

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT



FIELD TRAINING PROGRAM MANUAL

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT
FIELD TRAINING PROGRAM MANUAL

Sacramento State University Police Department

Table of Contents

Part I: Program Introduction, Overview and Evaluation

Field Training Program.....	1
Law Enforcement Code of Ethics.....	2
Law Enforcement Officers Code of Conduct.....	2
Field Training Officers Training Philosophy.....	3
Field Training Program Philosophy.....	4
Field Training Program Objectives.....	5
Organizational Structure/Chain of Command.....	6
Program Overview and Evaluation.....	7
Police Officer Trainees – Academy Liaison.....	7
Entry Level Training Program.....	8
Lateral Level Training Program	9
Program Phase.....	10
Standardized Phase Training.....	10
Program Phase Time Line Entry and Lateral.....	13
Field Training Program Coordinator.....	14
Field Training Program Sergeant.....	15
Field Training Officer.....	17
Trainee Field Training Rules.....	23
Evaluations.....	24
Performance Evaluation Documents	29
Remedial Training	31
Trainee's Evaluation and Program Critique.....	37

Part II: Performance Objectives

Orientation Phase

Orientation and Department Policies	1
Ethics	7
Use of Force	10
Radio Communications	15
Report Writing	17

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

Patrol Vehicle Operation	20
Criminal Law	29
Search and Seizure	33

Phase I

<i>Training Exercise Phase I</i>	36
Officer Safety	37
Community Relations / Professional Demeanor	39
Criminal Codes	43
Control of Persons / Prisoners / Mentally Ill	46
Patrol Procedures Part I	54

Phase II

<i>Training Exercises Phase II</i>	66
Traffic	68
Patrol Procedures Part II	76
Leadership	92

Phase III

<i>Training Exercises Phase II</i>	93
Investigations / Evidence	95
Tactical Communications / Conflict Resolution	105

Phase IV

<i>Training Exercises Phase IV</i>	109
Self-Initiated Activity	110
Community Oriented Policing	112

APPENDICES

Daily Observation Report and Evaluation Guidelines	Appendix 1
Daily Field Training Notes	Appendix 2
Remedial Training Worksheet	Appendix 3
Supervisor Phase Report (SPR)	Appendix 4
End of Phase Report	Appendix 5
Trainee's Evaluation and Critique	Appendix 6
Field Training Program Critique Form	Appendix 7
Competency / Attestation Completion Record	Appendix 8
Field Training Program Terminology	Appendix 9

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING PROGRAM

The Sacramento State University Police Department is dedicated to creating highly professional and exceedingly competent employees. At the heart of this effort, as it relates to the police officer position, is the field training and evaluation program. This program is designed to teach, demonstrate, critique, remediate, and approve every new police officer's performance.

Our field training officers (FTO's) are selected on the basis of their superior performance, extensive communication skills, teaching abilities, objectivity, patience, and perseverance. Their efforts with trainees lay the foundation for the future of law enforcement services in our community. Their professionalism and exemplary ethics must demonstrate the best that law enforcement has to offer. Anything less is Unacceptable.

The field training and evaluation program stresses proficiency in all essential and necessary duties of an officer's job. It requires flexibility on the part of the police officer trainee, who is faced with the opportunity to experience different and acceptable styles of performance. The trainee is challenged to identify those traits of their trainers that they find compatible with their own and to harbor them for future use.

The Field Training Manual is issued to every new police officer. It must be thoroughly read and understood. For the trainee, success may very well depend, at least initially, on their investment of time and energy into his field training experiences.

The Sacramento State University Police Department is proud of its field training and evaluation program. It represents the best that is available within the State of California. Successful graduates of the Sacramento State Police Department field training and evaluation program belong to a select group of people; people who are held to a higher standard and expect more of each other than normally occurs in any other work environment. These are people who always try to do the right thing, even when it may not be in their own personal best interest.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

“The Law Enforcement Code of Ethics”

As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception; the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger; scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession ...law enforcement.

“The Law Enforcement Officers Code of Conduct”

As a law enforcement officer, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation and the peaceful against violence or disorder; and to respect the constitutional rights of all to liberty, equality and justice.

I will keep my private life unsullied as an example to all and will behave in a manner that does not bring discredit to me or to my agency. I will maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed, both in my personal and official life, I will be exemplary in obeying the law and the regulations of my department. Whatever I see or hear of a confidential nature, or that is confided to me in my official capacity, will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, political beliefs, aspirations, animosities or friendships to influence my decisions. With no compromise for crime, and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence, and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of police service. I will never engage in acts of corruption or bribery, nor will I condone such acts by other police officers. I will cooperate with all legally authorized agencies and their representatives in the pursuit of justice.

I know that I alone am responsible for my own standard of professional performance and will take every reasonable opportunity to enhance and improve my level of knowledge and competence.

I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession ... law enforcement.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING OFFICERS TRAINING PHILOSOPHY

As field trainers, we are entrusted with the responsibility of developing the people we train. These people are the future of Sacramento State University Police Department.

Our responsibility is dual. First, we must embrace a training philosophy which ensures that every trainee is given the maximum opportunity to show that they can do the job. To accomplish this we must create a positive environment in which learning is maximized. Our approach must be fair, firm, friendly and above all professional. The example we set must be beyond reproach. We must evaluate in a sincere, straight forward manner, which emphasizes the positive as well as the negative aspects of performance. At no time will we demean or ridicule a trainee. We realize that even the least capable trainee deserves our best effort and must be treated with respect and compassion throughout the entire training process. We must never treat a trainee in a way that deprives them of their dignity or hinders their ability to learn. We will do what we can to ensure that the stress felt by the trainee is caused by the job and not from our words or actions.

Secondly, we have a responsibility to the citizens of the community we serve. This requires that we train competent police officers. To achieve this goal, dedication and patience are required. We will measure success by watching our pupils progress to the competency level that is required of a solo officer.

Sacramento State University Police Department
Field Training Staff

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING PROGRAM PHILOSOPHY

The Sacramento State University Police Department recognizes the need to continually provide all incoming peace officers, whether they are directly out of the post basic course academy, or transfers from another agency or CSU campus, with a meaningful field training program.

The importance of field instruction should not be underestimated, since it is during this time that the newly employed officer will learn the desired style of policing to further the best interests of both the community and the police department. The field training officer plays a key role of transmitter of those desired traits.

The police department must consider two important roles: the first is that of the trainee and the second is that of the trainer. In order for the goals and objectives of the entry-level or lateral-level field training program to become a reality, the selection, screening, and training of the field training officer is crucial.

The Sacramento State University Police Department has taken seriously the training challenge by utilizing leadership, competence and experience of those officers who have already shown a positive attitude toward the importance of training and who have established themselves within the department.

Therefore, the Sacramento State University Police Department has organized a formalized training program to insure both the goals and objectives of the department, as well as the expectations of the Sacramento State University are met with qualified and competent police personnel.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING PROGRAM OBJECTIVES

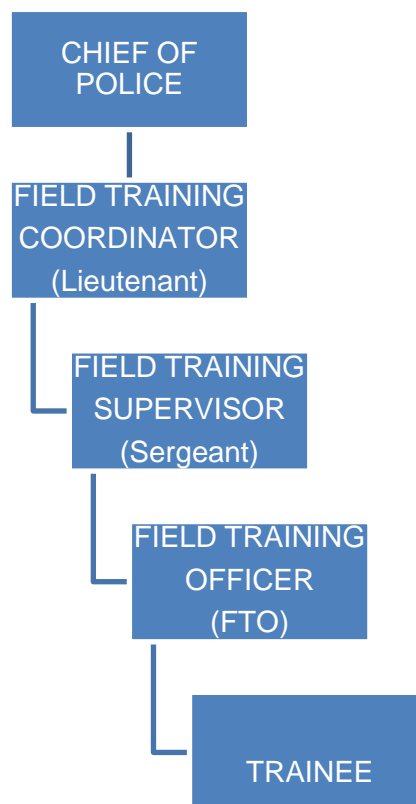
The Sacramento State University Police Department's Field Training Program has been designed and implemented to facilitate the achievement of the following objectives:

1. To produce highly trained and positively motivated police officers capable of meeting or exceeding standards of performance required by the Sacramento State University Police Department.
2. To provide equal and standardized training to all newly hired police officers and to provide remedial training in those areas where deficiencies are identified.
3. To build on the foundation of knowledge given at the police academy or from their past experience with another law enforcement agency, thereby creating an environment in which trainees may develop and increase their skills.
4. To supplement the department's screening process by providing on-the-job observation of each trainee's performance.
5. To establish an appraisal system which is valid and job-related, utilizing a standardized and systematic approach to the documented measurement of a probationary officer's performances.
6. To ultimately increase the overall efficiency and effectiveness of the department by enhancing the climate of professionalism and competency demanded by the ethical standards of law enforcement.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

ORGANIZATIONAL STRUCTURE / CHAIN OF COMMAND

The field training program is administered by the field training coordinator. This includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. Each department must assign at least one a Field Training Program Supervisor/ Administrator/Coordinator, (FTP SAC) to coordinate tasks such as trainee/FTO assignments, remediation, review of the DORs and other weekly and end of phase reports. Patrol provides the framework and virtually all of the opportunity for trainees to apply the skills they learned in the academy. Patrol also has a chain of command that can be adapted to administering a field training program. The patrol division can effectively handle administration of the field training program as long as there is communication with other interested divisions (i.e., personnel, training, etc.) and the FTP SAC has time to manage the program. The figure below represents a patrol supervised chain of command for the field training program.



This chain of command is to be adhered to as long as the business being conducted relates to the field training program and its goals. There may be times when the program administrator or a field training sergeant is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately.

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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

PROGRAM OVERVIEW AND EVALUATION

The field training program is designed to provide the trainee an environment in which to apply the training received in the academy or experience from another law enforcement agency, to the practical needs of the solo beat officer. The field training officer (FTO) assists the trainee in this transition. It is the police officer working on the street who has the widest range of alternatives in handling the functions they are called upon to perform. Because of the discretion and power inherent in the police role, the officer has been considered by many as the most important decision maker in society today. It is the goal of the field training program to assure the trainee's performance meets this responsibility.

The field training program consists of an entry level training program and a lateral level training program. Any officer not possessing a post regular basic certificate or those officers possessing a post regular basic certificate whose previous employment did not include general law enforcement patrol duties is considered an entry level officer. A lateral entry officer must possess a post regular basic certificate whose previous employment included general law enforcement patrol duties for a period of not less than one year.

POLICE OFFICER TRAINEES – POLICE ACADEMY LIAISON

Police Officer trainees are those persons selected by the Department to be sworn Police Officers who have not yet completed a POST- certified Basic Course (Academy), or its equivalent, and the Department's Field Training Program.

As required by the California Penal Code and POST regulations, Trainees shall not be assigned to general law enforcement duties nor assigned in any capacity in which the Trainee is allowed to carry a weapon or is in a position to make an arrest, until completion of a POST-certified Basic Course (Academy), or its equivalent, and has begun the Department's Field Training Program.

This department will primarily utilize, and have its Trainees attend, the Sacramento Police Basic Recruit Academy, depending on availability.

The Academy provides each Trainee, with an orientation handbook at the time the academy begins. This handbook minimally contains information concerning the organization of the Academy, rules and regulations, rating/testing/evaluation systems, physical fitness and proficiency skills requirements and training schedules.

The Department provides each Trainee, and the Academy, with a copy of its General Orders and Report Writing Manual at the time the Academy begins.

Financial responsibilities of the Department shall include only the salary of the recruit during the training, course tuition, lodging/per Diem (If applicable pursuant to University policy), and any equipment normally supplied to full-time officers

The Field Training Sergeant or his/her designee will maintain contact with the recruit(s) throughout training. The Field Training Sergeant or his/her designee will be responsible for the tracking the recruit's progress during the Academy training. The Field Training Sergeant or his/her designee will act as liaisons with the Academy Staff and provide Department input as needed.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

All injuries, performance issues, or legal liabilities related to the academy training shall be reported to the Field Training Sergeant. Medical treatment related to injuries shall be covered by the existing medical plan selected by the recruit at the time of hire.

At no time is the Academy, or Academy personnel, relieved of legal liabilities related to improper actions.

ENTRY LEVEL TRAINING PROGRAM

The entry-level program is designed primarily to train and evaluate the newly sworn police officers (recent academy graduates or less than one year law enforcement experience) with the unique needs and styles of police duties within the Sacramento State University Police Department.

The field training program for entry-level officers will be a minimum of sixteen (16) weeks. Entry level officers will rotate field assignments with a minimum of four FTO's when possible.

The orientation phase will be devoted to general familiarization of the police department, equipment issuance, weapon(s) qualifications, radio communications, tactics training, and policy and procedure.

After completion of the orientation phase, the second (2) through thirteenth (13) weeks of the field training program will be devoted to completing the remaining field training performance objectives.

During the fourteenth (14) through sixteenth (16) weeks, the trainee will assume a more independent role. During this period, the FTO will dress in civilian clothes and assume the role of citizen rider/observer. This attire will afford a lack of visibility so that the FTO can observe the trainee working unilaterally, and yet should it become necessary, security or advice is readily available.

If after sixteen (16) weeks, the trainee has successfully completed the program, a recommendation will be forwarded, via the chain of command, to the chief of police, that the trainee be released from the field training program and assume regular duty status.

If after sixteen (16) weeks, the trainee is unable to successfully complete the program, a recommendation will be made to the field training coordinator seeking to address deficiencies. An extension can be one (1) to three (3) weeks in length. Extensions can be granted at any phase of the trainees training.

If after the first extension, the trainee is unable to successfully complete the program, the FTO supervisor can grant additional extensions not to exceed twenty five (25) total weeks in the program.

If after twenty five (25) weeks, the trainee is unable to successfully complete the program, a recommendation will be forwarded, via the chain of command, to the chief of police, that the trainee be released from employment/probation.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

LATERAL LEVEL TRAINING PROGRAM

The lateral-level program is designed primarily to train and evaluate experienced police officers (more than one year law enforcement experience) with the unique needs and styles of police duties within the Sacramento State University Police Department. The lateral officer should not require the rudimentary instruction on police work in the same sense that an inexperienced officer would.

The field training program for lateral level officers will be a minimum of ten (10) weeks to a maximum of nineteen (19) weeks in duration (including the orientation phase).

Lateral officers will rotate field assignments with a minimum of two FTO's.

The First Phase includes orientation that will be devoted to general familiarization of the police department, equipment issuance, weapon(s) qualifications, radio communications, and tactics training.

After completion of the First Phase, the second (2) through seventh (7) weeks will be devoted to completing the remaining field training performance objectives.

During the eighth (8) through tenth (10) weeks, the trainee will assume a more independent role. During this period, the FTO will dress in civilian clothes and assume the role of citizen rider/observer. This attire will afford a lack of visibility so that the FTO can observe the trainee working unilaterally, and yet should it become necessary, security or advice is readily available.

If after ten (10) weeks, the trainee has successfully completed the program, a recommendation will be forwarded, via the chain of command, to the chief of police, that the trainee be released from the field training program and assume regular duty status.

If after ten (10) weeks, the trainee is unable to successfully complete the program, a recommendation will be made to the field training coordinator seeking a one (1) to three (3) week extension. At any time during this extension period, with the approval of the field training supervisor, the FTO may dress in civilian clothes and assume the role of citizen rider/observer. This attire will afford a lack of visibility so that the FTO can observe the trainee working unilaterally, and yet should it become necessary, security or advice is readily available.

Extensions can be granted at any phase of the trainees training.

If after the first extension, the trainee is unable to successfully complete the program, the FTO supervisor can grant additional extensions not to exceed nineteen (19) total weeks in the program.

If after nineteen (19) weeks, the trainee is unable to successfully complete the program, a recommendation will be forwarded, via the chain of command, to the chief of police, that the trainee be released from employment/probation.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

PROGRAM PHASES

Both the lateral-level and the entry-level field training programs are divided into four (4) phases. The trainee will complete a comprehensive list of tasks of the most frequent duties of an officer and to assure the FTO that they have mastered these basic police skills. These tasks are outlined in the Performance Objectives in each phase including the Orientation Phase.

The trainee will be rated daily on how well these skills have been utilized in job performance. The trainees must satisfactorily complete each phase before moving on to the subsequent phases. At the conclusion of phases a written test is given on the tasks covered in the phase.

The Field Training Program will utilize an evaluation technique designed to measure competency in the required skills, knowledge and abilities through the use of Daily Observation Reports (DOR), Daily Field Notes (DFN), End of Phase reports, and Segment Written Examinations.

At the end of each working day the FTO will complete a daily observation report (DOR). The DOR is an evaluation of the trainee's daily performance. The FTO will refer to the DFN when completing the DOR if needed. The DOR will be discussed with the trainee by the FTO at the end of each working day. The DFN and the DOR shall be signed indicating that the FTO and trainee discussed them. The DFN and the DOR will then be forwarded to the FTO sergeant for review.

If the trainee's performance levels are "below standard" the officer may be assigned to remedial training. This may involve the trainee entering into a remedial training contract with the department. All remedial training will be documented in daily evaluations. If the trainee continues an unacceptable level of performance within the program, training time may be extended or the trainee may be released from employment.

The FTO's will meet on dates and times designated by the field training sergeant. Group discussions will be held about each trainee being evaluated by those FTO's who have observed performance. The field training staff will discuss the trainee's progress through the training program. They will also address areas where weaknesses have been identified and discuss methods to help overcome them.

STANDARDIZED PHASE TRAINING

In order to maintain uniformity, a concentrated 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 shortcomings 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.

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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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.

While the program length is predetermined by POST (POST minimum is 10 weeks) It should be understood, however, that situations might occur which make it difficult to always adhere to a set time line. An adjustment to the time line for each phase may be adjusted to fulfill the requirements of the department only when there is no other option. However, the trainee will be provided with the minimum number of weeks required by POST to complete the program.

Orientation Phase

The field training program will begin with an orientation period of at least one week. The department will determine the actual length of this orientation based upon the trainee's previous assignment and type of academy training. This orientation allows for a smooth transition from the academy, prior department, or custody assignment 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.

This orientation includes firearms and impact weapons qualification as well as trainee demonstrated proficiency in arrest and control techniques. The introduction to the field training program also includes a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the trainee in order to attain those goals. Orientation should provide a familiarization with the University and adjacent agencies and the department's personnel and equipment. This orientation period is not evaluated. The goal of this orientation is to give trainees a solid foundation from which they can actively enter into the program.

Phase I - Introductory phase

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 and III

Is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During these phases, 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 IV

Phase IV 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 IV, training continues

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

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 solo patrol.

It is predominantly an evaluation only phase. It generally consists of two weeks of observed patrol activity. An important aspect of this phase is the trainee's return to his or her Primary FTO whenever possible. This is done so that the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels. To ensure the trainee acts as the lead officer during this phase, the 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 released from employment/probation.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

PHASE TRAINING TIMELINE*

Entry Level officers are on a minimum 16 week FTO Program. In order for the trainee to complete the FTO Program in 16 weeks they need to successfully complete the different phases and be proficient at those areas covered in that phase. If the trainee is proficient and successfully completes each phase then the FTO will be able to follow the 16 week program.

Lateral level officers are on a minimum 10 week FTO Program. In order for the trainee to complete the FTO Program in 10 weeks they need to successfully complete the different phases and be proficient at those segments covered in that phase. If the trainee is proficient and successfully completes each phase then the FTO will be able to follow the ten week program.

ORIENTATION	PHASE I	PHASE II	PHASE III	PHASE IV
ENTRY LEVEL -Week 1 LATERAL LEVEL -Week 1	ENTRY LEVEL -Weeks 2-6 LATERAL LEVEL -Weeks 2-4	ENTRY LEVEL -Weeks 7-10 LATERAL LEVEL -Weeks 5-6	ENTRY LEVEL -Weeks 11-14 LATERAL LEVEL -Weeks 7-8	ENTRY LEVEL -Weeks 15-16 LATERAL LEVEL -Weeks 9-10
-No Evaluation -Orientation Test	-Daily Evaluations -End of Phase Report -Phase I Test	-Daily Evaluations -End of Phase Report -Phase II Test	-Daily Evaluations -End of Phase Report -Phase III Test	-Daily Evaluations -End of Phase Report -Competency / Attestation Completion Record
<ul style="list-style-type: none">• Orientation / Department Policies• Ethics• Use of Force• Radio Communication• Report Writing• Patrol Vehicle Operations• Criminal Law• Search and Seizure	<ul style="list-style-type: none">• Officer Safety• Community Relations/ Professional Demeanor• Criminal Codes• Control of Persons / Prisoners / Mentally Ill• Patrol Procedures Part I	<ul style="list-style-type: none">• Traffic• Patrol Procedures Part 2• Leadership	<ul style="list-style-type: none">• Investigations/ Evidence• Tactical Communications/ Conflict Resolution	<ul style="list-style-type: none">• Self-initiated Activity• COP & POP
TRAINING EXERCISES				
<div><div>PHASE I -Problem-Based Learning Exercise #1</div><div>PHASE II -Problem-Based Learning Exercise #2 -Presentation</div><div>PHASE III -Problem-Based Learning Exercise #3 -Attend and Observe Court Proceeding</div><div>PHASE IV -POP Project</div></div>				

**The phase training timeline is meant as a guide. FTO's should understand that they should be flexible during training as to the completion of the performance objectives. Additionally, scheduling is subject to the needs of the department and may be adjusted accordingly.*

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING PROGRAM COORDINATOR

Duties and responsibilities

A selected patrol lieutenant functions as the field training program coordinator and is a member of the field training staff. The program coordinator has command responsibility for the FTO program. The program coordinator is responsible for maintaining, overseeing and updating the entire program operation. The program coordinator must be aware of new training innovations that may apply to the program as well as the identification of outdated ideas that hinder the program's performance.

The program coordinator is responsible to assist in the selection of new FTO's.

A primary responsibility of the coordinator is to set the mood and philosophy by which the program assumes its character. If the coordinator displays an image of confidence, enthusiasm, and concern for the personnel involved in training, the program will take on similar characteristics.

While the department strives to retain the most competent FTO's, an occasion may arise when an FTO is not performing to the departments expectations. The program coordinator shall monitor remedial attempts and give guidance to the program sergeant when applicable.

The program coordinator is responsible to the Chief of Police for the supervision of the training. The program coordinator is responsible for keeping the Chief of Police apprised of the trainee's performance and program efficiency.

Based upon the recommendations of the field training officers and a review of the training reports and evaluations, the FTO coordinator shall have the authority to extend the duration of the field training for any trainee who is not responding to training or has otherwise not met minimum acceptable performance standards. Based upon the recommendations of the field training officers and a review of the training reports and evaluations, the FTO coordinator may recommend, via the chain of command, to the Chief of Police, that the trainee be released from the training program and assume regular duty status or that the trainee be terminated from employment for not meeting minimum acceptable performance standards upon completion of the training program.

Experience and Certification Requirements

Applicants shall possess a post supervisory certificate.

Selection

The field training coordinator shall possess the rank of lieutenant or above and be appointed by the Chief of Police.

Training

The FTO Coordinator shall successfully complete a POST-certified Field Training Supervisor/Administrator/Coordinator (SAC) Course prior to or within 12 months of appointment.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING PROGRAM SERGEANT

Duties and responsibilities

The program sergeant is responsible to the program coordinator to assist in the selection and training of new FTO's. The program sergeant is responsible for the supervision of field training officers and the periodical refresher and in-service training. A primary responsibility of the sergeant is to maintain the mood and philosophy that has been set by the program coordinator.

The FTO sergeant and/or a designee sergeant will be responsible for the collection, review, and approval of all daily observation reports and bi-weekly evaluations received from the FTO's. The field training program sergeant will ensure these evaluations are consistent with program expectations and are submitted in a timely manner.

The field training program sergeant will be responsible for the dissemination of FTO material(s) as assigned by the field training coordinator. They will routinely inspect the FTO and trainee to ensure their appearance, conduct, and adherence to procedures to meet program expectations.

The field training program sergeant will assist the FTO with the development and implementation of remedial training strategies. They are also responsible for developing an opinion about the trainee's performance. The field training program sergeant must forward their written observations/recommendations to the field training coordinator in the event that a trainee undergoes remedial training.

The field training sergeant shall schedule and moderate evaluation sessions. The sergeant is responsible for ensuring that information presented at these sessions is applicable to the training/evaluation function.

The sergeant shall also insure that the FTO's are evaluated by the trainees. The trainee will utilize the FTO Critique form after each phase of the FTO program to evaluate the FTO. The FTO should be advised of information from these evaluations on a regular basis. It is the responsibility of the field training coordinator and field training sergeants to identify problems connected with an FTO's performance.

The FTO sergeant should visit trainees at the basic police academy in an effort to remain abreast of policing practices being taught.

While it is the primary function of the FTO to train and evaluate the trainee, the program sergeant must see that the training is relevant to the job and standardized between FTO's. If necessary, the sergeant shall conduct remedial attempts and give guidance to FTO's.

The field training program sergeant must act as a role model. They do this by maintaining a good personal appearance, following and supporting departmental policy and procedure and demonstrating a positive attitude toward the field training officer, the trainee, and the department.

Experience and Certification Requirements

Applicants shall possess a post advanced certificate.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

Applicants shall have completed at least twenty-four (24) months of patrol duty on the Sacramento State University campus.

Selection

The Field Training Sergeant shall be selected from the patrol sergeants assigned to the patrol division.

Review by the department training manager to include an examination of the FTO candidate's training and educational background.

Approval/recommendation by the Lieutenant.

Selection by the Chief of Police.

Training

Once a sergeant has been selected as the FTO, he/she shall complete the following post approved courses:

40 hr. POST Certified Field Training Officer course.

Successfully complete a POST-certified Field Training Supervisor/Administrator/
Coordinator (SAC) Course prior to or within 12 months of appointment.

The sergeant should complete a 24 hour POST approved field training officer update course every three years.

Field Training Sergeant Retention

The FTO sergeant will be assigned to the program for a minimum of three years. The three year commitment is necessary to allow the sergeant to develop their training skills and justify the training invested in preparing the sergeant.

The sergeant may be removed from the field training program at the discretion of the Chief of Police, or his/her designee, if it is deemed to be in the best interest of the department.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

FIELD TRAINING OFFICER

Duties and responsibilities

The FTO has many roles. The two most important roles are that of: patrol officer and field training officer. An FTO must maintain his performance level as a police officer and is not relieved of these responsibilities during training. Sometimes these duties are modified but the FTO must be able to quickly assume the role of a patrol officer as needed.

As a training officer, the FTO has various duties to perform. These duties include:

Supervisor:

The FTO often acts as a supervisor. The trainee will make mistakes and these mistakes are to be addressed and corrected during the training process. There are times when the trainee will do something that is viewed as minor in nature but, due to their position and need for behavior modification, the FTO must take action and counsel the trainee. Depending on the severity and timeliness of the incident, it is essential that the FTO take immediate action so that the mistake results in a learning experience.

Trainees shall be under the direct and immediate supervision (physical presence) of a qualified field training officer or sergeant throughout the program; unless there is prior approval from the Field training sergeant or field training coordinator.

On occasion, FTO's will be called upon to perform some staff duties. This may include reorganization of program functions, teaching assignments or various other necessary duties which would help improve the police department and the program.

The FTO is responsible for inspection of the trainee's uniform and equipment as well as approval of all paperwork. Discrepancies will normally be brought to the FTO's attention by a supervisor so that he can bring about correction.

Teacher:

One obvious function of an FTO is that of a teacher. The teacher role may, and in most cases does, occur in the field under actual conditions. There may be other times when teaching occurs over a cup of coffee, or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audio-visual aids.

Evaluator:

The FTO is also an evaluator. They must determine if learning is occurring or whether remedial training is necessary. Evaluation skills are of prime importance to this program. If the FTO cannot evaluate, then he or she cannot train. Evaluation is accomplished by the use of daily observation reports (DOR's), the daily field notes (DFN), remedial training contracts, evaluation sessions, and verbal feedback.

Counselor:

The FTO will be placed into situations where they must become a problem-solver for the trainee. The FTO should develop the skills which allows them to help the trainee solve their own problems. By allowing them to "talk it out" and by gently guiding them through their "crisis", many of the trainee's problems can be solved. Empathy is an FTO imperative.

Dissemination of information:

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

The FTO must make sure their trainee is obtaining the necessary department information, i.e., Briefing material, etc. They are also responsible for making trainees record this information and have it available upon request.

Our field training officers (FTO's) are selected on the basis of their superior performance, extensive communication skills, teaching abilities, objectivity, patience, and perseverance. Their efforts with trainees lay the foundation for the future of law enforcement services in our community. Their professionalism and exemplary ethics must demonstrate the best that law enforcement has to offer. Anything less is unacceptable.

Recommending:

The FTO is responsible for reporting to the field training sergeant regarding the initial recommendation of extension, termination or release to solo assignment. These decisions will be made at a higher level but is up to the FTO to bring the matter into focus. If an FTO believes a trainee should be terminated, proper documentation will be required.

While it is the responsibility of the field training coordinator and field training sergeants to identify problems connected with an FTO's performance, a very important responsibility rests with each FTO to help keep the program professional and on course. If an individual FTO identifies serious problems with a fellow FTO, then they must bring it to the field training coordinator and/or one of the field training sergeants' attention.

It would be impossible to list every conceivable FTO role in this manual. FTO's must be flexible and adaptable to change as the situation(s) demands. If the FTO refuses to accept these responsibilities, then the trainee and the department will suffer. A weak FTO can disrupt the entire training process. This is why it is important to reinforce the positive attitude necessary to be a professional and competent field training officer. A great deal of trust and responsibility go with this assignment and each member of the field training staff must be willing to accept it.

The FTO is given the responsibility of seeing that the trainee meets the high standards set by this department. The FTO is held responsible not only for his/her actions, but also for the conduct of the trainee. FTO's must have the combined skills of experienced officers and patient teachers. It is incumbent upon the FTO program administrators to choose their training officers carefully. Many factors are taken into consideration: experience, temperament, teaching skills, and communication skills. The FTO must be able to assume the role of a leader, tempering their "supervisor" image with fairness and empathy for the new employee.

There are numerous qualities which should be considered in the selection and certification of the FTO. The FTO should possess the ability to communicate well with people. He/she should reflect a positive attitude toward law enforcement in general, the Sacramento State University Police Department, and specifically the duties of a patrol officer. In addition, the FTO, as a professional, should possess leadership skills, a working knowledge of the laws ordinances, departmental policies and procedures, and an awareness of those police problems which are unique to the Sacramento State campus.

The FTO should possess strong character traits such as: maturity, patience, initiative, flexibility, dependability, enthusiasm, emotional stability, and proficient verbal and written communication skills.

Experience and certification requirements

Applicants shall possess a post basic certificate.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

Applicants shall have completed at a minimum twenty four (24) months of patrol duty on the Sacramento State University campus. The Chief of Police can waive the experience requirements depending on department need.

Criteria that may be considered for FTO selection:

- A high degree of initiative and motivation
- Performance appraisals that have demonstrated "meet performance expectations" in all areas
- Willingness to work extended hours
- A neat appearance
- Minimal use of sick leave
- Past and/or current discipline

Other criteria are considered when choosing qualified applicants for the program. An FTO must be a capable patrol officer. It is desirable to have training officers that are well-rounded in knowledge of patrol procedure rather than specialists. FTO's must be team workers and possess some teaching skills. Other criteria such as patience, good writing skills, good judgment and decision-making ability are critical, and will be considered.

One criteria that is most often overlooked is the number and type of collateral duties for which the prospective FTO's will be responsible. Program personnel shall consider the workload placed upon the FTO when making assignments.

Selection

The field training officers shall be selected from the patrol officers assigned to the patrol division.

The selection process for FTO shall include:

- Letter of interest
- Supervisor recommendation
- Oral interview (optional)
- Approval/recommendation by the field training program coordinator
- Selection by the Chief of Police.

FTO Training

FTO's must successfully complete a POST-certified Field Training Officer Course prior to training trainees and complete 24 hours of update training every three years. This is a POST mandated requirement.

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 trainees and then complete the same 24 hours of update training, described above, while they remain in the FTO assignment.

Compensation

FTO's are expected to perform their duties as training officers and at the same time perform the job of police officer. This added responsibility is recognized by the department, and FTO's receive monetary compensation for their added duties per the current memorandum of understanding.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

Field Training Officer Retention

FTO's will be assigned to the program for a minimum of three years. The three year commitment is necessary to allow the FTO to develop their training skills and justify the training invested in preparing the FTO.

All FTO's may be removed from the field training program at the discretion of the chief of police, or his/her designee, if it is deemed to be in the best interest of the department.

While it is the responsibility of the field training coordinator and field training sergeants to identify problems connected with an FTO's performance, a very important responsibility rests with each FTO to help keep the program professional and on course. If an individual FTO identifies serious problems with a fellow FTO, then they must bring it to the field training coordinator and/or to the field training sergeants' attention.

Conduct For Field Training Officers

An officer who becomes a field training officer (FTO) must commit themselves to the philosophy of teaching. They must realize that training is the first priority and the evaluation is secondary. The FTO should be willing to bear the responsibility for the progress of the trainee, or lack of it, until they are sure that other non-controllable factors are the cause of the trainee's performance.

FTO's will keep in mind at all times the FTO program philosophy, which states that FTO personnel will make every effort to train and to direct each trainee in ways that maximize the opportunities for success. They must remember to ensure that each trainee receives the maximum opportunity to show that they can do the job. The FTO sergeant and FTO's will always attempt to set a positive training atmosphere for the trainee in which learning is maximized and in which the trainee will be able to perform to the best of their ability. As much as possible, any stress felt by the trainee should be caused by the task being taught, and not from any non-related comments or actions on the part of the FTO. It is impossible to entirely eliminate stress caused by evaluation, but it should be minimized as much as possible.

FTO's must conduct themselves in a professional manner at all times. They must teach department policy and procedures. FTO's should set an example by virtue of their knowledge, and their appearance. They should remember that the trainee will be a product of what they are taught and of the behavior that is demonstrated to them. For the FTO to say, "do as I say and not as I do," is not acceptable.

FTO's should attempt to be above standard in all areas of their performance.

Solo Beat Officer Concept

FTO's will utilize the solo beat officer concept to evaluate. They will keep in mind the proper ratio between training and evaluation. Evaluation will be given in an honest, straightforward manner, which stresses positive as well as negative performance.

Daily Observation Reports

When completing the daily observation report (DOR), FTO's shall refer to FTO guidelines to ensure standardization of evaluations in the program.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

Daily Field Notes

FTO's shall thoroughly and accurately document trainee activity on the daily field notes (DFN) when needed.

Limbo Period

It is established that the first week of the trainee's training period be used by the FTO to demonstrate how the job is done. This first week is called a "limbo period." During this week, the trainee should not drive. They should be gradually eased into doing some tasks, but should primarily observe. The lateral officer may be allowed to begin "hands-on" training sooner.

When the trainee changes FTO's, generally the first day is considered a "limbo day." This gives the FTO an opportunity to give the trainee their expectations of the job. A DOR will be completed for each day the officer is in "limbo."

Solo While in the FTO Program

Trainees will NOT be considered solo officers while in the program. Trainees will not be included for shift coverage while in the FTO program. Additionally, FTO's will be in the physical presence of their trainee at all times.

Use of Non-FTO's For Field Training

Non-FTO's will not be utilized to train a trainee in the field, unless prior consent from the FTO training sergeant or coordinator. If time does not allow for prior permission to be obtained, the FTO training coordinator will be advised of the use of the non-FTO and of the specific reason for such use as soon as possible.

Evaluation-Only Phase (Shadow)

During the last two weeks of training, the FTO will be in plain clothes with the trainee.

Evaluations

Field training officers will complete trainee evaluations either the same day or the next day of training. Evaluations will be given to the trainee promptly.

Field training officers will not discuss trainee's progress to other department personnel, other than those who have a need and right to know.

The FTO Training Sergeants will ensure that positive as well as negative aspects of a trainee's performance are discussed in the evaluations. They will also ensure that the comments are based on direct observation and not on speculation.

Court Attendance

While the trainee is in the FTO program, both the trainee and the FTO will sign all reports. The FTO is required to attend court with the trainee whenever the trainee goes to court on a police-related matter. The FTO will utilize the court appearances to demonstrate, train and evaluate the trainee. Attendance and performance in court should be documented on the next DOR.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

Field Training

Basic rules:

- FTO's will not set up training scenarios without the approval of their team sergeant and/or an FTO sergeant
- Trainees will always be told when a training situation is a mock situation
- Loaded weapons will never be used in a training scenario
- FTO's will not attempt to agitate or anger civilians for the purpose of seeing how the trainee deals with conflict
- Handcuffed prisoners will never be released in order to see how the trainee would handle a physical confrontation

FTO/Trainee Relationship

The relationship between the FTO and the trainee will be a teacher/student and supervisor/subordinate relationship. The hallmark of this relationship will be one of mutual respect. Trainees will not be harassed, intimidated, intentionally embarrassed or treated in a demeaning manner. Name calling or use of derogatory terms by the FTO is not acceptable. FTO's will try not to show their anger or frustration while they are working with the trainee. Remember: praise in public, correct in private.

While trainees are going through the field training program, FTO's will not socialize with trainees when they are off duty unless prior permission is obtained from the FTO supervisor or Coordinator. Any relationship with the trainee shall be strictly professional. FTO personnel are prohibited from dating trainees while they are in the FTO program. If a sergeant or FTO is related to a trainee, or if they have a special relationship with the trainee which began before the trainee was hired by the Sacramento State University Police Department, the FTO coordinator shall be advised.

FTO's are responsible for the trainee's timesheet and shall verify its accuracy prior to submitting it to the supervisor.

TRAINEE FIELD TRAINING RULES

The FTO's direction is to be accepted and followed at all times. If a trainee believes that a specific instruction or order is improper, or an evaluation is not fair, they shall discuss it with the FTO. If the trainee is still unable to resolve the issue, they shall ask for a meeting with a sergeant or field supervisor. The sergeant or field supervisor's decision is final. At a later time, if the trainee still has a concern or problem, they can ask the sergeant or field supervisor to set up a meeting with the FTO coordinator. The sergeant or field supervisor shall notify the FTO coordinator and a meeting shall be scheduled.

Trainees shall complete all assignments in a timely manner. Trainees shall follow all policies and procedures, as outlined in the department's policy and procedures manuals.

While off duty, trainees shall not respond to police calls or conduct police investigations.

Trainees shall be receptive to criticism given by their FTO. They may verbalize an explanation for their action. However, excuses, repeated rationalization, excessive verbal contradictions and hostility are not acceptable.

Trainees are reminded that participation in hazardous extracurricular sports (i.e., Organized soccer, football, etc.), is discouraged. Any injury a trainee might receive that causes a disability may have an adverse effect on their employment.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

EVALUATION

During the field training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This program provides several samples of written evaluations including Daily Observation Reports (DORs), Daily Training Notes, 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. When possible, these categories should be rooted in a job description that has been completed specifically for the department. The job description is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, behaviors, and attitudes that are required for satisfactory performance of the job in question.

Once the relevant job-related categories have been determined, the '*what*' to be evaluated has been identified. '*How*' to rate these categories now becomes the issue. '*How*' is based upon the employee's performance as measured against the department's standards. This 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 should be 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 this department, reference points have been established. These reference points explain the rationale supporting the scores used by each FTO. This department uses "1" (Unacceptable), "4" (Acceptable) and "7" (Superior).

Rating Behavior/Performance

A written department standard or "scale" should accompany each category evaluated on the DOR. Sacramento State University Police Department will use numeric scales ("1" (Unacceptable) and "4" (Acceptable) and "7" (Superior)). **All trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."**

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 a 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 which is the best fit.

Although this may appear subjective, all FTO's 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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTO's 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 "Unacceptable" 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 "acceptable" or "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 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" (or Exceeds Standards, Superior, etc) 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 "Superior" 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. FTO's 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

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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.

FTO's are often uncomfortable about giving an "Unacceptable" 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 "Acceptable." The FTO must give the trainee an "Unacceptable" 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 FTO's should use when evaluating the behavior and performance of a trainee is the department's Standardized Evaluation Guidelines (SEGs) 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.

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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

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 also 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 FTO's 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

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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.

FTO's 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.

FTO's should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTO's 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 FTP SAC if desired.

PERFORMANCE EVALUATION DOCUMENTS

Daily Observation Report

The Daily Observation Report (DOR) shall 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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

The DOR is designed to rate observed behavior with reference to a numeric scale. (i.e., 1,4,and 7). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR. Circling or marking the appropriate number records the numeric rating based on the Standardized Evaluation Guideline for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained in the narrative.

DORs have a "N.R.T." box on the face of the form. "N.R.T." means "Not Responding to Training." In addition to a numeric rating in the particular category, this box may also be marked or the N.R.T. box alone may be marked. N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag" for the trainee and the FTP SAC. 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 N.R.T. is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. 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," N.R.T. is appropriate. If "No," continue with remediation.

The "R.T." section on the DORs refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedures. When 15 minutes or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box.

The second page of the DOR is 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 and the FTP SAC. The FTP SAC must monitor the trainee's progress through the review and signing of these DORs and through the completion of a Supervisor's Phase Report (SPR). Sample DORs along with the SEGs can be found in the Appendix.

Supervisor's Phase Report

In an effort to ensure accountability, supervision, and participation from a higher level within the department, the FTP SAC will complete an evaluation of the trainee's performance and progress for each phase. The evaluation will be completed and discussed with the trainee by the FTP SAC. This report is complete during the phase and is useful not only to report a trainee's performance but also to serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Phase Report (SPR) contains a sentence in which the supervisor advises the trainee that his/her performance for that phase was either "acceptable" or "unacceptable." The FTP SAC should also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed. If trainee is in remediation this report should be completed on a weekly basis. The SPR should be signed and dated by both the trainee and the FTP SAC. A sample SPR can be found in Appendix.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

End of Phase Report

FTO's will complete an End of Phase Report (EPR). 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, FTO's 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 FTP SAC, 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 FTP SAC. 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 Final Phase FTO 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 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 FTP SAC, and the Chief of Police (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

Most FTO's 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

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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. The FTO should be as specific as possible in identifying and describing 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 trainee 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.

The FTO will use the 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 FTO's 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, the types of remedial training strategies are limited only by the imagination and feasibility. However, no training should be dangerous, demeaning, harassing, or expose the department to liability. Department policies, procedures, and 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 Playing 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).

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

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 FTO's, 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 FTO's and vehicles.
2. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

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 checklist to include elements of crimes for the more common calls.
7. Suggest trainee purchase a pocket spell checker.
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 FTO's 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. Have trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT

FIELD TRAINING PROGRAM MANUAL

6. Create a mock crime scene.

Felony Stops

1. Practice visualization techniques.
2. 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. Use models (dolls, playhouse, etc.) for placement.
2. Role play using other FTO's.
3. Interviews with victim's advocate or groups.
4. Attend an Order of Protection hearing.
5. 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.
6. Demonstrate efficient ways to use the Thomas Guide, including checking the index.

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. Have trainee ride with an accident investigator.
2. Develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams.
4. Create a scenario and have the trainee draw a diagram.
5. Request assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.
7. Observe an autopsy for occupant injuries, etc.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

8. Visit a junkyard for damage estimates, etc.

Rapport with Citizens

1. Increase exposure to public.
 - a. Business contact card file.
 - b. Traffic stops.
 - c. Neighborhood watch and crime prevention meetings.
 - d. Front desk.
2. Have trainee spend a shift with a public information officer.
3. Role plays.
4. Videotape trainee's contacts. Have trainee review and critique performance.
5. Assign trainee to work with a department volunteer.

Total Confusion

1. Have trainee complete a self-evaluation.
2. Develop a flow chart of basic tasks.
3. Have trainee speak with and/or observe FTO's, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports.
6. Role play simple tasks.
7. 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.

SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM MANUAL

TRAINEE'S FTO EVALUATION AND PROGRAM CRITIQUE

The trainee's evaluation and critique (TEC) shall be completed by the trainee at the end of each phase of training. The trainee will complete a Field Training Program Critique Form at the conclusion of the Field Training Program. The TEC provides for a free style, objective evaluation of the segment FTO and the training program from the trainee's standpoint. This should be viewed as an FTO and program evaluation. More importantly, the TEC provides for a candid discussion of the segment FTO and the training program and should not be misconstrued as part of the trainee's evaluation process. The TEC and the Field Training Program Critique Form is utilized by the field training supervisor and coordinator to improve the program, or otherwise assist in the planning of future training.

Sacramento State University Police Department

Field Training Manual

A. Introduction to the Field Training Manual

1. This manual is used to instruct trainees of the Sacramento State University Police Department in the various duties they will most likely perform during their careers. All situations and problems are not included, but the subjects found herein constitute the basis which will help the trainee in building a good foundation for their future activities on the job.
2. This manual is to be completed by Field Training Officer(s) prior to the trainee being released from field training status to solo assignment.
3. This manual contains 20 sections, each of which must be addressed during the course of field instruction. It shall be the FTO's responsibility to ensure the trainee has the opportunity to perform or at least be familiar with the department's procedures in the areas described in the sections.
4. The Field Training Program is based on "Task-Oriented" training. Task-oriented training is a process designed to achieve the following goals:
 - a. A systematic, step-by-step approach to field training.
 - b. A means of ensuring that the trainee is capable of performing the basic tasks/skills necessary for competent operation as a solo unit.
 - c. The prevention of unnecessary duplication of training as the trainee transfers from one FTO to another.
 - d. Consistency in the method by which certain basic patrol skills are taught to trainees.
 - e. A guideline by which certain basic patrol skills can be observed of trainees with prior experience from another law enforcement agency.
 - f. Early detection of weaknesses in an officer's performance and specific documentation of the training given to overcome these weaknesses.
5. Recognizing that the random occurrence of events in the field does not allow for systematic learning, task-oriented training overcomes this process by providing basic objective training.
6. Field Training Program Supervisors will make regular checks of Field Training Manuals to ensure that progress is being made by the trainee. The FTO will also review the progress of the trainee periodically with the Field Training Program Supervisor and discuss any specific training needs and methods to address those needs.

B. How to use this guide?

1. The FTO will note that the training guide for each topic is referenced by section to the Field Training Manual or other sources of authority that govern policy and procedure within the Department. FTO's shall refer the trainee to the appropriate reference material and assist the officer in locating it.

C. Performance Objective Checklist

1. Name/Badge: The FTO will place their name, badge number and date in the appropriate box, whenever they mark the "Performed" or "Remediated" boxes.
2. Trained/Demonstrated: The FTO shall place initials, badge number and date in this column when they have discussed the material and/or practiced the task with the trainee and is satisfied that the officer understands the material or task desired.
3. Performed:
 - a. *Tested (written or Verbal):* The FTO will check this box when the trainee has demonstrated that they thoroughly understand how to perform the task or knowledge area through a written test or has verbally demonstrated that they thoroughly understand how to perform that task but have not had the opportunity to demonstrate that knowledge.
 - b. *Role Play:* The FTO will check this box when the trainee has demonstrated through roll play that they thoroughly understand how to perform a task.
 - c. *Field Perform:* The FTO will check this box when the trainee has accomplished this task without assistance from the FTO. The officer will be able to repeat this task at this level at any time upon request.
4. Signature Block: Each page of the Performance Objective Checklist has a signature block that the trainee will sign and date when the listed tasks have been completed. By signing and dating each page, the trainee acknowledged that the training material they received has been taught and demonstrated to them.

D. Examinations

1. A series of examinations have been designed to record the trainee's knowledge and retention. It is important that the trainee study new material without the urging of their FTO's. Assignments and due dates are given so that trainees will make an effort to study new material as well as review some of the more pertinent material received in the academy or from prior police training.
2. To facilitate the learning process, source information is incorporated in the different sections of the Field Training Manual. Trainees are expected to complete all reading assignments prior to the end of the section being covered in the Field Training Program.
3. Examinations will be given prior to the end of each section of the Field Training Program. The completed exams will be graded by the FTO's and/or the FTO Sergeant. The results of the exams may be commented on in an officer's evaluation reports. The results will be incorporated with trainee's Field Training Manual.

The following items will be reviewed during the Field Training Program

ORIENTATION

ORIENTATION AND DEPARTMENT POLICIES

- Section 0.1.1 Philosophy
- Section 0.1.2 Authority
- Section 0.1.3 Chain of Command
- Section 0.1.4 Police Department Orientation
- Section 0.1.5 Department Policy and General Orders
- Section 0.1.6 Tours
- Section 0.1.7 Training Unit
- Section 0.1.8 Property and Evidence
- Section 0.1.9 Records
- Section 0.1.10 CSO's
- Section 0.1.11 CSS's
- Section 0.1.12 Student Affairs

ETHICS

- Section 0.2.1 Ethics
- Section 0.2.2 Decision Making

USE OF FORCE

- Section 0.3.1 Use of Force
- Section 0.3.2 Physical Restraints / Handcuffing
- Section 0.3.3 Less Lethal Shotgun
- Section 0.3.4 OC Policy
- Section 0.3.5 Pepper Ball Policy
- Section 0.3.6 Impact Weapons Policy
- Section 0.3.7 ECD Policy
- Section 0.3.8 Firearms Policy
- Section 0.3.9 Legal and Ethical Issues
- Section 0.3.10 Force Options

RADIO COMMUNICATIONS

- Section 0.4.1 Radio Communications
- Section 0.4.2 Information Systems and Telecommunications

REPORT WRITING

- Section 0.5.1 Field Notes and Notebook
- Section 0.5.2 Field Interview Cards
- Section 0.5.3 Report Writing

PATROL VEHICLE OPERATION

- Section 0.6.1 Patrol Vehicle Inspection
- Section 0.6.2 Patrol Vehicle Operational Safety
- Section 0.6.3 Emergency Vehicle Operations/Pursuits
- Section 0.6.4 Patrol Vehicle Operations Liability
- Section 0.6.5 Vehicle Stops
- Section 0.6.6 Felony / High Risk Vehicle Stops

CRIMINAL LAW

- Section 0.7.1 Criminal Law
- Section 0.7.2 Reasonable Suspicion / Probable Cause
- Section 0.7.3 Laws Of Arrest
- Section 0.7.4 Juvenile Law and Procedure

SEARCH AND SEIZURE

- Section 0.8.1 Search Concepts
- Section 0.8.2 Seizure Concepts
- Section 0.8.3 Warrants

PHASE I

TRAINING EXERCISE PHASE I

OFFICER SAFETY

- Section 1.9.1 Contact and Cover
- Section 1.9.2 Body Armor
- Section 1.9.3 Officer Survival

COMMUNITY RELATIONS/ PROFESSIONAL DEMEANOR

- Section 1.10.1 Community Relations and Service
- Section 1.10.2 Professional Demeanor and Communication
- Section 1.10.3 Cultural Diversity
- Section 1.10.4 Racial Profiling
- Section 1.10.5 Crime Prevention While on Patrol

CRIMINAL CODES

- Section 1.11.1 Criminal Codes
- Section 1.11.2 Juvenile Law and Procedure
- Section 1.11.3 Additional Laws
- Section 1.11.4 University, County, and City Codes

CONTROL OF PERSONS/PRISONERS/MENTALLY ILL

- Section 1.12.1 Control of Persons
- Section 1.12.2 Legal Responsibilities and Requirements with Prisoners
- Section 1.12.3 Transportation of Prisoners
- Section 1.12.4 Booking Prisoners
- Section 1.12.5 People with Disabilities
- Section 1.12.6 Mental Illness Cases

PATROL PROCEDURES PART I

- Section 1.13.1 Patrol Techniques
- Section 1.13.2 Community Orientation (Campus)
- Section 1.13.3 Observation Skills
- Section 1.13.4 Preventing and Detecting Crime
- Section 1.13.5 Additional Patrol Safety
- Section 1.13.6 Proper Identification
- Section 1.13.7 Pedestrian Stop
- Section 1.13.8 Searching Persons
- Section 1.13.9 Searching Vehicles
- Section 1.13.10 Searching Buildings and Areas
- Section 1.13.11 Arrest
- Section 1.13.12 Alarm Calls
- Section 1.13.13 Shoplifting Investigation
- Section 1.13.14 Burglary Investigations
- Section 1.13.15 Stolen / Forged Check Investigations
- Section 1.13.16 Credit Card Investigations
- Section 1.13.17 Controlled Substances
- Section 1.13.18 Auto Theft Investigation
- Section 1.13.19 Arson Investigation

PHASE II

TRAINING EXERCISES PHASE II

TRAFFIC

- Section 2.14.1 Vehicle Code
- Section 2.14.2 Impounding and Storing Vehicles
- Section 2.14.3 Vehicle Collisions
- Section 2.14.4 Traffic Control and Direction
- Section 2.14.5 D.U.I. Enforcement

PATROL PROCEDURES PART 2

- Section 2.15.1 Handling Crimes in Progress
- Section 2.15.2 Domestic Violence
- Section 2.15.3 Sexual Assault Investigation
- Section 2.15.4 Officer Involved Shooting
- Section 2.15.5 Robbery Investigation
- Section 2.15.6 Victims of Violent Crimes
- Section 2.15.7 Child Abuse
- Section 2.15.8 Elder Abuse
- Section 2.15.9 Hate Crimes
- Section 2.15.10 Gang Awareness
- Section 2.15.11 Missing Persons
- Section 2.15.12 Fires
- Section 2.15.13 Hazardous Occurrences and Major Disasters
- Section 2.15.14 Bombs and Explosive Devices
- Section 2.15.15 Aircraft Crashes
- Section 2.15.16 First Aid
- Section 2.15.17 Sick, Injured or Deceased Person
- Section 2.15.18 Crowd Control
- Section 2.15.19 News Media Relations
- Section 2.15.20 Hostage / Barricaded Suspect
- Section 2.15.21 Sniper Attack
- Section 2.15.22 Animal Control

LEADERSHIP

- Section 2.16.1 Leadership

PHASE III

TRAINING EXERCISES PHASE III

INVESTIGATIONS/EVIDENCE

- Section 3.17.1 Interviewing / Interrogation
- Section 3.17.2 Investigations: Cold Crimes
- Section 3.17.3 Investigations: Crimes Against Property
- Section 3.17.4 Investigations: Crimes Against Persons
- Section 3.17.5 Burden Of Proof
- Section 3.17.6 Concepts of Evidence
- Section 3.17.7 Rules of Evidence
- Section 3.17.8 Evidence Collection and Preservation
- Section 3.17.9 Line Ups
- Section 3.17.10 Sources of Information
- Section 3.17.11 Subpoenas
- Section 3.17.12 Courtroom Testimony and Demeanor

TACTICAL COMMUNICATIONS/ CONFLICT RESOLUTION

- Section 3.18.1 Tactical Communication
- Section 3.18.2 Handling Disputes
- Section 3.18.3 Civil Disputes
- Section 3.18.4 Repossessions

PHASE IV

TRAINING EXERCISES PHASE IV

SELF-INITIATED ACTIVITY

Section 4.19.1 Self Initiated Activity

COMMUNITY ORIENTED POLICING

Section 4.20.1 Community Policing – Problem Oriented Policing

ORIENTATION AND DEPARTMENT POLICIES

0.1

Section 0.1.1 Philosophy

The trainee will develop an understanding of the Department's policing philosophy.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.1.2 Authority

The trainee will understand the Education Code Section 89560 that establishes enforcement upon campuses of the California State University, Sacramento.

The trainee will understand the Penal Code Section 830.2.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.1.3 Chain of Command

The trainee will have a working knowledge of the Department's chain of command and structure.

- A. The trainee will identify the organizational functions and chain of command of the department on an organizational chart and the names of the persons occupying those positions.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.1.4 Police Department Orientation

The trainee will know and understand and have a working knowledge of the organization and operation of the department.

- A. The trainee will know the agency's organization, functions, work schedule, and rules and regulations.
- B. The trainee will explain Department policy regarding the security of the Public Safety Building.
- C. The trainee will point out the locations of all exits, elevators, and stairways of the facilities.
- D. The trainee will explain the location and general function of each unit within the Department

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall be oriented to the work area, including:

- A. Introductions to key personnel
- B. Equipment and supply locations

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall know the operation of and agency policy regarding authorized personal equipment, safety equipment, and agency equipment used by officers in the field.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain what constitutes unauthorized equipment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain agency policy on uniforms and equipment damage.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.1.5
Department General Orders

The trainee shall review and explain Department General Orders related to:

- A. Use of Force
- B. Use and Discharge of Firearms
- C. Domestic Violence
- D. Emergency Vehicle Operations and Pursuits
- E. Sexual Harassment
- F. Authorized weapons
- G. Code of conduct
- H. Hate based incidents
- I. Sexual Assault

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and briefly explain agency General Orders, directives, rules, regulations pertaining to:

- A. Standard of conduct on and off duty (values, ethics, principles)
- B. Rules governing outside employment
- C. Regulations on carrying weapons off duty
- D. Hours of all shifts and absence reporting requirements
- E. Interaction with associated law enforcement agencies
- F. News media release laws, rules and regulations

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and understand all other General Orders not listed above as well as the Communications Protocol.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.1.6 Support Services

The trainee will know the locations of allied government agencies and private organizations. The trainee will know and/or visit the locations of the following:

Sacramento County

- A. Sacramento County Mental Health Clinic
- B. Sacramento County Sheriff's Office
- C. Sacramento County Jail
- D. Sacramento County District Attorney
- E. Sacramento County Courthouse
- F. Carol Miller Justice Center
- G. Juvenile Hall
- H. Neighborhood Alternative Center
- I. Sacramento Police Department
- J. JERF
- K. Kinney Police Facility
- L. Volunteers of America
- M. Federal Court House

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have a basic understanding of the role of the Training Unit within the department.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have an understanding of the Property and Evidence.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have an understanding of the Records Unit.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee will have an understanding of the Community Service Officer program.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have an understanding of the Community Services Specialist Program.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have an understanding of the function of Student Affairs.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee will have an understanding of the function of Employee Assistance Program (EAP).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

ETHICS

0.2

Section 0.2.1 Ethics

The trainee shall identify law enforcement ethical standards (Law Enforcement Code of Ethics, Oath of Honor, and the Code of Conduct) and explain or demonstrate how they apply to ethical decision-making.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall illustrate, through explanation or example, the following aspects of ethical conduct:

- A. 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.
- B. 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.
- C. Officers shall not use language or engage in acts that demean, harass, or intimidate another.
- D. 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.
- E. 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.
- F. 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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall identify and evaluate methods for handling unethical or criminal conduct on the part of a fellow officer.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify and discuss problems associated with some common ethical decisions, including:

- A. Non-enforcement of specific laws by personal choice
- B. Acceptance of gratuities
- C. Misuse of sick time, etc.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain the General Orders and/or policy and procedures associated with conduct both on and off duty.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.2.2 Decision Making

The trainee shall explain the most common limitations of their discretionary authority, to include:

- A. Law
- B. Departmental policy and procedure
- C. Departmental goals and objectives
- D. Community expectations
- E. Officer safety

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify the potential consequences of inappropriate discretionary decision making, including:

- A. Death or injury
- B. Additional crime
- C. Civil and vicarious liability
- D. Discipline
- E. Embarrassment to department
- F. Relationship with the community

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Given various scenarios, simulated incidents, or calls for service the trainee shall identify and conclude which of the following are acceptable decisions:

- A. Arrest
- B. Cite and Release
- C. Referral
- D. Verbal warning
- E. No action

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

USE OF FORCE

0.3

Section 0.3.1

Use of Force

The trainee will know and understand the Department's Use of Force Policy.

- a. 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 lethal force.
- b. The trainee will know the department's policy as to what responsibilities the officer has after use:
 1. First Aid
 2. Reporting Procedures
- c. The trainee will know the department's policy on the various levels of force.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.3.2

Physical Restraints / Handcuffing

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.4 Less Lethal Shotgun

The trainee will know and understand the safe handling of the less lethal shotgun, in accordance with department policy.

- A. The trainee will demonstrate the safe handling of the less lethal shotgun.
- B. The trainee will know the Department's policy on the use of the less lethal shotgun.
- C. The trainee will know the Department's reporting policy on the use of the less lethal shotgun.
- D. The trainee will know the Department's policy on providing medical treatment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.4 OC Policy

The trainee will know and understand the safe handling of OC, in accordance with department policy.

- E. The trainee will demonstrate the safe handling of OC.
- F. The trainee will know the Department's OC Policy.
- G. The trainee will know the Department's reporting policy on the use of OC.
- H. The trainee will know the Department's policy on providing medical treatment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.3.5 Pepper Ball Policy

The trainee will know and understand the safe handling of Pepper Ball, in accordance with department policy.

- A. The trainee will demonstrate the safe handling of Pepper Ball gun.
- B. The trainee will know the Department's policy on the use of the Pepper Ball.
- C. The trainee will know the Department's reporting policy on the use of Pepper Ball Gun.
- D. The trainee will know the Department's policy on providing medical treatment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.6 Impact Weapons Policy

The trainee will know and understand the safe handling of Impact Weapons, in accordance with department policy.

- A. The trainee will demonstrate the safe handling of impact weapons.
- B. The trainee will know the Department's policy on the use of impact weapons.
- C. The trainee will know the Department's reporting policy on the use of an impact weapons.
- D. The trainee will know the Department's policy on providing medical treatment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.7 ECD (Taser) Policy

The trainee will know and understand the safe handling of the Taser, in accordance with department policy.

- A. The trainee will demonstrate the safe handling of the Taser.
- B. The trainee will know the Department's policy on the use of the Taser.
- C. The trainee will know the Department's reporting policy on the use of the Taser.
- D. The trainee will know the Department's policy on providing medical treatment.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.3.8 Firearms Policy

The trainee will know and understand the safe handling of Firearms, in accordance with department policy.

- A. The trainee will demonstrate the safe handling of all duty/off duty firearms. This will be minimally done under the following conditions/situations:
 - a. Loading and unloading of duty weapons to include the handgun and shotgun
 - b. Weapons inspection
 - c. Operating storage mechanisms for weapons in vehicles
- B. The trainee will know the Department's shooting policy.
- C. The trainee will know the Department's policy on drawing and displaying of firearms.
- D. The trainee will know the Department's reporting policy on the use of a firearm.
- E. The trainee will qualify with the department's issued firearm prior to commencing his/her Field Training Program.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.9 Legal and Ethical Issues

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

Refer to: 835 PC; 835a PC; 843 PC; 198 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

Refer to: 196 PC; 198 PC; 835a PC; 843 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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:

- A. Type of crime and suspect(s) involved
- B. Threat to the lives of innocent persons
- C. Law and agency policy
- D. Officer's present capabilities
- E. Capabilities of officer's weapon

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.10 Force Options

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 (OC, Pepper Ball, ECD)
- E. Deadly Force

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.3.11 Arrest & Control Techniques

The trainee will know and demonstrate arrest and control techniques, in accordance with department policy.

- A. The trainee will know and demonstrate control holds.
- B. The trainee will know and demonstrate ground fighting techniques.
- C. The trainee will know and demonstrate weapons retention techniques.
- D. The trainee will know and demonstrate takedown techniques.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

RADIO COMMUNICATIONS

0.4

Section 0.4.1 Radio Communications

The trainee shall review and briefly summarize agency policy on communications control and coordination and radio call numbers.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall have a working knowledge of the phonetic alphabet and agency brevity radio codes, including commonly used Penal Code Section numbers and codes for dispatching emergency vehicles.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall demonstrate knowledge of agency radio procedures and proficient use of the radio including:

- Waiting until the air is clear before pressing the transmit button.
- Pressing the transmit button firmly and speaking calmly and clearly into the microphone.
- Avoiding over-modulation by speaking moderately into the microphone.
- Knowing the meaning of "emergency traffic only" and always saving routine and non-emergency transmissions until the termination of "emergency traffic only" status.
- Knowing the call signs, assignments, and beat locations of other units in the area.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain agency policy regarding the proper use and/or misuse of Mobile Data Terminals (MDT's) and on-board laptop computers.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.4.2

Information Systems & Telecommunications

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall be able to identify the law enforcement information systems used by the agency including:

- 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)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall identify inappropriate use(s) of law enforcement information systems according to agency policy and law.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

REPORT WRITING

0.5

Section 0.5.1 Field Notes and Notebook

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

- A. Date, day, time, vehicle number
- B. Name of partner or supervisor
- C. Type of incident
- D. Pertinent information
- E. Names of suspects, victims, witnesses, and reporting persons

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.5.2 Field Interview Card

The new officer will know when it is appropriate to use a Field Interview Card and how to fill it out.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The new officer will be familiar with gang ID/validation criteria.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.5.3 Report Writing

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall describe the functions of the investigative unit(s) and the District Attorney's Office in the reporting process.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss the importance of police reports, 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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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. Timely
- I. First person/active voice/past tense

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

PATROL VEHICLE OPERATION

0.6

Section 0.6.1 Patrol Vehicle Inspection

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall point out the location and describe the use of the following:

- A. Rear door locks
- B. Trunk and hood release
- C. Firearms/Weapon release systems
- D. Emergency lights and siren switches
- E. Flares
- F. First aid equipment
- G. Radio
- H. Engine fluid compartments and dip sticks

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain agency policy regarding proper maintenance of the police vehicle. This explanation shall minimally include:

- A. The procedure for regular maintenance and service of patrol vehicles
- B. The procedure for turning in a damaged or mechanically deficient vehicle for repair
- C. The proper documentation to be completed

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.6.2
Patrol Vehicle Operational Safety

The trainee shall review and explain agency policy on approved driving techniques, including:

- A. Backing
- B. Parking
- C. Right-of-way violations
- D. Passing
- E. Excessive speed

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify the components of "defensive driving." These shall include:

- A. Driver attitude
- B. Driver skill
- C. Vehicle capability
- D. Seat belt usage

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify driver attitudes that can contribute to the occurrence of traffic accidents, including:

- A. Over-confidence
- B. Impatience (including "road rage")
- C. Self-righteousness

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall discuss the effects of driver fatigue, including:

- A. Lower visual efficiency
- B. Slower reaction time

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall drive the vehicle in a safe and alert manner complying with all laws, regulations, and policies.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee will understand and demonstrate the application of "Situation-appropriate, Focused, and Educated (SAFE) driving" during routine and emergency situations.

- A. "Situation-Appropriate" refers to the need for law enforcement officers to modify their driving for the varied circumstances encountered in a patrol-driving environment (e.g., routine patrol vs. code three driving, school zone vs. rural highway driving, transitioning from surface streets/highways into residential neighborhood streets, driving in inclement weather and/or at night vs. ideal dry/clear weather and/or daylight conditions). The trainee will understand that the "appropriateness" of his or her driving style for the conditions present is also dictated by agency policy. FTO's, supervisors, managers, and department heads will reinforce what driving attitudes are "appropriate" for specific situations.
- B. "Focused" addresses the many concerns related to roadway position/conditions, distraction, fatigue, multi-tasking, equipment and driver capabilities.
- C. "Educated" refers to training (academy, FTO, in-service/ongoing) and policy, and the need for the trainee to continually apply knowledge gleaned in these areas to his or her daily driving habits.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee will understand the importance of the following critical areas of driving instruction and be able to explain how ongoing exposure and training in each area can benefit the trainee in the application of SAFE driving:

- A. Use of Law Enforcement Driving Simulators in addition to Emergency Vehicle Operations Courses in ongoing and in-service training
- B. Speeds officers are expected to encounter in routine and emergency driving
- C. Night driving
- D. Use of interference vehicle(s) to simulate actual roadway conditions

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee will be made aware of the fact that routine and emergency patrol driving is one of the most critically serious and potentially dangerous functions of a law enforcement officer. There is a real and ever present risk of injury or death to the law enforcement officer and members of the public when law enforcement officers drive in a manner unsafe for conditions, beyond their capabilities, or the capabilities of their patrol vehicles. In the years 2003 to 2010, more officers were injured or killed in traffic accidents than assaults. In addition, severe criminal and/or civil sanctions can be imposed on the law enforcement officer and/or the organization as a result of unsafe vehicle operation. The trainee will be made aware of these facts and will relate to the FTO the importance of SAFE driving. The trainee will continually demonstrate SAFE driving practices in routine and emergency vehicle operations throughout the FTO program in preparation for continued SAFE driving practices throughout his or her law enforcement career.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee will review agency policy regarding the use of seatbelts while on patrol. The trainee will be made aware of the facts that use of the seatbelt in both routine and emergency driving dramatically increases the chances of survival and decreases the potential for injury during a crash. Tactical removal of the seatbelt (removing the seatbelt just as the patrol car slows, immediately prior to coming to a complete stop so the officer can exit) will be discussed by the FTO, if such practice is allowed by agency policy. If agency policy allows such a practice, the trainee will demonstrate when to appropriately use a tactical removal of the seatbelt. The FTO will continually monitor seatbelt use (and tactical removal of the seatbelt, if applicable) to ensure that the trainee is habitually wearing the seatbelt while on patrol, and is only removing it during a safe and opportune time, given the situation at hand.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.6.3 Emergency Vehicle Operations/Pursuits

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.6.4 Vehicle Operational Liability

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.

Refer to: 21052 VC

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.6.5 Vehicle Stops

The trainee shall explain various types of vehicle stops to minimally include:

- A. Traffic violations
- B. Investigative
- C. High risk

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the advantages of recording the license number and description of the vehicle prior to the stop.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 0.6.6 Felony / High Risk Vehicle Stops

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 second, third and subsequent units at the stop itself
- G. Placement of additional units away from the stop to control traffic (to provide additional safety for the stop itself)
- H. Use of Public Address system
- I. Use of additional resources -K9 Units, air support units

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss the proper positioning of the police vehicle for a felony/high-risk vehicle stop.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss the advantages of waiting for additional back-up before approaching the vehicle or the occupants.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

CRIMINAL LAW

0.7

Section 0.7.1

Criminal Law

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 0.7.2

Reasonable Suspicion and Probable Cause

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

"Probable cause to arrest" requires more than the "reasonable suspicion" necessary for a detention and is essentially the same as the probable cause required to obtain an arrest warrant or a search warrant. The trainee shall identify and explain the following elements of "probable cause" as those required to make a valid arrest:

- A. Whether "probable cause" exists to make an arrest depends upon the reasonable conclusions that can be drawn from the facts known to the arresting officer at the time of the arrest.
- B. The officer's training and experience are relevant to a determination of probable cause.
- C. "Probable cause" exists when the totality of the circumstances would lead a person of ordinary care and prudence to entertain an honest and strong suspicion that the person to be arrested is guilty of a crime

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify and explain how "probable cause" is used in an arrest for felonies and misdemeanors:

- A. For a felony, an officer may arrest with a warrant, or without a warrant if the officer has probable cause to believe the person to be arrested committed the felony, regardless of whether or not the felony was committed in the officer's presence.
- B. For a misdemeanor, an officer may arrest with a warrant, or without a warrant if the officer has probable cause to believe the misdemeanor was committed in the officer's presence.
- C. See California Penal Code and Peace Officers' Legal Sourcebook for situations where officers are allowed by statute to make warrantless arrests for certain enumerated misdemeanors, even though the misdemeanors were not committed in the officer's presence.
- D. See California Penal Code and Peace Officers' Legal Sourcebook for statutes on accepting a private person's arrest.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall recognize and explain the police officer's right to search a person when probable cause to arrest exists.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.7.3 Laws of Arrest

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

Refer to: 836 PC; 40300.5 through 40302

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

Refer to: 840 PC; 841 PC; 825 PC; 848 PC; 849 PC; 851.5 PC; 853.5 PC; 853.6 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

Refer to: 837 PC; 847 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the requirements for advising a person of his/her Miranda rights.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the requirements regarding gaining admittance into a location to make an arrest.

Refer to: 844 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the amount of force that may be used when affecting an arrest.

Refer to: 835 PC; 843 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

Refer to: 835 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain instances where he/she is not civilly liable for false imprisonment arising out of an arrest.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the law regarding the arrest of foreign nationals.

Refer to: 834c PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall recognize the basic rights of all persons as granted by the United States 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
- E. Eighth – Excessive bail prohibited
- F. Fourteenth – Civil rights (see 18 USC, 242 – Color of law/authority)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

SEARCH AND SEIZURE

0.8

Section 0.8.1 Search Concepts

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the "exclusionary rule" and its effect upon police action and procedures including:

- A. Court filings
- B. Prosecution of suspects

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.8.2 Seizure Concepts

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 0.8.3 Warrants

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE I

PROBLEM-BASED LEARNING EXERCISE #1

NON-EMERGENCY INCIDENT RESPONSE

Vehicle Stop

You and your partner stop a car on a busy street with a great deal of pedestrian and vehicular traffic. You have stopped the car for speeding in a school zone. Upon stopping the vehicle you notice the passengers in the rear seats strapping on their seatbelts. As you approach the vehicle, you note the windows are down and you hear agitated voices. All occupants of the vehicle are from the same minority ethnic group. The passenger in the front seat complains loudly to the others about racial profiling. At this point he has not yet seen you. Several passers-by have stopped to watch the event. Upon request, the driver produces identification, but the passengers are argumentative and refuse to identify themselves.

You must present to your Field Training Officer two or more possible outcomes for this Problem-Based Learning Exercise. In each instance you must include the following:

Ideas—Record initial responses to the problem. What are two separate possible ways you can deal with this situation? Explain them to your FTO.

- What are your initial thoughts on solving this problem?
- What are the issues?

Facts—List all of the known facts about the problem. For example, you are in a school zone; the passengers in the vehicle will not provide identification.

- What do you know?

Learning Issues—Identify the relevant content from the learning matrix for each decision. For example, what do you know about racial profiling and what conflict resolution skills are most appropriate in this circumstance?

- What do you need to know to solve this problem?
- Where can you find it?
- Whom should you contact?
- What resources are available to solve this problem?
- What other information do you need?

Action Plans—Create a precise and specific plan for either solving or reducing the problem. Your action plan should arise from what you know about the problem and what your research has taught you. For example, once you speak to a variety of individuals and carry out your research during the "learning issues phase," what plan can you now develop, using the new information you have, to help you deal effectively with this problem?

- What can you do to solve or reduce this problem?
- Do you make arrests?
- Describe the rationale for each decision.
- Describe the possible consequences of each decision in your action plan.
- Describe how you would behave given each set of circumstances.

You will, in consultation with your FTO, determine the best method to present solutions to this problem. These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from your patrol work with your FTO, or other methods that best suit your abilities.

Remember, this is an ill-structured problem, and your action plan does not have a simple solution.

You will present your findings to your FTO on _____

The method of presentation will be _____

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

OFFICER SAFETY

1.9

Section 1.9.1 Contact and Cover

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 (FI's)
- C. Performs pat down and custody search 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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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 stop, and/or foot chase

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.9.2 Body Armor

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.9.3 Officer Survival

The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival and shall understand the organizational resources available to assist in counseling due to traumatic incidents. This discussion 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. Agency policy on physical fitness and officer standards
 - 2. Role of good health and nutrition
- D. Weapon retention
- E. Employee Assistance Programs
 - 1. Counseling through EAP (Sac State Employee Assistance Program)
 - 2. Critical Incident stress debriefings
 - 3. Law Enforcement Chaplains
 - 4. Peer Counseling

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

COMMUNITY RELATIONS AND PROFFESIONAL DEMEANOR

1.10

Section 1.10.1 Community Relations and Service

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.10.2 Professional Demeanor and Communications

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.10.3 Cultural Diversity

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.10.4 Racial Profiling

The trainee shall demonstrate the ability to perform effective police work focusing on behavior rather than race and will recognize, and be able to explain, why effective police work profiles a person's behavior and not the race of the individual. The trainee will be made aware of PC 13519.4, which states, "A law enforcement officer shall not engage in racial profiling."

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIEDIATED		REMIEDIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.10.5
Crime Prevention While On Patrol

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

CRIMINAL CODES

1.11

Section 1.11.1 Criminal Codes

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
- B. Homicide
- C. Robbery
- D. Assaults
- E. Criminal threats (formerly Terrorist threats)
- F. Stalking
- G. Restraining order violations
- H. Cruelty to animals
- I. Crimes against children
- J. Sex crimes
- K. Disturbing the peace
- L. Burglary
- M. Trespassing
- N. Arson
- O. Vandalism
- P. Theft (including Identity Theft)
- Q. Forgery and check offenses
- R. Disorderly conduct
- S. Control and use of dangerous weapons
- T. Use, possession, and sales of dangerous drugs (including under the influence)
- U. Receiving or possession of stolen property (including alteration of serial numbers)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.11.2 Juvenile Law and Procedure

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 626 PC sections and Ed. Code sections 48906, 48260-66, etc.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 1.11.3 Additional Laws

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain the laws regarding parole and probation violations, searches, and holds including:

- A. 3056 PC
- B. 1203.2 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall recognize violations of common Health & Safety Code sections.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall recognize violations of common Business & Professions Code sections.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.11.4 City Codes

The new officer will have a working knowledge of the Sacramento City codes.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

1.12

Section 1.12.1 Control of Persons

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.12.2 Legal Responsibilities and Requirements with Prisoners

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the requirements for issuing property receipts.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIATED		REMEDIATED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIATED		REMEDIATED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIATED		REMEDIATED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.12.3 Transportation of Prisoners

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
- 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)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIATED		REMEDIATED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Given a situation in which prisoner(s) must be transported in a patrol vehicle, the trainee shall safely place the handcuffed prisoner(s) into the vehicle and safely transport the prisoner(s) to the predetermined destination.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIATED		REMEDIATED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.12.4 Booking Prisoners

The trainee shall explain how to properly book a juvenile prisoner in conformance with agency 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

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall understand that arrestees will be booked into the Sacramento County Main Jail.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall acquire (preferably through a tour) an understanding of the basic functions, layout, organization, and staffing of the Sacramento County Main Jail.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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.)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall identify other prisoners who may warrant special considerations, including:

- 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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain the legalities of prisoner/inmate searches, including:

- A. Search by same sex
- B. Clothed search
- C. Strip or skin search, including documentation

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the concept of inmate classification, to include:

- A. Sex
- B. Age
- C. Criminal sophistication
- D. Seriousness of offense
- E. Assaultive behavior
- F. Medical disabilities
- G. Gang Affiliation
- H. Overt sexual behavior

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain methods and procedures for releasing a prisoner.

Refer to: 849(b) PC

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.12.5 People with Disabilities

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:

- A. Requires reasonable adjustments and modifications in policies and practices or procedures, on a case-by-case basis.
- B. Prohibits the arrest of an individual for behavioral manifestations of a disability that is not 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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.12.6 Mental Illness Cases

The trainee shall review and explain state law and agency policy regarding mental illness cases.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall review and understand Welfare and Institution Code Section 5150.05.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and understand Welfare and Institution Code Section 5170.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall identify the appropriate mental health facility or regional center within the agency's jurisdiction to be used for evaluation, treatment, counseling, or referral.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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 be brought along (with approval), right to a telephone call, and right to leave a note to friends or family.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the documentation for detaining and placing mentally ill persons. This discussion shall minimally include:

- A. Required documentation on the 5150 WIC form
- B. Verbal admonishment and supplementary written documentation as specified in 5157 WIC
- C. Any additional agency specific documentation or additional mental health facility documentation as may be required by agency policy or MOU
- D. Any additional agency policies and procedures related to the detention and placement of mentally ill persons

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

PATROL PROCEDURES I

1.13

Section 1.13.1 Patrol Techniques

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain basic preventative patrol methods utilized by an officer:

- A. Frequent checks and contacts with business premises
- 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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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
- C. Increased ability to gather information

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall conduct a patrol vehicle pre-shift inspection, to include:

- A. Visual check of vehicle exterior for damage and the tires for wear and proper inflation
- B. An inspection of the trunk for the spare tire and required equipment
- C. An operations check of the vehicle equipment (lights, horn, etc.) and the emergency equipment (light bar, siren, public address system, etc.)
- D. An inspection of the firearms/weapons and release systems
- E. 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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the importance of positive daily personal contact with citizens.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.13.2 Community Orientation

The trainee shall know the following locations within the agency's jurisdiction:

- A. Hospital(s)
- B. Firehouse
- C. Bars and "hot" spots
- D. Schools
- E. Community service organizations
- F. Park and recreation areas
- G. Hazardous material/priority locations (refineries, WMD potential targets, etc.)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall know the names and locations of important types of roadways in the community or assigned area. These shall include:

- A. Major arteries
- B. "Through streets"
- C. Dead-end streets
- D. Freeways
- E. Fire trails or other special access routes

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall know the jurisdictional boundaries, beats, districts, or sector assignments utilized by the agency.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.13.3 Observation Skills

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.13.4 Preventing and Detecting Crime

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain and demonstrate how to prepare for a normal patrol shift:

- 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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall identify those locations and/or situations that exist in a "patrol area" that warrant frequent checks.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify ways to determine if a parked vehicle has been recently operated.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall describe and/or demonstrate how to conduct surveillance, including:

- A. Invisible deployment
- B. Radio security
- C. Use of surveillance/vision devices

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.5 Additional Patrol Safety

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain and/or demonstrate ways to avoid the hazards of "silhouetting."

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain and/or demonstrate safe and effective tactics for initiating a foot pursuit of a fleeing suspect.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain department policies on mutual aid and jurisdiction, including:

- A. Use of official vehicles outside the agency's jurisdiction
- B. Responding to calls for assistance outside the agency's jurisdiction
- C. Assisting other agencies with arrests within agency jurisdiction

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 1.13.6 Proper Identification

The new officer will know and understand the various forms of identification and how to determine their acceptability.

- A. The new officer will use interviewing and other techniques to determine the validity, authenticity, and legal acceptability of various types of identification.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The new officer will identify the following reasons that it is important that an officer check both the validity and authenticity of a driver's license:

- A. In order to validate authority to operate a specific type of motor vehicle.
- B. In order to enforce provisions of the CVC relative to having a valid license in possession or enforce provisions of driving on restricted license.
- C. In order to release person on signature.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 1.13.7 Pedestrian Stops

The trainee shall explain the concepts of consensual encounter and reasonable suspicion to stop and detain. The trainee will explain, demonstrate or otherwise give examples of how a consensual encounter or reasonable suspicion can be elevated to probable cause, allowing for an arrest to be made.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the role and use of CLETS in determining a person's wanted status.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.8 Searching Persons

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

Refer to: 4030 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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. Thoroughness of the search
- E. Safeguarding of weapons

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain agency policy regarding searching individuals of the opposite sex.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify those places on the person of both males and females where dangerous weapons or contraband may be concealed.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall safely and effectively conduct a legal pat-down search of one or more suspect(s).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall safely and effectively conduct a field search (standing, kneeling, or prone) of one or more suspect(s).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall safely and effectively serve as a back-up officer while another officer conducts a search of one or more suspect(s).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.9 Searching Vehicles

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Given an incident, the trainee shall safely and effectively conduct a vehicle search.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.10 Searching Buildings and Areas

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Given an incident, the trainee shall safely and effectively conduct a building/area search.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 1.13.11 Arrests

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.12 Alarm Calls

The new officer will understand effective methods of handling alarm calls.

- A. The new officer will identify the procedures to be followed in responding to an alarm call:
 1. Coordination of responding units.
 2. Utilization of a quiet and possibly "blacked out" response.
 3. Containment of the area.
 4. Contact with reporting party to verify information and obtain description.
 5. Search of area for telltale signs, footprints, barking dogs, warm vehicles, suspects, etc..

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.13 Shoplifting Investigation

The new officer will know and understand the basics of a shoplift investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.14 Burglary Investigation

The new officer will understand and have a working knowledge of the responding officer's tasks in a burglary investigation.

- A. Residential
- B. Commercial

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 1.13.15
Forged / Stolen Check Investigation

The new officer will have a working knowledge of a stolen / forged check investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.16
Credit Card Investigation

The new officer will have a working knowledge of a credit card investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.17
Controlled Substance Investigation

The new officer will effectively conduct a Controlled Substance investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 1.13.18
Auto Theft Investigation

The new officer will have an understanding of the basics of auto theft investigation.

- A. The new officer will identify the tasks necessary to identify a stolen vehicle and to complete the preliminary investigation.
- B. The new officer will identify the methods of locating vehicle identification numbers (VIN) and other means of vehicle identification.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 1.13.19
Arson Investigation

The new officer will know and understand and have a working knowledge of the responding officer's tasks in an arson investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE II

PROBLEM-BASED LEARNING EXERCISE #2

EMERGENCY INCIDENT RESPONSE

Disorderly at Bar Radio Call

You are on solo patrol at 1:00 A.M. You receive a radio call from a bar owner on the opposite side of your patrol area (on Folsom Blvd). He reports that an extremely agitated person has destroyed property in the bar and driven off without paying. The owner believes the driver also struck another vehicle in the parking lot as he sped off. The bar owner reports the driver and one female passenger as occupants of the vehicle. You respond to the call and, while en route to the bar, you observe that the suspect's vehicle has struck another car and is stalled in the middle of the road. Both driver and passenger are still in the vehicle. Back-up officers are en route.

You must present to your FTO two or more possible outcomes for this Problem-Based Learning Exercise. In each instance you must include the following:

Ideas—Record initial responses to the problem. What are two separate possible ways you can deal with this situation? Explain them to your FTO.

- What are your initial thoughts on solving this problem?
- What are the issues?

Facts—List all of the known facts about the problem. For example, there has been at least one motor vehicle accident; there has been a complaint about a bar fight and possible suspects are in the vehicle.

- What do you know?

Learning Issues—Identify the relevant content from the learning matrix for each decision. For example, what laws do you need to know and what are the procedures for vehicle stops and impounding vehicles?

- What do you need to know to solve this problem?
- Where can you find it?
- Whom should you contact?
- What resources are available to solve this problem?
- What other information do you need?

Action Plans—Create a precise and specific plan for either solving or reducing the problem. Your action plan should arise from what you know about the problem and what your research has taught you. For example, once you speak to a variety of individuals and carry out your research during the "learning issues phase," what plan can you now develop, using the new information you have, to help you deal effectively with this problem?

- What can you do to solve or reduce this problem?
- Do you make arrests?
- Describe the rationale for each decision.
- Describe the possible consequences of each decision in your action plan.
- Describe how you would behave given each set of circumstances.

You will, in consultation with your FTO, determine the best method to present solutions to this problem. These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from your patrol work with your FTO, or other methods that best suit your abilities.

Remember, this is an ill-structured problem, and your action plan does not have a simple solution.

You will present your findings to your FTO on _____

The method of presentation will be _____

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE II

PRESENTATION

The FTO will choose one of the following options:

1. The trainee will create a educational training to present to your team at briefing or
2. The trainee will present a presentation to a community group
 - a. Examples:
 - i. Crime prevention presentation
 - ii. Violence in the workplace
 - iii. Bike safety presentation
 - iv. Freshman parent orientation
 - v. New employee Orientation
 - vi. Drug and alcohol education
 - vii. Other _____ (please specify)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAFFIC

2.14

Section 2.14.1 Vehicle Code

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain the elements of Vehicle Code sections giving authority to arrest.

Refer to: 40300.5 through 40303; 40305

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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
- B. Theft of and tampering with vehicles
- C. Driver's licenses and identification cards including suspensions
- D. Hit and run
- E. Traffic control signals
- F. Other traffic control devices
- G. Driving, overtaking, and passing
- H. Right-of-way
- I. Pedestrians
- J. U-Turns
- K. Stopping, standing, and parking
- L. Driving under the influence
- M. Other public offenses
- N. Equipment violations
- O. Fleeing/evading an officer
- P. Reckless driving
- Q. Seat belt violations

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall discuss enforcement options after observation of a traffic violation, including:

- A. Verbal warning
- B. Issuance of a citation
- C. Physical arrest

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall properly and legibly complete a citation, for an observed traffic offense, within a reasonable time frame.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain that the required signature of a violator on a citation is not an admission of guilt but a promise to appear.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.14.2 Impounding and Storing Vehicles

The trainee shall review and explain the agency's policy regarding towing procedures.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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 held for operation by unlicensed driver (22651(p) VC)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss the legal authority for those instances when an officer may impound/store a vehicle from public and private property.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.14.3 Vehicle Collisions

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the primary duties of an officer at any traffic accident scene, including:

- A. Determining injuries and need for emergency first aid treatment
- B. Protecting the scene, including persons and property involved
- C. Appropriate use of flares (spilled fuel)
- D. Ascertaining the need for ambulance service
- E. Considering the need for tow services
- F. Determining the need for further assistance

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain the agency's policy regarding traffic collision investigation and reporting.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall discuss advantages and disadvantages of immediately removing (or having removed) all vehicles involved in a traffic accident from the highway.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMIEDIATED		REMIEDIATED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall define the term "primary collision factor."

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMIEDIATED		REMIEDIATED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMIEDIATED		REMIEDIATED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall define the term "coefficient of friction" as it pertains to roadways.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMIEDIATED		REMIEDIATED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMIEDIATED		REMIEDIATED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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 area of impact (A.O.I.) and the point of rest (P.O.R.)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.14.4 Traffic Control and Direction

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.14.5 Driving Under the Influence

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the law and agency policy regarding processing persons who refuse chemical testing.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

PATROL PROCEDURES II

2.15

Section 2.15.1 Handling Crimes in Progress

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. Use of additional resources - K9 units, air units
- K. Watch for fleeing suspects
- L. Parking and securing vehicle
- M. Apprehension of suspect(s)
- N. Broadcasting additional information
- O. Securing the scene

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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
- 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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.2 Domestic Violence

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall recognize the inherent dangers to an officer who enters the home of a family involved in a dispute.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss mandatory custody arrest requirements.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall understand the role of WEAVE and on campus Violence and Sexual Assault Support Services.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss the agency's policy regarding Domestic Violence.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall review and explain the law and procedures relating to enforcement of active restraining orders, stay-away orders, and emergency protective orders.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.3 Sexual Assault Cases

The new officer will understand and have a working knowledge of the responding officer's tasks in a sexual assault investigation.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall understand the role of the Campuses Violence and Sexual Assault Support Services advocate.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall discuss the agency's policy regarding Sexual Assault Cases.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.4 Officer Involved Shooting

The new officer will understand and have a working knowledge of the responding officer's tasks in an officer involved shooting.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.5 Robbery Investigation

The new officer will know and understand the tactical considerations while responding to robbery-in-progress calls.

A. The new officer will understand the tactical considerations while responding to robbery-in-progress calls.

1. Determination of response method.
2. Plan for deployment.
3. Containment of the scene.
4. Apprehension of suspect(s).
5. Initiation of crime broadcasts.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.6 Victims of Violent Crime

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.7 Child Abuse

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
- C. Reporting laws
- D. Follow-up investigative procedures
- E. Referral to additional support agencies (CPS, Social Services, etc.)

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.8 Elder Abuse

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.)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.9 Hate Crimes

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify and discuss the possible consequences of hate crimes including:

- A. Psychological effect on victim
- B. Denial of basic constitutional rights
- C. Divisiveness in the community
- D. Potential escalation of violence

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

Refer to: 422.6 PC

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIATED		REMIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.10 Gang Awareness

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIATED		REMIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIATED		REMIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss primary reasons for gang membership, including:

- A. Peer pressure
- B. Common interest
- C. Protection/Safety

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIATED		REMIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss characteristics that are common to most gangs, including:

- A. Cohesiveness
- B. Code of silence
- C. Rivalries
- D. Revenge

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMIATED		REMIATED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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
- D. Requesting the District Attorney to consider criminal street gang enhancement charges (PC 186.22) when gang members are arrested

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.11 Missing Persons

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. In addition, the trainee will also review and explain the criteria and initiation process for an Amber Alert.

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.12 Fires

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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
- F. Contacting the State Fire Marshal's office

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.13 Hazardous Occurrences and Major Disasters

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).

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall review and explain the agency's policy on hazardous substances or chemical spills (HAZMAT).

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

- D. Establishing a security perimeter
- E. Establishing ingress and egress corridors
- F. Identifying and admitting only authorized personnel
- G. Dealing with the media

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.14 Bombs and Explosive Devices

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

- A. Hazards of using the police radio and/or cellular phone
- B. Request for a technician or E.O.D.
- C. Isolation of the device and the area
- D. Evacuation of civilian personnel
- E. Possibility that more than one explosive device exists

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.15 Aircraft Crashes

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.16 First Aid

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss why a law enforcement officer is morally, ethically, and legally (Section 1797.183 Health and Safety Code) required to maintain proficiency in first aid techniques.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain why the improper application of first aid techniques could conceivably result in civil action against the officer and the agency.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.17

Sick, Injured or Deceased Persons

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.18

Crowd Control

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall define and describe basic crowd and riot control formations.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 2.15.19 News Media Relations

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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. (*Refer to: Penal Code Section 409.5*)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.20 Hostage / Barricaded Suspect

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 2.15.21 Sniper Attack

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

- A. Acceleration/Reversal out of "kill zone"
- B. Turning into nearest available cover
- C. Abandonment of target vehicle
- D. Awareness of possible secondary ambush

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 2.15.22 Animal Control

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		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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:

- 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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

LEADERSHIP

2.16

Section 2.16.1 Leadership

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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:

Integrity
 Credibility
 Trust
 Discretion
 Duty
 Loyalty
 Honesty

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE III

CRIMINAL INVESTIGATION

Domestic Dispute

You are working with your partner on the afternoon shift when you receive a call regarding noise from a loud argument and crying children coming from a dorm in your patrol area. The neighbor who called in the complaint lives above the apartment where the disturbance is occurring. The dispatcher tells you that this is the fourth call of a similar nature in the past six weeks. No arrests were made at those calls, but the husband and the wife have both been cautioned regarding the consequences of domestic assault.

Upon arrival at the scene, you hear a child screaming inside and the sound of a struggle in progress. The husband answers the door and you see that both he and his wife have facial cuts. He moves into the kitchen and begins to yell at his wife. Each accuses the other of assault. Two children, ages five and three, are in the living room and both are crying. The apartment is dirty and there is garbage strewn throughout the apartment. As you are speaking to the wife, she advises you that she wants her husband arrested for assault. She also informs you that she would like him arrested for the marijuana he has in his drawer in the bedroom. The husband denies he has any drugs in the house.

Discuss this with your FTO and suggest possible solutions to this problem.

Ideas—Record initial responses to the problem. What are two possible ways that you can deal with this situation? Explain them to your FTO.

- What are your initial thoughts on solving this problem?
- What are the issues?

Facts—List all of the known facts about the problem. For example, there has been an assault; children are on the scene; you have a report of drugs in the home.

- What do you know?

Learning Issues—Identify the relevant content from the learning matrix for each decision. For example, what laws do you need to know and what are the procedures for seizing drugs? What do you do with the children if both parents are arrested?

- What do you need to know to solve this problem?
- Where can you find it?
- Whom should you contact?
- What resources are available to solve this problem?
- What other information do you need?

Action Plans—Create a precise and specific plan for either solving or reducing the problem. Your action plan should arise from what you know about the problem and what your research has taught you. For example, once you speak to a variety of individuals and carry out your research during the “learning issues phase,” what plan can you now develop, using the new information you have, to help you deal effectively with this problem?

- What can you do to solve or reduce this problem?
- Do you make arrests?
- Describe the rationale for each decision.
- Describe the possible consequences of each decision in your action plan.
- Describe how you would behave given each set of circumstances.

You will, in consultation with your FTO, determine the best method to present solutions to this problem. These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from your patrol work with your FTO, or other methods that best suit your abilities.

Remember, this is an ill-structured problem, and your action plan does not have a simple solution.

You will present your findings to your FTO on _____

The method of presentation will be _____

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	FTO / Instructor	Date	<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE III

COURT PROCEEDING

The trainee will attend and observe a court proceeding with their FTO or Sergeant. It may be either criminal or traffic court.*

*If due to staffing the trainee is unable to attend a court proceeding, then the FTO shall create and conduct mock court. This shall minimally include officers playing the role of judge, testifying officer, prosecutor and defense attorney. This option is disfavored as compared to attending and observing an actual court proceeding.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

INVESTIGATIONS / EVIDENCE

3.17

Section 3.17.1 Interviewing / Interrogation

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the ramifications of the Miranda warning and shall describe when, where, and why it should/should not be used during interrogations.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the ramifications of the 6th Amendment and understand the differences between the 5th Amendment and 6th Amendment right to counsel during interviews/interrogations and line ups.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 3.17.2

Investigations: Cold Crimes

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall describe situations where the skills of an evidence technician or criminalist are required.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a "cold" crime.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 3.17.3 Investigations: Crimes against Property

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 3.17.4 Investigations: Crimes against Persons

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The trainee shall explain the steps to take while investigating the following crimes:

- A. Rape/Sexual assault
- B. Felonious assault
- C. Robbery
- D. Kidnapping

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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).

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 3.17.5 Burden of Proof

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)

Refer to: Evidence Code sections 520; 550; 666; 500; 500

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 3.17.6 Concepts of Evidence

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

Refer to: Evidence Code sections 970 & 980; 950; 1030; 990

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 3.17.7 Rules of Evidence

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

Refer to: Evidence Code sections 1200; 1220

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 3.17.8 Evidence Collection and Preservation

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the provisions of the agency's policies and procedures regarding the storage of evidence.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall review and explain the agency's policies and procedures regarding the taking of evidence to laboratory examination facilities and court. The discussion will include a review of the agency's policy on calling out Crime Scene Investigators and/or detectives to process a crime scene.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 3.17.9 Line Ups

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 3.17.10 Sources of Information

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 3.17.11 Subpoenas

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Section 3.17.12 Courtroom Testimony and Demeanor

The trainee shall explain the value of impressive and professional courtroom demeanor and appearance. This discussion will also cover the fact that perjury in court and falsifying police reports are felony crimes that can result in both criminal and civil actions against the officer, and civil actions against the agency.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall identify and explain principles of effective testimony. These principles shall minimally include:

- A. Honesty
- B. Clarity
- C. Brevity
- D. Objectivity
- E. Poise

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with a variety of attorney personalities.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall discuss how to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.18

Section 3.18.1 Tactical Communication

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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)

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall demonstrate an ability to perform in a calm, professional demeanor while de-escalating hostilities or conflicts (i.e., without resorting to physical force).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

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 by simply 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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

Section 3.18.2 Handling Disputes

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/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

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

INSTRUCTED/ DEMONSTRATED		PERFORMED	REMEDIED		REMEDIED?
FTO / Instructor	Date		FTO / Instructor	Date	
		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall explain the inherent dangers to an officer who enters the home of a family involved in a dispute.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain citizen arrest procedures to consider at disputes.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 3.18.3 Civil Disputes

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

Refer to: Civil Code sections 1861a; 1161, 1161a, and 1162; 1946

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The trainee shall review and explain the agency's policy on labor-management disputes.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Section 3.18.4 Repossessions

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 repossessioner may go
- D. When a repossession is complete

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

TRAINING EXERCISES

PHASE IV

POP PROJECT

You will develop a Problem Oriented Policing project using the S.A.R.A model and present it to your FTO.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Educational Information to assist in your project:

Problem solving is a central tenet to the way the Sacramento State University Police Department operates. Correctly identifying problems and their solutions are therefore paramount to routine police work. In a nutshell, the idea is that treating groups of similar incidents is a more effective way of reducing crime and disorder than treating them as separate incidents.

The model of problem solving used by the Sacramento State University Police Department is the SARA process.

The SARA model has four phases:

- Scan – descriptive exploration of the problem
- Analysis – identifying the underlying causes of the problem
- Response – addressing the problem by action
- Assessment – measuring the effectiveness of the response

Sample Problem: This contrived example is meant to illustrate how a SARA-like process is actually (or should be) carried out in a wide variety of scenarios. It is not a mysterious way of operating, merely a systematic way of approaching a group of events.

Scanning

One morning you get into your car to drive to work. The familiar sound of the engine is absent when you turn the key in the ignition. In fact, the engine sounds like it is struggling to start. So, what is the problem? It isn't simply "the car". The problem is "car will not start". In this case, the offensive behavior is "not starting". Distinguishing non-starting when the engine turns over but fails to start, non-starting because the starter motor does not work, and non-starting because no lights come on when the key is turned also helps clarify what might be the problem.

Analysis

What are the possible reasons for the inability of the car to start? There are a variety of mechanical explanations that could be responsible for the lack of forward motion. Before lifting the hood, you see a series of lights on the dashboard. If there are none, the problem is electrical. If there are lights, but the starter motor makes a sad click, the starter motor is implicated. If the starter motor works, but the fuel gauge shows empty, you've forgotten to fill up, there is a fuel leak, someone has siphoned fuel, or your children have been driving the car.

Response

The logical action, assuming the starter motor works and the tank is empty, is to check for leaks and, finding none, to fill the tank.

Assessment

After filling the gas tank, you attempt to start the car. As you do, you notice the gas indicator light is now off. The engine roars to life. Problem solved

Suppose you took the same action, but the car still didn't start? You would review the situation and try to isolate the cause of the engine failure. The iterative process is carried out until the problem is remedied.

For additional information before beginning your project refer to: <http://www.popcenter.org/about-SARA.htm>

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

SELF-INITIATED ACTIVITY

4.19

Section 4.19.1 Self-Initiated Activity

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

Vehicle Stops:

- A. Investigative
- B. Traffic enforcement

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Pedestrian Stops:

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Directed Patrol:

- A. Gang area/activities
- B. DUI enforcement
- C. Illegal vendors
- D. Pattern crimes
- E. COPS, POP Projects, high security areas, ect.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

Arrests:

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

Other activities:

- A. Field Interview (FI) cards
- B. Park Walk and Talks
- C. Other on view activities
- D. Suspicious circumstances

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

COMMUNITY & PROBLEM ORIENTED POLICING

4.20

Section 4.20.1 Community and Problem Oriented Policing

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the crime triangle (offender, victim, and location).

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

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

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The trainee shall explain the agency's problem-solving model (e.g. SARA) and be able to:

- A. Learn the service needs and demands in their patrol area.
- B. Devise ways to manage information gleaned from various community sources.
- C. Learn how to identify crime and disorder problems **and** distinguish them from incidents.
- D. Develop plans with citizens to address crime and disorder problems.
- E. Work with citizens to assess the results of their efforts.

INSTRUCTED/ DEMONSTRATED		PERFORMED <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other	REMEDIED		REMEDIED? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test <input type="checkbox"/> Other
FTO / Instructor	Date		FTO / Instructor	Date	

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____

The above training material was reviewed with me and I acknowledge receipt of the training.

Officer Initial _____ Date _____



California State University, Sacramento
Police Department

Memorandum

To: FTP Manual

From: Lt. C. Lofthouse

Date: June 1 2017

Subject: FTP compliance with Senate Bill 29 and PC 13515.295

As required in new Penal Code section 13515.295, the FTP must include specified content which has been incorporated into Commission Procedure D-13-3, Field Training Program Minimum Content Requirements. The additional content required is as follows:

Address Issues Related to Stigma

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 illness, intellectual disability, substance use disorders, neurological disorders, traumatic brain injury, post-traumatic stress disorder, and dementia. The training shall also address:

- Issues related to stigma
- Autism spectrum disorder
- Genetic disorders, including, but not limited to, Down syndrome
- Conflict resolution and de-escalation techniques for potentially dangerous situations
- Alternatives to the use of force when interacting with potentially dangerous persons with mental illness or intellectual disabilities
- The perspective of individuals or families who have experiences with persons with mental illness, intellectual disability, and substance use disorders
- Involuntary holds
- Community and state resources available to serve persons with mental illness or intellectual disability, and how these resources can be best utilized by law enforcement

INSTRUCTED/ DEMONSTRATED		PERFORMED ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test ↑ Other	REMEDIED		REMEDIED? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test ↑ Other
FTO / Instructor	Date		FTO / Instructor	Date	

■ APPENDIX 1

Daily Observation Report (DOR)

NUMERIC RATING SCALE

Standardized Evaluation Guidelines



SACRAMENTO STATE UNIVERSITY POLICE FIELD TRAINING PROGRAM
DAILY OBSERVATION REPORT (DOR)

DATE:

PHASE:

DOR #:

FTO:

TRAINEE:

ASSIGNMENT: PATROL

RATING INSTRUCTIONS: Rate the observed behavior with reference to the numerical value definitions contained in the "Field Training and Evaluation Program Standardized Guidelines." Comment on the most and least satisfactory performance of the day. Comments are required for all ratings of "1"/"2", "6"/"7", "NRT" (Not Responding to Training) and a score of "3" in phase III and Phase IV.

RATING SCALE R.T.

APPEARANCE:

1 General Appearance.....

ATTITUDE:

2 Acceptance Of Feedback.....

3 Towards Police Work.....

4 Self Image And Confidence.....

KNOWLEDGE:

5 Department Policy And Procedure.....

6 Criminal Statutes.....

7 University Policy And Regulations.....

8 Traffic.....

9 Criminal Procedure.....

PERFORMANCE:

10 Driving Skill: Normal Conditions.....

11 Driving Skill: Moderate And High Stress Conditions.....

12 Orientation/Response Time.....

13 Routine Forms: Accuracy/Completeness.....

14 Report Writing: Organization/Details.....

15 Report Writing: Grammar/Spelling/Neatness.....

16 Report Writing: Appropriate Time Used.....

17 Field Performance: Non-Stress Conditions.....

18 Field Performance: Stress Conditions.....

19 Investigative Skill.....

20 Interview/Interrogation Skill.....

21 Self-initiated Field Activity.....

22 Officer Safety: General.....

23 Officer Safety: Suspects, Suspicious Persons, Prisoners.....

24 Control Of Conflict: Voice Command.....

25 Control Of Conflict: Physical Control.....

26 Problem Solving/Decision Making.....

27 Radio: Appropriate Use Of Codes And Procedures.....

28 Radio: Listens And Comprehends.....

29 Radio: Articulation Of Transmissions.....

RELATIONSHIPS:

30 With Citizens/Community.....

31 With Other Department Members.....

TRAINEE SIGNATURE
(Name and Date)

FTO SIGNATURE
(Name and Date)

FTP SAC SIGNATURE
(Name and Date)

Daily Observation Report (DOR)

DOCUMENTATION OF PERFORMANCE AND COMMENTS

The most satisfactory area of performance of the day was in category number .
A specific incident which justifies the rating is: Refer to comments below

The least satisfactory area of performance of the day was in category number .
A specific incident which justifies the rating is: Refer to comments below

COMMENTS:

NOTE: Cover topics in PERFORMANCE, KNOWLEDGE, RELATIONSHIPS and ATTITUDE as well as the most and least satisfactory area of performance.

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM

TRAINEE SIGNATURE
(Name and Date)

FTO SIGNATURE
(Name and Date)

FTP SAC SIGNATURE
(Name and Date)

STANDARDIZED EVALUATION GUIDELINES

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.

APPEARANCE

1. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor, and equipment.
 - (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.
 - (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.
 - (7) Superior – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

ATTITUDE

2. **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 criticism in a positive manner and applies it to improve performance and further learning.
 - (7) Superior – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.
3. **ATTITUDE TOWARD POLICE WORK** – Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
 - (1) Unacceptable – Sees position as a job vs. a career. Uses job to boost ego. 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 career and in their responsibilities
 - (7) Superior – Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.
4. **SELF-IMAGE AND CONFIDENCE** - Evaluates the trainee's self image and confidence.
 - (1) Unacceptable – Does not demonstrate strength of character by appropriate use of command presence. Does not prevent/reduce conflict. Is timid, overly aggressive, follows or shadows FTO or extremely critical of others.
 - (4) Acceptable – Provides expected level of competency to the community through effective collaboration, communication/mediation, and compassion. Trainees behavior indicates a positive self image; self motivated, positive interaction with others, decisive and self reliant.
 - (7) Superior – Provides a high level of decisiveness and self confidence when appropriate.

KNOWLEDGE

5. **DEPARTMENT POLICIES AND PROCEDURES** – Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.

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.

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 an excellent working knowledge of department policies, regulations, procedures, including those less known and seldom used.

6. **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.

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.

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 or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
- (4) Acceptable – Recognizes commonly encountered criminal offenses and applies appropriate code section. 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.

7. **UNIVERSITY POLICIES AND REGULATIONS** – Evaluates the trainee's knowledge of University policies/regulations and ability to apply this knowledge under field conditions.

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.

Reflected in Field Performance

- (1) Unacceptable – Fails to display knowledge of University policies, regulations, and/or procedures, or violates same.
- (4) Acceptable – Familiar with most commonly applied University, policies, regulations, procedures and complies with same.
- (7) Superior – Has an excellent working knowledge of University policies, regulations, procedures, including those less known and seldom used.

8. TRAFFIC – Evaluates the trainee's knowledge of California Vehicle Codes (CVC) and ability to apply the knowledge under field conditions.

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.

Reflected in Field Performance

- (1) Unacceptable – Does not know the elements of basic code sections. Does not recognize traffic offenses when encountered or makes mistakes relative to whether or not a violation has been committed and, if so, which traffic violation. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
- (4) Acceptable – Recognizes commonly encountered traffic offenses and applies appropriate code section. 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.

9. 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.

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.

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 law relative to searching, seizing evidence, release of information and effecting arrests.

PERFORMANCE

- 10. **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 when appropriate. 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, checking hot sheet, etc.
- 11. **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.
- 12. **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. 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. 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. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.
- 13. **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. Completes them with accuracy and thoroughness.

- (7) Superior – Rapidly completes detailed forms without assistance. Displays high degree of accuracy in form completion.
14. **REPORT WRITING: ORGANIZATION / DETAILS** - Evaluates the trainee's ability to organize reports, supply the necessary details for a good report and obtain all necessary information from reporting person and/or witnesses.
- (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.
- (4) Acceptable – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details.
- (7) Superior – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred.
15. **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 or incomplete. Excessive erasures or use of correction fluid.
- (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.
16. **REPORT WRITING: APPROPRIATE TIME USED** – Evaluates the trainee's ability to complete a report in an appropriate amount of time.
- (1) Unacceptable – 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 – Completes reports within a reasonable amount of time.
- (7) Superior – Completes complex reports very quickly and efficiently without assistance from FTO.
17. **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 or avoids taking action.
- (4) Acceptable – Properly assesses aspects of routine situations, determines appropriate action, and takes same.
- (7) Superior – Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and takes same.
18. **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.

- (4) Acceptable – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Does not allow a situation to further deteriorate.
 - (7) Superior – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.
19. **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 "readable" fingerprints from most surfaces when available.
 - (7) Superior – Always follows proper investigatory procedure and always accurate in identifying the nature of offense committed. Connects evidence with suspect even when not apparent. Has "Evidence Technician" level skill in the collection and identification of evidence. Collects "readable" fingerprints from any possible surface when available.
20. **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.
- (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 give Miranda warning. 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 conducts a Miranda admonishment.
 - (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.
21. **SELF-INITIATED FIELD ACTIVITY** – Evaluates the trainee's desire and ability to observe and initiate police-related activity.
- (1) Unacceptable – Fails to observe or avoids suspicious activity. Does not investigate those situations. Rationalizes suspicious circumstances.
 - (4) Acceptable – Recognizes and identifies police-related activities. Develops cases from observed activity. Displays inquisitiveness.
 - (7) Superior – Seldom misses observable police-related activity. Maintains "Watch Bulletins" and information provided at roll call. Uses the information as "probable cause" to initiate activity. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious.
22. **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.
 - O. Makes poor choice of which weapon to use and when to use it.
 - P. Fails to cover other officers or maintain awareness of their activities.
 - Q. Stands between police and violator's vehicle on a car stop.
 - R. 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.
23. **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 21 (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 danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger to develop. Serves as a model for safety.
24. **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.
25. **CONTROL OF CONFLICT: PHYSICAL CONTROL** – Evaluates the trainee's ability to use the proper level of force for the given situation.

- (1) Unacceptable – Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints or is unable to properly use restraints.
 - (4) Acceptable – Obtains and maintains control through use of the proper amount of force. Uses restraints effectively.
 - (7) Superior – Excellent knowledge and skill level in use of restraints (physical/ mechanical). Extremely adept in the proper use of force for the given situation.
26. **PROBLEM-SOLVING / 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. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in similar situations.
 - (4) Acceptable – Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
 - (7) Superior – Able to reason through even the most complex situations and reach appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.
27. **RADIO: APPROPRIATE USE OF CODES AND 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 procedures or follows wrong procedures. Does not understand or use proper codes/language.
 - (4) Acceptable – Follows policy and accepted procedures. Has good working knowledge of most-often-used code sections/language.
 - (7) Superior – Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all codes/language and applies that knowledge when using communication equipment.
28. **RADIO: LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.
- (1) Unacceptable – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
 - (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.
29. **RADIO: ARTICULATION OF TRANSMISSIONS** – Evaluates the trainee's ability to communicate with others via the telecommunications network.
- (1) Unacceptable – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly.
 - (4) Acceptable – Uses proper procedure with clear, concise, and complete transmissions. Few complaints from communication center re: articulation skill.

- (7) Superior – Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

RELATIONSHIPS

30. **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, 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.
- (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.
- (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.
31. **RELATIONSHIP WITH OTHER DEPARTMENT MEMBERS** - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.
- (1) Unacceptable - Patronizes FTO/superiors/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 and accepts his/her role in the organization. Good FTO, superior, and peer relationships. Accepted as a member of the group.
- (7) Superior - Is at ease in contact with all members of the organization while displaying proper consideration for their position. Understands superiors' responsibilities and respects their position. Peer group leader. Actively assists others.

■ APPENDIX 2

Field Training Program
Daily Field Training Notes



DATE:
DORE #:
FTO:
TRAINEE:

[illegible]

TRAINEE SIGNATURE
 (Name and Date)

FTO SIGNATURE
(Name and Date)

FTP SAC SIGNATURE
(Name and Date)

■ APPENDIX 3

Field Training Program
Remedial Training Worksheet



SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT REMEDIAL TRAINING ASSIGNMENT WORKSHEET

Trainee: _____ Date: _____ Week #: _____

Your FTO has identified one or more areas of deficient performance that need your immediate attention for improvement. You will be expected to fully complete the training assignment listed below by:

_____.
Date

PERFORMANCE DEFICIENCIES:

Define the problem specifically giving examples. Describe the training already conducted.

TRAINING ASSIGNMENT

Describe the specific assignments given to the trainee to correct the above problem. *[FTO will describe the specific assignment given the trainee to correct the above-described problem(s). Assignment will be given in terms of specific performance goals; i.e., practice self-initiated car stops daily (for 4 shifts) resulting in, at least, 4 F.I.s and 2 citations per shift. Trainee will be expected to perform at a satisfactory level in identified area(s).]*

Trainee Signature: _____ FTO Signature: _____
(Name, Badge #, and Date) (Name, Badge #, and Date)

ASSIGNMENT COMPLETION:

1. Has the trainee satisfactorily completed the training plan?
Yes [☐] No [☐]
2. Is the trainee now performing at a competent level?
Yes [☐] No [☐]
3. Has an additional assignment been given?
Yes [☐] No [☐]

COMMENTS:

If the training plan is not satisfactorily completed, specific recommendations **MUST** be made regarding the trainee's continued substandard performance. Additional REMEDIAL TRAINING WORKSHEETS should be generated outlining a follow-up training plan.

**** It is the responsibility of the ORIGINATING FTO to ensure that this assignment is communicated to the trainee's next FTO so that follow-up can be monitored.**

Trainee Signature: _____ Date: _____

FTO Signature: _____ Date: _____

FTP SAC Signature: _____ Date: _____

■ APPENDIX 4

Field Training Program Supervisor Phase Report



SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT SUPERVISOR'S PHASE REPORT (SPR)

Trainee

Badge #

Supervisor

Badge #

I have reviewed the above listed trainee's Daily Observation Reports for the week of _____ to _____. I have also discussed his/her overall performance with FTO _____.

Additional method(s) by which the trainee's performance was evaluated:

End of Phase meetings	_____	Citizen Contacts	_____	Other (FTOs)	_____
Conferences	_____	Field Visit	_____	Radio Traffic	_____
Report Review	_____	Ride-a-long	_____	Daily Briefing	_____
Other (explain)	_____				

Regarding the trainee's performance:

I (have / have not) discussed the trainee's most significant strengths with him/her.

I (have / have not) discussed the trainee's most significant weaknesses with him/her.

The trainee's significant weaknesses (have / have not) required remedial training.

Remedial training, if provided, consisted of:

Comments regarding significant strengths, weaknesses, and progress to date:

The trainee's progress to date is **not acceptable** / **acceptable** based on the above information.

Trainee's Signature

Date

FTP SAC's Signature

Date

■ APPENDIX 5

Field Training Program End of Phase Report



SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT END OF PHASE REPORT (EPR)

Trainee

FTO

Phase: _____ Date Phase Began: _____ Date Phase Ended: _____

Significant Strengths:

1. _____

2. _____

3. _____

Significant Weaknesses:

1. _____

2. _____

3. _____

Additional Training/Remedial Efforts: (attach additional sheets, if necessary)

Optional Comments: _____

This trainee is in the _____ week of training. In my judgment, this trainee is actually in the _____ week of training in terms of performance.

The trainee **is / is not** performing at a solo patrol officer level.

FTP SAC Signature (Name, Badge #, and Date)

Trainee Signature (Name, Badge #, and Date)

FTO Signature (Name, Badge #, and Date)

■ APPENDIX 6

Field Training Program Trainee's Evaluation and Critique



SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT 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.

This critique is for FTO: _____ Phase: _____

1. The Field Training Program's emphasis is on both training **and** evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerted in each area. (Example: Training 50% - Evaluation 50%; Training 70% - Evaluation 30%; etc.)

Training _____% Evaluation _____%

2. Using percentages, indicate how you perceived your FTO related to you.

I am one of a number of recruits _____% I am an individual _____%

Circle the response below that best answers the question or comment.

3. What type of role model was the FTO for you?

POOR FAIR AVERAGE GOOD EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

NEVER SELDOM OCCASIONALLY USUALLY ALWAYS

5. Rate the FTO's knowledge of the training material covered.

POOR FAIR AVERAGE GOOD EXCELLENT

6. How would you describe the FTO's skill as a trainer and his/her training methods such as handouts, visual aids, scenarios, role-plays, etc?

POOR FAIR AVERAGE GOOD EXCELLENT

7. Rate the FTO's ability to communicate with you.

POOR FAIR AVERAGE GOOD EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in rating you.

POOR

FAIR

AVERAGE

GOOD

EXCELLENT

9. Describe the FTO's method of critiquing your performance, whether verbally or in writing.

TOO NEGATIVE

TOO CRITICAL

UNFAIR

GOOD

VERY POSITIVE

10. Did the FTO work with you on areas he/she identified as deficient or where improvement was needed?

NEVER

SELDOM

OCCASIONALLY

USUALLY

ALWAYS

11. List the area(s) you consider to be the FTO's greatest strengths (i.e. training skills, officer safety tactics, codes and law knowledge, report writing, etc.).

12. List the area(s) in which you feel the FTO needs improvement.

13. Were there any conflicts with the FTO's training and your academy training? YES____ NO____
If there were conflicts/discrepancies, please explain.

14. Did you experience any discrepancies between FTOs? YES____ NO____
If yes, in what context did they occur?

15. Please list any additional comments or suggestions here.

Trainee Signature

Date

■ APPENDIX 7

Field Training Program Critique Form



SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT FIELD TRAINING PROGRAM 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 FTP SAC.

- | | | |
|-----|----|--|
| YES | NO | 1. Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?
Please comment:

_____ |
| YES | NO | 2. Was the length of the program adequate?
Please comment:

_____ |
| YES | 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:

_____ |
| YES | NO | 4. Were there any areas of training you felt were ignored which should have been included or extended?
If so, which areas?

_____ |
| YES | NO | 5. Was the instruction and training provided by the FTOs generally consistent with one another?
Please comment:

_____ |
| YES | NO | 6. Do you feel the evaluations in the Field Training Program (DORs, Supervisor Weekly Reports, etc.) were necessary for your development as a police officer?
Please comment:

_____ |
| YES | NO | 7. Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?
Please comment:

_____ |
| YES | NO | 8. Do you feel there was sufficient time available for special activities such as COPS projects or other beat activities?
Please comment:

_____ |

9. Upon completion of the Field Training Program, do you feel you were proficient in each of the following areas?

A.	Department Policies and Procedures	YES	NO
B.	Patrol Vehicle Operations	YES	NO
C.	Officer Safety	YES	NO
D.	Report Writing	YES	NO
E.	Codes and Law	YES	NO
F.	Patrol Procedures	YES	NO
G.	Handcuffing & Searching Techniques	YES	NO
H.	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

10. Are there any changes that need to be made to improve the program?

11. Use the space below to add anything that may not have been covered above.

Trainee Signature

Date

■ APPENDIX 8

Field Training Program
Competency / Attestation Completion
Record

**SACRAMENTO STATE UNIVERSITY POLICE DEPARTMENT
COMPLETION RECORD / COMPETENCY
ATTESTATION**

Trainee Name

Badge #

Date of Completion

Name of Field Training Officer

Sector/Beat Assignment

Field Training Dates (inclusive)
FROM TO

I have been instructed in all items recorded in the Field Training Program Guide.

Signature of Trainee

Date

I certify that Officer _____ has received the instruction outlined in the Field Training Program Guide and that Officer _____ has performed competently in all structured learning content areas. I also certify that all tests have been completed in a satisfactory manner. I further certify that he/she is now prepared to work as a solo patrol officer.

Primary Field Training Officer Signature

Date

Field Training Program SAC Signature

Date

Field Training Program Coordinator

Date

I attest that the above named trainee has satisfactorily completed the prescribed Field Training Program and is competent to perform as a solo patrol officer.

Agency Head

Date

■ APPENDIX 9

Field Training Program Terminology

FIELD TRAINING PROGRAM TERMINOLOGY

Behavior/Performance Ratings An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines.

Competency Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.

Daily Observation Report (DOR) The form completed by the Field Training Officer (FTO) that records the trainee's performance for each work day.

Department The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.

End of Phase Report (EPR) A form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.

Feedback Verbal or written response to trainee performance provided to the trainee from the field training staff.

Field Training Officer (FTO) Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTO Course.

Learning Activity An activity designed to achieve or facilitate one or more training goals. Trainees participating in a learning activity should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.

Learning Domain An instructional unit that covers related subject matter from the Regular Basic Course (Academy).

Minimum Training Standards Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.

Performance Objective Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.

Remedial Training A correction or review of previously taught information or procedures (excluding academy training). Necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

Segment Exam (Test) An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested through, minimally, one of the following types of tests:

- (A) **Agency-Constructed Knowledge Tests.** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals.
- (B) **Scenario Tests.** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals.
- (C) **Field Performance Tests.** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to test one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.

Standardized Evaluation Guidelines (SEGs) Categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report.

Topic A word or phrase that succinctly describes subject matter associated with a training goal.

Trainee Officer/Deputy assigned to an approved field training program under the direct and immediate supervision of a qualified (POST-certified) field training officer.

Training Goal A general statement of the results that training is supposed to produce such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.