test Case/Report No.:
Comment	Comments:							

FIRST AID

3.13.109 The trainee shall possess the knowledge and skills needed to administer necessary first aid during emergency situations.

	INSTRUCTED		COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATE)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

3.13.110 The trainee shall review and explain the agency's policy on administering first aid.

	INSTRUCTED		COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATED		How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform		
F.T.O.					Role Play Written Test			Nole Play✓ Written Test		
Trainee			1		Verbal Test			Verbal Test		
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3.13.111 The trainee shall discuss why a law enforcement officer is morally, ethically, and legally (Section 217 Health and Safety Code) required to maintain proficiency in first aid techniques.

	INSTRUCTED Name	Date		TENCY STRATED Date	How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform	
F.T.O. Trainee			OA	V. K.	Note Play Written Test Verbal Test	7//		Ñ Role Play Ñ Written Test Ñ Verbal Test	
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3.13.112 The trainee shall explain why the <u>improper</u> application of first aid techniques could conceivably result in civil action against the officer and the agency.

	INSTRUCTED Name Date		COMPETENCY DEMONSTRATI Name			REMEDIATEI Name) Date	How Remediated?	
F.T.O.				,	Nole Play Written Test Verbal Test				
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3.13.113 Given any emergency situation in which some form of first aid becomes a necessity, the trainee shall properly administer the necessary first aid technique(s) following the summoning of professional emergency assistance.

	COMPETENCY INSTRUCTED DEMONSTRATED		-	How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	Comments:							Case/Report No.:

3.13.114 The trainee shall explain the agency's plan for the management of occupational exposure to blood and airborne pathogens (i.e., AIDS, Hepatitis, TB, etc.)

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Date		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform			
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SICK, INJURED, OR DECEASED PERSONS

3.13.115 The trainee shall review and explain department policies concerning providing aid and transportation to sick or injured persons.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?		
F.T.O.	Name	Date	Name	Date	Field Perform Role Play Written Test	Name	Date	Field Perform Role Play Written Test		
Trainee			(3/2)	ALI	Verbal Test	5/2\		Verbal Test		
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- 3.13.116 The trainee shall review and explain California law and department procedures concerning death investigations that must be handled by the medical examiner:
 - A. Apparent homicide, suicide, or occurring under suspicious circumstances
 - B. Resulting from the use of dangerous or narcotic drugs
 - C. The death of any person who is incarcerated in any jail, correctional facility, or who is in police custody
 - D. Apparently accidental or following an injury
 - E. By disease, injury, or toxic agent during or arising from employment
 - F. While not under the care of a physician during the period immediately previous to death
 - G. Death related to disease that might constitute a threat to public health.

			COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform		
F.T.O.					Role Play Written Test			「Role Play」 「Written Test		
Trainee					Verbal Test			Verbal Test		
Commen	Comments:							Case/Report No.:		

- 3.13.117 The trainee shall review and explain legal requirements concerning the removal of a human body from the death scene, including:
 - A. Limits to which an officer may search a dead person
 - B. Legalities involved in transporting an obviously dead person in an ambulance

Reference: Gov. Code Sec. 27491.3 & 27491c; 13 Cal. Admin. Code, Section 1101

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test	-/A\		Role Play Written Test
Trainee					Verbal Test	(2/3)		Verbal Test
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LOST, FOUND, AND RECOVERED PROPERTY

- 3.13.118 The trainee shall review and explain California law and department policies and procedures concerning the disposition of property other than evidence including:
 - A. Property recovered by trainee
 - B. Property found by citizen
 - C. Property (real or personal) of injured, ill, or deceased persons
 - D. How Law Enforcement Data Systems (LEDS) can assist in determining property status.

	INSTRUCTED		COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

CROWD CONTROL

3.13.119 The trainee shall explain the basic principles of crowd and riot control tactics and shall be able to participate effectively as a team member in crowd control situations.

	INSTRUCTED			PETENCY NSTRATED	How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee		13	48 1-1	- 1 m +	Verbal Test	01		Verbal Test
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3.13.120 The trainee shall define and describe basic crowd and riot control formations.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee				2	Verbal Test			Verbal Test
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3.13.121 The trainee shall explain the use of the authorized baton/impact weapon when an officer is involved in any of the basic crowd control formations and explain the use and maintenance of the remaining riot gear.

			COMPETENCY DEMONSTRATI Name	_	Field Perform REMEDIATED Name Date Fie	How Remediated? Field Perform	
F.T.O. Trainee					 ∫ Role Play ∫ Written Test ∫ Verbal Test		∫ Role Play ∫ Written Test ∫ Verbal Test
Commen	ts:						Case/Report No.:

NEWS MEDIA RELATIONS

3.13.122 The trainee shall discuss the most common law enforcement practices as to who may release information to the news media and the notification procedures utilized.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			Role Play Written Test	
Trainee					「Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

3.13.123 The trainee shall recognize press credentials most commonly honored by law enforcement agencies.

	INSTRUCTEI Name	D Date	COMPETENC DEMONSTRAT Name		How Demonstrated?	REMEDIATE Name	D Date	How Remediated?
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Commen	Comments:							

3.13.124 The trainee shall identify the provisions of California law pertaining to the authorization of news media representatives to enter areas otherwise closed to the public.

Reference: Penal Code Section 409.5

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
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F.T.O.					Role Play Written Test	/ 502 \		Role Play Written Test
Trainee			(3/2)	ALIF	Verbal Test	57 E		Verbal Test
Commen	ts:			R PO	LICE &	KA		Case/Report No.:

- 3.13.125 The trainee shall discuss types of information that could prejudice the rights of an individual if furnished to the news media, including:
 - A. Statements as to the character or reputation of an accused person or prospective witness
 - B. Admissions, confessions, or alibis attributed to an accused person
 - C. Results, performance, or refusal of a suspect or witness to take any test(s)
 - D. The believed credibility of an accused person or witness
 - E. The probability of an accused person entering a guilty plea
 - F. The opinioned value of evidence against an accused person
 - G. Information prohibited by agency policy
 - H. Information that would be detrimental to the investigation of the case
 - I. Information that may jeopardize the rights of the individual

			COMPETENCY	Y	How Demonstrated?			How Remediated?	
	INSTRUCTED)	DEMONSTRATED		1	REMEDIATEI)	1	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			∫ Role Play ∫ Written Test	
Trainee					Verbal Test			Verbal Test	
Comment	mments:							Case/Report No.:	

HOSTAGE/BARRICADED SUSPECT

- 3.13.126 The trainee shall explain and/or demonstrate tactical considerations in dealing with hostage/barricaded suspect situations, including:
 - A. Safe approach
 - B. Containment of the scene
 - C. Requesting the appropriate assistance (i.e., hostage negotiator, specialized unit(s), etc.)

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- D. Evacuation
- E. Communication/negotiation with the suspect

	INSTRUCTED	COMPETENCY ED DEMONSTRATED		How Demonstrated?	REMEDIATEI	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					Ñ Role Play Ñ Written Test			Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:				17			Case/Report No.:	

SNIPER ATTACK

- 3.13.127 The trainee shall explain those steps which should be immediately taken when confronted with a "set-up", ambush, or sniper situation including:
 - A. Cover/Concealment
 - B. Calling for assistance
 - C. Isolating and clearing
 - D. Determining possible location of assailants

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			│ Role Play │ Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:							Case/Report No.:	

3.13.128 The trainee shall discuss tactical actions that can be taken by the driver of a vehicle that comes under sniper attack:



	INSTRUCTED		COMPE DEMONS		How Demonstrated? REMEDIATED		D	How Remediated?		
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F.T.O.			12 2	B	Role Play Written Test			Role Play Written Test		
Trainee				Caro ex	Verbal Test			Verbal Test		
Commen	ts:			1 TEER	THE PART OF	-/ \\	•	Case/Report No.:		
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	ALIFORNIA									

- 3.13.129 The trainee shall discuss tactics that should be used when the police vehicle has been hit with a firebomb:
 - A. Acceleration
 - B. Roll-up windows
 - C. Abandon vehicle (after initial flame burst, if vehicle is incapacitated)

	INSTRUCTED Name	INSTRUCTED COMPETENCY DEMONSTRATED Date Name Date		ED	How Demonstrated?		REMEDIATED Name Date		
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Field Perform Role Play Written Test Verbal Test	
Commen	ts:				Verbal Test			Case/Report No.:	
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ANIMAL CONTROL

- 3.13.130 The trainee shall explain the agency's policy and procedures when confronted with different types of animal control situations. These types of situations shall minimally include:
 - A. Injured animals
 - B. Dead animals
 - C. Rabid animals
 - D. Noisy animals
 - E. Stray animals
 - F. Wild animals
 - G. Nuisances created by unsanitary keeping of animals
 - H. Protective custody of animals
 - I. Animal bites

	INSTRUCTED		DEMONSTRATED		How Demonstrated? Field Perform	REMEDIATED		How Remediated? Field Perform	
F.T.O.	Name	Date	Name	Date	Role Play Written Test Verbal Test	Name I	Date	Role Play Written Test Verbal Test	
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3.13.131 The trainee shall explain the agency's policy and procedures when it is determined that a vicious, dangerous, or injured animal must be killed/destroyed. This explanation shall minimally include:

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- A. Whom to notify prior to killing the animal
- B. Who may shoot the animal
- C. What report should be completed following the shooting of the animal
- D. How disposal of the dead animal is handled

	INSTRUCT Name	TED Date	COMPETEN DEMONSTRA Name		How Demonstrated? 1 Field Perform	REMEDIAT Name	ED Date	How Remediated? Field Perform	
F.T.O.					Role Play Written Test	الردي		Role Play Written Test	
Trainee Comment	S:				Verbal Test			Verbal Test Case/Report No.:	

3.13.132 Given an incident, the trainee shall effectively assess and handle an animal control situation.

	INSTRUCTED	INSTRUCTED Data		Y ED	How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

3.13.133	The trainee s	shall explain	the procedures	and responsibilities	of signing up	for special events.
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- A. Responsibilities for providing replacement
- B. Start times and end times
- C. Cancellations
- D. Event position titles
- E. Priority sign-up for UPD officers
- F. Responsibilities of outside agency officers
- G. Overtime Management System

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATEI)	
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F.T.O.					Role Play			Role Play
					Written Test			Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:
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- 3.13.134 The trainee shall explain the procedures and responsibilities of working a special event.
 - A. General Responsibilities
 - B. Student Union
 - C. Event Center
 - D. Spartan Stadium
 - E. Fraternity Houses
 - F. Morris Dailey Auditorium
 - G. Parking Garage Assignments

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform	
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- 3.13.134 The trainee shall explain the procedures and responsibilities of supervising a special event.
 - A. Developing assignments
 - B. Event reports and documentation
 - C. Event liaison
 - D. Responsibilities beyond the scope of the event

			COMPETENC	Y	How Demonstrated?			How Remediated?
	INSTRUCTED Name) Date	DEMONSTRATI	ED Date	Field Perform	REMEDIATEI Name	Date	Field Perform
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■ COMPONENT FOURTEEN

Investigations/ Evidence



INTERVIEWING

3.14.01 The trainee shall explain the systematic steps he/she should take in preparing for an interview.

	INSTRUCTED	INSTRUCTED Name Date		COMPETENCY DEMONSTRATED		REMEDIATEI)	How Remediated?	
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Trainee					Verbal Test			Verbal Test	
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- 3.14.02 The trainee shall discuss basic rules in statement taking and interviewing. These rules shall minimally include:
 - A. Asking direct and brief questions. Let the person being interviewed do the majority of the talking.
 - B. Controlling the interview. Avoid rambling by the person being interviewed.
 - C. Avoiding leading questions except when absolutely necessary.
 - D. Putting the person being interviewed at ease.
 - E. Writing statements verbatim (when appropriate) from the person being interviewed, not improvising or making assumptions.

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- 3.14.03 The trainee shall describe the contents of a good statement. These contents shall minimally include:
 - A. What happened
 - B. When it happened
 - C. Where it happened
 - D. Who it happened to
 - E. How it happened
 - F. Why it happened
 - G. How many are involved

	INSTRUCTED	INSTRUCTED DE Name		_	How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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3.14.04	The trainee shall explain the ramifications of the Miranda warning and shall describe when, where,
	and why it should/should not be used during interviews.

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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3.14.05 Given a situation in which a statement should be taken, the trainee shall properly conduct an interview and satisfactorily summarize the information on the appropriate form.

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INVESTIGATIONS

"Cold" Crimes

3.14.06 The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.

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3.14.07 The trainee shall discuss factors which must be determined when interviewing complainants, reporting persons, and witnesses.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATE	How Remediated?	
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3.14.08 The trainee shall describe the call-out procedure for an Evidence Technician to respond and process a scene.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI	How Remediated?		
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Trainee					Verbal Test			Verbal Test	
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3.14.09 The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a "cold" crime.

	INSTRUCTEI	STRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
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Crimes Against Property

- 3.14.10 The trainee shall review and explain an officer's responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against property. These responsibilities should minimally include:
 - A. Identity or description of suspect(s)
 - B. Description of loss
 - C. Direction of flight of suspect(s)
 - D. Possibility of weapons being involved
 - E. Radio broadcasts of all known and important information
 - F. Pursuit and/or apprehension of suspects, if possible.
 - G. Call-out procedures for Investigations Division and Evidence Technicians

	INSTRUCTEI Name =) Date	COMPETENC DEMONSTRAT Name	_	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
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3.14.11 Given an in-progress or fresh incident involving a crime against property, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI	How Remediated?	
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Crimes Against Persons

3.14.12 The trainee shall review and explain an officer's responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against persons.

	INSTRUCTEI)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?				
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- 3.14.13 The trainee shall explain the steps to take while investigating the following crimes:
 - A. Rape/Sexual assault
 - B. Felonious assault
 - C. Robbery
 - D. Kidnapping

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- 3.14.14 The trainee shall discuss the steps to take initially at a scene where a serious injury or death has occurred. These steps shall minimally include:
 - A. Preserving the scene, including the restriction of unauthorized police personnel
 - B. Determining the need for first aid and summoning medical assistance
 - C. Identifying and apprehending suspect(s), if possible
 - D. Making proper notifications
 - E. Locating visible physical evidence
 - F. Locating and interviewing witnesses or possible witnesses as appropriate

				COMPETENCY				How Remediated?		
	INSTRUCTED)	DEMONSTRAT	DEMONSTRATED		REMEDIATED				
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3.14.15 Given an in-progress or fresh incident involving a crime against a person, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

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BURDEN OF PROOF

- 3.14.16 The trainee shall define the term "burden of proof" and determine, in the following situations, whether the "burden of proof" falls upon the prosecution or defense during a criminal trial:
 - A. Criminal guilt (Evidence Code Section 520)
 - B. Corpus delicti (Evidence Code Section 550)
 - C. Jurisdiction (Evidence Code Section 666)
 - D. Double jeopardy as a defense (Evidence Code Section 500)
 - E. Self-defense as a defense (Evidence Code Section 500)

Reference: Evidence Code sections 520; 550; 666; 500; 500

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Trainee					Verbal Test			Verbal Test	
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CONCEPTS OF EVIDENCE

- 3.14.17 The trainee shall recognize the concepts of evidence as defined and used in California law, including:
 - A. Evidence
 - B. Direct evidence
 - C. Circumstantial evidence

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATEI	REMEDIATED			
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- 3.14.18 The trainee shall identify the following types of evidence or material related to the introduction of evidence in court and shall give an example of each:
 - A. Fruits of a crime
 - B. Instrumentalities of a crime
 - C. Contraband

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- 3.14.19 The trainee shall explain the purposes for offering evidence in court, including:
 - A. As an item of proof
 - B. To impeach a witness
 - C. To rehabilitate a witness
 - D. To assist in determining sentence

	INSTRUCTED Date			COMPETENCY DEMONSTRATED		REMEDIATE	D	How Remediated?
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- 3.14.20 The trainee shall explain the tests which an item of evidence must successfully pass before it may be admitted into any criminal court. (Evidence Code Section 210)
 - A. The evidence must be relevant to the matter in issue
 - B. The evidence must be competently presented in court
 - C. The evidence must have been legally obtained

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- 3.14.21 The trainee shall identify at least three of the following as qualifications that must be met by a witness before he/she may testify in a criminal trial in the State of California.
 - A. The witness must know the difference between right and wrong
 - B. The witness must possess the ability to understand
 - C. The witness must possess the ability to express himself/herself
 - D. With the exception of those areas covered by the Hearsay Rule, the witness must testify only to those facts that are personal knowledge

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- 3.14.22 The trainee shall explain the privileged communication rule and provide examples to include:
 - A. Husband and wife
 - B. Attorney and client
 - C. Clergyman and confessor
 - D. Physician and patient

Reference: Evidence Code sections 970 & 980; 950; 1030; 990

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Trainee					Verbal Test			Verbal Test
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RULES OF EVIDENCE

- 3.14.23 The trainee shall describe the effects of the "exclusionary rule" upon police actions and procedures in the following areas:
 - A. Civil rights
 - B. Inadmissible evidence
 - C. Possibility of false arrest

Reference: Evidence Code; Case Law

	INSTRUCTED)	COMPETENC DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 3.14.24 The trainee shall define the Hearsay Rule and give examples of exceptions to the rule, including:
 - A. Spontaneous statements
 - B. Admissions
 - C. Confessions
 - D. Dying declarations

Reference: Evidence Code sections 1200; 1220

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EVIDENCE COLLECTION AND PRESERVATION

- 3.14.25 The trainee shall search a crime scene and locate physical evidence through the use of an organized method which may include:
 - A. Strip
 - B. Spiral
 - C. Quadrant

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Trainee					Verbal Test			Verbal Test
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3.14.26 The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.

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Trainee					Verbal Test			Verbal Test
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- 3.14.27 The trainee shall demonstrate the ability to preserve evidence in such a way as to ensure it is received by the examining authority or court in as near to the same condition as it was found.
 - A. Latent prints
 - B. Photographs
 - C. Item collection
 - D. Identification of Physical Evidence
 - E. Use of SART materials and resources

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- 3.14.28 The trainee shall review and explain, as well as apply, the agency's policies on:
 - A. Handling controlled substances
 - B. Depositing property, evidence, and money
 - C. Withdrawing and returning property
 - D. Depositing firearms, miscellaneous weapons, and explosives

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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3.14.29	The trainee shall explain the provisions of the agency's rules, policies, and procedures regarding
	the storage of evidence.

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3.14.30 The trainee shall review and explain the agency's policies and procedures regarding the taking of evidence to laboratory examination facilities and court.

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3.14.31 The trainee shall explain "chain of custody" or "chain of evidence."

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Trainee			35		Verbal Test	00 3		Verbal Test		
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3.14.32 Given a crime situation in which any form of evidence is recovered, the trainee shall collect, preserve, and deliver the evidence, and properly complete all necessary forms (property reports, evidence tags, etc.) in order to ensure the chain of custody.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?		
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Trainee					Verbal Test			Verbal Test		
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LINE UPS

- 3.14.33 The trainee shall explain technical methods for identifying suspects, including:
 - A. Field show-up
 - B. Photo identification
 - C. Identification kit
 - D. Artist's conception

	INSTRUCTED Name) Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
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- 3.14.34 The trainee shall review and explain the agency policy and procedure(s), including admonitions, for conducting the following types of "line ups:"
 - A. In custody
 - B. In the field
 - C. Photographic

	INSTRUCTEI Name) Date		PETENCY NSTRATED Date	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform	
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- 3.14.35 The trainee shall explain and/or demonstrate the following procedures for a photographic identification:
 - A. Use of multiple photos
 - B. Instructions to witness(es)
 - C. Control of the situation
 - D. Similar appearances

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
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SOURCES OF INFORMATION

3.14.36 The trainee shall discuss the importance of identifying and developing sources of information through networking with persons in the community.

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F.T.O.					Role Play Written Test			Role Play Written Test			
Trainee					Verbal Test			Verbal Test			
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- 3.14.37 The trainee shall describe techniques for identifying and developing "informants" and the:
 - A. Hazards of divulging too much information to informants
 - B. Danger of breaking confidentialities

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3.14.38 The trainee shall explain the types of public and private records that may be of assistance when collecting investigative information.

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SUBPOENAS

3.14.39 The trainee shall review and explain the agency's practices and policies concerning the subpoena process.

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Trainee					Verbal Test			Verbal Test
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- 3.14.40 The trainee shall define the term "subpoena" and describe the authority and immunities associated with the subpoena, including:
 - A. Who may exercise the power of a subpoena
 - B. Who may serve a subpoena
 - C. How a subpoena is served
 - D. Who is subject to the power of a subpoena
 - E. What immunities from arrest are granted to a person traveling in answer to a subpoena
 - F. How a subpoena is enforced

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?		
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COURTROOM TESTIMONY AND DEMEANOR

3.14.41 The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

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- 3.14.42 The trainee shall explain the value of a pre-trial conference with the prosecuting attorney. This shall minimally include:
 - A. Refreshing the officer's memory
 - B. Coordination of efforts

	INSTRUCTEE Name	Date	COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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3.14.43		e trainee sh nimally inc		•	in prin	ciples of effective	ve testimony. Th	iese pi	rinciples shall
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				3/8		IFORT	13/3		
3.14.45	The	trainee sl	hall be	ecome familiar w	vith loc	cal courtroom se	ecurity policies ar	ıd pro	cedures such as
	A.	Prisoner	escor	t					
	В.	Prisoner	restra	int					
	C.		_	courtroom audien	ice _	1/2/2			
	D.	Disturba	nce pi	rocedures					
	 ,	INSTRUCTED		COMPETENCY DEMONSTRAT		How Demonstrated?	REMEDIATED		How Remediated?
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Trainee						Verbal Test			Verbal Test
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3.14.46 The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

	INSTRUCTED)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
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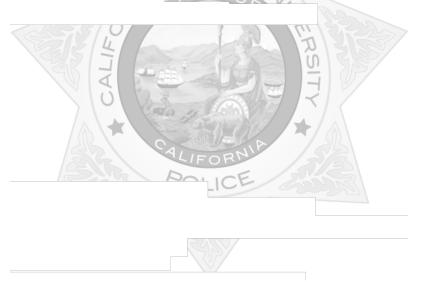
3.14.47 The trainee shall identify the elements of perjury per Penal Code section 118(a) and the falsifying of police reports per Penal Code section 118.1. demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

	INSTRUCTED	COMPETEN DEMONSTRA	ATED	How Demonstrated?	REMEDIATED		How Remediated?
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■ COMPONENT FIFTEEN

Tactical Communication/ Conflict Resolution



TACTICAL COMMUNICATION

3.15.01 The trainee shall discuss how tactical communication involves both professional demeanor and words (verbal and non-verbal cues).

	COMPETENCY How Demonstrated? INSTRUCTED DEMONSTRATED REMEDIATED									
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Trainee					Verbal Test			Verbal Test		
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- 3.15.02 The trainee shall identify the benefits of tactical communication including:
 - A. Enhanced safety (reduces likelihood of physical confrontation and injury)
 - B. Enhanced professionalism (decreases citizen complaints, civil liability, personal, and professional stress)

	INSTRUCTEI)	COMPETEN DEMONSTRA		How Demonstrated?	REMEDIATE	ED.	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
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Trainee					Verbal Test	Mrs.		Verbal Test			
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3.15.03 The trainee shall demonstrate an ability to perform in a calm, professional demeanor while deescalating hostilities or conflicts (i.e., without resorting to physical force).

	INSTRUCTEI	INSTRUCTED Date Name Date				REMEDIATE	D	How Remediated?		
	Name Date Name Date				Field Perform	Name	Date	Field Perform		
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Trainee					Verbal Test		_	Verbal Test		
	Comments:									

- 3.15.04 The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows "but" is professional language that is goal directed. Examples might include:
 - A. I appreciate that, but I need to see your driver's license.
 - B. I understand that, but I need you to sign the citation.

			COMPETENCY		How Demonstrated?			How Remediated?
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Trainee					Verbal Test			Verbal Test
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- 3.15.05 Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the 5-step process:
 - A. Ask (Ethical Appeal) The subject is given an opportunity to voluntarily comply being asked to comply
 - B. Set Context (Reasonable Appeal) The "why" questions are answered by the identification or explanation of the law, policy, or rationale that applies to the situation
 - C. Present Options (Personal Appeal) Explain possible options
 - D. Confirm (Practice Appeal) Provides one last opportunity for voluntary compliance; "Is there anything I can say to earn your cooperation at this time?"
 - E. ACT (Take appropriate action)

	INSTRUCTED Name) Date	COMPETENC DEMONSTRATI Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform
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HANDLING DISPUTES

- 3.15.06 The trainee shall explain an officer's basic responsibilities at the scene of a dispute. These responsibilities shall minimally include:
 - A. Remaining impartial
 - B. Preserving the peace
 - C. Determining whether or not a crime has been committed
 - D. Conducting an investigation if a crime has been committed
 - E. Providing safety to individuals and property
 - F. Suggesting solutions to the problem
 - G. Offering names of referral agencies
 - H. Considering arrest as a viable alternative if a crime has been committed

	INSTRUCTED Name) Date	COMPET DEMONST Name		How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform			
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Commen	ts:	•		,	A TOP S		•	Case/Report No.:			

- 3.15.07 The trainee shall identify various social service organizations that are available within the city or county to render assistance in dispute situations. These organizations shall minimally include those dealing with:
 - A. Public health
 - B. Alcohol problems
 - C. Family counseling and child guidance
 - D. Drug problems
 - E. Humane society/SPCA

	COMPETENCY			How Demonstrated?			How Remediated?	
	INSTRUCTED)	DEMONSTRATI	ED		REMEDIATEI)	
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F.T.O.				2	Role Play Written Test			Role Play Written Test
Trainee	_				Verbal Test			Verbal Test
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3.15.08	The trainee shall explain the inherent dangers to an officer who enters the home of a family
	involved in a dispute.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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3.15.09 The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.

	INSTRUCTEI Name	Date	COMPETENC DEMONSTRAT Name	-	How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform			
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3.15.10 The trainee shall explain private person's arrest procedures to consider at disputes.

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- 3.15.11 The trainee shall assess and explain different techniques to use in given dispute situations. These situations shall minimally include:
 - A. Family disputes
 - B. Neighbor disputes
 - C. Juvenile disputes
 - D. Loud parties

	INSTRUCTED)	COMPETENC' DEMONSTRAT	-	How Demonstrated?	REMEDIATEI)	How Remediated?
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3.15.12 Given a scenario or an actual incident involving a dispute, the trainee shall assess and handle the dispute in a safe, efficient, reasonable, and discretionary manner.

	INSTRUCTED)	COMPETENC' DEMONSTRAT		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name Date		Field Perform	Name	Date	Field Perform
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CIVIL DISPUTES (including Landlord/Tenant and Labor)

3.15.13 The trainee shall review and explain the agency's policy on handling landlord-tenant disputes.

	INSTRUCTEI Name) Date		OMPETENCY MONSTRATI	-	How Demonstrated? Field Perform	REMEDIATE!	D Date	How Remediated? Field Perform			
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- 3.15.14 The trainee shall identify and explain California civil and criminal law and agency procedures applicable to situations that arise from landlord-tenant disputes. These situations shall minimally include:
 - A. Evictions
 - B. Lockouts
 - C. Trespasses
 - D. Confiscation of property

Reference: -Civil Code sections 1861a; 1161, 1161a, and 1162; 1946

	INSTRUCTED Name) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated?	REMEDIATEI Name) Date	How Remediated? Field Perform
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3.15.15	The trainee shall review and explain issues related to University Housing Services license
	agreement and disputes.

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			「Role Play」 「Written Test
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3.15.16 The trainee shall review and explain the agency's policy on labor-management disputes.

	INSTRUCTED)	COMPETENCY DEMONSTRATI		How Demonstrated?	REMEDIATEI)	How Remediated?
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- 3.15.17 The trainee shall explain agency policy and procedures relative to typical policing problems that occur during labor-management disputes. These problems shall minimally include:
 - A. Obstruction of ingress or egress
 - B. Blocking of sidewalks and roadways
 - C. Outside agitators
 - D. Violence and vandalism

	INSTRUCTED Name	Date	COMPETEN DEMONSTRA Name	the state of the state of	How Demonstrated? Field Perform	REMEDIA' Name	ГЕD Date	How Remediated? Field Perform
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Trainee			516	PO	Verbal Test			Verbal Test
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3.15.18 The trainee shall explain the role of the small claims court.

	INSTRUCTED) Date	COMPETENCY DEMONSTRATI Name		How Demonstrated?	REMEDIATEI Name) Date	How Remediated? Field Perform
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3.15.19 Given any situation involving a civil dispute, the trainee shall assess and handle the situation in a safe and effective manner, consistent with agency policy and state law.

	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE	D	How Remediated?
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REPOSSESSIONS

- 3.15.20 The trainee shall explain the general rules that pertain to the repossession of items. These rules shall minimally include:
 - A. What property is subject to repossession
 - B. Who may make a repossession
 - C. To what lengths a repossessor may go
 - D. When a repossession is complete

F.T.O.	INSTRUCTE Name	D Date		STRATED Date	Field Perform Role Play Written Test Verbal Test	REMEDIATEI Name	Date	Field Perform Role Play Written Test
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VEHICLE CODE

3.16.01 The trainee shall discuss the California Vehicle Code laws that pertain to the operation of motor vehicles and shall be able to recognize violations.

	INSTRUCTED		COMPETENC DEMONSTRAT	ΈD	How Demonstrated?	REMEDIATEI		How Remediated?
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Comment	ts:							Case/Report No.:

- 3.16.02 The trainee shall define the following terms as used in the California Vehicle Code:
 - A. Crosswalk
 - B. Darkness
 - C. Driver
 - D. Highway
 - E. Intersection
 - F. Limit line
 - G. Motor vehicle
 - H. Roadway
 - I. School bus
 - J. Sidewalk
 - K. Vehicle

	INSTRUCTEI Name) Date	COMPETEN DEMONSTRA Name	140	How Demonstrated? Field Perform	REMEDIAT Name	ED Date	How Remediated? Field Perform
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3.16.03 The trainee shall review and explain the elements of Vehicle Code sections giving authority to arrest.

Reference: 40300.5 through 40303; 40305

	INSTRUCTED Name	Date	COMPETENC DEMONSTRAT Name	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform
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3.16.08 The trainee shall discuss the legal authority for those instances when an officer may impound/store a vehicle from public and private property.

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			「 Role Play 「 Written Test
Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

- 3.16.09 Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:
 - A. Compliance with state law
 - B. Compliance with agency policy
 - C. Completion of all required reports in a satisfactory manner

	INSTRUCTEI)	COMPETENC DEMONSTRAT		How Demonstrated?	REMEDIATE	D	How Remediated?			
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform			
F.T.O.					Role Play Written Test			Role Play Written Test			
Trainee				1	Verbal Test			Verbal Test			
Commen	ts:			TAT	EON			Case/Report No.:			

VEHICLE COLLISIONS

- 3.16.10 The trainee shall discuss an officer's responsibilities in preventing accidents in the community, including:
 - A. Education
 - B. Enforcement
 - C. Proactive engineering recommendations
 - D. Patrol awareness (including assisting stranded motorists)
 - E. Environmental factors that detract from traffic safety
 - F. Development of positive interagency relationships with road/street department, public works, planning, and traffic safety commission.

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	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
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Trainee					Verbal Test			Verbal Test
Comment	ts:							Case/Report No.:

3.16.11	The	e trainee sh	all ex	xplain the primar	ry duti	es of an officer a	at any traffic acci	dent s	cene, including:
		D			C	· .	1		
	A.					nergency first aid			
	B.	•	_			ns and property	ınvolved		
	C.			se of flares (spill					
	D.		_	he need for ambi					
	E.			ne need for tow s					
	F.	Determin	ing th	ne need for furth	er assi	stance			
				COMPETENC	Y	How Demonstrated?			How Remediated?
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3.16.12		e trainee sh I reporting.	all re	view and explain	n the a	gency's policy r	egarding traffic c	ollisio	on investigation
				COMPETENC	Y	How Demonstrated?			How Remediated?
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3.16.13	The	e trainee sh	all de	efine the term ve	hicle c	collision.	-/6		
				COMPETENC	Y4 L	How Demonstrated?	53		How Remediated?
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3.16.14						disadvantages of	immediately ren he highway.	noving	g (or having
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F. T. O.	Name		Date	Name	Date	Role Play	Name	Date	Role Play
F.T.O.						Written Test			Written Test
Trainee						Verbal Test			Verbal Test
Commen	its:								Case/Report No.:

- 3.16.15 The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:
 - A. Injury accident
 - B. Hit and run accident
 - C. Accident involving suspected drunk driving
 - D. Accident involving city, county, or state property
 - E. Officer involved accidents
 - 1. Jurisdiction / investigating agency
 - 2. Collision review

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED)	DEMONSTRAT	ED		REMEDIATED		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			│ Role Play │ Written Test
Trainee					Verbal Test			Verbal Test
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3.16.16 The trainee shall define the term "primary collision factor."

	INSTRUCTED) Date	COMPETENO DEMONSTRA Name	 How Demonstrated? Field Perform	REMEDIATEI Name	Date	How Remediated? Field Perform
F.T.O. Trainee		200	351.0/	Note Play Written Test Verbal Test	(8,3)	Date	Ñ Role Play Ñ Written Test Ñ Verbal Test
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3.16.17

9 The trainee shall define the term "area of impact" and explain and/or demonstrate how area of impact is determined at both intersection and non-intersection accidents.

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	INSTRUCTED)	DEMONSTRATED		1	REMEDIATED		1
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Trainee				3	Verbal Test			Verbal Test
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3.16.18 The trainee shall define the term "coefficient of friction" as it pertains to roadways.

	INSTRUCTED Name Date		COMPETENC DEMONSTRAT Name			REMEDIATED Name Date		How Remediated? Field Perform
F.T.O. Trainee	1.00110				Role Play Written Test Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
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- 3.16.19 The trainee shall define terms relevant to traffic collision reports, to include:
 - A. Accident or collision: an unintended event that causes damage, death or injury.
 - B. Classification of injuries: fatal injury; severe injury; other visible injuries; complaint of pain.
 - C. Deliberate intent: an intentional act that directly or indirectly involves a motor vehicle in transport that purposely causes damage to property or injury to any person.
 - D. In transport: this describes the state or condition of a vehicle when it is in use primarily for moving persons or property (including the vehicle itself) from one place to another.
 - E. Other parties: a person other than the operator of the motor vehicle (includes driverless vehicle, a vehicle being towed by other than a rigid tow bar or tow truck, animal drawn conveyances, injured equestrians, injured parties in a train, airplane or cable car, or in highway construction equipment not in transport, injured parties in or upon a structure).
 - F. Witness: a person other than an involved party or a passenger who can provide information relevant to the accident.

	INSTRUCTE Name	D Date	COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform		
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- 3.16.20 The trainee shall identify the basic elements necessary to complete a factual diagram and/or sketch when investigating the scene of a traffic collision. The elements are:
 - A. Indications of compass direction
 - B. Measurements of the scene in proportion but not necessarily to scale
 - C. Use of appropriate illustrations
 - D. Determine the point of impact (P.O.I.) and the point of rest (P.O.R.)

	INSTRUC Name	CTED Date	COMPET DEMONST Name		How Demonstrated? Field Perform	REMEDIAT Name	ED Date	How Remediated? Field Perform
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- 3.16.21 The trainee shall identify types of physical evidence which are used to determine the cause of a collision, including:
 - A. Locked wheel skid, critical speed scuff, impending skid, side skids, and acceleration scuff
 - B. Debris, glass, vehicle parts, fluids, and other related property damage
 - C. Photographs of the scene

	INSTRUCTED)	COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			☐ Role Play ☐ Written Test
Trainee					Verbal Test			Verbal Test
Commen	ts:							Case/Report No.:

- 3.16.22 The trainee shall identify information to be obtained during a collision investigation interview, including:
 - A. Identity of the involved parties and vehicle information
 - B. Time and location of collision events
 - C. Chronology of collision events
 - D. Elements unique to hit and run collisions, if applicable

				ETENCY	How Demonstrated?	00		How Remediated?
	INSTRUCTI Name	ED Date	DEMON Name	ISTRATED Date	Field Perform	REMEDIATEI Name	Date	Field Perform
F.T.O.		196	8 4	KO 200	Role Play Written Test	13/30/		Role Play Written Test
Trainee				4 m and 4	Verbal Test			Verbal Test
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3.16.23 Given a traffic accident, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

	INSTRUCTED Name Date		COMPETENCY DEMONSTRATED Name Date		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform
F.T.O. Trainee					Note Play Written Test Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
Commen	ts:							Case/Report No.:

TRAFFIC CONTROL/DIRECTION

- 3.16.24 The trainee shall demonstrate recognized traffic hand signals for a driver to include:
 - A. Stop
 - B. Turn right
 - C. Turn left
 - D. Start
 - E. Keep moving

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					│ Role Play │ Written Test			Role Play Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	ts:			•				Case/Report No.:	

3.16.25 The trainee shall demonstrate a method for using the flashlight to direct traffic in the hours of darkness.

	INSTRUCTEI		COMPET DEMONST	TRATED	How Demonstrated?	REMEDIATEI		How Remediated?	
F.T.O.	Name	Date	Name	Date	Role Play Written Test	Name	Date	Role Play Written Test	
Trainee			15 1		Verbal Test	ũ là là		Verbal Test Case/Report No.:	
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3.16.26 The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

	INSTRUCTED		DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					Ñ Role Play Ñ Written Test			「Role Play」 「Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	Comments:								

3.16.27 Given a handout or exercise depicting an accident scene, the trainee shall mark where to place particular types of traffic control devices that will best protect persons and property with regard to the presence of flammable materials and traffic flow.

	INSTRUCTED Name Date		COMPETENC DEMONSTRAT Name		How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform
F.T.O. Trainee					∫ Role Play ∫ Written Test ∫ Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test
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DRIVING UNDER THE INFLUENCE

3.16.28 The trainee shall recognize and explain the common driving conditions of a suspected DUI.

	INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATED				
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					│ Role Play │ Written Test			Ñ Role Play Ñ Written Test
Trainee					Verbal Test			Verbal Test
Commen	Comments:							Case/Report No.:

3.16.29 The trainee shall explain and demonstrate the sobriety tests used by UPD.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.					Role Play Written Test			│ Role Play │ Written Test	
Trainee					Verbal Test			Verbal Test	
Commen	Comments:								

3.16.30 The trainee shall explain the law and agency policy regarding chemical tests, including how, when, where, and by whom these tests are given as well as the acceptable level of force which may be used to obtain the samples.

	INSTRUCTED Name) Date	1777	PETENCY NSTRATED Date	How Demonstrated? Field Perform	REMEDIATEI Name) Date	How Remediated? Field Perform		
F.T.O. Trainee				1	Nole Play Written Test Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test		
Commen	Comments:									
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3.16.31 The trainee shall explain the law and agency policy regarding processing persons who refuse chemical testing.

	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Date			How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform	
F.T.O.					∫ Role Play ∫ Written Test ∫ Verbal Test			Nole Play Written Test Verbal Test
Commen	Comments:							

3.16.32 The trainee shall identify the report forms to be used for driving under the influence cases.

	INSTRUCTED			How Demonstrated?	REMEDIATED		How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
Commen	Comments:							Case/Report No.:

3.16.33 Given a situation where a vehicle operator may be DUI, the trainee shall demonstrate the ability to conduct the field and chemical test(s) in a safe and effective manner and shall properly and accurately report the incident.

	INSTRUCTEI Name	INSTRUCTED COMPETENCY DEMONSTRATED Name Date Name Date			How Demonstrated? Field Perform	REMEDIATED Name Date		How Remediated? Field Perform		
F.T.O. Trainee						∫ Role Play ∫ Written Test ∫ Verbal Test			Ñ Role Play Ñ Written Test Ñ Verbal Test	
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3.16.34 The trainee shall demonstrate the procedures to be followed while at the Alcohol Investigation Bureau. (AIB)

S

- A. Knowledge of the combination to the AIB entrance.
- B. Property storing weapons
- C. Properly securing the prisoners
- D. Turning off the radio to avoid interference with the Drager breathalyzer
- E. Circumstances for and properly requesting a Lab Technologist
- F. Locating proper forms
- G. Locating proper materials
- H. Proper storage of evidence samples
- I. Proper use of the AIB telephone
- J. Proper operation of the breathalyzer
- K. Proper administration of FSE's at AIB
- L. Location or and proper use of the distress alarm

	COMPETENCY INSTRUCTED DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Ñ Role Play Ñ Written Test			Role Play Written Test
Trainee					Verbal Test			Verbal Test
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■ COMPONENT SEVENTEEN

Self-Initiated Activity



The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated activities to minimally include:

4.17.01 Vehicle Stops:

- A. Investigative
- B. Traffic enforcement

					How Demonstrated?		How Remediated?			
	INSTRUCTED		DEMONSTRATED		Field Perform	REMEDIATED		Field Perform		
F.T.O.	Name	Date	Name	Date	Role Play	Name	Date	「 Role Play		
Trainee					∫ Written Test ∫ Verbal Test			∫ Written Test ∫ Verbal Test		
Commen	Comments:									
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4.17.02 Pedestrian Stops:

- A. Suspicious persons
- B. Consensual encounters
- C. Traffic enforcement

	INSTRUCTED		COMPETENCY A DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?	
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform	
F.T.O.			5/2//		Role Play Written Test		7	Role Play Written Test	
Trainee			35 5	A SE	Verbal Test	10 3		Verbal Test	
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4.17.03 Directed Patrol:

- A. Gang area/activities
- B. DUI enforcement
- C. Illegal vendors
- D. Pattern crimes
- E. COPS, POP Projects, School programs, NPEs

			COMPETENCY		How Demonstrated?			How Remediated?
	INSTRUCTED		DEMONSTRATED			REMEDIATED		
	Name	Date	Name	Date	Field Perform	Name	Date	Field Perform
F.T.O.					Role Play			Role Play
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Trainee					Verbal Test			Verbal Test
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SELF-INITIATED ACTIVITY

4.17.04 Arrests:

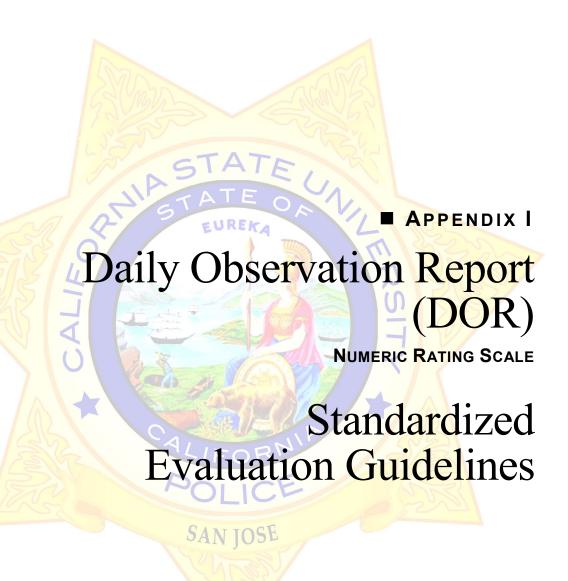
- A. Misdemeanor and felony
- B. Other (i.e., Municipal codes, local ordinances)

	INSTRUCTED Name Date		COMPETENCY DEMONSTRATED Name Date		How Demonstrated?	REMEDIATED Name Date		How Remediated? Field Perform
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4.17.05 Other activities:

- A. Field Interviews
- B. Curfew violators
- C. Suspicious circumstances
- D. Additional UPD specific activities
 - 1. Directed Patrol
 - 2. Follow-up
 - 3. Investigations

	INSTRUCTED Name	Date	COMPETE DEMONSTR Name		How Demonstrated? Field Perform	REMEDIATE Name	D Date	How Remediated? Field Perform			
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STANDARDIZED EVALUATION GUIDELINES (SEGs)

OVERVIEW

The following "1," "4," and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency is achieved.

ATTITUDE

- 1. ACCEPTANCE OF FEEDBACK / FTO PROGRAM Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
 - (1) Unacceptable Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
 - (4) Acceptable Accepts constructive criticism in a positive manner and applies it to improve performance and further learning.
 - (7) Superior Actively solicits constructive criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.
- 2. ATTITUDE TOWARD POLICE WORK Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
 - (1) Unacceptable Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
 - (4) Acceptable Demonstrates an active interest in new position and responsibilities.
 - (7) Superior Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities. Exhibits a desire to complete Field Training and become a productive member of the organization.

- **3. INTEGRITY/ETHICS** Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.
 - (1) Unacceptable Accepts and employs a standard of mediocrity. Has little sense of accountability and/or responsibility to department or community.
 - (4) Acceptable Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.(7) Superior Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.
- **4. LEADERSHIP** Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.
 - (1) Unacceptable Does not use appropriate command presence. Does not prevent/reduce conflict. Fails to show empathy.
 - (4) Acceptable Understands the difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/mediation, and compassion.

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(7) Superior – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuine concern.

APPEARANCE / PHYSICAL CONDITION

- 5. GENERAL APPEARANCE AND PHYSICAL CONDITION Evaluates physical appearance, dress, demeanor, equipment, and overall physical condition.
 - (1) Unacceptable Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative. Offensive body odor and/or breath. Excessive perfume/cologne/aftershave. Physical condition is poor to weak, minimal to no exercise, or trainee appears unhealthy (other than minor symptoms of cold, etc.).
 - (4) Acceptable Uniform neat, clean. Uniform fits and is properly worn. Weapon, leather, equipment are clean and operative. Hair within regulations. Shoes and brass are shined. Physical condition is good, practices adequate exercise, and trainee appears healthy.
 - (7) Superior Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing. Physical condition is above average, engages in ongoing or rigorous exercise program, and trainee appears very healthy/strong.

RELATIONSHIPS

- **6. RELATIONSHIP WITH CITIZENS/COMMUNITY** Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.
 - (1) Unacceptable Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.
 - (4) Acceptable Courteous, friendly and empathetic to citizen's perceptions of problems.

 Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests.

 Is service oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.
 - (7) Superior Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.
- 7. RELATIONSHIP WITH OTHER DEPARTMENT MEMBERS Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.
 - (1) Unacceptable Patronizes FTO/supervisors/peers or is antagonistic toward them.
 Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction.
 Considers himself/herself superior. Belittles others. Is not a team player. Relies on others to carry his/her share of the work.
 - (4) Acceptable Adheres to the Chain of Command. Good FTO, supervisor, and peer relationships. Demonstrates a teamwork attitude.
 - (7) Superior Is at ease in contact with all members of the organization while remaining professional. Understands supervisors' responsibilities and position. Actively assists others.

- **8. COMMUNITY ORGANIZING AND PROBLEM SOLVING** Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.
 - (1) Unacceptable Makes little attempt to establish or attend crime-watch meetings.

 Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.
 - (4) Acceptable Assists members of the community in establishing crime-watch programs.

 Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.
 - (7) Superior Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

- 9. **DRIVING SKILL: NORMAL CONDITIONS** Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.
 - (1) Unacceptable Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.
 - (4) Acceptable Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.
 - (7) Superior Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, MDT, etc. Consistently demonstrates Situation-Appropriate, Focused, and Educated (S.A.F.E.) driving concepts.
- 10. DRIVING SKILL: MODERATE/HIGH STRESS CONDITIONS Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.
 - (1) Unacceptable Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.
 - (4) Acceptable Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.
 - (7) Superior Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present. Consistently demonstrates Situation-Appropriate, Focused, and Educated (S.A.F.E.) driving concepts.

- **11. USE OF MAP BOOK/GPS: ORIENTATION/RESPONSE TIME** Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.
 - (1) Unacceptable Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.
 - (4) Acceptable Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.
 - (7) Superior Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.
- 12. ROUTINE FORMS: ACCURACY/COMPLETENESS Evaluates the trainee's ability to properly utilize departmental forms.
 - (1) Unacceptable Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.
 - (4) Acceptable Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Usually completes forms accurately and thoroughly.
 - (7) Superior Consistently completes detailed forms rapidly and accurately with little or no assistance.
- 13. REPORT WRITING: ORGANIZATION/DETAILS/USE OF TIME Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and complete a report in an appropriate amount of time.
 - (1) Unacceptable Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect. Requires an excessive amount of time to complete a report. Takes three or more times the amount of time an experienced officer would take to complete the report.
 - (4) Acceptable Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.
 - (7) Superior Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

- **14. REPORT WRITING: GRAMMAR/SPELLING/NEATNESS** Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.
 - (1) Unacceptable Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect. Reports are confusing and not easily understood by the reader/evaluator.
 - (4) Acceptable Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.
 - (7) Superior Reports are very neat and legible. Contain no spelling or grammatical errors. Reports are thorough, complete, and easily understood by the reader/evaluator.
- **15. FIELD PERFORMANCE: NON-STRESS CONDITIONS** Evaluates the trainee's ability to perform routine, non-stress police activities.
 - (1) Unacceptable Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.
 - (4) Acceptable Properly assesses aspects of routine situations, determines appropriate action, and takes same.
 - (7) Superior Properly assesses aspects of both routine and complex situations. Quickly determines and employs appropriate course of action.
- **16. FIELD PERFORMANCE: STRESS CONDITIONS Evaluates** the trainee's ability to perform in moderate to high stress conditions.
 - (1) Unacceptable Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts, or acts in unsafe or ineffective manner.
 - (4) Acceptable Maintains calm and self-control in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.
 - (7) Superior Maintains calm and self-control in even the most extreme situations.

 Quickly restores control of the situation and takes command. Determines and employs best course of action. Handles situations safely, efficiently, and effectively.

- **17. INVESTIGATIVE SKILLS** Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.
 - (1) Unacceptable Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow-up obvious investigative leads.
 - (4) Acceptable Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.
 - (7) Superior Always follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.
- **18. INTERVIEW/INTERROGATION SKILLS** Evaluates the trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper and lawful procedure.

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- (1) Unacceptable Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to administer the Miranda advisement. Fails to elicit enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.
- (4) Acceptable Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly administers the Miranda advisement.
- (7) Superior Always uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda advisement, and administers the advisement appropriately.

- **19. SELF-INITIATED FIELD ACTIVITY** Evaluates the trainee's desire and ability to observe and act upon suspicious activity or situations where citizens may require law enforcement assistance.
 - (1) Unacceptable Fails to observe or avoids suspicious activity. Does not investigate or rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.
 - (4) Acceptable Recognizes and acts upon situations requiring law enforcement contact.

 Develops cases from observed activity. Displays inquisitiveness.
 - (7) Superior Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call, for later use in the field as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. Sees beyond the obvious. Maintains vigilance for suspicious activity or situations where citizens may require law enforcement assistance.
- 20. OFFICER SAFETY: GENERAL Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.
 - (1) Unacceptable Fails to follow acceptable safety procedures. Fails to exercise officer safety including but not limited to:
 - A. Exposes weapons to suspect (handgun, baton, mace, etc.).
 - B. Fails to keep weapon hand free in enforcement situations.
 - C. Stands in front of/next to violator's vehicle door.
 - D. Fails to control suspect's movements.
 - E. Fails to use illumination when necessary or uses it improperly.
 - F. Does not keep violator/suspect in sight.
 - G. Fails to advise Communications when leaving vehicle.
 - H. Fails to maintain good physical condition.
 - I. Fails to properly maintain personal safety equipment.
 - J. Does not anticipate potentially dangerous situations.
 - K. Stands too close to passing vehicular traffic.
 - L. Is careless with gun and/or other weapons.
 - M. Fails to position vehicle properly on car stops.
 - N. Stands in front of door when making contact with occupants at a residence.
 - O. Makes poor choice of which weapon to use and when to use it.
 - P. Cannot justify why a particular weapon was employed.
 - Q. Fails to cover other officers or maintain awareness of their activities.
 - R. Stands between police and violator's vehicle on a car stop.
 - S. Fails to search police vehicle prior to duty and after transporting other than police personnel.
 - (4) Acceptable Follows acceptable safety procedures. Understands and applies them.

- (7) Superior Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.
- **21. OFFICER SAFETY: SUSPICIOUS PERSONS, SUSPECTS, AND PRISONERS** Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.
 - (1) Unacceptable Violates officer safety practices as outlined in SEG 2(1)(above).

 Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.
 - (4) Acceptable Follows acceptable safety procedures with suspicious persons, suspects, and prisoners.
 - (7) Superior Foresees potential dangers or hazards and acts to mitigate them.

 Consistently maintains control and a position of advantage during contacts in the field.

 Remains alert to changing events, and adjusts accordingly to maintain safety and control. Routinely works with an officer safety mindset.
- **22. CONTROL OF CONFLICT: VOICE COMMAND** Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.
 - (1) Unacceptable Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.
 - (4) Acceptable Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.
 - (7) Superior Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

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- **23. CONTROL OF CONFLICT: PHYSICAL SKILL** Evaluates the trainee's ability to use the proper level of force for a given situation.
 - (1) Unacceptable Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or deploys them improperly.
 - (4) Acceptable Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.
 - (7) or S Superior Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.
- **24. PROBLEM-SOLVING TECHNIQUES/DECISION-MAKING** Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.
 - (1) Unacceptable Acts without thought or good reason. Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive, naive. Cannot recall previous solutions and apply them in similar situations.

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- (4) Acceptable Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problems. Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.
- (7) Superior Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses SARA (Scan Analyze Respond Assess), or other department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past experiences to present situations, and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

- **25. COMMUNICATIONS: APPROPRIATE USE OF CODES/PROCEDURE** Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.
 - (1) Unacceptable Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/verbiage.
 - (4) Acceptable Generally complies with policy and accepted procedures. Makes few mistakes in using common communication codes/verbiage.
 - (7) Superior Consistently adheres to department communications policies. Has a working knowledge of most communication codes/verbiage, and uses communication equipment appropriately.
- **26. RADIO: LISTENS AND COMPREHENDS** Evaluates the trainee's ability to pay attention to radio traffic and comprehend the information transmitted.
 - (1) Unacceptable Repeatedly misses own call sign and is unaware of radio traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmissions.
 - (4) Acceptable Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.
 - (7) Superior Is aware of own traffic and what is occurring throughout the service area.

 Recalls previous transmissions and uses that information to advantage.
- 27. RADIO: ARTICULATION OF TRANSMISSIONS Evaluates the trainee's ability to communicate with others via the law enforcement radio.
 - (1) Unacceptable Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Communications center has multiple complaints regarding trainee's use of the radio.
 - (4) Acceptable Uses proper radio procedure with clear, concise, and complete transmissions. Few complaints from communications center regarding trainee's use of the radio.
 - (7) Superior Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. Communications center has no complaints regarding trainee's use of the radio.

- **28. MDT: USE/COMPREHENSION/ARTICULATION** Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MDT.
 - (1) Unacceptable Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.
 - (4) Acceptable Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.
 - (7) Superior Consistently recalls dispatch information without running summaries.

 Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

- **29. DEPARTMENT POLICIES AND PROCEDURES** Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.
 - A. Reflected by Verbal/Written/Simulated Testing
 - (1) Unacceptable When tested, answers with less than 70% accuracy.
 - (4) Acceptable When tested, answers with at least 70% accuracy.
 - (7) Superior When tested, answers with 100% accuracy.
 - B. Reflected in Field Performance
 - (1) Unacceptable Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.
 - (4) Acceptable Familiar with most commonly applied department policies, regulations, procedures and complies with same.
 - (7) Superior Has a working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. CRIMINAL STATUTES – Evaluates the trainee's knowledge of the criminal statutes (i.e., Penal, Vehicle, W & I, B & P, H & S, and all City/County Codes) and his/her ability to apply that knowledge to field situations.

A. Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable When tested, answers with less than 70% accuracy.
- (4) Acceptable When tested, answers with at least 70% accuracy.
- (7) Superior When tested, answers with 100% accuracy.

B. Reflected in Field Performance

- (1) Unacceptable Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether crimes have been committed and, if so, which crimes. Incorrectly identifies violations. Provides incorrect court assignments or dates.
- (4) Acceptable Recognizes commonly encountered criminal offenses and applies appropriate code sections. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.
- (7) Superior Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.
- 31. CRIMINAL PROCEDURE Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

A. Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable When tested, answers with less than 70% accuracy.
- (4) Acceptable When tested, answers with at least 70% accuracy.
- (7) Superior When tested, answers with 100% accuracy.

B. Reflected in Field Performance

- (1) Unacceptable Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.
- (4) Acceptable Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.
- (7) Superior Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, releasing information and effecting arrests.

AGENCY-SPECIFIC

- 32. [To Be Filled in by Agency] This performance category allows the agency to add a behavior that is of particular importance to the organization. If used, the agency MUST provide the applicable SEG descriptions for each rating:
 - (1) Unacceptable [To be determined by agency.]
 - (4) Acceptable [To be determined by agency.]
 - (7) Superior [To be determined by agency.]



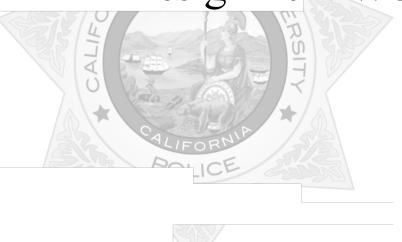
Field Training Program Completion Record/ Competency Attestation

FIELD TRAINING PROGRAM COMPLETION RECORD / COMPETENCY ATTESTATION

Trainee	NameBadge#	Date of Completion
Name of Field Training Officer	Sector/Beat Assignment	Field Training Dates (inclusive) FROM TO
	ATEU	
I have been instructed in all items re	corded in the Field Training Prog	ram Guide.
Signature of Trainee	*	Date
I certify that Officer Program Guide and that Officer learning content areas. I also certify certify that he/she is now prepared to	that all tests have been complete	truction outlined in the Field Training med competently in all structured d in a satisfactory manner. I further
Primary Field Training Office	cer Signature	Date
Field Training Program SA	C Signature	Date
I attest that the above named trainee and is competent to perform as a solo		prescribed Field Training Program
Agency Head	·	Date

■ APPENDIX IV

Remedial Training Assignment Worksheet



REMEDIAL TRAINING ASSIGNMENT WORKSHEET

Trainee:	Date:	Week #:
	nt. You will be expected to full	performance that need your immediate y complete the training assignment listed
DEDECOMANCE DEDI	CHENICIEC	
PERFORMANCE DEFI	<u>CIENCIES:</u> lly giving examples. Describe the train	ning already conducted
Define the problem specifical	ny giving examples. Describe the trul	ing arready conducted.
	1500	(1) (2)
TRAINING ASSIGNME		
assignment given the trainee to corre	ect the above-described problem(s). Assignmen (for 4 shifts) resulting in, at least, 4 F.I.s and 2	above problem. [FTO will describe the specific twill be given in terms of specific performance goals; i.e., citations per shift. Trainee will be expected to perform at a
		S S S S S S S S S S S S S S S S S S S
	THE SECOND	9 7 9/
	U	
Turinga Cianatana	ETO C:	
Trainee Signature: (Nam	FTO Sig	(Name, Badge #, and Date)
`	FORM	(c. units, 2 unge m, unit 2 une)
ASSIGNMENT COMPL 1. Has the tra	ETION: sinee satisfactorily completed the t	nining along
	es [] No []	anning plan:
	nee now performing at a competent	level?
Ye	es[] No[]	
	ditional assignment been given?	
Ye	es [] No []	
<u>COMMENTS:</u>		
-		
trainee's continued substar		commendations MUST be made regarding the MEDIAL TRAINING WORKSHEETS
	f the ORIGINATING FTO to ensufollow-up can be monitored.	re that this assignment is communicated to the
Trainee Signature:		Date:
_		
TIT SAC SIGNATURE.		Date:

■ APPENDIX V

FTO Critique Form



FIELD TRAINING PROGRAM

FTO CRITIQUE FORM

In an effort to ensure that each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your comment in each category is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide, the better the picture we will have of each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content (not your identity) of the feedback will be relayed to the FTOs to assist with improving training methods.

Th	is critique is for F	FTO:	The state of the s	ACAN B	Phase:	
1.					on. Assign percentages (to total Evaluation 50%; Training 70% - Evaluation	
	Training	% Evalu	uation			
2.	Using percentag	ges, indicate how	you perceived your FTO	related to you.		
	I am one of	a number of recr	uits% I am a	an individual	9/6	
Ci	rcle the response	below that best	answers the question o	r comment.		
3.	What type of rol	le model was the	FTO for you?	*		
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
4.	Was the FTO at	tentive to your no	eeds, problems, or concer	ns?		
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
5.	Rate the FTO's	knowledge of the	e training material covere	d.		
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
6.	•	ou describe the I enarios, role-pla		and his/her tra	nining methods such as hando	uts,
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	

7.	Rate the FTO's	ability to commun	icate with you.			
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
8.	Rate the FTO's	honesty, fairness,	and objectivity in rat	ting you.		
	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	
9.	Describe the FT	O's method of crit	tiquing your perform	ance, whether verb	ally or in writing.	
	TOO NEGA	ATIVE TOO	CRITICAL U	NFAIR GOO	DD VERY POSITIVE	
10.	Did the FTO wo	ork with you on are	eas he/she identified	as deficient or whe	re improvement was neede	d?
	NEVER	SELDOM	OCCASIONALI	LY USUALLY	Y ALWAYS	
11.		you consider to be dge, report writing		strengths (i.e. training	ng skills, officer safety tact	ics, code
12.	List the area(s) i	in which you feel t	the FTO needs impro	ovement.		
13.			FTO's training and yes, please explain.	our academy traini	ng? YES NO	
14.	Did you experie If yes, in what c	nce any discrepan ontext did they oc	cies between FTOs? cur?	YESNO		
15.	Please list any a	dditional commen	ts or suggestions her	e.		
	Tra	inee Signature			Date	

■ APPENDIX VI

Field Training Program Critique Form



CRITIQUE FORM

The Field Training Program personnel are determined to provide new employees with an effective training experience. Below is a list of questions pertaining to the training you received while involved in the Field Training Program. The purpose of the form is to present objective feedback to program personnel to be used to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated. Once completed, please return the form to the FTO Supervisor.

		Please comment:
NO	2.	Was the length of the program adequate? Please comment:
NO	3.	Do you feel that the training you received in the program was meaningful in relation to the job you are now doing? Please comment:
NO	4.	Were there any areas of training you felt were ignored which should have been included or extended? If so, which areas?
NO	5.	Was the instruction and training provided by the FTOs generally consistent with one another? Please comment:
NO	6.	Do you feel the evaluations in the Field Training Program (Daily Observation Reports) were necessary for your development as a police officer? Please comment:
NO	7.	Do you feel program personnel were objective in making evaluations, judgments, and decisions about you? Please comment:
	NO NO	NO 3. NO 4. NO 5.

9.	-	mpletion of the Field Training Program, do yo llowing areas?	ou feel you we	ere proficient in
	A.	Department Policies and Procedures	YES	NO
	B.	Patrol Vehicle Operations	YES	NO
	C.	Officer Safety	YES	NO
	D.	Report Writing	YES	NO
	Ε.	Codes and Law	YES	NO
	F.	Patrol Procedures	YES	NO
	G.	Handcuffing & Searching Techniques	YES	NO
	Н.	Use of Force	YES	NO
	I.	Traffic (including DUI & Accident Inv.)	YES	NO
	J.	Search and Seizure	YES	NO
	K.	Radio Procedures	YES	NO
	L.	Investigations and Evidence	YES	NO
	M.	Conflict Resolution	YES	NO
	N.	COPPS/POP	YES	NO
	O.	Courtroom Procedures	YES	NO
		e any changes that need to be made to improve		

Date

Trainee Signature

■ APPENDIX VII

New Officer Equipment & Items List



NEW OFFICER EQUIPMENT AND ITEMS

The following checklist is to be used as a guide for field training officers and supervisors to assist them in ensuring that new officers to the Department obtain the equipment and items necessary to perform their duties. The checklist has been broken down by contact person:

Office	of the Chief of Police	Health Building
	Badge	☐ Hepatitis Inoculation
	Business Cards	
	Computer Access Items	Duty Equipment
	 E-mail Account 	□ Ballistic Vest
	 Network Access 	
	Confidentiality Request Form – DMV	☐ Baton Ring
	Emergency Notification Form	☐ Baton w/ Grommet
	Locker/Lock Assignment	□ BDUs
	Keys	□ Dress Belt
	 Building Key 	□ Duty Belt
	 Campus Beat Ring 	☐ Fingerprint Kit
	 Mailbox Key 	□ Flashlight
_	Card Access Key/Fob	☐ Gas Mask
Ц	Manuals / Publications	ATE ☐ Handcuff holder(s)
	 Field Training Officer [FTO] 	TE ☐ Handcuffs w/ Key
	Manual o Miranda/Harris Cards	☐ Handgun w/ 3 Magazines
		☐ Helmet
Ш	Telephone Services O Voicemail	□ Key Holder
	o Voicemail	☐ Magazine Holder
Darkii	ng Corvince	□ Mask Carrier
	ng Services Parking Citation Book	
	Employee Parking Permit	□ Name Tags
	Keywatcher Access	□ OC
Ш	Reywalcher Access	☐ OC holder
Dago	rdo Unit	☐ Patches
	rds Unit	☐ Pens w/ Notebook
	RIMS Access Identification Card	Radio & Battery
Ц	identification Card	☐ Radio Holder
Come	nunicationa Unit	□ Rain Coat
	nunications Unit	☐ Tie Pin
	CLETS/CJIC Access	□ Whistle
	Call Sign Assignment	
Profe	ssional Standards	SUPA
	Lexipol Access	☐ Membership Form
	OTMS Access	□ Unit 8 Contract Access
	Traffic Court Citation Book	

■ PART I

Program Orientation



■ FIELD TRAINING OVERVIEW

Field training is intended to facilitate a peace officer's transition from the academic setting to the performance of general law enforcement uniformed patrol duties of the University Police Department. Although an officer graduating from the POST Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience. Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the University Police Department and provides the initial formal and informal training specific to this department and the day-to-day duties of its officers.

In order to make new officers' field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the Field Training Program materials with the newly assigned officer (trainee) and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and a Field Training Program Sergeant (FTO Sergeant). The trainee's performance will be evaluated by the FTO and monitored by the FTO Sergeant through daily reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from any prior academic endeavor.

Field training has a significant impact on the individual trainee in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain with the officer throughout a career. Because of this, it is probably the most effective influence on the future direction of this department. The Chief of Police and the Field Training staff must be certain that the Field Training Program not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves.

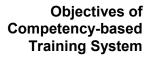
The Field Training staff has the responsibility of building the future of the department through the people they train. The Field Training Program maintains a training philosophy that ensures that each trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, the program creates a positive environment in which learning is maximized and in which trainees are able to perform to the best of their ability. The approach is fair, firm, friendly, and, above all, professional. The example set is beyond reproach. Evaluation shall be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed. Trainees should never be treated in a way that deprives them of their dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field trainers.

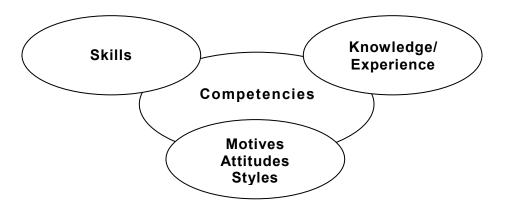
UPD managers and Field Training staff have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent officers. Not everyone has the capability to perform the complex, demanding tasks of the patrol officer position. If, after sufficient training, the trainee does not meet the acceptable standards, he/she must be removed from patrol duties. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels support the training mission and accommodate training needs. The future of the department rests in the implementation of a well-organized and administered Field Training Program. Support of the program and the program staff will result in successful trainees who can perform the duties of a patrol officer in a safe, effective, and competent manner.

UPD's Role/Expectations of Field Training Programs

The UPD Field Training Program and the collaborative field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new patrol officers. The program helps trainees achieve specific objectives in order to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance. 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. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.





As shown above, competencies have several components. Many of these are addressed in the hiring process; however, it's usually only in the Field Training Program, when these components actually have to work and come together, that potential success and true competence is revealed. The Field Training Program staff has the responsibility to evaluate that competence and the success of each trainee. The future of the department rests in your hands.

■ FIELD TRAINING PROGRAM ELEMENTS

The UPD Field Training Program has been designed based upon research and input from numerous law enforcement departments throughout California and the nation. The following POST program elements are designed to provide assistance to meet POST's regulatory standards and requirements for program approval.

Purpose and Philosophy

The purpose of this program is to provide the new trainee, who has either completed the Basic POST Academy or come from another agency, with a positive training program in which he or she might develop and apply the knowledge acquired. The program is designed to produce a police officer capable of working as a "solo beat officer" in a safe, skillful, efficient and professional manner. It is the design of this program, through positive training methods and continual positive evaluations, to promote a constant upward spiral of motivation in trainees.

It is the philosophy of the University Police Department to view the Field Training Program as just that, a segment of training to promote a new trainee to the position of "solo beat officer." Some agencies may view the FTO process as a "weeding out" process, designed to disqualify those trainees that don't make the grade. At UPD, our goal is to take all trainees through the process in order to bring them up to the level necessary to function appropriately as a police officer. While not all trainees will be able to rise to this level, this will always be the goal of training.

Scope of the Program

The UPD Field Training Program is designed to be completed by peace officers who have successfully completed the POST Regular Basic Course (Academy) and have been assigned to perform general law enforcement uniformed patrol duties. POST regulations exempt lateral officers who have a POST Basic Certificate and one year prior solo patrol experience; however, the University Police Department still requires a structured training program to introduce new officers to the department's philosophies, procedures, and community services.

Length of the Program

The UPD Field Training Program is presented in such a way as to provide maximum flexibility in the time required to present its objectives. Research and experience in presenting similar programs have shown that a minimum of 10 weeks is required to provide a trainee time to become minimally proficient in general law enforcement uniformed patrol duties to the extent that he/she can operate independently of a field training officer. The UPD Field Training Program is initially scheduled at a total of 19-21 weeks. This period allows sufficient time for the FTO Program and FTO Sergeant to provide training, guidance, and evaluation to the trainee. It is incumbent upon the Field Training staff to work, within these guidelines, to individualize a training approach for each trainee.

The UPD Field Training Program timeline is as follows:

1-3 weeks In-house Training18 weeks, Four Phases, Evaluated Training (including 2 weeks Non-evaluated Orientation)

Orientation

The Field Training Program shall begin with an orientation period of five weeks to allow for a smooth transition from the academy or prior department experience to the Field Training Program. The trainee's first few days in the Field Training Program may prove to be the most critical in terms of "setting the stage" for trainee learning and development.

The first three weeks of Orientation are presented as part of an initial classroom setting under the direction of the FTO Sergeant. The purpose of this assignment is to provide performance objectives and UPD-specific information more appropriate for a classroom setting. This Orientation will include sections of Component One of the Field Training Components.

This Orientation period is **not** evaluated and only a part of it will be uniformed. The goal of this Orientation is to give trainees a solid foundation from which they can actively enter into the program.

Standardized/Phase Training

In order to maintain uniformity, a concerted effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second FTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee's short-comings but

on the training deficiencies of the other FTO(s) as well. Training must take place before evaluation and must be uniform if the evaluation is to be valid.

Following the UPD Field Training Program Guide will *minimize problems* that arise from inconsistent training **and** will *ensure maximum uniformity* in the training process. A fundamental element of the Field Training Program is phase training. Phase training is designed to provide the following:

- 1. A systematic approach to field training,
- 2. Consistent and standardized training,
- 3. The means of assuring the trainee's capability to perform competently as a solo patrol officer, and
- 4. The opportunity to train with various FTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. The UPD Field Training Program is divided into four phases.

Phase I is the introductory phase. It consists of the orientation period of two weeks, followed by four weeks of instruction and training. During this time, the trainee will be taught certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. FTOs assigned to Phase I responsibility are identified as the "Primary FTO." The important elements of this phase are the molding of the trainee's attitude toward the experienced officers and making it clear that the program is not "just something else they have to get through." The FTO's function as a role model is particularly important here. The trainee's ultimate success may hinge on his/her attitude toward the training program and on the image projected by the FTO.

Phase II is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will begin handling calls for service with less input required from their FTO. They should begin to master the skills at hand. The FTO must acknowledge the trainee's growing assertiveness and remain constantly aware of and monitor the workload, guarding against under or over loading, to ensure a proper learning environment.

Phase III is the last phase of formal training. Trainees will be expected to handle all patrol details, except those they have not yet been exposed to, without assistance. They should be initiating all patrol activities on their own. During Phase III, training continues to a lesser extent in an environment where critical

evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase.

Phase IV is the test phase. It is predominantly an evaluation only phase. It generally consists of four weeks of observed patrol activity. The training guide (and all performance objectives) should have been completed prior to the trainee's entry into this phase. An important aspect of this phase is the trainee's return to his or her Primary FTO for evaluation. This is done so that the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels. During the last two weeks of this phase, to ensure the trainee acts as the lead officer during this phase, the primary FTO should observe the actions of the trainee from a "ride-along" position while wearing plain clothes. The FTO will not take any action except in instances where his/her intervention is necessary. This FTO intervention should occur under the following circumstances:

- 1. Officer Safety If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.
- 2. *Illegal and Unethical Activity* The FTO must ensure that the trainee's actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.
- 3. Embarrassment to a Citizen, the Department, or the FTO The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at any time.

If it is determined the trainee has demonstrated a pattern of difficulty or an inability to perform to the established standards of achievement in any phase, he/she should either receive an extension of training, be given a remedial training assignment or "contract", or be terminated from the program. A phase training overview is provided below.

Rotating Trainers/Trainees

When a phase has been completed, the FTO Sergeant will assign the trainee to another FTO on another shift. The assignment of a different FTO will expose the trainee to a variation of training style and personal approach to the job. Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change. The FTO Sergeant should attempt to match training difficulties of the trainee with specific expertise of an

FTO (e.g., a trainee having report writing difficulties should be assigned to an FTO who is an exemplary report writer, or a trainee who needs exposure to enforcement activity, should be assigned to the shift with the highest number of calls for service). Trainees should be rotated to a different shift for at least one Phase to provide exposure to the variation of responses that are appropriate at different times of the day.

Evaluation Frequency

Each trainee's progress, as he/she proceeds through the Field Training Program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee's progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. FTOs are expected to complete Daily Observation Reports (DORs) on each trainee while the FTO Sergeant is expected to review and sign each DOR and complete End of Phase Reports. Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee's successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the Field Training staff. Part II of this guide contains more information on evaluation.

Organizational Structure/Chain of Command

The UPD Field Training Program is part of the Operations Bureau, under the general supervision of the Operations Bureau Commander and the Patrol Division Commander and under the direct supervision of the FTO Sergeant. The Operations Bureau provides the framework and virtually all of the opportunity for trainees to apply the skills they learned in the academy. The FTO Sergeant is responsible for coordinating tasks such as trainee/FTO assignments, remediation, review of the DORs, and End of Phase Reports. Each shift will have a Corporal position assigned to it to act as the primary FTO for that shift. There may be occasion when a shift does not have an available Corporal due to position vacancies or special assignments. In these cases, an appropriately trained officer may act as a temporary FTO.

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It is important that each member of the Field Training Program staff have a sense of organizational loyalty. As information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The Field Training Program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

Program Staff/Personnel Training

Glenn Kaminsky, one of the founding fathers of the Field Training Concept, states in *The Field Training Concept in Criminal Justice Agencies*, 2002, that "every-one must understand all the aspects of the Field Training Program. Everyone must be on the same page. Only one path leads to success in the implementation of field training, and that path is training...for all."

The FTO Sergeant training requirement states that every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing a field training program shall successfully complete a POST-certified Field Training Supervisor/Administrator/Coordinator (SAC) Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position. It is UPD's policy to comply with this requirement.

FTOs must successfully complete a POST-certified Field Training Officer Course prior to training new officers **and** complete 24 hours of update training every three years. This update training is usually satisfied by completing a POST-certified Field Training Officer Update Course. Every reassigned FTO, after a three year-or-longer break in service as a FTO, must successfully complete a POST-certified Field Training Officer Update Course prior to training new officers.

FTO Training and Preparation

All FTOs should attend the University Police Department FTO Orientation (8 hours of instruction in two four-hour blocks), prior to taking an active role in training a new officer. The training encompasses the information in this guide as well as giving the FTOs guidance so that they may evaluate in a similar fashion.

Special Assignments

As a rule, trainees should be under the direct and immediate supervision (physical presence) of a qualified Field Training Officer throughout the program. However, field training can be significantly enhanced by an experience that is not included in the training guide. Assignments may be made for brief periods to allow the trainee to work with another senior officer (non-FTO) or civilian (non-law enforcement duties) on special investigations or in specialized training areas (i.e., field evidence technician, criminal investigation, narcotics, etc.). Special occurrences, such as a mutual aid request for a demonstration or anticipated civil disobedience, or a request for added manpower at a University-involved event, or even an event at another campus, should be met by assigning the trainee(s) to an appropriately trained supervisor. These assignments must have the prior approval of the FTO Sergeant whenever possible.

At no time should another officer (or civilian) who has not attended a POST-certified Field Training Officer Course evaluate a trainee. However, documentation of the special assignment as well as significant training or action that occurred is recommended. This documentation should be provided on the DOR narrative continuation page. The officer, detective, dispatcher, or civilian to whom the trainee was assigned should write a brief narrative of the assignment and any significant training and/or performance that was accomplished. This action can also be followed if the FTO misses a shift due to illness, court, etc., and another employee provided training and/or supervision. Again, these assignments must have the prior approval of the FTO Sergeant whenever possible.

Remedial Extension(s)

As mentioned before, the program length is pre-determined in phases. It should be understood, however, that situations might occur which make it difficult to always adhere to a set time limit. These situations may have their source in the trainee's performance; other times they are administrative in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

Trainees may have their Field Training extended to allow them sufficient time to master complex tasks. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the FTO Sergeant and is usually made before the trainee enters Phase IV (the final phase). This decision should be based on a review of performance and other information available as

well as the recommendations of the FTOs and program staff. The extension provides an opportunity to have any diagnosed and documented problems remediated.

An extension in the Field Training Program may be handled several ways. The trainee may continue to work with the same FTO or may be assigned to a different FTO on any of the available shifts. The Field Training extension should be tailored to fit the needs of the trainee. This is a difficult time for the trainee and a time when he or she might "give up." It is the FTO's responsibility to see that the extension is viewed from a positive perspective and as a strategy that will lead to success. The foundation for a decision to extend is whether or not the cause is viewed as something that can be corrected. Field Training Program extensions should occur infrequently and should not be granted by the program staff unless the probability of success is anticipated. Part II of this guide contains more information on the remediation process and remedial strategies.

Termination

The Field Training Program is designed to develop competent solo patrol officers. This level of competence, unfortunately, is not always reached. Some trainees can perform many, but not all, of the tasks required of solo patrol officers, while still others are simply unable to deal with the stress of the job. Whatever the reasons, some trainees will not be able to meet the performance standards of a competent solo patrol officer.

If, during the Field Training Program, it is concluded by consensus that a trainee should be recommended for termination, it then becomes necessary that all memoranda having bearing on an eventual decision be gathered. This documentation summarizing the trainee's performance should include all evaluation instruments, remedial training assignment worksheets, and other written memos with conclusions and recommendations concerning retention or dismissal. It should reflect the writer's (FTO and FTO Sergeant) point of view and not be influenced by others' opinions, as well as reflect the positive and negative aspects of the trainee's work.

The recommendation to the Chief of Police to terminate a trainee should be made only after all submitted reports are reviewed by the FTOs involved, the FTO Sergeant, the Patrol Division Commander and the Operations Bureau Commander. The trainee should be advised of the pending recommendation only after all the memoranda have been submitted through the chain of command to the Chief of Police. It should *not* be the FTO's role to notify the trainee of his/her impending termination but that of the Patrol Division Commander/Operations Bureau Commander. The trainee should be given the right to speak to anyone

he/she wishes in the chain of command. Many trainees will elect to resign as they recognize that their performance is substandard, prior to being terminated from the program. Even if the trainee resigns, all memoranda and other reports or evaluations should be completed and maintained in his/her file to document the Field Training performance.

FTO and Program Critique

An important element of running a consistent and successful Field Training Program is the continuous evaluation of FTO performance and the relevance of the program itself. The FTO Sergeant has the responsibility to seek feedback from trainees who are participating in or who have completed the Field Training Program. The feedback should encompass both the program and its FTOs.

Critique forms are structured so that the trainee is encouraged to offer candid opinions concerning the training program and the FTO's performance as an instructor. Critiques completed by the trainees offer insights into the training ability of particular FTOs and an overall assessment of the effectiveness of the Field Training Program from the perspective of the trainee. To the extent possible, the FTO Sergeant should maintain trainee confidentiality and any information provided from the critiques to program staff shall be in the form of general training and improvement material, and not for the purposes of discipline. The FTO Sergeant must ensure that FTOs understand the purposes of the program critique/evaluation policy. The FTO Sergeant shall provide a detailed evaluation to each FTO on his/her performance as a Field Training Officer as part of their annual performance evaluation.

Competency Attestation/Completion Record

The FTO Sergeant must document a trainee's successful completion of the training program per POST regulations. A statement that releases the trainee from the program, with the signed concurrence of the Chief of Police, or in his/her absence, the Acting Chief of Police, shall be retained in department records. A copy of the Completion Record/Competency Attestation form can be found at the end of this guide.

Documentation

The program's various forms and reports are necessary to ensure proper documentation of trainee performance. Copies of the forms mentioned thus far can be found in the Appendices of this guide. The structure of each form is designed to facilitate the training function and/or assist in evaluation. Retention of these forms and any other Field Training records shall be maintained per department policy.

Field Training Staff Meetings

At or near the end of each phase, a meeting should be scheduled for all FTOs who have, or are about to receive, a trainee. The FTO Sergeant should also attend. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. It is a department requirement that all evaluations be submitted on or before the final day of the phase, or at the meeting, in order to improve the turnaround time for presenting the evaluation to the trainee in a timely manner.

The Field Training staff should meet at least twice a year, preferably quarterly, for additional training, information and ideology exchange, and review of evaluation standards. This will allow the FTOs the opportunity to enhance the department's standardization and consistency within the program.

Field Training Program Revisions

FTOs and the FTO Sergeant shall critically review all FTO materials during the course of providing training in order to develop improvements and correct program elements that do not function optimally. Any changes shall be made in compliance with POST regulations.

■ ROLE/EXPECTATIONS OF TRAINEES

Role of the Trainee

The role of the Field Training Program trainee is to demonstrate the ability to perform at a solo uniformed patrol officer level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee's primary responsibility while assigned to the Field Training Program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee's life. The Field Training Program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

Expectations of Trainees

Trainees are to be respectful to their FTOs and other program staff. The FTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the FTO Sergeant. If the trainee still has a concern or problem, the trainee may ask the FTO Sergeant to set up a meeting with the Patrol Division Commander. The FTO Sergeant shall notify the Patrol Division Commander and schedule a meeting.

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

Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes**. They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

While off duty, trainees should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Trainees

should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

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

Trainees' relationships with Field Training Program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing is prohibited unless the relationship began before the trainee was hired or assigned **and** the FTO Sergeant and Patrol Division Commander are aware of the relationship. Department policy regarding these issues should be fully explained and followed. ■

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■ ROLE/EXPECTATIONS OF FIELD TRAINING OFFICERS

Role of the Field Training Officer

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

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

The system that effectively identifies and selects qualified personnel to be FTOs will more often produce technically competent and active officers because patrol supervisors and commanders generally focus on these attributes and recommend officers who have them. It follows that the system will select FTOs who not only set very high standards for themselves but for the trainees as well. In discussing the role of the FTO, although high standards are desirable, the trainee must measure up to the standards that the department sets for the Field Training Program, not higher standards set by the FTO.

FTOs must be flexible and able to change as the challenges change; otherwise, the trainee, the program, and the department will suffer. A bad FTO can disrupt the entire training process and potentially destroy the department. A great deal of trust and responsibility go with this assignment and good FTOs can make major positive impacts within their department.

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Expectations of Field Training Officers

Teacher/Trainer

Any officer who becomes a Field Training Officer must have a passion for teaching. The most obvious function of the FTO is that of a teacher. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the trainee's state of mind. The trainee's problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and his/her success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the FTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this field training program so that the individual needs of the trainee and the University Police Department can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, he/she will successfully complete the field training program.

FTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee's self image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements

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than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee's temperament, needs, and development as a patrol officer.

FTOs must conduct themselves in a professional manner at all times. They must teach and reinforce department policy and procedures. FTOs who focus on values and teach real life lessons will have a profound impact on the trainee's success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs should attempt to set the highest standards in all areas of their performance. FTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee and the program than any compensation or recognition they might receive.

Role Model

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department's vision, mission, and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. FTOs dedicated to the goals and success of the field training program will be respectful of, and respected by, trainees, peers/co-workers, and supervisors.

FTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success. There is nothing more disconcerting than facing a "stacked deck." Everyone needs to know that they have a chance to succeed. FTOs should expect trainees to succeed.

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that:

1) the trainee should not be stereotyped or be discriminated against, and 2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

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The goals of the program, the department, the trainee, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Evaluator

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the Field Training Program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent Field Training staff meetings are several ways to ensure standardization of evaluations in the training program.

FTOs should not discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

FTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

Leader

FTOs should exemplify the department's vision, mission, and values in the program and the community. FTOs should share responsibility with their trainee, delegating through problem-solving, and training him/her to engage in pre-planning. The FTO must develop and utilize multiple resources.

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the FTO's leadership.

FTO Expectations

During the orientation process, and each time a trainee is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with

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the trainee. Learning is enhanced through effective communication. Rapport is important to communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic to them. The FTO should have a prepared speech introducing themselves and their expectations to the trainee at each phase. The speech will be in written form (an electronic copy is available to each FTO so that it may be altered to meet their specific needs) and will be signed by both the FTO and the trainee. The trainee will receive a copy and the original will go into the trainee's signoff book.

What FTOs expect from their trainees and how they (the trainees) are treated largely determines the trainees' success in the program. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in Field Training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through actions, mannerisms, expressions, tone of voice, and omissions. FTOs will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the FTO says but how the FTO behaves.

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■ ROLE/EXPECTATIONS OF THE FIELD TRAINING PROGRAM SERGEANT

Role of the Field Training Program Sergeant

The role of the Field Training Program Sergeant is to ensure that the standards and objectives of the department's Field Training Program are adhered to. To meet these requirements, the FTO Sergeant must monitor the training activities of the FTOs and seek periodic feed-back on the newly assigned officer's training progress. In administering the program, the FTO Sergeant is responsible for ensuring that the department's program is in compliance with the minimum standards established by POST. The FTO Sergeant must be trained in the various components of the program and should have influence within the department. The FTO Sergeant is expected to protect and promote the department's Field Training Program through the following:

Expectations of the Field Training Program Sergeant

Observation

While it is not necessary to routinely respond to calls that are assigned to a training team, an FTO Sergeant should, in the course of his/her duties, observe the trainee perform. Since the FTO Sergeant is responsible for providing feedback to both team members, the interaction between the trainee and his/her FTO should also be observed.

Feedback

Direct feedback from an FTO Sergeant to the trainee can have a significant impact (sometimes officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee's performance should be made to the FTO privately, while giving support to his/her role in bringing the trainee's performance up to an acceptable level.

Counsel

Just as an FTO Sergeant would assess and guide officers in their other law enforcement duties, he/she must often counsel the FTO through the training process. A personal style that the FTO has may have an adverse impact on

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trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

Trainee Assignments

The FTO Sergeant should have an overview of the training progress of each trainee in the program and the assignment status of each FTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments, or training courses that the FTOs could be assigned to during a training cycle/phase. The FTO Sergeant should also be in a position to cross administrative lines (divisions, units, etc.) for the purpose of making FTO/trainee assignments that meet the needs of the trainee. To maintain the integrity of the program, the assignment of trainees to FTOs should remain with the FTO Sergeant.

Extending/Terminating Trainees in the Program

Based on the recommendation of the FTO and a review of trainee performance and evaluation reports, the FTO Sergeant should have the authority to extend Field Training for a trainee **who is responding** to remedial efforts. Conversely, the FTO Sergeant, in accordance with department policy, should make a recommendation for termination of employment for a trainee who is not responding to remedial training efforts.

Program and FTO Evaluation

The FTO Sergeant has the responsibility to seek feedback from trainees who are participating in or who have completed the Field Training Program. The feedback should encompass both the program and its FTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The FTO Sergeant must ensure that FTOs understand the FTO evaluation policy. The FTO Sergeant shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

FTO Selection

Selection, training, and supervision of FTOs are key elements to successful Field Training Programs. The FTO Sergeant is expected to develop, maintain, and oversee the selection process for FTOs in the program. Minimum qualifications are established and set forth by the approved job description for the Corporal position.

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Academy Liaison

In order to closely ally Field Training with the Regular Basic Course (Academy), the FTO Sergeant should maintain a close working relationship with the Professional Standards Sergeant (Academy Liaison) in order to obtain updated information on the trainees' performance within the academy environment. Insight on special training needs of individual trainees can be gained by contacting academy staff. ■

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■ PART II

Evaluation, Documentation, and Remediation

EVALUATION

During the Field Training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. The Field Training Manual provides written evaluation forms including Daily Observation Reports (DORs) and End of Phase Reports (EPRs). Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the Field Training Manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against the department's standards. The University Police Department uses Standardized Evaluation Guidelines (SEGs). The SEGs have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors. SEGs are provided for every category listed on the face sheet of the DOR.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. *Proper* evaluation without standardization is not possible. In order to promote standardization of the evaluation process within the University Police Department, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores used by UPD FTOs, such as "1-3" (Needs Improvement), "4-5" (Competent), "6-7" (Superior). The categories selected for rating should: (1) cover the totality of what an employee is required to do, and (2) be anchored in behaviorally descriptive terms.

Rating Behavior/Performance

The University Police Department uses the "San Jose Model" which utilizes a 7-point rating scale. The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The FTO selects the description that "fits" the behavior that they are

evaluating. Performance, however, does not always "fit" into the nice, neat rating box. A trainee's performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not "anchored" by the appropriate description, the FTO must select the score.

Although this may appear subjective, most FTOs who have completed a POST-certified Field Training Officer Course will select one score over another because they are; 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee's performance that day as well as his/her progress (or lack thereof) within the program.

The most difficult part of the evaluation process for FTOs is to surrender their own opinions of what the trainee's performance *should* be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. **FTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should see the same or similar results, the same or similar scores.

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following "errors" entered into the evaluation process.

The ERROR OF LENIENCY occurs when the FTO assigns scores beyond those that are deserved. In a Field Training Program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an "2" score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember... All trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "Competent."

The **ERROR OF PERSONAL BIAS** (also called the "Halo" or "Horns" effect) occurs when the FTO allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can safely, effectively, and competently do the job as described...that's all!

The **ERROR OF CENTRAL TENDENCY** is seen when the FTO routinely "bunches" scores toward the center of the rating scale. This error is often present when requiring written comments for scores of "1-2" or "6-7." Some FTOs, not wishing to take the time to document, will assign scores of "4-5" routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the FTO does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale.

The **ERROR OF RELATED TRAITS** happens when the FTO gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

The **ERROR OF EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the "Halo" or "Horns" effect.

"NO ROOKIE EVER GETS A '7" is a belief too often expressed. The SEGs and rating descriptions should be based on real life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a "7" level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

The **ERROR OF "ROOM TO GROW"** occurs when the FTO, wanting to "motivate" the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

The **ERROR OF AVERAGING SCORES.** FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK." Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

FTOs are often uncomfortable about giving a "1-3" rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the FTO acknowledge the mistake(s) by assigning a score less than "4." The FTO must give the trainee an "1-3" rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee's otherwise good performance. The FTO will mediate any

hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee's standing in the academy class; relationship to another member of the department; the presence or absence of educational achievement; age, gender, race or sexual orientation; physical appearance; etc., are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on **what** the individual does rather than **who** the individual is. Employees want their performance, not their personality, discussed during a performance review. In this way, defensiveness on the part of the trainee will diminish, and the FTO will be able to avoid these common appraisal errors.

The only measure that FTOs should use when evaluating the behavior and performance of a trainee is the department's Standardized Evaluation Guidelines or Evaluation "Scale."

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO to remember four "goals" of documentation. To provide meaningful evaluation, the documentation should be:

- 1. CLEAR
- 2. CONCISE
- 3. COMPLETE
- 4. CORRECT

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

Ten Steps How to Achieve

the Four Goals

1. Set the stage.

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

Example: The trainee, using excellent defensive driving techniques, brought an 80 mph, high-speed chase to a successful halt.

2. Use verbatim quotes.

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in a physical confrontation.

3. Report the facts — avoid conclusions.

Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

4. Remember your audience.

When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.

5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.

Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.

6. Speak to performance, not personality.

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write "You did a poor job of handling the disturbance call..." try "Trainee Jones did a poor job of handling...," etc.

7. Use lists, if appropriate.

The use of a "list" approach will sometimes save time and space.

Example: The trainee, when asked, failed to accurately identify the following ten code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 1029, 10-35, and 10-62.

8. Think remedial.

What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.

9. Use quantification whenever possible.

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. Do not predict.

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

If FTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or co-worker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what's written and ask if you REALLY know what happened from what was written. Another approach is to have another FTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

Discussing Evaluations

The FTO and trainee's discussion of evaluations is a particularly important aspect of the Field Training Program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation.

The performance evaluation must:

- 1. Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
- 2. Be the basis for plans to help the trainee improve performance as needed.
- 3. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation." Trainees should be encouraged to express how they feel. Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the FTO Sergeant if desired.

PERFORMANCE EVALUATION DOCUMENTS

Daily Observation Report

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

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee as close to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift.

The DOR is designed to rate observed behavior with reference to the numerical scores as listed in the SEGs. Each category of the DOR must be rated or an indication made that the performance was "Not Observed" (NO) during the shift covered by that DOR. DORs also have an "NRT" box on the face of the form. "NRT" means "Not Responding to Training."

"NRT" is assigned after reasonable remedial efforts have failed to result in improvement. Citing "NRT" is a serious step and is considered a "red flag" for the trainee and the FTO Sergeant. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign an "NRT" is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the FTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance (i.e., Has the

trainee had enough opportunities to effectively complete the task given the difficulty?). If the answer is "Yes," "NRT" is appropriate. If "No," continue with remediation.

Note →

We must be sure that any remediation that has been given is perceived as that likely to bring about the desired change. The <u>quantity and quality</u> of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

The subsequent pages of the DOR are designed for narrative comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist trainees in improving their performance should also be noted here. All DORs are to be signed and dated by both the trainee and the FTO. In some departments the FTO Sergeant may also sign these forms. The FTO Sergeant must monitor the trainee's progress through the review and signing of these DORs.

Performance Descriptions

"Superior." (Score 6 or 7) A trainee who performs significantly above that which is expected and above the standard of the agency.

"Competent." (Score 4 or 5) Given when the performance satisfies the required standard. It is interpreted as the training progress is satisfactory and the trainee should at least maintain that level of performance. Every effort should be made to encourage the trainee to strive for improved performance that would be recognized in future Daily Observation Reports and to guide him/her to the fullest development of his/her capacities.

"Improvement Needed." (Score 1, 2 or 3) Notifies the trainee that his/her performance is deficient. It is intended to stimulate the trainee to improve and maintain a higher level of work performance. Usually, it also means that the FTO must devote additional attention to assisting the trainee in making the needed improvement. The special attention may take the form of greatly increased effort, special training, or a remedial training plan.

"Not Observed." Indicates that no activity in the specific category was performed during the observed shift.

"Not Responding to Training." A trainee who has been rated at "Needs Improvement," at least twice, and after remediation shows no improvement in performance, should be notified that he/she is "NRT." This comment should alert the trainee and training staff that there is a continuing problem. It notifies the trainee that the need for improvement is so great that the trainee's continued stay in the program is in jeopardy.

End of Phase Report

The FTO Sergeant will complete an End of Phase Report (EPR) with the end of each phase of FTO. EPRs detail the trainee's significant strengths and weaknesses, as well as list specific training provided during the phase. The EPRs also list recommendations for training needed by the trainee during the next phase of instruction.

In this report, FTOs will indicate their judgment as to the actual level of performance demonstrated by the trainee. The EPR should be discussed in a Field Training staff meeting with the FTO Sergeant, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction. The EPR should be signed and dated by the trainee, the FTO, and the FTO Sergeant. A sample EPR can be found in the Appendix.

Completion Record/Competency Attestation

Upon the trainee's successful completion of the Field Training Program, it will be the responsibility of the FTO Sergeant to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the Field Training Program guide have been covered and signed off, and after personally observing the trainee's acceptable performance in all of the functional areas or categories, the FTO Sergeant will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form should be signed and dated by the trainee, the Final Phase FTO, the FTO Sergeant, and the department head (or his/her designee). This form should become a permanent part of the trainee's training record. A sample Completion Record/Competency Attestation form can be found in the Appendix.

■ REMEDIAL TRAINING STRATEGIES

Most FTOs will report that training is an "ongoing" process that is the result of the natural interactions between themselves and the trainee. Simple comments such as "keep your gun hand clear" or "this word is spelled..." often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that; 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 responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: A correction or review of previously taught information or procedures. "Previously taught" should not include any training that the trainee may have received in the Regular Basic Course (Academy). Remedial training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the FTO's role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the FTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons. It is more likely that inexperience and an absence of sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

Since formal remedial training may require an extended stay in the Field Training Program, there are several steps the FTO can take when trying to resolve the deficiency:

- 1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
- 2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
- 3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
- 4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Consider using a Remedial Training Assignment Worksheet (Appendix) when developing a remedial plan. Be sure to document the plan, the FTO's efforts, and the results.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting training deficiencies and/or performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous, demeaning, harassing, or expose the department to liability. Department policies, procedures, or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the Field Training Program Guide or in designing written training plans.

Role Plays and Scenarios

These can be used for a variety of performance tasks. Care should be taken regarding the following:

- 1. All participants must be made aware that the situation is a training exercise, not an actual event.
- 2. No loaded weapons should ever be used in Field Training scenarios.

- 3. Notification of other potentially involved parties (i.e., dispatch, neighboring departments, patrol and/or Field Training supervisors, etc).
- 4. Choice of location (so as not to involve unknowing citizens or other officers).
- 5. Selection of role players who understand the win-win philosophy (If the trainees do it right, they win!).

Role Reversals

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

Commentary Driving

The trainee is advised to maintain a running commentary of what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation and Orientation Skills).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information. When Patrol Observation is being taught, the trainee should direct his/her attention to people and things that would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does. When Orientation Skills are being taught, the trainee provides a commentary of the: 1) direction of travel, 2) location by intersection, and 3) identification of landmarks.

Verbalization

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. If they are en route to a call, they must describe the call to the FTO, tell how they will get there and, once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the "putting in order" of their thoughts and actions but also the slowing of their thought processes and prevention of "overload." By having them "talk out" their

thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.

Flash Cards

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Spelling.

Spelling Quizzes

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Self-Evaluations

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation." As with the FTO's evaluation, both parties review and compare their DORs at the end of the shift.

Directing Traffic

- 1. FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire and medical response, etc.
- 2. Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
- 3. Have trainee speak with other FTOs, traffic officer, etc.
- 4. Have trainee speak with fire and medical responders for their perspective(s).
- 5. Request assignments for these types of calls.

Traffic Stops

- 1. Role play, in a parking lot, using other FTOs and vehicles.
- 2. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
- 3. Have trainee speak/ride with a traffic officer, etc.
- 4. FTO draws diagram for the trainee to place self, vehicle positions, ideal locations for stop, etc
- 5. Use miniature cars for placement.
- 6. Develop a checklist first written, then mental.
- 7. Verbal and written quizzing on traffic codes and elements.
- 8. Have trainee practice completing citations and warnings on copied blank forms.

Report Writing

- 1. Use report writing exercises.
- 2. Pull some good and bad reports as examples. Be sure to remove the author's name.
- 3. Interview detectives, instructors, attorneys, and judges as to what they think makes a good report.
- 4. Have trainee enroll in a writing class.
- 5. Have trainee obtain and read library books on the subject.
- 6. Develop checklists to include elements of crimes for the more common calls.
- 7. Suggest trainee purchase a spelling aid.
- 8. Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
- 9. Have trainee spend time working with an in-house expert or academy instructor.

DUI

- 1. Role reversal with FTO making actual stops and trainee doing the critique.
- 2. Role plays in a parking lot using other FTOs and vehicles.
- 3. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
 - c. Previous DUI arrests.
- 4. Interview DUI officers, instructors, and attorneys.
- 5. Review old DUI reports.
- 6. Review actual case law at library.
- 7. Have trainee ride with a traffic officer.
- 8. Develop a checklist for procedures and forms.

Courtroom Demeanor

- 1. Interview detectives, instructors, attorneys and judges as to what they think makes a good witness.
- 2. Have trainee observe a trial.
- 3. Conduct a mock trial.
- 4. Have trainee perform a courtroom role play, using one of his/her citations or arrests.

Investigative Procedures

- 1. Interview detectives, instructors, and attorneys as to what they think makes a good investigation.
- 2. Verbal and written quizzes on elements of crimes.
- 3. Tour a crime laboratory.
- 4. Follow one of the trainee's cases through with the assigned detective.
- 5. Create a mock crime scene.

Felony Stops

- 1. Practice visualization techniques.
- Role plays with trainee as officer and suspect, in daylight and darkness.
- 3. FTO draws diagrams for trainee to place self, vehicle positions, ideal locations for stop, etc.
- 4. Develop a checklist for verbal commands.

Domestic Disputes

- 1. Role play using other FTOs.
- 2. Interviews with victim's advocate or groups.
- 3. Attend an Order of Protection hearing.
- 4. Request assignments for these types of calls.

Orientation Skills

- 1. Give trainee a copy of a map that contains the streets but no names. Trainee fills in the names.
- 2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
- 3. Throughout shift ask trainee, "Where are we now?"
- 4. Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.
- 5. Have trainee obtain and study overhead maps from highway department or run maps from the fire department.

Radio Procedures and Codes

- 1. Role plays
 - a. What is going on with other officers?
 - b. Sample sentences/codes.
 - c. Describe scenario. Ask trainee how to say it on the radio.
- 2. Obtain a tape recorder that you and the trainee use as a radio in role plays.
- 3. Have trainee speak in codes rather than plain text/English.
- 4. Assign trainee to a shift in Communications to work with a dispatcher. Have trainee log the codes and then decipher into plain text/English, turning in the final product.
- 5. Have trainee listen to a scanner.
- 6. Have trainee read all license plates phonetically.
- 7. Listen to old communications tapes.

Accident Investigation

- 1. Develop a checklist for steps in completing an accident report.
- 2. Review past reports and diagrams.
- 3. Create a scenario and have the trainee draw a diagram.
- 4. Request assignments for these types of calls.

Rapport with Citizens

- 1. Increase exposure to public.
 - a. Traffic stops.
 - b. Neighborhood watch and crime prevention meetings.
 - c. Front desk.
- 2. Role plays.
- 3. Videotape trainee's contacts. Have trainee review and critique performance.

Total Confusion

- 1. Have trainee complete a self-evaluation.
- 2. Develop a flow chart of basic tasks.
- 3. Flash cards.
- 4. Read past case reports.
- 5. Role play simple tasks.
- 6. Have trainee list his/her perceptions of the job.

Summary

For remedial training strategies, always remember to:

- 1. Diagnose the true problem.
- 2. Provide feedback.
- 3. Use all the resources available.
- 4. Be creative.
- 5. Document the trainee's performance and your efforts. ■

■ PART III

UPD Field Training Program



■ UPD FIELD TRAINING PROGRAM

The UPD Field Training Program is designed to be used by an FTO and trainee as a basis for instruction and study. The program contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the department and patrol duties, and progresses to performance independent of the FTO. The University Police Department uses specific policies, procedures, and methods, as well as requires the trainee to obtain and learn the department's directives and policies for each objective. The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. This program also requires the trainee to apply skills and knowledge that were acquired in the Regular Basic Course (Academy). The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

Structured Learning Content Topics/Instructional Areas

The duties of general law enforcement uniformed patrol officers are quite similar within the state and the nation. Research and experience have demonstrated that new officers should demonstrate competency in the following topics or areas:

- Agency Orientation (including Standards and Conduct)
- Ethics
- Leadership
- Patrol Vehicle Operations
- Officer Safety
- · Report Writing
- California Codes and Law
- Department Policy & Procedures
- Patrol Procedures (including Domestic Violence and Pedestrian and Vehicle Stops)
- Control of Persons, Prisoners, and Mentally III (Adults and Juveniles)

- **Traffic** (including DUI)
- Use of Force
- · Search and Seizure
- Radio Communications
- Self Initiated Activity
- Investigations/Evidence
- Community
 Relations/Professional
 Demeanor (including
 Cultural Diversity,
 Community Policing, and
 Problem Solving)
- Tactical Communication/ Conflict Resolution

Format

The UPD Field Training Program has the above listed 17 topics or areas of instruction segmented. Each contains knowledge and performance-based objectives for the trainee to accomplish. The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of past instruction to each new subject.

Training and Testing Methods

Because of the very nature of patrol work, not every field incident that the UPD Field Training Program requires a trainee to perform will occur within the time frame of the program. The FTO should improvise by volunteering, when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, policy directives, training bulletins, or general orders that the trainee is responsible for knowing. The FTO should then proceed through the Field Training Guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the Field Training Program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught. Based on a variety of reasons (calls for service, type of department, demographics, location, etc.), however, trainees may have to demonstrate successful comprehension and competency through alternative means. The methods for "competency demonstration" used in the UPD Field Training Program are:

Competency Demonstration Methods

1. **Knowledge Tests.** Some portions of the Field Training Program may require knowledge tests that measure the skills and knowledge required to achieve one or more performance objectives. These tests may be in written or verbal format. Trainees who fail a written knowledge test on the first attempt should: a) be provided with an opportunity to review the test results in a manner that does not compromise test security; b)

have a reasonable time to prepare for a retest; and c) be provided with an opportunity to be retested with a parallel form of the same test. If the trainee fails the retest, it will be the FTO Sergeant's responsibility to determine if the trainee should be given another retest or be recommended for termination from the Field Training Program.

Special Note: These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument. Any written tests must be approved by the FTO Supervisor prior to any implementation.

Scenario Tests. Some portions of the Field Training Program may 2. require scenario tests, which are job simulation tests, that measure the skills and knowledge required to achieve one or more performance objectives. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates he/she is able to perform as a solo patrol officer. A qualified Field Training Officer should make this determination. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be retested. The retest should occur after a qualified Field Training Officer has provided documented remedial training to the trainee. The duration of, and subject matter covered in the remedial training shall be determined by the FTO Sergeant. If the trainee fails to demonstrate competency on the retest, it will be the FTO Sergeant's responsibility to determine if the trainee should be given another retest or terminated from the Field Training Program.

Special Note: Officer safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the Field Training Program.

3. **Field Performance Tests.** Most portions of the Field Training Program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their competency in performing the tasks required of a solo patrol officer. Only a qualified Field Training Officer shall make this determination. Trainees who fail to clearly demonstrate competency during a field

performance test should be provided remedial training. The remedial training shall be provided and documented by a qualified Field Training Officer. The duration of, and subject matter covered in, the remedial training shall be determined by the FTO Supervisor. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be the FTO Supervisor's responsibility to determine if the trainee and/or department will benefit from additional remedial training and testing or if the trainee should be terminated from the Field Training Program.

The UPD Field Training Program Model

Fig 3.
Phase Training Model
Overview

The UPD Field Training Program has been developed from the POST Field Training Program model. It is intended to meet or exceed the minimum standards identified by POST. It is further intended to assist the process in which the trainee receives on-the-job instruction to complement or reinforce classroom (academy) training.

When combined with a valid trainee evaluation program, this Field Training Program, properly administered and supervised, can and should be one of the most important phases of basic training for law enforcement officers. POST Field Training Regulations and this manual provide for the foundational field training needed to supplement classroom training as well as the appropriate guidance and supervision required to allow the trainee to safely, effectively, and competently apply basic law enforcement principles within the community being served. Figure 3 represents a phase training overview of the UPD Field Training Program.

 Orientation/ Department Policies Officer Safety Ethics Use of Force Patrol Vehicle Operations Community Relations/ Professional Demeanor Radio Communications Communications Leadership California Codes and Law Search and Seizure Report Writing Control of Persons/Prisoners/ Mentally III Patrol Procedures Part 2 Investigations/ Evidence Tractical Communications/ Conflict Resolution Traffic Patrol Procedures Part 2 Investigations/ Evidence Tractical Communications/ Conflict Resolution Traffic 	Phase I	Phase II	Phase III	Phase IV
	Department Policies Officer Safety Ethics Use of Force Patrol Vehicle Operations Community Relations/ Professional Demeanor Radio	 California Codes and Law Search and Seizure Report Writing Control of Persons/Prisoners/Mentally III Patrol Procedures 	Part 2 Investigations/ Evidence Tactical Communications/ Conflict Resolution	Primary FTO Observation Phase (usually in plain

Phase V

Solo Patrol Officer/On Probation
Evaluations by Supervisor throughout probation (every 1−3 months) ■

■ APPENDIX II

End of Phase Report (EPR)



END OF PHASE REPORT (EPR)

	Trainee	FTO
Phase:	Date Phase Began: _	Date Phase Ended:
Significant Str	engths:	
	8	
•		The state of the s
Significant Wo	eaknesses:	TATE
•		
	STE L	N N N N N N N N N N N N N N N N N N N
•	198 7	
	0	3 7 7
		\$
Additional Tra	aining/Remedial Efforts: (a	attach additional sheets, if necessary)
		PO! ICE ZOUR
Optional Com	ments:	
This trainee is i	in the week of training	g. In my judgment, this trainee is actually in the
	g in terms of performance.	, in my judgment, this trained is deciding in the
he trainee is /	is not performing at a solo	patrol officer level.
~ .	1 8	1
Trainee Signature	(Name, Badge #, and Date)	FTO Signature (Name, Badge #, and Date)
Tramee Dignatule	(c. mile, Duage 11, and Dute)	1.10 Signature (Paine, Dauge π , and Date)
	ure (Name Badge # and Date)	