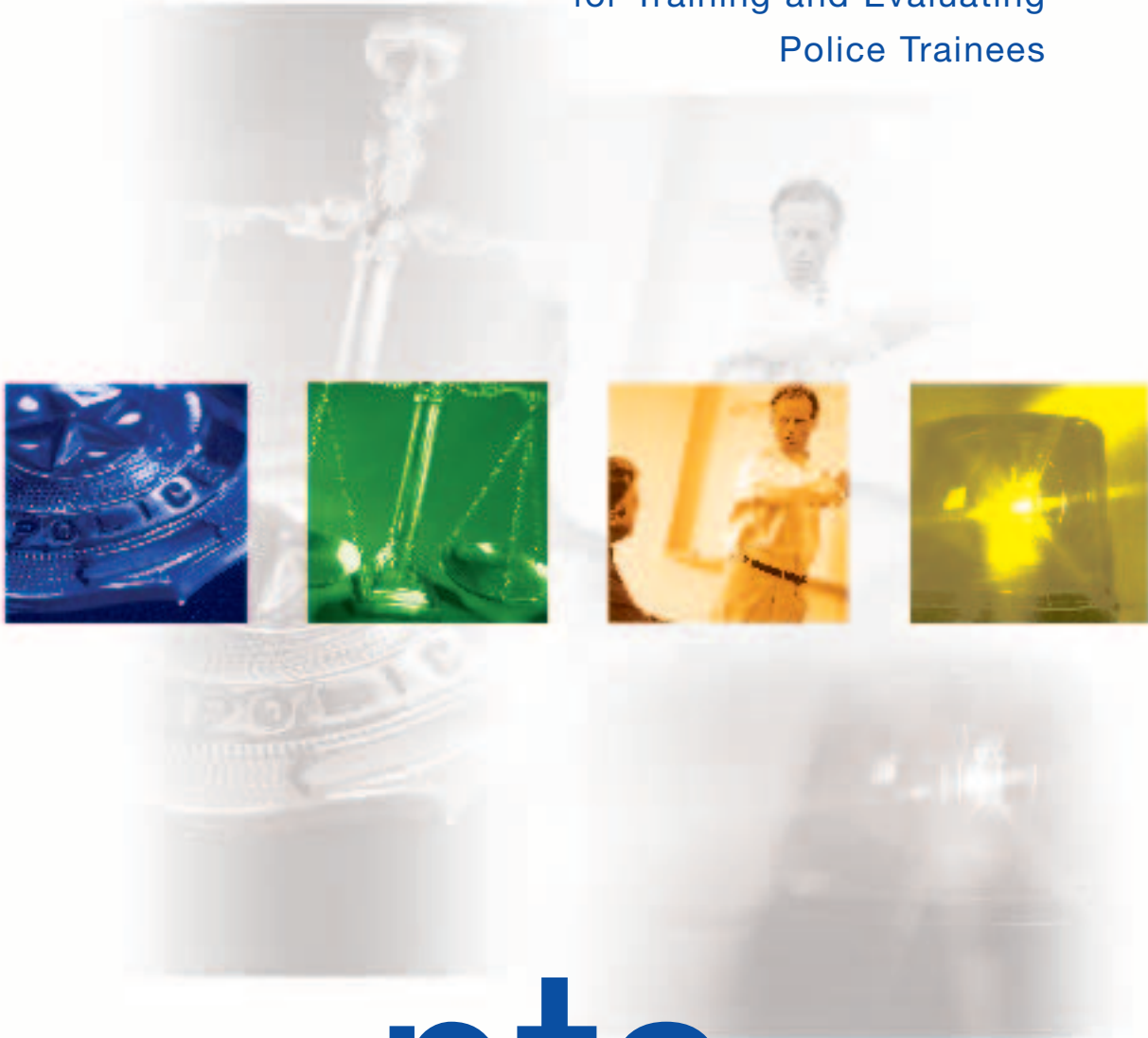A Problem-Based
Learning Manual
for Training and Evaluating
Police Trainees

pto
manual

POLICE EXECUTIVE
RESEARCH FORUM

COPS

A Problem-Based Learning Manual
for Training and Evaluating Police Trainees

This document is intended for use in the classroom instruction of Police Training Officers.

It is a companion to these other training materials in the Police Training Officer Series:

Trainee Manual
Training Standard
Executive Summary & Case Studies

COPS

COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE

acknowledgements

Community-Oriented Policing and Problem Solving (COPPS) is quickly becoming the philosophy and daily practice of progressive police[1] agencies around the world. COPPS lies at the heart of contemporary policing. The problem-solving process, which is the core of COPPS, strikes at the roots of crime rather than hacks at its branches. It provides officers with a more comprehensive understanding of problems through in-depth analysis and guides them in the development of tailored and collaborative response strategies.

Police administrators have long recognized the ineffectiveness of incident-driven policing, as well as the economic insensibility of random patrol, rapid response and post-crime investigation. Racing from call to call, in spite of its appeal on television, does not promote effective policing. Responding to the same domestic dispute nightly or citing the same disorderly youths gathering in a park are ineffective strategies for resolving community problems.

A common concern voiced by police executives in COPPS implementation involves training, especially the training of new officers. This manual presents a Police Training Officer (PTO) program for new officers, which incorporates contemporary adult educational methods and a version of problem-based learning (PBL) adapted for police.

"**COPPS** lies at the heart of contemporary policing"

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1 The term "police" is meant to refer to all law enforcement practitioners at municipal, county and state agencies.

This approach to training provides a foundation for life-long learning that prepares the new officer for the complexities of policing today and in the future.

This manual is not based on developing mechanical training or rote skills commonly found in traditional field training officer (FTO) programs. While static skills are a necessity in police work and are integral to any training program, they constitute only one set of many skills needed in contemporary policing. This manual focuses on the officer's learning capacity and problem-solving skills as opposed to his or her rote performance capabilities. This manual offers agencies an invaluable tool for helping trainees learn to perform their duties and responsibilities in a more efficient, effective and equitable manner.

During the research for this project, police administrators and training practitioners identified two primary issues with current field training programs: lack of fundamental change and the protection against liability. There was strong criticism that field training programs had not changed significantly during the past 30 years in spite of an array of educational and policing advancements. For example, many unsuccessful attempts have been made to update field training programs by adding elements of COPPS as behavioral anchors. Police trainers report that, more often than not, these new behavioral anchors were considered add-on tasks and simply ignored.

"static skills constitute *only one* set of **many skills** needed in contemporary policing**"**

The second issue police executives recognized was liability protection. Traditional FTO programs exist largely for the purpose of limiting an agency's liability due to poor training or lack of training. The design of these programs addressed the issue of liability often at the expense of effective learning opportunities. Legal research indicates that police agencies' concern about liabilities is largely unfounded. There have been very few court cases to justify a focus on documentation and evaluation. An emphasis on effective training reaps more benefits and provides the protection against liability that agencies continue to seek. In short, this model speaks to both identified themes, incorporating contemporary COPPS concepts and guarding against liability through an emphasis on training.

"*effective* **training** protects against **liability**"

a new model

Researchers and police practitioners developed this manual to identify the key areas required in a contemporary training program. Administrators, training officers, and other law enforcement officers from across the country participated in all stages of this program's development. Project staff met with experts from various disciplines, conducted a nationwide survey of more than 400 police agencies, and reviewed dozens of police training manuals. Researchers also examined field training systems from numerous police agencies across the United States and Canada.

BOE	Board of Evaluators
COPPS	Community-Oriented Policing and Problem Solving
CPTED	Crime Prevention Through Environmental Design
CTR	Coaching and Training Report
FTO	Field Training Officer
LAP	Learning Activity Package
NPE	Neighborhood Portfolio Exercise
PBL	Problem-Based Learning
PBLE	Problem-Based Learning Exercise
PTE	Police Training Evaluator
PTO	Police Training Officer
PTS	Police Training Supervisor
SARA	Scanning, Analysis, Response, Assessment
SOP	Standard Operating Procedure

The Reno Police Training Officer model is based on the teaching principles of problem-based learning (PBL), and emphasizes the need for the Police Training Officer (PTO) to function primarily as a trainer rather than as an evaluator of the new officer.

PBL is well grounded in the fields of medicine and education, where it facilitates the transfer of knowledge. Similarly, in policing, trainees need to learn much more than just laws and police procedures. They must also understand how to apply their academy knowledge effectively when dealing with individuals and issues within a community.

As demands on police continue to increase, agencies must provide officers with the resources and the training to fulfill their expanded role. It also makes good sense to have police trainees thinking about their roles and responsibilities as they approach specific problems in their daily work. Problem solving is an integral part of police work and requires a creative and flexible method of thinking — thinking that the PTO model encourages.

frequently asked questions about the pto model

W hy create a new training program? Traditional field training models do not address adult learning styles or contemporary evaluation techniques. This model does.

The traditional field training models predominantly rely on training officer evaluations to modify new officers' behavior and to protect the agency from liability, but do so at the expense of effective training. Evaluation and liability concerns are important, but by focusing on the trainee's needs, agencies will not only improve performance, they will also protect themselves from training-related liability.

Why change the name?

This model uses the term Police Training Officer (PTO). This change in language away from the military terminology of *field training* reflects the movement toward community-oriented policing and problem solving.

What does an agency do to implement this program?

Agencies implementing this program will

- Philosophically support and educate trainees and PTOs in community-oriented policing and problem solving;

THIS MODEL MUST INCLUDE THESE ESSENTIAL ELEMENTS:

- Trainees must apply the learning matrix in each element of the program
- Trainees must complete daily journal entries
- Trainees must complete weekly Coaching and Training Reports (CTRs)
- Trainees must perform a Problem-Based Learning Exercise (PBLE) throughout each phase of the training
- Trainees must perform a Neighborhood Portfolio Exercise (NPE) throughout the PTO program

- Expose command staff and supervisors to the model prior to implementation;
- Educate trainees and PTOs in the principles of problem-based learning;
- Introduce trainees to the model before their entering the PTO program. (The academy would be an ideal environment in which to prepare the trainee); and
- Train the PTO supervisors and PTOs in the new model using a certified 40-hour training program.

How does an agency evaluate trainees during this program?

Evaluation takes place in a number of ways, including the following:

- Informal assessment of daily activities through completing daily journal entries and dialogue
- Weekly Coaching and Training Reports (CTRs)
- Problem-Based Learning Exercises (PBLEs) in each of the four phases
- Neighborhood Portfolio Exercise (NPE)
- Week-long Mid-Term Evaluation
- Week-long Final Evaluation
- Board of Evaluators' (BOE) assessment of trainee, if recommended by departmental policy

"traditional field training models **do not** address adult learning styles or contemporary evaluation techniques. **this model does**"

What do agencies do if the trainee fails to progress during training?

Adults learn at different rates and in various ways. Several strategies can be used to support trainee development in this model. Training officers learn to facilitate a variety of learning styles. This model encourages the PTO to seek the best method for each trainee.

The PBL process develops critical thinking and problem solving. These processes assist the trainer and the trainee in exploring other methods of developing competency. These include the use of reading and research assignments called Learning Activity Packages (LAPs), additional Problem-Based Learning Exercises, and focused training in areas in which the recruit experiences difficulty.
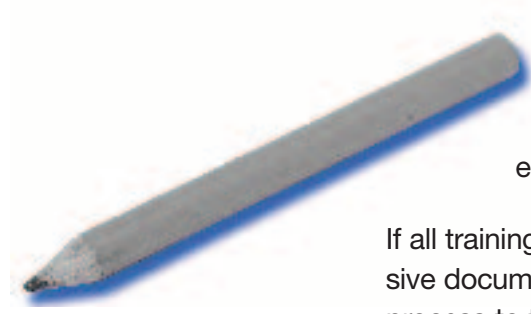
If all training resources fail, the agency has extensive documentation developed throughout the process to terminate the employee.

Is this just touchy-feely stuff that ignores real police work?

Define real *police work*. Is it catching bad guys, handing out speeding tickets, and breaking up bar fights? The Reno PTO program teaches officers to do those things. Is real policing dealing with gangs, helping victims, and going to court? If that is your definition, then this model will serve that purpose. No matter how you define real police work, this training program will help trainees perform their duties and responsibilities in the most effective way possible.

So how does it work on a day-to-day basis?

The trainee and trainer answer calls, patrol their beat, and work with the community much as they have always done. In this model, the trainees use those experiences to solve various problems

so how does it work?

• To formulate learning opportunities for new officers that meet or exceed the training needs of both the community and the policing agency

• To develop and enhance the trainee's learning from the academy within the community environment through a series of *real-life* problem-solving activities

• To foster a growing independence from the Police Training Officer over the course of the program

• To produce graduates of the training program who are capable of providing responsible, community-focused police services

• To prepare trainees to use a problem-solving approach throughout their careers by employing problem-based learning training

• To promote the practice of using community members as partners in problem solving

• To design fair and consistent evaluations that address a trainee's skills, knowledge, application, and ability to problem solve effectively

assigned by the trainer. Those assigned problems, called Problem-Based Learning Exercises, train the recruit to think critically and develop partnerships within the community.

This manual presents the PTO model to Police Training Officers, and is intended for use in their classroom instruction and as a resource when training new officers. It begins with an introduction of problem-based learning, which underlies the PTO model. Chapter 2 outlines the composition of the PTO program, including its phase structure and evaluation elements. Duties and responsibilities of program personnel are explored in Chapter 3. Chapters 4, 5, 7, and 8 detail the four phases of training in the model. These chapters include trainer copies of three necessary evaluation and teaching tools used in the program: the Neighborhood Portfolio Exercise, the Problem-Based Learning Exercise, and the weekly Coaching and Training Report. Chapters 6 and 9 guide the trainer through the Mid-Term and Final Evaluation components of the model. The manual concludes with appendices containing evaluation forms and Learning Activity Packages.

"no matter how you **define real** police work, this **training** program will **help trainees perform** their **duties**"

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Trainee & PTE

Phase C Patrol Activities
Trainee & PTO

Phase D Criminal Investigation
Trainee & PTO

Remediation

Exit Interview
Trainee & BOE

	Coaching & Training Reports (CTRs)	Problem-Based Learning Exercises (PBLEs)	Neighborhood Portfolio Exercise (NPE)
When completed:	At the end of each week of training. **12 total reports**	Given on the first day of a phase for completion on the last day of the phase. **4 total exercises**	Given on the first day of training for completion at the end of training. **1 total exercise**
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problem-based learning

Problem-Based Learning

Teaching Techniques in
Problem-Based Learning

Failing Forward

Problem-Based Learning Exercise

Using Problem-Based Learning
Exercises as a Teaching Method
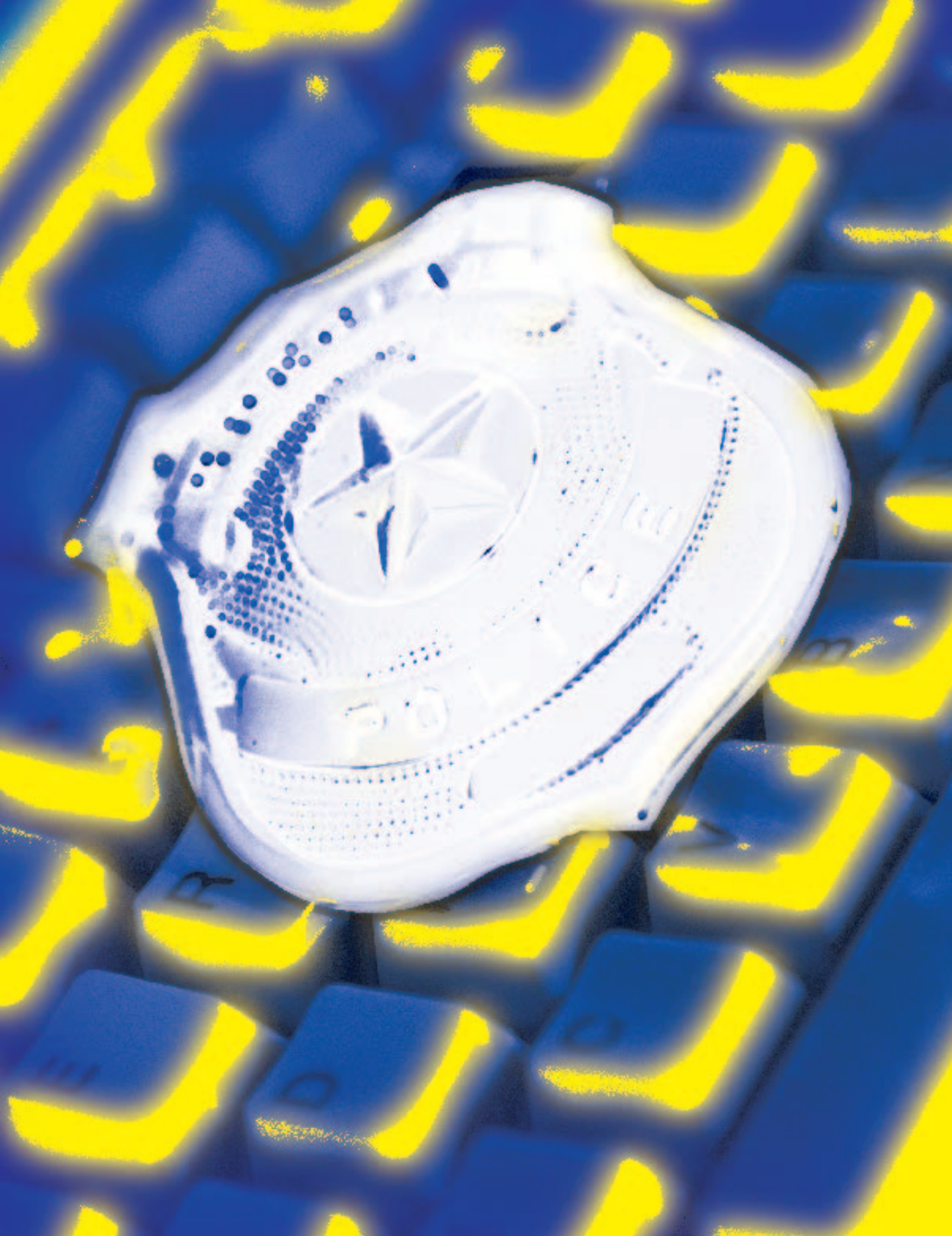
chapter contents

Problem-based learning is a method of teaching that presents trainees with a real-life, ill-structured problem that has no easy solution. (See inset box.) The PTO model encourages the trainee to ask questions, hypothesize, research, and then solve the problem. Some of the benefits of problem-based learning include an opportunity for problem solving according to individual learning styles and the development of critical thinking skills. *Most important, the trainee learns to enlist the community as group members in his or her learning process.*

Clearly, it is critically important that trainees know and apply the proper procedures for responding to daily calls for service, violent crimes, and serious traffic incidents. Yet, it is equally important for trainees to understand how to look at such problems in a broader community context. Therefore, much of the effort in this training model focuses on process rather than content. The most tangible benefit of the model lies in its application to street situations that have neither easy answers nor obvious

" the **trainee** learns to enlist the **community** "

PROBLEM-BASED LEARNING (PBL)

PBL is a learner-centered teaching model that uses problem solving as the vehicle for learning. Traditionally, learning has involved a teacher or instructor delivering information as content to the learner. PBL, however, begins with presentation of a *real life* problem that the trainee must attempt to solve. The trainee follows a pattern of discovery whereby he or she expresses ideas about resolving the problem, lists known facts, decides what information to use (including naming sources for that learning) and develops an action plan to solve the problem. Several evaluation methods follow the process to determine success or failure of the action plan.

solutions. This model encourages trainees to explore, analyze, and think systemically. The PBL method encourages trainees to collaborate with peers, develop resources, and communicate effectively with the community. These are the hallmarks of good police work.

Traditional field training programs evaluate trainees daily on their ability to perform individual policing tasks. In the Reno PTO model, the requirement to demonstrate basic policing skills will not change. Many of the skills are simply placed in the context of solving problems. The learning proceeds in a number of ways:

- The trainee receives one Problem-Based Learning Exercise during each phase of training. He or she works on this exercise throughout the phase.

- The trainee transfers the knowledge from this specific problem to other policing activities.

- At the end of each phase of training, the trainee presents his or her solutions to the Problem-Based Learning Exercise.

- The trainer and trainee proceed with their daily routine. They record daily calls and activities in their journals and reflect upon and develop ideas for the weekly Coaching and Training Reports.

ILL-STRUCTURED PROBLEMS

Known in the PTO model as *Problem-Based Learning Exercises*, ill-structured problems are the foundations upon which this model rests.

The characteristics of ill-structured problems include the following:

- They are not easily solved

- The trainee initially lacks essential information that he or she must obtain to solve the problem

- The trainee must consider a variety of facts and issues

- The learning occurs through the problem solving

- Learning that occurs has a real life context

- The trainee learns a process that he or she can apply to future problems

"the **requirement** to demonstrate basic **policing skills** will not change"

• At the end of the week, the trainee and the PTO select one event from the weekly activities. The event should correspond to the training phase. For example, during the *Non-Emergency Response* phase, they perform a traffic stop. The trainer or trainee may select that incident as the basis for the weekly evaluation. The trainee completes a weekly Coaching and Training Report detailing his or her performance during the traffic stop. The trainee must identify how every core policing competency featured in this model applies to that incident. The PTO comments on the trainee's progress using the same weekly Coaching and Training Report.

teaching techniques in problem-based learning

I**n the problem-based learning method, the** student examines a *real life* problem for study and learns to ask the right questions about the problem. The PTO supports and encourages the trainee in the process of inquiry, and guides the trainee appropriately.

The PTO presents problems and allows the trainee to go through an established process to find answers or solutions. Research over the past 15 years has shown this approach to be an effective and successful method for helping adult learners to become capable and competent problem solvers. For years, professions such as education and medicine have successfully employed PBL to train and graduate competent and confident teachers and doctors. The PBL training model, applied to the police profession, will offer the same benefits to new police officers.

PBL forces trainees to confront what they know as well as what they don't know. It requires them to ask questions, do research, and determine what actions to undertake. The following steps are the basis of the problem-solving style:

- The PTO presents the trainee with a real-life problem

  - The trainee works with the problem and considers initial ideas

  - The trainee identifies what he or she knows about the problem

  - The trainee identifies what he or she needs to know about the problem and seeks information from available resources, including relevant community sources

    - The trainee develops an action plan based on his or her research

    - The trainee evaluates his or her performance and learns to transfer the new knowledge to future problems

> "the **trainee** examines a *real life* problem and learns to **ask** the *right* **questions**"

failing forward

Many of our greatest discoveries occur when we fail. Contemporary police writers and leaders call this *failing forward*. Policing agencies want to minimize mistakes and provide high-quality police services. By using PBL, new police officers discover not only positive solutions to problems in the community, but also *what does not work*. Under the supervision of their PTO, trainees suggest solutions to problems, some of which may not work. Thus, learning can legitimately take place within the context of *failing forward*. Allowing trainees to explore ideas and make non-critical mistakes fosters an environment of exploration and learning. This does not absolve the PTO of the responsibility to intervene if the trainee is about to make a mistake of a serious nature.

FAILING FORWARD

Some of our most profound learning occurs when mistakes are made. Contemporary police writers and leaders call this "failing forward"[1]. By using PBL, trainees discover not only positive solutions, but also *what does not work*.

1 Geller, William A. and Guy Swanger. 1995. *Managing Innovation in Policing: The Untapped Potential of the Middle Manager.* Washington, D.C.: Police Executive Research Forum.

problem-based learning exercise (PBLE)

Problem-based learning in policing has unique characteristics. A key difference lies in how police trainees will establish learning groups. In other training environments, groups of students come together to form learning cohorts. They collaborate to develop an end product that will help solve the problem they receive from the instructor. In this model, however, the trainees and PTOs will form a slightly different unit. The PTO helps the trainee to use members of the community as part of his or her problem-solving team. This *community learning* facilitates the involvement of those individuals most invested in community problems. In this model, community learning is accomplished through the PBLE. (See page 31 for a specific example of the PBLE.)

"trainees **discover** not only *positive* **solutions** but also what does not **work**"

COMMUNITY LEARNING

Once a trainee receives the Problem-Based Learning Exercise, he or she will form partnerships to solve the problem. Learning cohorts may include the PTO, other police officers, members of social or community services, witnesses, victims, or other members of the community. This learning dynamic is known as *community learning*.

using problem-based learning exercises
as a teaching method

As noted above, PTOs will use the Problem-Based Learning Exercises as the primary teaching method with trainees. While learning will occur during daily police activities, the PBLEs will develop the trainee's problem-solving skills. This manual provides one sample Problem-Based Learning Exercise for each phase of training (see Chapters 4,5,7, and 8). In addition to the included PBLEs, trainers may develop agency-specific PBLEs. The PTO may wish to select these local problems from incidents that take place during routine patrol.

"throughout the **training** the trainee and PTO **respond** to **calls** for service and perform routine police **activities**"

In the Problem-Based Learning Exercises provided, a number of potential responses are available to the trainee. There is no one, *right* answer. In every instance, the learning will cover a variety of departmental procedures, legal topics, and individual skills.

Trainees must learn to analyze complex problems as they appear in real life. The program structure of the PTO model allows the trainee and trainer to proceed using daily policing activities. The trainee receives Problem-Based Learning Exercises from the PTO that he or she must complete within a three-week training phase. Throughout training, the trainee and PTO respond to calls for service and perform routine police activities. These activities provide the necessary background information to complete the training phase and weekly assignments. Evaluation forms for each PBLE are located in the manual (pages 55, 75, 101, 121).

CAUTION WHEN DESIGNING PBLEs

PTOs and training staff should exercise caution when developing ill-structured problems, as these problems are often difficult to formulate. Improperly structured problems can undermine the learning outcomes for the trainee. Problems should be multi-faceted, have a variety of options for resolution, and call for the trainee to perform specific actions directed at solving the problem.

program
structure

chapter contents

introduction

The **PTO program covers two** primary training areas: Substantive Topics and Core Competencies. The recommended length of the PTO program is 15 consecutive weeks, which includes one week of integration, 12 weeks of training (four, 3-week phases), and two weeks of evaluation. Agencies may wish to change the length of the program to suit local needs. Before entering the PTO program, trainees will need instruction in Community-Oriented Policing and Problem Solving and Problem-Based Learning. This instruction may take place in the academy or in the agency prior to training.
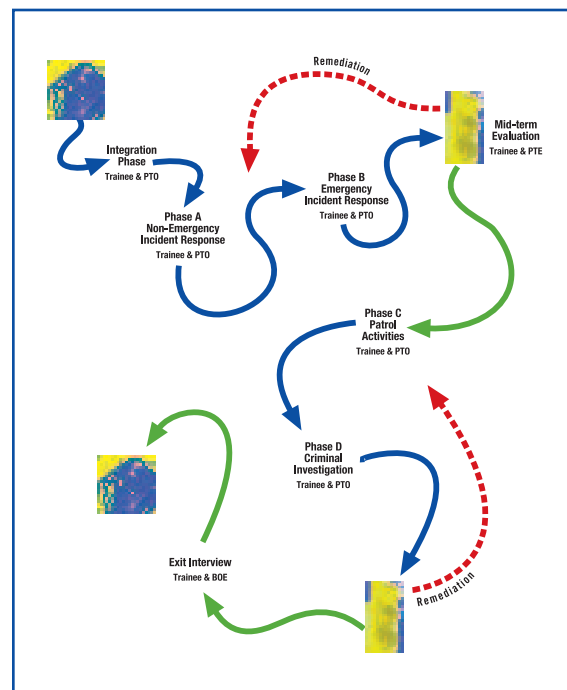
substantive topics

The most common police activities include enforcing local policies and laws, responding to critical incidents, patrol procedures, and the investigation of domestic violence and other crimes. In this manual, each of these policing activities is encapsulated into four areas called *Substantive Topics*:

- **Non-Emergency Incident Response**
- **Emergency Incident Response**
- **Patrol Activities**
- **Criminal Investigation**

> "the four **phases** of **training** reflect the **substantive topic** areas of **policing activities**"

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this manual cannot provide specific, detailed procedures for every possible police situation. Not surprisingly, policies and procedures from different agencies may vary considerably. As a result, the program provides flexibility to accommodate local needs.   These *Substantive Topics* are broad enough to incorporate any new concerns that a community may encounter. In the learning matrix described below, agencies can elect to include areas of instruction that are unique to their jurisdiction or other policing issues that may arise in the future.

core competencies

Core Competencies **represent the activities** that officers commonly engage in during the daily performance of their duties. This manual groups policing activities into 15 *Core Competencies*:

- **Police Vehicle Operations**
- **Conflict Resolution**
- **Use of Force**
- **Local Procedures, Policies, Laws and Organizational Philosophies**
- **Report Writing**
- **Leadership**
- **Problem-Solving Skills**
- **Community-Specific Problems**
- **Cultural Diversity and Special Needs Groups**
- **Legal Authority**
- **Individual Rights**
- **Officer Safety**
- **Communication Skills**
- **Ethics**
- **Lifestyle Stressors/Self-Awareness/ Self-Regulation**

"the **substantive** topics and core **competencies** are brought together to form a **learning matrix**"

the learning matrix

The Substantive Topics and the Core Competencies are brought together to form a learning matrix (see page 30).

There may be some tendency to view the matrix as a chart for checking off training accomplishments, but this is not the proper use of the matrix. Instead, it serves as a guideline for learners and trainers during the training period. The matrix helps determine what trainees have learned, what they need to learn and what process the PTO will use to evaluate the trainee.

The matrix is divided into the four *Substantive Topic Areas* across the top, each corresponding with a phase of training. These areas are: Non-Emergency Incident Response, Emergency Incident Response, Patrol Activities, and Criminal Investigation.

> " the **matrix** helps determine what **trainees** have learned and what they **need** to **learn** "

CORE COMPETENIES	PHASE A Non-Emergency Incident Response	PHASE B Emergency Incident Response	PHASE C Patrol Activities	PHASE D Criminal Investigation
Police Vehicle Operations	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Use of Force	A3	B3	C3	D3
Local Procedures, Policies, Laws, Organizational Philosophies	A4	B4	C4	D4
Report Writing	A5	B5	C5	D5
Leadership	A6	B6	C6	D6
Problem-Solving Skills	A7	B7	C7	D7
Community-Specific Problems	A8	B8	C8	D8
Cultural Diversity and Special Needs Groups	A9	B9	C9	D9
Legal Authority	A10	B10	C10	D10
Individual Rights	A11	B11	C11	D11
Officer Safety	A12	B12	C12	D12
Communication Skills	A13	B13	C13	D13
Ethics	A14	B14	C14	D14
Lifestyle Stressors/ Self-Awareness/ Self-Regulation	A15	B15	C15	D15
Learning Activities	Introduction of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise
Evalutation Activities	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise

CORE COMPETENCIES

Police Vehicle Operations

Conflict Resolution

Use of Force

Local Procedures, Policies, Laws, Philosophies

Report Writing

Leadership

Problem-Solving Skills

Community-Specific Problems

Cultural Diversity and Special Needs Groups

Legal Authority

Individual Rights

Officer Safety

Communication Skills

Ethics

Lifestyle Stressors/Self-Awareness/ Self-Regulation

The side of the matrix lists the *Core Competencies* that are required of officers in most situations. The content of each cell within the matrix will reflect each department's local procedures, policies, laws, and philosophies for dealing with policing activities. Officers will load the matrix cells with agency procedures and policies during the PTO Training.

For example, Cell A1 deals with vehicle operations during a Non-Emergency incident. If the department has two different procedures for vehicle operations, for example, defensive driving and vehicle stops, officers building the department's matrix would label those procedures "A1." Cell A1 would contain two sets of procedures and desired outcomes. At the conclusion of the labeling process, each department should have included all relevant policies and procedures into the matrix. This matrix-building exercise occurs during the training program for PTOs.

CORE COMPETENIES	PHASE A Non-Emergency Incident Response	PHASE B Emergency Incident Response	PHASE C Patrol Activities	PHASE D Criminal Investigation
Police Vehicle Operations	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Use of Force	A3	B3	C3	D3
Local Procedures, Policies, Laws, Organizational Philosophies	A4	B4	C4	
Report Writing	A5	B5	C5	
Leadership	A6	B6	C6	
Problem-Solving Skills	A7	B7	C7	
Community-Specific Problems	A8	B8	C8	
Cultural Diversity and Special Needs Groups	A9	B9	C9	
Legal Authority	A10	B10	C10	
Individual Rights	A11	B11	C11	
Officer Safety	A12	B12	C12	
Communication Skills	A13	B13	C13	
Ethics	A14	B14	C14	
Lifestyle Stressors/ Self-Awareness/ Self-Regulation	A15	B15	C15	
Learning Activities	Introduction of Learning Matrix / Daily Journal Entry / Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix / Daily Journal Entry / Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix / Daily Journal Entry / Introduction of Neighborhood Portfolio Exer	
Evalutation Activities	Weekly Coaching and Training Reports / Problem-Based Learning Exercise	Weekly Coaching and Training Reports / Problem-Based Learning Exercise	Weekly Coaching and Training Reports / Problem-Based Learning Exercise	and Training Reports / Problem-Based Learning Exercise

CELL A1

Non-Emergency Incident Response
Police Vehicle Operations

- Defensive driving
- Proper vehicle stops, positioning of vehicles
- Awareness of surroundings and conditions
- Other issues that may apply

The matrix cells also include performance outcomes that police trainees need to exhibit by the completion of the PTO program. The content of the matrix will vary depending on each agency, but performance outcomes should remain the same.

applying the learning matrix

Each cell of the learning matrix contains a number of required skills, police procedures, responsibilities, and learning outcomes. As previously noted, each department that uses this training manual must review each cell and add its own local procedures, policies, laws, etc. Chapters 4,5,7, and 8 of this manual contain suggested categories that fit each cell.

During the course of training, the trainee and the PTO will maintain a journal on their activities while handling calls for service. The trainee will refer to the matrix cells in journal entries and throughout the training program to ensure he or she is learning the appropriate skills and achieving the outcomes required. During the Mid-Term and Final Evaluations, the PTEs (see Chapter 3) will evaluate the trainee using the learning matrix outcomes (see Chapters 6 and 9.)

The matrix serves to demonstrate interrelationships between Core Competencies and daily police activities. Recognizing how Core Competencies apply to daily activities will help new police officers to think more holistically.

" each **cell** of the learning **matrix** contains required skills, police procedures, **responsibilities,** and learning **outcomes** "

the learning matrix

CORE COMPETENCIES	PHASE A Non-Emergency Incident Response	PHASE B Emergency Incident Response	PHASE C Patrol Activities	PHASE D Criminal Investigation
Police Vehicle Operations	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Use of Force	A3	B3	C3	D3
Local Procedures, Policies, Laws, Organizational Philosophies	A4	B4	C4	D4
Report Writing	A5	B5	C5	D5
Leadership	A6	B6	C6	D6
Problem-Solving Skills	A7	B7	C7	D7
Community-Specific Problems	A8	B8	C8	D8
Cultural Diversity and Special Needs Groups	A9	B9	C9	D9
Legal Authority	A10	B10	C10	D10
Individual Rights	A11	B11	C11	D11
Officer Safety	A12	B12	C12	D12
Communication Skills	A13	B13	C13	D13
Ethics	A14	B14	C14	D14
Lifestyle Stressors/ Self-Awareness/ Self-Regulation	A15	B15	C15	D15
Learning Activities	Introduction of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise
Evaluation Activities	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise

program steps: orientation, integration, phases A and B, phases C and D

The training steps of the PTO program are detailed below, including options for trainee orientation in the PTO program before training begins, the one-week Integration phase that acclimatizes the trainee to the agency, and the four 3-week training phases. The other two weeks of the program—the Mid-Term and Final Evaluations—are outlined in the subsequent section on the *Coaching and Evaluation Process*.

Trainee and PTO Assignments

The program recommends the trainee remain with their first PTO from Integration to the completion of Phase B. Following the successful completion of the Mid-Term Evaluation, the trainee is assigned to a second PTO for the remainder of the program. If the trainee does not successfully complete the Mid-Term Evaluation, the BOE will determine an appropriate PTO for the trainee.

Shift and Area Assignments

The day shift and swing shift provide the best opportunities for training new officers. These shifts also provide the trainee access to other resources and personnel inside and outside the agency to help solve PBLEs. However, the trainee should also have training opportunities on any shift to which he or she could be assigned.

The program is most effective when the trainee is assigned to one geographical area during the entire program. Problem solving is best accomplished when a trainee has the opportunity to work closely with the community to resolve problems.

Orientation

Before entering the PTO program, the trainee needs to understand its steps and philosophies. The duration and location of the orientation to the PTO program's steps and philosophies depend on each organization's needs. Familiarization with the program may take place in the academy or in post-academy local training. The following format may help guide organizations in developing an orientation to the PTO program:
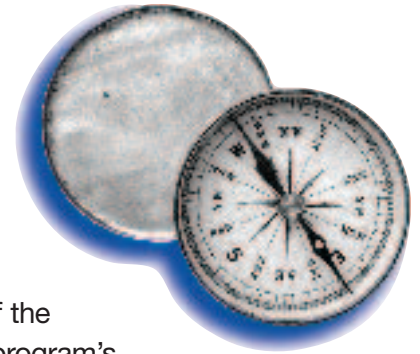
A. Introduce trainees to the PTO program. This introduction should provide the trainee with a clear understanding of the learning process, training phases, and evaluation processes.

B. Introduce Learning Activity Packages (LAPs).

Learning Activity Packages help trainees who are struggling with a particular area of training. LAPs can be used to introduce trainees to specialized areas, to supplement learning, or remedy problems. The following are examples of subjects that agencies can incorporate into LAPs:

1. The agency's organizational structure and history

2. Domestic violence policies

3. Leadership, ethics and emotional intelligence qualities

4. The judicial process

5. Community orientation

6. Communication and dialogue

This manual includes sample LAPs for Problem-Based Learning, Problem-Oriented Policing, *Miranda* Warnings, Stop and Frisk, and Community Policing (see Appendix B).

C. Agency-Specific Components

Academy curricula vary greatly across the nation. Agencies may discover there is a need to provide department-specific training to trainees following the academy. Examples of this type of tailored agency training include computer literacy, specialized range and firearms training, defensive tactics, and policies and procedures.

The organization should identify and train in these learning areas as specific and necessary training for the trainee before integration into the PTO police experience.

Integration

The PTO model includes a period of adjustment for the trainee before phased training begins. The Integration phase lasts one week and is designed to prepare the trainee to

- Report for duty;

- Acquire necessary equipment;

- Become familiar with the organization;

- Begin developing relationships within the organization; and

- Reinforce the PTO problem-based learning processes, including evaluations.
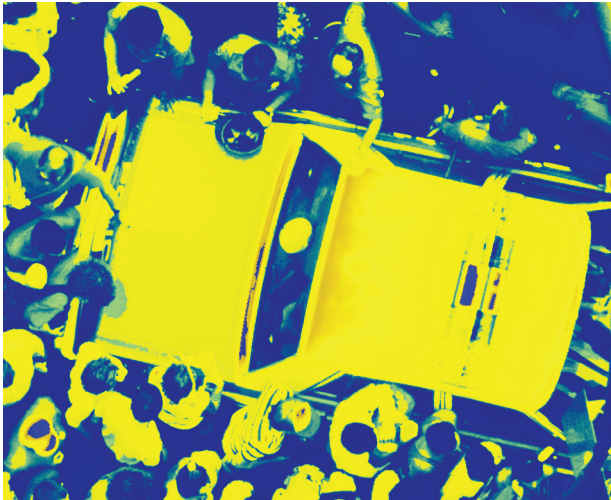
The trainee does not receive an evaluation during the Integration phase. This is the time for the trainee to acclimate to a new environment while under the PTO's supervision.

Phase A - Non-Emergency Incident Response

Phase A is the initial training and learning experience for the trainee and lasts for three weeks. The Substantive Topic in this phase is *Non-Emergency Incident Response*.

Phase B - Emergency Incident Response

Phase B is the second training and learning experience for the trainee. It also lasts for three weeks and covers the Substantive Topic of *Emergency Incident Response*.

Phase C - Patrol Activities

Phase C is the third training and learning experience for the trainee. It lasts for three weeks as well. The Substantive Topic in this phase is *Patrol Activities*.

Phase D - Criminal Investigation

The final phase of training and learning is Phase D. The duration of Phase D is three weeks. The Substantive Topic in this phase is *Criminal Investigation*.

Police Assignment

Following successful completion of the PTO program, the trainee is transferred to a police assignment. Some departments may wish to require additional PBLEs following the completion of the training program and before probation ends. These optional assignments reinforce the problem-based thinking process during a critical period of a new officer's career.

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Journaling															
Neighborhood Profile Exercise															
Coaching & Training Exercise		1	2	3	4	5	6		7	8	9	10	11	12	
Problem-Based Learning Exercises			1			2				3			4		

Integration — Phase A — Phase B — Mid-Term Evaluation — Phase C — Phase D — Final Evaluation

daily journal entry

Trainees will maintain journals to record relevant daily information on their learning process. This may include recording the various stages of the PBL process—ideas, known facts, etc.—as well as any information from their regular calls for service and patrol duties. These journals will also allow the trainee and the training

officer to record instances in which learning has or has not occurred during a shift. The trainee will also use his or her journal to keep track of information needed for PBLEs, CTRs and the NPE. Journals are not part of the evaluation process. Journals are discoverable for court purposes and officers must remember to keep the language and the content at a professional standard.
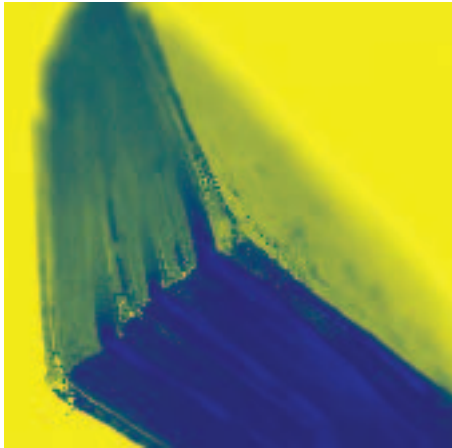
Journal work will

• Strengthen the learning process;

• Identify areas for improvement;

• Provide a written opportunity to debrief calls for service;

• Facilitate creative thinking and self evaluation; and

• Revisit problem-based learning processes and their application to police activities.

"journals are not **part** of the evaluation **process"**

JOURNAL ENTRIES

Maintaining a journal is an essential process for reinforcing daily learning. Topics for journals include strengths and areas for improvement, debriefings on calls for service, and dialogue on selected PBL exercises.

coaching and evaluation process

T he PTO model allows the training officer various opportunities to teach and coach the trainee. Although evaluation will be a component of the process, the daily, weekly and phase activities exist primarily to support the training of new officers rather than the termination of the marginal few.

Neighborhood Portfolio Exercise (NPE)
The trainee's first assignment, called the *Neighborhood Portfolio Exercise*, extends the entire length of the training period. The trainee develops a detailed geographical, social, and cultural understanding of the area where he or she works and then presents the report to the BOE (see Chapter 3) or any group designated by PTO staff. Before presenting the NPE, the trainee completes the NPE Assignment Form (See Appendix A).

The Neighborhood Portfolio Exercise is designed to give the trainee a sense of the community where he or she will work, and to encourage the trainee to develop community contacts that are critical when practicing the COPPS philosophy.

Examples of the components of the Neighborhood Portfolio Exercise include, but are not limited to, the following:

- Geographical and demographic characteristics of the area of responsibility

- Identification of the various neighborhoods and cultural communities in the area of responsibility

- Crime problems
    - Historical
    - Current trends
    - Relationships to other crime trends

- Quality of life issues impacting the area of responsibility

- Problem-solving efforts
  - Historical
  - Current
  - Relationships to other problem-solving efforts

- Community Groups and Neighborhood Advisory Committees

- Resources Template
  - Law enforcement resources
  - Government resources
  - Community resources
  - Business and private resources

- Other officer's observations and recommended plans of action

> " the **NPE** is designed to give the **trainee** a **sense** of the community and develop **community** contacts "

Coaching and Training Reports (CTRs)

PTOs do not complete daily evaluation forms. Instead, the PTO and the trainee each complete weekly *Coaching and Training Reports* (CTRs) that evaluate the trainee's performance. A CTR contains 15 Core Competency areas for comments by both the trainee and the trainer. The CTR process calls for the trainee to write more and the PTO to write less than in traditional training models. Further, the trainee takes more responsibility for learning, while the PTO spends more time coaching and teaching, and less time evaluating.

A trainee takes part in a DUI checkpoint in the course of regular patrol duties. While at the checkpoint, an impaired driver races away from the scene and starts a police chase. If the trainee or PTO chooses this event for inclusion in the evaluation, the trainee will review each Core Competency and comment on each one as it relates to the incident. Examples of how some cells apply include the following:

• C1 Police vehicle operations

• C4 Local procedures and policies

• C5 Report writing procedures for completing Driving Under the Influence (DUI) forms, statement taking and case preparation

• C10 Legal authority for conducting checkpoints

• C14 Ethics

The PTO and trainee team should apply each Core Competency to the situation they select.

PLEASE NOTE: The trainee must not simply narrate what happened in each cell area, but should analyze and discuss what he or she learned from the experience.

The weekly Coaching and Training Report has five steps:

1. The trainee and the trainer note their daily activities in their individual journals.

2. At the end of each week, the trainee and the PTO together select an incident from the previous week that pertains to the Substantive Topic Area. If a significant incident did not occur during that week's calls for service, the PTO may choose to pose a hypothetical incident.

3. The trainee then writes out a brief description of the incident on the weekly Coaching and Training Report. This "narrative" should be brief and outline only the key identifying elements.

4. The trainee will comment on all Core Competencies in the CTR evaluation as they relate to the incident. The material covered during that week's chosen incident highlights what was learned and what remains to be learned. The trainee should discuss his or her learning, rather than simply narrating the incident.

5. The police training officer will review the trainee's comments and will add his or her own comments and provide feedback and guidance as appropriate.

At the conclusion of each training phase, the trainer and the trainee will review the weekly Coaching and Training Reports to determine what was done well and what areas require attention or improvement.

Because police work does not conform to regular patterns, different activities will naturally occur at all phases of training. The PTO model has the advantage of being flexible.   If an incident occurs in one phase that relates to another phase—for example, a PTO and trainee respond to a domestic violence situation involving home invasion and assault during the Patrol Activities phase—the PTO may choose to take advantage of the learning opportunity and use the incident for a CTR that week on Criminal Investigation (see *Phased Training* in Chapter 4 for further explanation).

"the **PTO** model
has the **advantage**
of being **flexible**"

Problem-Based Learning Exercise (PBLE)
In addition to learning during daily patrol activities, a second form of training will use the Problem-Based Learning Exercises. Examples of Problem-Based Learning Exercises are available in Chapters 4, 5, 7, and 8. Agencies may choose to supplement the exercises with their own PBLEs based on local community problems.

There are four Problem-Based Learning Exercises provided in this manual. They include one for each phase of the program. For example, in Phase A, the first problem calls for the trainee to work through a wide range of possible outcomes when responding to non-emergencies. The trainee proceeds through the learning process by listing initial ideas, stating known facts, identifying learning issues by asking questions and gathering material, and suggesting two possible action plans.

For example, if the trainer presents a "youth selling drugs in a park" problem to the trainee, the trainee may consider contacting others such as local park authorities, school administrators, drug squad officers, neighbors using the park, and perhaps even the suspects. These individuals become part of the cohort with whom the trainee seeks input and solutions. The PTO encourages the trainee to listen to their concerns, guidance, and expertise. The PTO serves as both mentor and guide to the trainee as he or she moves through this process.

Once presented with the Problem-Based Learning Exercise, the trainee follows these steps:

Ideas—Lists initial ideas for solving the problem (i.e., close the park, arrest the sellers, etc.). The trainee will later revisit these ideas to determine their validity in light of the new information he or she gains during the process.

Facts—Lists all of the known facts (i.e., the sales are not during school hours, the sellers are from out of the area, the buyers are from the area, etc.).

Learning Issues—The trainee asks, "*What do I need to know to solve this problem*?" For example, the questions may include, Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After consulting the learning cohort in the community and conducting research, the trainee revisits his or her initial ideas to determine which are still applicable.

Action Plans—The trainee develops an action plan based on his or her research (e.g., make arrests, notify the drug squad, speak with park officials to move benches and put in lights, set up a neighborhood watch meeting, etc.).

Evaluation— At the end of each phase, the PTO will assess the trainee's mastery of the subject material in that phase. The trainee and the trainer evaluate both the product and the process using the forms provided after the PBLEs in Chapters 4, 5, 7, and 8. The trainee presents his or her response to the problem in a number of different ways: verbally, in a written report, or as a formal presentation to the PTO. Part of the evaluation will focus on the trainee's problem-solving and community-learning process.

Through each stage of the process, the PTO plays the vital role of counselor, facilitator, questioner and resource person.

> "the **PTO** plays the vital role of **counselor,** facilitator, questioner, and **resource** person"

HOW DO NEW OFFICERS USE PBL ON THE STREET: AN EXAMPLE OF THE PROCESS

Having recently graduated from the PTO program, a new officer encounters the following problem three days into his first solo shift:

In the last nine months, 16 minor motor vehicle accidents have occurred at the intersection of A&B streets, a largely commercial area. The officer learns that section of the city has no allocated budget for road improvement. Lighting is poor and on overcast days, sightlines across both streets are limited. Students from the nearby high school have been involved as either drivers or passengers in 11 of the 16 accidents.

The following process would occur during the next several weeks:

IDEAS

Following the PBL method, the officer creates a list of ideas for solving this problem that might include the following:

- Apply to the city for better lighting regardless of the city's planning budget

- Create a safety awareness program at the school

- Involve city maintenance in a plan to clear the sightlines

- Involve the local business owners in a driver-awareness program for the benefit of customers and employees

- Close one of the roads

KNOWN FACTS

The officer would then list the known facts, which would include the following:

- Sixteen minor accidents in nine months (no injuries)

- Poor visibility

- Limited sightlines

- Students involved

- Near an industrial/commercial area at intersection A/B

LEARNING ISSUES

The officer considers what he or she needs to know and who comprises an effective cohort group. Some issues to investigate and people to contact may include the following:

- Who or what is usually at fault in the accident? Look for patterns. Source – Traffic Reports

- What time of day? Source – Reports

- Weather conditions? Source – Reports

- Speed at impact? Source – Reports

- Actions of driver? Sources – Local business owners and involved drivers, Reports

- What activities bring the students to the location? Sources – Interviews, Motor Vehicle Reports

- What safety awareness programs are currently in place? Source – School

At this point, after the officer researches the relevant learning issues, he or she considers the original list of ideas and eliminates those that are not appropriate for a resolution or reduction in the number of accidents (e.g., close one road).

ACTION PLAN

The officer may, depending upon what he or she learned, wish to consider the following actions:

- Employ Crime Prevention Through Environmental Design (CPTED) to create open sightlines

- Seek approval for more lighting

- Develop an awareness program at the school

- Increase police patrol in the area

EVALUATION

After an appropriate period of time, the officer evaluates the impact of his or her action plan and assesses the need for further action. The officer also evaluates his or her own learning during this period.

CONCLUSION

The new officer's training during the PTO program would foster this problem-solving approach to dealing with the series of accidents in the area. As the officer gains experience, he or she develops problem-solving skills. The PBL structure is a learning method that encourages and develops the necessary tools for the effective police practitioner.

Mid-Term Evaluation

Prior to the Mid-Term Evaluation, the PTO, the Police Training Evaluator (PTE) and the trainee meet to discuss the evaluation process. Then, as Phases A and B of the learning experience are complete, the trainee transfers to the PTE and participates in the Mid-Term Evaluation. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of that week's activities. If the trainee is experiencing difficulties and does not successfully complete the Mid-Term Evaluation, he or she may need to return to Phase B or enter a remedial training period. The BOE or PTO Staff may recommend LAPs, PBLEs, or any other training option to help overcome deficiencies.

Learning Activity Packages (LAPs)

If a PTO recognizes either a deficiency in a trainee's skills or knowledge, or sees an opportunity to enhance learning, the trainer should use a Learning Activity Package. These learning tools will serve as a supplemental resource for PTOs and trainees to support a trainee's progress through the program.

Agencies should identify consistent areas of weakness shown by trainees and new officers and prepare supplementary training material to address the training needs. The material in the LAP may include legal information, videos, training primers, policies, procedures, information from community partners and other materials relevant to the topic.

LEARNING ACTIVITY PACKAGES (LAPS)

During the PTO training sessions, the trainers develop reference packages dealing with a variety of topics. These topics include information on drug investigations, techniques for crime prevention through environmental design, history and structure of the police organization, governmental structure, legal information, etc. The police agency will add information to the LAPs as necessary. This information will provide an additional resource for trainees during the program. All LAPs will include information for searching topics on-line.

"LAPs can be *used* to enhance **learning** and remedy **deficiencies"**

Final Evaluation

Before the final evaluation, the PTO, the PTE and the trainee meet again to discuss the evaluation process. During the Final Evaluation, the trainee transfers to the PTE. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of the evaluation period. If the trainee experiences difficulties and does not successfully complete the final evaluation, he or she may return to a remedial training phase. Remedial training may be accomplished through re-entering phase training, or performing LAPs, PBLEs, and any other prescribed training that focuses on the deficiencies.

If a trainee does not respond to training and is recommended for termination, the coordinator should forward all material, including recommendations, to the BOE. The BOE will conduct a review of the trainee's performance before providing a written recommendation to the Program Coordinator. Chapter 3 contains a more detailed look at duties and responsibilities in the PTO Program.

duties and
responsibilities

Duties and Responsibilities

Essential Personnel
Program Manager

Program Coordinator

Police Training Supervisor (PTS)

Police Training Officer (PTO)

Police Training Evaluator (PTE)

The Board of Evaluators (BOE)

Trainee's Responsibilities

chapter contents
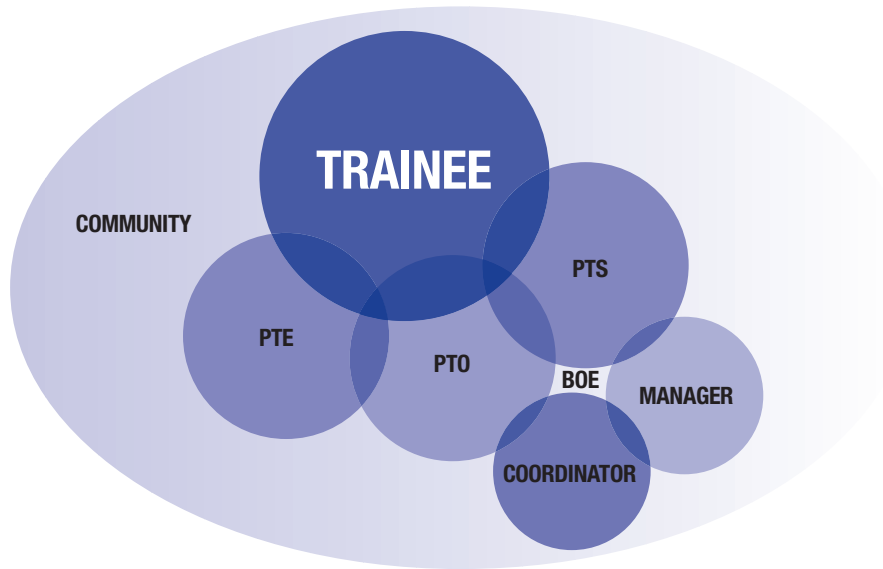
duties and responsibilities

T his section describes the duties and responsibilities of key personnel in the program. Their tasks interrelate and are essential to the success of the program. Agencies must develop the necessary policies and procedures to support the leadership, administration and management of this program. In some cases, minor changes or additions to personnel to manage this program may be necessary to address the unique needs of some agencies.

essential personnel

Program Manager

The Program Manager is a command officer responsible for the overall management of the PTO program. The Program Manager works closely with the Program Coordinator and Police Training Supervisors to ensure that members of the agency follow the policies and procedures of the program.

Program Coordinator

The Program Coordinator is responsible for managing and facilitating the program on a daily basis. This person maintains all program records and reports, coordinates regular PTO monthly meetings, and facilitates and schedules all training and evaluation phases.

> "agencies **must** develop the necessary **policies** and procedures to support the **leadership** of this **program**"

Police Training Supervisor (PTS)

Police Training Supervisors (PTSs) are usually police supervisors assigned to an agency's Patrol Division. The PTS will provide daily supervision and coaching to the PTO/trainee team and ensure that the needs of that learning team are met.

In the PTO program, the PTS will do the following:

- Participate in selecting and evaluating Police Training Officers and Police Training Evaluators

- Provide training in PBL to the PTOs and trainees

- Administer the program according to local regulations

- Meet regularly (weekly is recommended) with the PTO and trainee

- Keep the Program Manager and Coordinator informed of any unusual problems or activities related to the PTO/trainee team and the learning experience

Police Training Officer (PTO)

The PTO is the individual primarily responsible for guiding the trainee through the learning experience. The PTO provides daily coaching and training to the trainee, documents training provided, and keeps the Police Training Supervisors and Program Coordinator informed about any pertinent issues associated with the trainee and the learning experience.

During the training program, the PTO will do the following:

- Provide a learning environment for the trainee

- Act as a role model for the trainee

- Complete Coaching and Training Reports on a weekly basis

- Prepare material for the trainee, such as relevant community problems, within which the trainee frames his or her learning

- Assist the trainee with the NPE and PBLEs

- Advise and counsel the trainee through each of the problems provided in the manual

- Record the teaching and coaching experiences with the trainee and bring forward any persistent concerns to a Police Training Supervisor (PTS)

- Act in accordance with any organizational regulations regarding the training experience

- Maintain a training journal that documents the trainee's progress

Police Training Evaluator (PTE)

Police Training Evaluators are experienced PTOs who have been selected as evaluators by individual agencies.

The PTE identifies, assigns, and records the daily performance of the trainee as it relates to the categories identified for each period of evaluation. This program offers two week-long evaluation periods: Mid-Term and Final Evaluations. The PTE will evaluate the trainee during the Mid-Term Evaluation on training received during Phases A and B. For the final phase of evaluation, the PTE will evaluate the trainee comprehensively on training received in Phases A through D.

The Board of Evaluators (BOE)

The Board of Evaluators should consist of managers, supervisors, and trainers involved in the program. The BOE will do the following:

- Review all trainee and PTO performance as directed by the Program Manager or Program Coordinator

- Evaluate trainee and PTO performance (Evaluations may include a review of Coaching and Training Reports, PTE reports, or other written material relevant to the program. The BOE may also conduct interviews of PTOs and trainees before making any written recommendation to the Program Manager.)

- Provide a written recommendation to the Program Coordinator and Manager on what action to consider regarding training, remedial training, or termination of a trainee or PTO from the training program

- Conduct an exit interview of each trainee to assess the overall training experience

If needed, the PTO, PTE or any program supervisor can request that the Board of Evaluators convene. This board will be responsible for reviewing the trainee's progress in the program as well as the performance of the PTO. Individual agencies should determine the number of staff assigned to the BOE.

"trainees **must** actively use the PBL process in **training**"

Trainee's Responsibilities

Trainees entering a PTO program are responsible for the following:

- Using the PBL Model—Trainees must actively use the PBL processes in training. These include the PBLEs, the NPE, CTRs, the learning matrix, and any other activities determined by the agency.

- Learning—PTOs can teach and train but they can't make a trainee learn. Trainees must accept responsibility for their own learning as it applies to the job of policing, and take initiative in the learning process.

- Resourcefulness—Police trainees must learn how to use the many resources available to them inside and outside the agency.

- Self-Evaluation and Journal Work—Trainees will participate in self-evaluation and maintain a journal. Honest self-evaluation will assist both the trainee and the PTO during the training process. Self-evaluation will also ensure that learning transfers from theory to practice. This process is vital to trainee development.

Program managers and trainers should understand that mistakes will occur from time to time in any training program. It is the PTO's responsibility to help the trainee correct mistakes through a process of failing forward.

phase A
weeks 2-4

Phased Training

Neighborhood
Portfolio Exercise

Phase A: Non-Emergency
Incident Response

Problem-Based
Learning Exercise #1:
Non-Emergency
Incident Response

Phase A: Weekly Coaching
and Training Reports

A

chapter contents

- **Phased Training**
- **Neighborhood Portfolio Exercise**
- **Phase A: Non-Emergency Incident Response**
- **Problem-Based Learning Exercise #1: Non-Emergency Incident Response**
- **Phase A: Weekly Coaching and Training Reports**

phased training

The training program includes four phases of instruction. Each phase corresponds to a Substantive Topic area. The phases of training allow both trainee and trainer to spend time working on Core Competencies associated with particular Substantive Topics. The sequence of the phases matters less than the process through which the trainee learns the material. If a topic arises from one phase during the instruction of another—for example, a criminal investigation arises during the Non-Emergency Response phase—the PTO has three options:
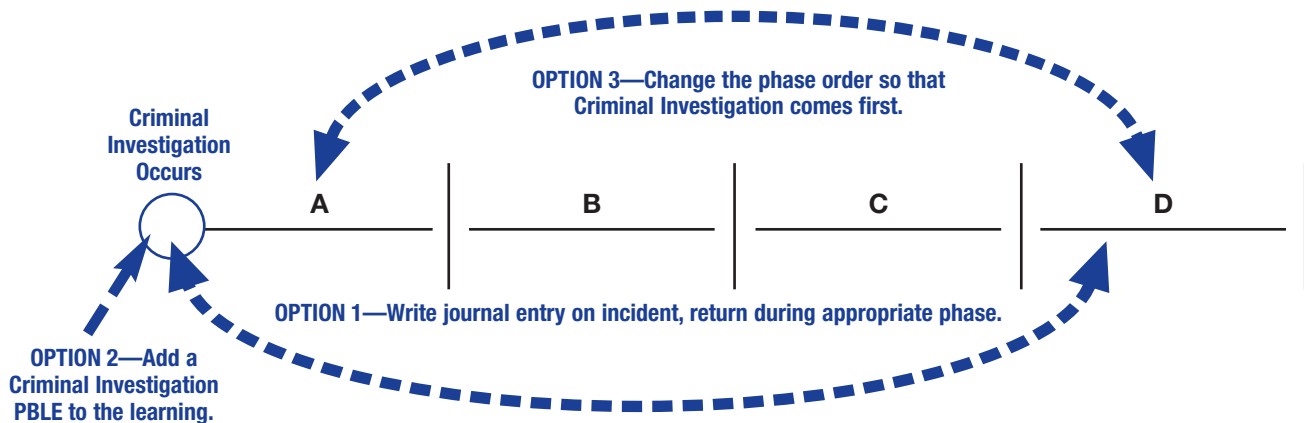
- He or she can simply introduce the criminal investigation topic, and have the trainee document the main issues. The trainee can return to review the incident later during the appropriate phase in the training;

- Develop a new PBLE focusing on criminal investigation and follow the problem-based learning process; or,

- Enter the Criminal Investigation phase and move the Non-Emergency Response phase to later in the program. This is an extraordinary measure that should happen *very infrequently* when an unusual case offers a multitude of learning opportunities. The PTO and Program Coordinator should make the decision to switch phases together, and should only consider switching phases if the trainee and PTO are still very early in their current phase.

The sections of the learning matrix corresponding to each phase of training are included below, as well as descriptions of suggested procedures, regulations, skills, and learning outcomes that apply to each cell in the matrix. Both trainers and agencies should incorporate any additional procedures, regulations or skills as needed.

Each phase contains an assigned Problem-Based Learning Exercise. If he or she wishes to do so, the trainer may develop other PBLEs using local circumstances as a secondary assignment in each phase. Immediately following the assigned PBLEs in this manual are evaluation forms for completing and commenting on the Problem-Based Learning Exercises.

neighborhood portfolio exercise

The NPE extends for the entire length of the training period. The trainee receives the NPE at the beginning of the first phase of training and, throughout the training, develops a detailed geographical, social, and cultural sketch of the area he or she polices. The trainee presents the portfolio information in the manner best suited to his or her learning style (e.g., oral report, written report, formal presentation, etc.), at the completion of the training period. The trainee should use journal entries, PBLEs, CTRs, and other activities as support material for the NPE.

Neighborhood Portfolio Exercise Problem Assignment
You are a new officer, recently graduated from the academy and have just completed your training with a Police Training Officer. You have been assigned to a new patrol area. You know almost nothing about the neighborhood, demographics, culture, crime, or the types of disorder that exist in this new patrol area. Your sergeant asks you to complete a comprehensive portfolio, including names and contact information for other officers in your new patrol community.

Assigned NPE Problem
By speaking to members of the community and fellow officers you must generate a list of problems facing the community that are relevant to both the community and the police. Your sergeant has given you 15 weeks to gather the information and present your NPE. Your fellow officers and possibly some members of that community will be present for the briefing. The sergeant and the members of the audience will evaluate the quality, depth, and accuracy of the material you present. You may choose a method of presentation that best suits your abilities.

When completing the NPE Assignment, see the Neighborhood Portfolio Exercise Assignment Form in Appendix A.

phase A: non-emergency incident response

This phase lasts three weeks and deals with incident responses for non-emergencies. An example of the learning matrix content for this phase of policing is listed below. Learning outcomes for this phase are found in Chapter 6.

Core Competency	Non-Emergency Incident Response
Police Vehicle Operations	A1
Conflict Resolution	A2
Use of Force	A3
Local Procedures, Policies, Laws, Organizational Philosophies	A4
Report Writing	A5
Leadership	A6
Problem-Solving Skills	A7
Community-Specific Problems	A8
Cultural Diversity and Special Needs Groups	A9
Legal Authority	A10
Individual Rights	A11
Officer Safety	A12
Communication Skills	A13
Ethics	A14
Lifestyle Stressors/Self-Awareness/Self-Regulation	A15

Learning Activities
Daily Journal Entry
Using the Learning Matrix
Neighborhood Portfolio Exercise

Evaluation Activities
Problem-Based Learning Exercise
Coaching and Training Reports

CELL A1

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Defensive driving
- Proper vehicle stops, positioning of vehicles
- Awareness of surroundings and conditions
- Other issues that may apply

CELL A2

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Conflict Resolution**

This cell may include the following:
- Conflict resolution tactics for non-emergency situations, neighbor disputes, local disorder problems
- Verbal judo
- Other issues that may apply

CELL A3

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Use of Force**

This cell may include the following:
- Proxemics (body positioning, blading, environmental)
- Tactical approaches for non-emergency situations
- Other issues that may apply

CELL A4

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Impounding cars, property seizures
- Municipal ordinances
- Responding to alarms
- Motor vehicle accident investigation
- Traffic violations
- Alcohol offenses
- Incidents regarding specific geographical concerns (e.g., urban versus rural policing)
- Procedures for responding to disorderly conduct
- Procedures for responding to alcohol related disorder
- Procedures for responding to trespassing
- Serving court documents
- Guarding prisoners
- Other issues that may apply

CELL A5

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Report Writing**

This cell may include the following:
- Following departmental reporting procedures
- Noting proper information on reports
- Writing clear, concise, accurate and legible reports
- Objectivity in reports
- Using appropriate language
- Other issues that may apply

CELL A6

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership through service
- Assisting others in solving problems
- Other issues that may apply

CELL A7

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Problem-Solving Skills**

This cell may include the following:
- Organizational policy and procedure regarding problem-solving strategies
- Use of the PBLEs and NPE
- Other issues that may apply

CELL A8

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Community-Specific Problems**

This cell may include the following:
- Using neighborhood advisory boards and committees
- Government services that support quality-of-life issues in the community
- Chaplain or religious services
- Other issues that may apply

CELL A9

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:

- Responding appropriately to social, economic, and linguistic differences
- Dealing with people with mental illness
- Other issues that may apply

CELL A10

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Legal Authority**

This cell may include the following:

- Knowledge of non-criminal laws such as municipal ordinances, parking regulations, fire codes, etc.
- Other issues that may apply

CELL A11

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Individual Rights**

This cell may include the following:

- Fair and equitable treatment based on constitutional protections
- Knowledge of individual rights of in-custody persons (e.g., duty of care may exist to provide or summon medical assistance for subjects)
- Other issues that may apply

CELL A12

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Officer Safety**

This cell may include the following:

- Reporting location during traffic stops
- Tactical awareness during routine activities
- Awareness of persons in vicinity, body positions, etc.
- Other issues that may apply

CELL A13

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Communication Skills**

This cell may include the following:

- Professional and appropriate communication with the public and other police personnel
- Procedures for use of police radio and computer
- Other issues that may apply

CELL A14

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Ethics**

This cell may include the following:

- Responding ethically to bribes, corruption, abuse of power and position
- Privacy concerns with victims
- Other issues that may apply

CELL A15

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:

- Dealing with high workload
- Death notifications
- Discussing stressors with appropriate persons
- Appropriate time management
- Proper selection of conflict resolution tactics
- Use of interpersonal skills
- Other issues that may apply

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 Police 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 PTO.

  • 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.

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

You will present your findings to your PTO on _____

The method of presentation will be _____

You will, in consultation with your PTO, 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 PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #1
Non-Emergency Incident Response: Vehicle Stop

Trainee Name: **Date:**

Using your matrix, answer the following questions for this problem:

1. What did you learn from this problem? Use specific examples and refer to the cells in the matrix.
   Describe the Core Competencies that you developed during this exercise.

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Police Training Officer comments:

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2. Did you initially formulate assumptions (ideas) that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

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Police Training Officer comments:

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3. Identify important information or skills that you acquired during this problem-solving exercise. Explain why you chose these (i.e., identify laws, contacts or behaviors that you will use again).

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Police Training Officer comments:

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4. Evaluate your own problem-solving process regarding the listing of known facts, finding answers to questions and devising the action plan. (Did you list all the facts? Did you ask the right questions? What questions would you ask now? Was your action plan realistic and achievable?)

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Police Training Officer comments:

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5. What competencies, skills, community contacts, and knowledge do you need to improve or develop more fully to deal with this type of problem in the future? Explain and indicate how you intend to improve or develop these.

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Police Training Officer comments:

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Follow-Up Comments for Question 5:   Date:

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phase A: non-emergency incident response

COACHING AND TRAINING REPORT

Selected Incident
(Trainee and PTO select the incident for evaluation)

PTO/PTE: _____
Trainee: _____
Date: _____

___ TRAINEE SELECTED INCIDENT
___ PTO/PTE SELECTED INCIDENT
Incident Case Number: _____
Date of Incident: _____

Non-Emergency Incident Response
Briefly describe the incident chosen for evaluation:

Police Vehicle Operations

A1 – When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A1.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Conflict Resolution

A2 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A2.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Use of Force

A3 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A3.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Local Procedures, Policies, Laws, Organizational Philosophies

A4 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A4.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Report Writing

A5 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A5.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Leadership **A6** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A6.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Problem-Solving Skills **A7** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A7.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Community-Specific Problems

A8 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A8.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Cultural Diversity and Special Needs Groups

A9 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A9.

Trainee's comments: "What did I learn? What do I need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Legal Authority   **A10** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A10.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Individual Rights   **A11** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A11.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Officer Safety   **A12** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A12.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Communication Skills   **A13** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A13.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Ethics   **A14** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A14.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Lifestyle Stressors/ Self-Awareness/ Self-Regulation   **A15** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A15.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

phase B
weeks 5-7

Phase B: Emergency Response

Problem-Based
Learning Exercise #2:
Emergency Response

Phase B: Weekly Coaching
and Training Report

B

chapter contents

phase B: emergency incident response

This phase lasts three weeks and deals with incident responses for emergencies. An example of the learning matrix content for this phase of policing is listed below. Learning outcomes for this phase are found in Chapter 6.

Core Competency	Emergency Incident Response
Police Vehicle Operations	B1
Conflict Resolution	B2
Use of Force	B3
Local Procedures, Policies, Laws, Organizational Philosophies	B4
Report Writing	B5
Leadership	B6
Problem-Solving Skills	B7
Community-Specific Problems	B8
Cultural Diversity and Special Needs Groups	B9
Legal Authority	B10
Individual Rights	B11
Officer Safety	B12
Communication Skills	B13
Ethics	B14
Lifestyle Stressors/Self-Awareness/Self-Regulation	B15

Learning Activities
Daily Journal Entry
Using the Learning Matrix
Neighborhood Portfolio Exercise

Evaluation Activities
Problem-Based Learning Exercise
Coaching and Training Reports

CELL B1

Substantive Topic: **Emergency Incident Response**
Core Competency: **Police Vehicle Operations**

This cell may include the following:

- High-speed police pursuits
- High-risk vehicle stops and interventions
- Awareness of location and conditions during emergency
- Emergency response such as using emergency lights, sirens, radio equipment, Code 1 responses, Code 1 silent procedures
- Defensive responses during these types of operations
- Other issues that may apply

CELL B2

Substantive Topic: **Emergency Incident Response**
Core Competency: **Conflict Resolution**

This cell may include the following:

- Responding to and defusing calls involving violence
- Crisis intervention during domestic disputes
- Other issues that may apply

CELL B3

Substantive Topic: **Emergency Incident Response**
Core Competency: **Use of Force**

This cell may include the following:

- Applying the use-of-force matrix/continuum
- Use of lethal and non-lethal weapons
- Other issues that may apply

CELL B4

Substantive Topic: **Emergency Incident Response**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:

- Bomb threats
- Major emergencies and disasters
- Responding to high-risk crimes in progress
- Other issues that may apply

CELL B5

Substantive Topic: **Emergency Incident Response**
Core Competency: **Report Writing**

This cell may include the following:
- Report forms for emergency incidents
- Departmental administrative reports for emergency incidents
- Other issues that may apply

CELL B6

Substantive Topic: **Emergency Incident Response**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership through service and values
- Influencing others to solve their own problems
- Other issues that may apply

CELL B7

Substantive Topic: **Emergency Incident Response**
Core Competency: **Problem-Solving Skills**

This cell may include the following:
- Awareness of high-risk/low-frequency crimes and community issues that affect area safety and quality of life
- Designing and developing a problem-solving approach to emergency response
- Employing traditional and non-traditional resources to identified problems and developing solutions
- Other issues that may apply

CELL B8

Substantive Topic: **Emergency Incident Response**
Core Competency: **Community-Specific Problems**

This cell may include the following:
- Anticipating community-specific problems that may result in threats to community safety or emergency response incidents
- Identifying the interrelationships and influences that community problems and crime may have on neighboring beats or communities
- Other issues that may apply

CELL B9

Substantive Topic: **Emergency Incident Response**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:
- Awareness of cultural or linguistic barriers during emergency situations
- Dealing with individuals who have a mental illness and are acting violent
- Other issues that may apply

CELL B10

Substantive Topic: **Emergency Incident Response**
Core Competency: **Legal Authority**

This cell may include the following:
- Knowledge and obligations of arrest authority
- Knowledge of high-liability issues (e.g., fleeing felon case law)
- Knowledge of detention and frisk parameters
- When to pursue, engage roadblocks, pursue across jurisdictions
- Other issues that may apply

CELL B11

Substantive Topic: **Emergency Incident Response**
Core Competency: **Individual Rights**

This cell may include the following:
- Awareness of constitutional rights during emergencies
- Rules of search and seizure
- Other issues that may apply

CELL B12

Substantive Topic: **Emergency Incident Response**
Core Competency: **Officer Safety**

This cell may include the following:
- Using equipment including firearms, handcuffs, non-lethal weapons
- Controlling the scene of an emergency
- Employing situational tactics such as tactical retreats
- Taking custody of violent or armed persons
- Cover vs. concealment
- Effective searches of persons and scenes during emergencies
- Positioning a vehicle during emergency situations
- Other issues that may apply

CELL B13

Substantive Topic: **Emergency Incident Response**
Core Competency: **Communication Skills**

This cell may include the following:
- Using police radios
- Voice control and command
- Tactical communication
- Other issues that may apply

CELL B14

Substantive Topic: **Emergency Incident Response**
Core Competency: **Ethics**

This cell may include the following:
- Identifying inappropriate emergency responses
- Other issues that may apply

CELL B15

Substantive Topic: **Emergency Incident Response**
Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Debriefing personnel effectively
- Ability to identify areas in need of improvement
- Assessing mental alertness and self-confidence
- Awareness of post traumatic stressors
- Remaining calm while under stress
- Other issues that may apply

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. 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 PTO 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 PTO.

- 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.

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

You will present your findings to your PTO on _____

The method of presentation will be _____

You will, in consultation with your PTO, 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 PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #2
Emergency Incident Response: Disorderly at Bar Call

Trainee Name: **Date:**

Using your matrix, answer the following questions for this problem:

1. What did you learn from this problem? Use specific examples and refer to the cells in the matrix.
   Describe the Core Competencies that you developed during this exercise.

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Police Training Officer comments:

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2. Did you initially formulate assumptions (ideas) that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

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Police Training Officer comments:

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3. Identify important information or skills that you acquired during this problem-solving exercise. Explain why you chose these (i.e., identify laws, contacts or behaviors that you will use again).

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Police Training Officer comments:

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4. Evaluate your own problem-solving process regarding the listing of known facts, finding answers to questions and devising the action plan. (Did you list all the facts? Did you ask the right questions? What questions would you ask now? Was your action plan realistic and achievable?)

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Police Training Officer comments:

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5. What competencies, skills, community contacts, and knowledge do you need to improve or develop more fully to deal with this type of problem in the future? Explain and indicate how you intend to improve or develop these.

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Police Training Officer comments:

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Follow-Up Comments for Question 5:   Date:

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phase B: emergency incident response

COACHING AND TRAINING REPORT

Selected Incident

(Trainee and PTO select the incident for evaluation)

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PTO/PTE: _____
Trainee: _____
Date: _____

___ TRAINEE SELECTED INCIDENT
___ PTO/PTE SELECTED INCIDENT
Incident Case Number: _____
Date of Incident: _____
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Emergency Incident Response

Briefly describe the incident chosen for evaluation:

Police Vehicle Operations

B1 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B1.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Conflict Resolution

B2 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B2.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Use of Force

B3 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B3.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Local
Procedures,
Policies, Laws,
Organizational
Philosophies**

B4 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B4.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Report Writing

B5 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B5.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Leadership   **B6** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B6.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Problem-Solving Skills   **B7** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B7.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Community-
Specific
Problems**

B8 - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell B8.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

**Cultural Diversity
and Special
Needs Groups**

B9 - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell B9.

Trainee's comments: "What did I learn? What do I need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Legal Authority   **B10** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B10.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Individual Rights   **B11** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B11.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Officer Safety   **B12** - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell B12.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Communication   **B13** - When completing this section of the CTR, the trainee will use specific
Skills   information and learning outcomes from matrix cell B13.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Ethics   **B14** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B14.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Lifestyle Stressors/ Self-Awareness/ Self-Regulation   **B15** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell B15.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

mid-term
evaluation
week 8

Mid-Term Evaluation

Phases A and B:
Matrix Learning Outcomes

chapter contents
- **Mid-Term Evaluation**
- **Phases A and B: Matrix Learning Outcomes**

mid-term evaluation

The Mid-Term Evaluation is the first formal independent evaluation of the trainee. The trainee transfers from his or her PTO to a Police Training Evaluator (PTE) and participates in a Mid-Term Evaluation to determine progress. This evaluation lasts one week.

The PTE will use the *Matrix Learning Outcomes* as a basis for the evaluation period.

PHASE A	PHASE B	MID-TERM EVALUATION	PHASE C	PHASE D	FINAL EVALUATION
		PTE uses mid-term outcomes from Phases A&B to evaluate the trainee			PTE uses final term outcomes from Phases A,B,C,&D to evaluate the trainee
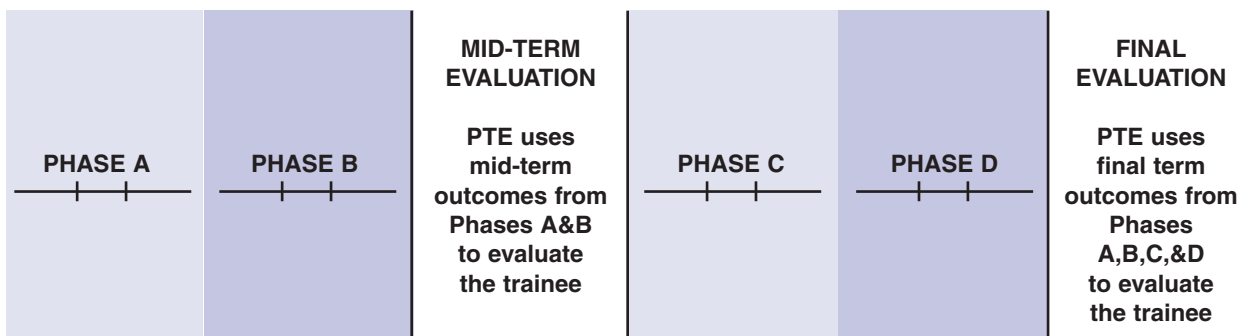
Following a successful Mid-Term Evaluation, the trainee moves into Phase C (Patrol Activities) and works with a different PTO than in Phases A and B. At this point, the Program Coordinator will ensure that copies of all reports and evaluations regarding the trainee's progress are available to the designated Phases C and D training officer.

Trainees who do not successfully complete this evaluation phase will return to Phase A or B for remediation as prescribed by the BOE or PTO. The BOE may assign the original training officer or designate another PTO to work with the trainee. The BOE may also take other actions as deemed necessary.

"the **matrix learning outcomes** form the basis for the **mid-term** evaluation**"**

phases A and B: matrix learning outcomes

Police Training Evaluators will use the following performance outcomes during the Mid-Term and Final Evaluations. Note that, while these outcomes record three levels of performance by trainees, they are NOT to be used as a checklist by the evaluator. Instead, in the morning of the first day of evaluation, evaluators should ask trainees to self-assess and write down their own strengths and weaknesses based on the learning matrix Core Competencies. This self-assessment can then be compared with the performance outcomes during the evaluation week.

During the Mid-Term Evaluation, the PTE will use the following learning outcomes:

Police Vehicle Operations
- The trainee is able to describe vehicle laws, standard operating procedures (SOPs) and policies and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what vehicle laws, SOPs and regulations relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Conflict Resolution
- The trainee is able to describe various conflict resolution strategies, relevant SOPs and policies and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what conflict resolution strategies, SOPs and regulations apply in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the conflict resolution resources in the cells within this competency.

Use of Force
- The trainee is able to describe laws, SOPs and policies relating to use of force and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what laws, SOPs and regulations relating to use of force pertain to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Local Procedures, Policies, Laws, Organizational Philosophies
- The trainee is able to describe local laws, SOPs, policies and philosophies and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what local laws, SOPs, policies and philosophies relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Report Writing
- The trainee is able to describe, explain, and identify the appropriate internal and external reports and forms required for recording daily police activities in Phases A and B.
- The trainee is able to analyze situations and determine what reporting requirements he or she must meet to fulfill agency, judicial, state and federal reporting mandates.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Leadership
- The trainee is able to describe leadership skills, applicable SOPs and policies, and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what leadership skills, SOPs and leadership activities relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Problem-Solving Skills
- The trainee is able to describe problem-solving skills, problem-based learning, and COPPS practices and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply problem-solving skills, problem-based learning, and COPPS practices in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Community-Specific Problems
- The trainee is able to describe community-specific problems and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to community-specific problems.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Cultural Diversity and Special Needs Groups
- The trainee is able to describe relevant laws, SOPs and policies and explain how they relate to cultural diversity and special needs groups in the trainee's policing area.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to cultural diversity and special needs groups in the trainee's policing area.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Legal Authority
- The trainee is able to describe laws, SOPs and policies, and explain how they provide legal authority for his or her policing activities in Phases A and B.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Individual Rights
- The trainee is able to describe relevant laws, SOPs and policies, and explain how they relate to individual rights.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to individual rights in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Officer Safety
- The trainee is able to describe laws, SOPs and policies on officer safety and explain how they relate to training in Phases A and B.
- The trainee is able to analyze and apply officer safety policies, SOPs and regulations in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Communication Skills
- The trainee is able to describe a variety of communication skills and practices and explain how they relate to training in Phases A and B.
- The trainee is able to demonstrate comprehension of communication skills and practices in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Ethics
- The trainee is able to describe laws, SOPs and policies relating to ethical policing and explain how ethics relates to training in Phases A and B.
- The trainee is able to analyze and apply ethical practices, relevant SOPs and regulations that govern his or her policing behavior.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells in this competency.

Lifestyle Stressors/Self-Awareness/Self-Regulation

- The trainee is able to describe strategies to deal with stress, self-awareness, and self-governance. The trainee is able to identify relevant SOPs and policies that address lifestyle stressors and those that govern self-awareness and self-regulation in his or her policing duties in Phases A and B.
- The trainee is able to recognize stressful circumstances and events and apply appropriate strategies to deal with them.
- The trainee is able to identify personal strengths and weaknesses and describe how those strengths and weaknesses affect his or her job performance.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells in this competency.

phase C
weeks 9-11

Phase C: Patrol Activities

Problem-Based
Learning Exercise #3:
Patrol Activities

Phase C: Weekly Coaching
and Training Reports

chapter contents

phase C: patrol activities

This phase lasts three weeks and deals with patrol activities. An example of the learning matrix content for this phase of policing is listed below. Learning outcomes for this phase are found in Chapter 9.

Core Competency	Patrol Activities
Police Vehicle Operations	C1
Conflict Resolution	C2
Use of Force	C3
Local Procedures, Policies, Laws, Organizational Philosophies	C4
Report Writing	C5
Leadership	C6
Problem-Solving Skills	C7
Community-Specific Problems	C8
Cultural Diversity and Special Needs Groups	C9
Legal Authority	C10
Individual Rights	C11
Officer Safety	C12
Communication Skills	C13
Ethics	C14
Lifestyle Stressors/Self-Awareness/Self-Regulation	C15

Learning Activities
Daily Journal Entry
Using the Learning Matrix
Neighborhood Portfolio Exercise

Evaluation Activities
Problem-Based Learning Exercise
Coaching and Training Reports

CELL C1

Substantive Topic: **Patrol Activities**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Inspecting police vehicles
- Understanding one- versus two-officer patrol responsibilities
- Checking properties for security
- Maintaining geographic location awareness
- Patrol visibility (directed patrol)
- Other issues that may apply

CELL C2

Substantive Topic: **Patrol Activities**
Core Competency: **Conflict Resolution**

This cell may include the following:
- Fostering collaboration among divergent groups
- Community meeting facilitation skills
- Developing interpersonal relationships
- Dealing with diverse conflict styles within the community
- Communicating and exchanging views with dissatisfied citizens
- Other issues that may apply

CELL C3

Substantive Topic: **Patrol Activities**
Core Competency: **Use of Force**

This cell may include the following:
- Maintaining and securing weapons and emergency equipment
- Communication and dialogue in use-of-force situations
- Other issues that may apply

CELL C4

Substantive Topic: **Patrol Activities**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Understanding geographic responsibilities (e.g., area and beat responsibilities)
- Assisting other emergency services (e.g., fire department)
- Strategies and procedures for dealing with community support services (e.g., social services, school district)
- Policies and regulations governing pre-patrol issues, preparing and reporting for duty
- Knowing local non-criminal statutes and regulations for minimizing community safety issues (e.g., fire codes, building codes)
- Other issues that may apply

CELL C5

Substantive Topic: **Patrol Activities**
Core Competency: **Report Writing**

This cell may include the following:
- Maintaining accurate and legible journals or notebooks
- Maintaining and understanding criminal information bulletins
- Engaging in legal and related field interviews
- Other issues that may apply

CELL C6

Substantive Topic: **Patrol Activities**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership
- Influencing others to solve their own problems
- Other issues that may apply

CELL C7

Substantive Topic: **Patrol Activities**
Core Competency: **Problem-Solving Skills**

This cell may include the following:
- Using strategies to scan and analyze community problems, such as crime mapping, crime analysis, CPTED, the SARA model, school safety audits, community surveys and Internet research
- Incorporating directed patrol and other strategies for responding to other community problems
- Mobilizing other governmental resources, community resources and community partnerships to respond to community problems
- Understanding and implementing problem-oriented policing strategies to identify solutions to community problems
- Other issues that may apply

CELL C8

Substantive Topic: **Patrol Activities**
Core Competency: **Community-Specific Problems**

This cell may include the following:
- Urban versus rural area issues
- Special events
- Other issues that may apply

CELL C9

Substantive Topic: Patrol Activities
Core Competency: Cultural Diversity and Special Needs Groups

This cell may include the following:
- Awareness of and participation in the local community customs and cultural events
- Responding to special needs populations
- Understanding language barriers and other cultural differences
- Developing contacts with different minority and cultural groups
- Other issues that may apply

CELL C10

Substantive Topic: Patrol Activities
Core Competency: Legal Authority

This cell may include the following:
- Legal vehicle stops
- Detaining and arresting individuals
- Landlord/tenant issues
- Vehicle safety inspections
- Legal authority for roadblocks
- Knowing non-criminal laws (e.g., fire codes, building codes, licensing)
- Departmental, state, and local laws regarding police misconduct
- Other issues that may apply

CELL C11

Substantive Topic: Patrol Activities
Core Competency: Individual Rights

This cell may include the following:
- Departmental policy and legal issues regarding the use of race and ethnicity to make decisions
- Legal issues related to community notifications of sexual predators and other criminal groups
- Other issues that may apply

CELL C12

Substantive Topic: Patrol Activities
Core Competency: Officer Safety

This cell may include the following:
- Using seatbelts
- Using other safety equipment (e.g., flares, traffic vests, etc.)
- Transporting prisoners
- Transporting members of the public
- Developing community partnerships to enhance officer safety
- Other issues that may apply

CELL C13
Substantive Topic: **Patrol Activities**
Core Competency: **Communication Skills**

This cell may include the following:
- Radio procedures
- Internal administrative reporting procedures
- Obtaining and sharing information with crime analysts
- Creating communication opportunities for fostering community cooperation, if applicable (e.g., web pages, newsletters for community meetings)
- Other issues that may apply

CELL C14
Substantive Topic: **Patrol Activities**
Core Competency: **Ethics**

This cell may include the following:
- Appropriate professional behavior on and off duty
- Substance abuse
- Understanding the balance between individual rights and community and crime control needs
- Conflict of interest issues between law enforcement and the community
- Other issues that may apply

CELL C15
Substantive Topic: **Patrol Activities**
Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Eating habits
- Dealing with shift work and fatigue
- Dealing with partners with different lifestyle habits
- Learning to establish open dialogue and communication
- Local employee assistance programs
- Awareness of public image
- Awareness of personal biases
- Realizing the impact of police actions on the community
- Creating initiatives to enhance community safety
- Other issues that may apply

problem-based learning exercise #3

PATROL ACTIVITIES

Disorderly Youths in Park

You are patrolling in your area and a woman near a park stops you. She reports that in the past several months, she and several other residents have been having trouble with disorderly youths hanging around in the park. The park is surrounded on three sides by local residences with numerous walkway exits to surrounding streets. The local high school is situated directly opposite the park.

A records check indicates that neighbors and school officials have called the police about the youths in the park on numerous occasions. Police reports describing trespassing, burglaries, larceny, drug use and disorderly conduct have been filed over the past six months. These events occurred during both daytime and evening hours. Uniform and plainclothes police have responded in the past with little effect.

Discuss this with your PTO 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 PTO.

  • 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, previous police efforts have had little consequences. There is a school opposite the park, etc.

  • 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 dealing with local schools?

  • 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.

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

You will present your findings to your PTO on _____

The method of presentation will be _____

You will, in consultation with your PTO, 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 PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #3
Patrol Activities: Disorderly Youths in Park

Trainee Name: **Date:**

Using your matrix, answer the following questions for this problem:

1. What did you learn from this problem? Use specific examples and refer to the cells in the matrix.
   Describe the Core Competencies that you developed during this exercise.

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Police Training Officer comments:

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2. Did you initially formulate assumptions (ideas) that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

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Police Training Officer comments:

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3. Identify important information or skills that you acquired during this problem-solving exercise. Explain why you chose these (i.e., identify laws, contacts or behaviors that you will use again).

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Police Training Officer comments:

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4. Evaluate your own problem-solving process regarding the listing of known facts, finding answers to questions and devising the action plan. (Did you list all the facts? Did you ask the right questions? What questions would you ask now? Was your action plan realistic and achievable?)

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Police Training Officer comments:

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5. What competencies, skills, community contacts, and knowledge do you need to improve or develop more fully to deal with this type of problem in the future? Explain and indicate how you intend to improve or develop these.

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Police Training Officer comments:

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Follow-Up Comments for Question 5:   Date:

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phase C: patrol activities

COACHING AND TRAINING REPORT

Selected Incident
(Trainee and PTO select the incident for evaluation)

Patrol Activities
Briefly describe the incident chosen for evaluation:

Police Vehicle Operations	**C1** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C1.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Conflict Resolution

C2 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C2.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Use of Force

C3 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C3.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Local Procedures, Policies, Laws, Organizational Philosophies

C4 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C4.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Report Writing

C5 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C5.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Leadership   **C6** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C6.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Problem-Solving Skills   **C7** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C7.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Community-Specific Problems

C8 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C8.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Cultural Diversity and Special Needs Groups

C9 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C9.

Trainee's comments: "What did I learn? What do I need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Legal Authority   **C10** - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell C10.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Individual Rights   **C11** - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell C11.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Officer Safety   **C12** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C12.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Communication Skills   **C13** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C13.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Ethics **C14** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C14.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Lifestyle Stressors/ Self-Awareness/ Self-Regulation **C15** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell C15.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

phase D
weeks 12-14

Phase D: Criminal Investigation

Problem-Based
Learning Exercise #4:
Criminal Investigation

Phase D: Weekly Coaching
and Training Reports

D

chapter contents

phase D: criminal investigation

This phase lasts three weeks and deals with criminal investigation. An example of the learning matrix content for this phase of policing is listed below. Learning outcomes for this phase are found in Chapter 9.

Core Competency	Criminal Investigation
Police Vehicle Operations	D1
Conflict Resolution	D2
Use of Force	D3
Local Procedures, Policies, Laws, Organizational Philosophies	D4
Report Writing	D5
Leadership	D6
Problem-Solving Skills	D7
Community-Specific Problems	D8
Cultural Diversity and Special Needs Groups	D9
Legal Authority	D10
Individual Rights	D11
Officer Safety	D12
Communication Skills	D13
Ethics	D14
Lifestyle Stressors/Self-Awareness/Self-Regulation	D15

Learning Activities
Daily Journal Entry
Using the Learning Matrix
Neighborhood Portfolio Exercise

Evaluation Activities
Problem-Based Learning Exercise
Coaching and Training Reports

CELL D1

Substantive Topic: **Criminal Investigation**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Criminal investigation involving police vehicles
- Other issues that may apply

CELL D2

Substantive Topic: **Criminal Investigation**
Core Competency: **Conflict Resolution**

This cell may include the following:
- Dealing with hostile witnesses and citizens
- Handling interagency and intra-agency conflicts
- Other issues that may apply

CELL D3

Substantive Topic: **Criminal Investigation**
Core Competency: **Use of Force**

This cell may include the following:
- Inducements to statements
- Use-of-force continuum and policy
- Use-of-force reporting procedures
- Other issues that may apply

CELL D4

Substantive Topic: **Criminal Investigation**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Regulations regarding enforcing and investigating legal codes such as drug offenses, criminal offenses, crimes against person and property
- Using forensic and other investigative strategies effectively
- Other issues that may apply

CELL D5

Substantive Topic: **Criminal Investigation**
Core Competency: **Report Writing**

This cell may include the following:
- Departmental regulations regarding writing reports on criminal and court-related investigation
- Taking statements
- Preparing cases
- Other issues that may apply

CELL D6

Substantive Topic: **Criminal Investigation**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership
- Influencing others to solve their own problems
- Other issues that may apply

CELL D7

Substantive Topic: **Criminal Investigation**
Core Competency: **Problem-Solving Skills**

This cell may include the following:
- Understanding the importance of providing thorough and competent initial investigative information to investigators
- Employing traditional and non-traditional resources to identified problems and developing solutions
- Other issues that may apply

CELL D8

Substantive Topic: **Criminal Investigation**
Core Competency: **Community-Specific Problems**

This cell may include the following:
- Understanding the reality of community perceptions and influences on community crime and quality-of-life issues
- Using community members as a resource to build an effective collaboration when dealing with issues
- Other issues that may apply

CELL D9

Substantive Topic: **Criminal Investigation**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:
- Knowledge of cultural differences relevant to investigations (e.g., poor perceptions of police by some groups from other countries)
- Knowledge of social diversity issues related to investigations (e.g., dealing with people with mental illnesses)
- Other issues that may apply

CELL D10

Substantive Topic: **Criminal Investigation**
Core Competency: **Legal Authority**

This cell may include the following:
- Understanding legal powers for criminal investigation
- Understanding court procedures and evidentiary rules
- Issues related to warrant, warrantless and improper searches
- Knowledge of high-liability issues and case law
- Procedures for handling property and evidence
- Procedures for securing scenes for court presentations
- Procedures for taking witness, victim, and accused-persons statements
- Other issues that may apply

CELL D11

Substantive Topic: **Criminal Investigation**
Core Competency: **Individual Rights**

This cell may include the following:
- Knowledge of constitutional individual rights in investigation
- Other issues that may apply

CELL D12

Substantive Topic: **Criminal Investigation**
Core Competency: **Officer Safety**

This cell may include the following:
- Safe handling of evidence such as weapons, body fluids, etc.
- Other issues that may apply

CELL D13

Substantive Topic: **Criminal Investigation**
Core Competency: **Communication Skills**

This cell may include the following:
- Effective writing and note taking
- Active listening
- Maintaining a professional demeanor in court
- Maintaining a professional demeanor when dealing with the public during an investigation
- Communicating with the media
- Procedures for taking witness, victim, and accused-persons statements
- Knowledge of high-liability issues and case law
- Other issues that may apply

CELL D14

Substantive Topic: **Criminal Investigation**
Core Competency: **Ethics**

This cell may include the following:
- Reporting internal corruption, abuse of power, or excessive use of force (IAD process)
- Applying discretion in investigation in an equitable manner
- Other issues that may apply

CELL D15

Substantive Topic: **Criminal Investigation**
Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Ability to self-assess professionalism, competency, and fairness during investigation
- Awareness of post-traumatic stress syndrome
- Effectively managing case load and calls-for-service
- Other issues that apply

problem-based learning exercise #4

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 an apartment 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 PTO 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 PTO.

- 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.

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

You will present your findings to your PTO on _____

The method of presentation will be _____

You will, in consultation with your PTO, 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 PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #4
Criminal Investigation: Domestic Dispute

Trainee Name: **Date:**

Using your matrix, answer the following questions for this problem:

1. What did you learn from this problem? Use specific examples and refer to the cells in the matrix. Describe the Core Competencies that you developed during this exercise.

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Police Training Officer comments:

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2. Did you initially formulate assumptions (ideas) that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

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Police Training Officer comments:

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3. Identify important information or skills that you acquired during this problem-solving exercise. Explain why you chose these (i.e., identify laws, contacts or behaviors that you will use again).

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Police Training Officer comments:

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4. Evaluate your own problem-solving process regarding the listing of known facts, finding answers to questions and devising the action plan. (Did you list all the facts? Did you ask the right questions? What questions would you ask now? Was your action plan realistic and achievable?)

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Police Training Officer comments:

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5. What competencies, skills, community contacts, and knowledge do you need to improve or develop more fully to deal with this type of problem in the future? Explain and indicate how you intend to improve or develop these.

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Police Training Officer comments:

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Follow-Up Comments for Question 5:   Date:

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phase D:
criminal investigation

COACHING AND TRAINING REPORT

Selected Incident

(Trainee and PTO select the incident for evaluation)

Criminal Investigation

Briefly describe the incident chosen for evaluation:

Police Vehicle Operations	**D1** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D1.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Conflict Resolution **D2** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D2.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Use of Force **D3** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D3.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Local
Procedures,
Policies, Laws,
Organizational
Philosophies**

D4 - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell D4.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Report Writing

D5 - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell D5.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Leadership   **D6** - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell D6.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

**Problem-Solving
Skills**   **D7** - When completing this section of the CTR, the trainee will use specific
information and learning outcomes from matrix cell D7.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Community-Specific Problems

D8 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D8.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Cultural Diversity and Special Needs Groups

D9 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D9.

Trainee's comments: "What did I learn? What do I need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Legal Authority   **D10** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D10.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Individual Rights   **D11** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D11.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Officer Safety   **D12** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D12.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Communication Skills   **D13** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D13.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Ethics   **D14** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D14.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Lifestyle Stressors/ Self-Awareness/ Self-Regulation   **D15** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell D15.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

final evaluation
week 15

Final Evaluation

Phases A, B, C, and D:
Matrix Learning Outcomes
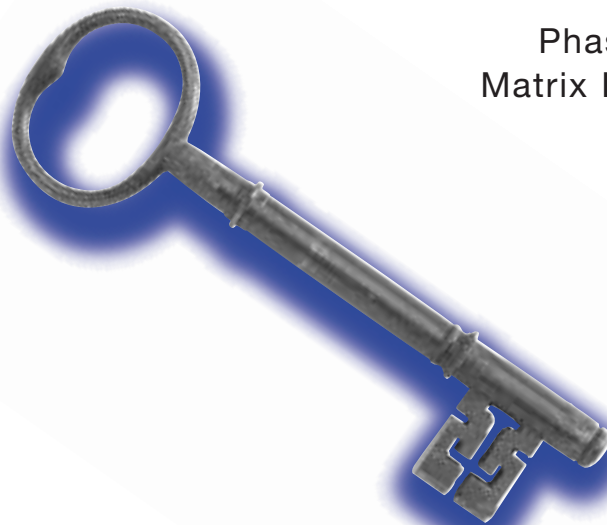
chapter contents
- **Final Evaluation**
- **Phases A, B, C, and D: Matrix Learning Outcomes**

final evaluation

T he trainee transfers from his or her PTO to a PTE and participates in the Final Evaluation to determine his or her progress before assuming a police assignment. The learning matrix will guide the evaluation process. The PTE will use the Matrix Learning Outcomes as a basis for the evaluation. The duration of the Final Evaluation is one to two weeks, depending on the agency.

If the trainee does not successfully complete the final evaluation, he or she can be returned to a PTO for remedial training as prescribed by the BOE or PTO staff. The BOE may also choose other remedies or actions as it sees fit.

" the **learning matrix** guides the evaluation **process** "

If the trainee successfully completes the Final Evaluation, he or she will be required to participate in a program exit interview with the Board of Evaluators. While not an evaluation component, this interview allows for a review of trainee progress, PTO performance, and program effectiveness. The trainee presents the NPE before graduating.

phases A, B, C, and D: matrix learning outcomes

T he following performance outcomes are for use by police training evaluators during the Final Evaluation. Note that, while these outcomes record three levels of performance by trainees, they are NOT to be used as a checklist by the evaluator. Instead, in the morning of the first day of evaluation, evaluators should ask trainees to self-assess and write down their own strengths and weaknesses based on the learning matrix Core Competencies. This self-assessment can then be compared with the performance outcomes during the evaluation week.

During the Final Evaluation, the PTE will use the following learning outcomes:

Police Vehicle Operations
- The trainee is able to describe vehicle laws, standard operating procedures (SOPs) and policies and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what vehicle laws, SOPs and regulations relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Conflict Resolution

- The trainee is able to describe various conflict resolution strategies, relevant SOPs and policies and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what conflict resolution strategies, SOPs and regulations relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the conflict resolution resources in the cells within this competency.

Use of Force

- The trainee is able to describe laws, SOPs and policies relating to use of force and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what laws, SOPs and regulations relating to use of force pertain to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Local Procedures, Policies, Laws, Organizational Philosophies

- The trainee is able to describe local laws, SOPs, policies and philosophies and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what local laws, SOPs, policies and philosophies relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Report Writing

- The trainee is able to describe, explain, and identify the appropriate internal and external reports and forms required for recording daily police activities in Phases A, B, C, and D.
- The trainee is able to analyze situations and determine what reporting requirements he or she must meet to fulfill agency, judicial, state and federal reporting mandates.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Leadership

- The trainee is able to describe leadership skills, applicable SOPs and policies, and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what leadership skills, SOPs and leadership activities relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Problem-Solving Skills
- The trainee is able to describe problem-solving skills, problem-based learning, and COPPS practices and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply problem-solving skills, problem-based learning, and COPPS practices in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Community-Specific Problems
- The trainee is able to describe community-specific problems and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to community-specific problems.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Cultural Diversity and Special Needs Groups
- The trainee is able to describe relevant laws, SOPs and policies and explain how they relate to cultural diversity and special needs groups in the trainee's policing area.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to cultural diversity and special needs groups in the trainee's policing area.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Legal Authority
- The trainee is able to describe laws, SOPs and policies, and explain how they provide legal authority for his or her policing activities in Phases A, B, C, and D.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Individual Rights
- The trainee is able to describe relevant laws, SOPs and policies, and explain how they relate to individual rights.
- The trainee is able to analyze and apply what laws, SOPs and regulations relate to individual rights in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Officer Safety

- The trainee is able to describe laws, SOPs and policies on officer safety and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply officer safety policies, SOPs and regulations in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Communication Skills

- The trainee is able to describe a variety of communication skills and practices and explain how they relate to training in Phases A, B, C, and D.
- The trainee is able to demonstrate comprehension of communication skills and practices in a variety of situations.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells within this competency.

Ethics

- The trainee is able to describe laws, SOPs and policies relating to ethical policing and explain how ethics relates to training in Phases A, B, C, and D.
- The trainee is able to analyze and apply ethical practices, relevant SOPs and regulations that govern his or her policing behavior.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells in this competency.

Lifestyle Stressors/Self-Awareness/Self-Regulation

- The trainee is able to describe strategies to deal with stress, self-awareness, and self-governance.
- The trainee is able to identify relevant SOPs and policies that address lifestyle stressors and those that govern self-awareness and self-regulation in his or her policing duties in Phases A, B, C, and D.
- The trainee is able to recognize stressful circumstances and events and apply appropriate strategies to deal with them.
- The trainee is able to identify personal strengths and weaknesses and describe how those strengths and weaknesses affect his or her job performance.
- The trainee is able to evaluate the effectiveness of his or her use of the resources in the cells in this competency.

appendices

neighborhood portfolio exercise form

This form is completed by the trainee and the PTO after the final presentation in week _____.

Trainee Name: **Date:**

1. What did you learn from this Neighborhood Portfolio? By using specific examples from your research and referring to the cells in the matrix, describe the Core Competencies that you developed during this exercise.

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Police Training Officer comments:

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2. Did you initially formulate assumptions that you later realized would not work? Explain. Could these assumptions be transferred to another problem? Where?

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Police Training Officer comments:

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3. Identify important information or skills that you acquired during the development of this Neighborhood Portfolio Exercise.

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Police Training Officer comments:

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4. Evaluate your own efforts in developing this portfolio. How will a Neighborhood Portfolio assist your delivery of police services in the future?

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Police Training Officer comments:

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5. What competencies, skills, community contacts, and knowledge did you acquire during the development of this portfolio? How might you share the information?

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Police Training Officer comments:

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6. What additional competencies, skills, and knowledge do you need to develop in the next six-month period to become a more effective police officer?

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Police Training Officer comments:

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learning activity packages (LAPs)

- **Problem-Based Learning**
- **Problem-Oriented Policing**
- **Field Interrogations**
- **Custodial Interrogations**
- **Community Policing**

problem-based learning

Introduction

Educators often describe problem-based learning (PBL) as a method of teaching and learning that focuses on solving a problem. The foundations of police problem-based learning include a respect for adult learning styles, the need for relevance in what police officers are learning, and the achievement of outcomes from that learning that deal directly with significant issues in the police officer's life.

The PBL Method: Instructors begin by presenting a problem to the learner/trainee that has real-life significance. "Real life" means that the problem is one that the trainee would normally encounter during the course of his or her duties. These problems may vary from serious community disorders to an ongoing series of minor disturbances in a parking lot. The problems are "ill-structured," which means that they are not easily solved and they have a number of inherent issues that the learner must address to either solve or lessen the severity of the problem.

Once the trainee has spent some time looking over the problem, he or she presents a number of ideas about possible solutions. These ideas, right or wrong, become an important part of the learning process, so trainers and trainees should record them.

After speculating on possible solutions, the trainee then looks at the problem and considers all the known facts of that problem. This becomes a valuable problem-solving skill for the trainee as he or she learns to think critically and record all of the issues and facts before leaping to any conclusions.

> "**instructors** present a problem the **trainee** would normally encounter while on **duty**"

Gathering Information: After listing what he or she knows, the trainee then considers what learning issues he or she must research. The trainer should help during this part of the learning wherever possible, but not by giving answers. Remember, they don't know what they don't know! For example, if a trainee is working on a drug problem in a park, he or she may not have any knowledge regarding the use of local ordinances gov-

erning park closing times or prohibited behaviors. Rather than giving them answers, the trainer simply indicates that this is an area of the law that the trainee may need to consider as part of the problem-solving strategy.
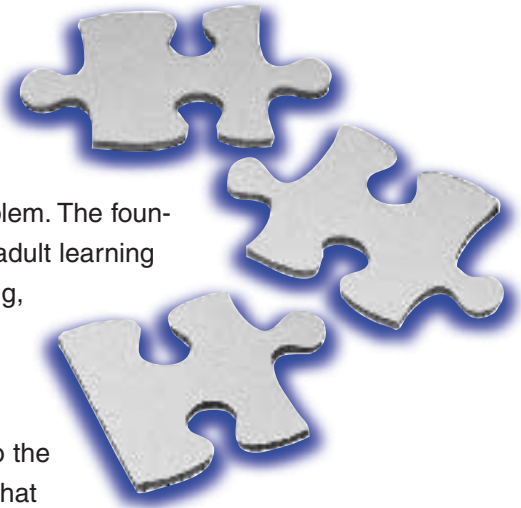
Problem Solving: After the trainee lists what he or she doesn't know and then goes about learning that information, both the trainer and the trainee should look at the trainee's original thoughts on how to solve the problems. Often, they discover that their first impulse or first conclusion was inadequate, insufficient or incorrect.

At this point, armed with new knowledge, the trainee sets out an action plan to solve or lessen the severity of the problem. Following the plan's implementation and after a suitable time, both the trainee and the trainer evaluate the effectiveness of the plan.

Outcomes

This Learning Activity Package discusses how police trainers and trainees use the PBL method during training. After completing this LAP, the patrol officer will be able to perform the following:

- Explain the benefits of problem-based learning
- Describe the purpose of learning cohorts
- Analyze ill-structured problems to determine if they are suitable for problem solving
- Evaluate the need for *Emotional Intelligence* in working with learning cohorts and other members of the community

Comprehensive Questions

- How can police trainers and trainees use PBL to work on small, medium or large community projects?
- What problem-solving skills are essential elements of the PBL process?
- To what extent does the *real life* problem involve the "community"?
- What makes an ill-structured problem? Are the problems given to the trainees during training easy to solve or do they require higher order thinking for resolution?
- How does problem-based learning accommodate a variety of learning styles and problem-solving abilities?
- During the "community learning process," what *Emotional Intelligence* skills will a trainee require for successful team behavior?

Application

Pick a chronic community problem and apply the PBL process to help solve that problem. The stages of recording the *ideas, known facts, learning issues, action plan and evaluation* should follow sequentially. Discuss with your trainer how much time you estimate you need to complete each phase of the process and discuss your performance during each phase of the problem solving. Reflect on whether your time estimates were accurate at the end of the PBL process.

Resources and Additional Reading

University of Delaware Problem-Based Learning home page [Online] Available: www.udel.edu/pbl

Southern Illinois University School of Medicine/Department of Medical Education—Problem-Based Learning Initiative page [Online] Available: www.pbli.org/pbl/pbl.htm

Problem Based Learning Faculty Institute. University of California, Irvine. "What is Problem-Based Learning?" [Online] Available: www.pbl.uci.edu/whatispbl.html

Samford University Center for Problem-Based Learning home page [Online] Available: www.samford.edu/pbl

Classroom of the Future Teacher Pages on Problem-Based Learning [Online] Available: www.cotf.edu/ete/teacher/teacherout.html

National Teaching and Learning Forum home page [Online] Available: www.ntlf.com

Crux Consulting home page [Online] Available: www.cruxconsulting.org

Schools of California Online Resources for Education (SCORE) Internet Classroom—Problem-Based Learning [Online] Available: score.rims.k12.ca.us/problearn.html

Illinois Mathematics and Science Academy Center for Problem-Based Learning home page [Online] Available: www.imsa.edu/team/cpbl/cpbl.html

problem-oriented policing

Introduction

Problem-oriented policing (POP), developed by Herman Goldstein[2], is a comprehensive framework for improving law enforcement's capacity to perform job functions. POP seeks to shift from a reactive, incident-oriented stance to one that actively addresses problems that continually drain police resources. This framework encourages police to think differently about their purpose, promoting problem resolution as the true work of police. Its premise is that police should actively identify and address the root causes of community problems that lead to repeat calls for service.

A core concept of POP is comprehensive problem analysis. POP looks for the deepest underlying conditions of a problem and targets those conditions that are amenable to intervention. Problem analysis can include fully describing the problem, describing multiple and conflicting interests, describing the nature and costs of harm resulting from the problem, and taking inventory and critiquing current responses. Thorough problem analysis enables police to begin the problem-solving process by determining the level of police responsibility for addressing the problem, identifying and developing problem-solving strategies, and evaluating their solution's effectiveness.

> "a **core** concept of **POP** is **problem** analysis"

While there are many measures of problem-solving success, the general objective of POP is to decrease the harm caused by patterns of chronic offensive behavior and to increase the range and effectiveness of police responses to crime and disorder. Comprehensive evaluations of problem-solving solutions are necessary to determine the value of the police response.

Outcomes

This Learning Activity Package discusses the concept of POP and the role of law enforcement in problem-solving in the community. After completing this LAP, the officer will be able to perform the following:

- Discuss key concepts of POP
- Discuss the problem analysis and problem-solving processes
- Identify and thoroughly analyze a problem in the community, and develop a problem-oriented policing strategy to address root causes of the problem
- Develop a plan to measure the success of the strategy
- Determine who should be involved in the problem-solving process

2 Goldstein, Herman. 1979. Improving Policing: A Problem-Oriented Approach. *Crime and Delinquency* (April):234-58.

Comprehensive Questions

- What is POP? What are the goals of this policing concept?
- What is the SARA model?
- What are the goals of each of the problem-solving steps?

Application

Identify and analyze a chronic crime problem in your community, carefully addressing each element in the analysis phase. Work through the problem-solving process and develop a strategy for addressing the problem. How would you implement this strategy and measure its effectiveness? Who should you involve in this process?

"what is the **SARA** model?**"**

Online Resources and Additional Reading

Scott, M. S. (October 2000). Problem-Oriented Policing: Reflections on the First 20 Years. Washington, DC: Office of Community-Oriented Policing Services. [Online] Available: www.cops.usdoj.gov/default.asp?Item=311

Police Executive Research Forum. (2002). Excellence in Problem-Oriented Policing: The 2002 Herman Goldstein Award Winners. [Online] Available: www.policeforum.org, see Document File "POP and COP."

Office of Community-Oriented Policing Services. (April 1998). Problem-solving tips: A guide to reducing crime and disorder through problem-solving partnerships. COPS Tips. [Online] Available: www.ncjrs.org

Office of Community-Oriented Policing Services. (2002). Problem-Oriented Guides for Police Series (Guides No. 1-19). [Online] Available: www.cops.usdoj.gov/Default.asp?Item=248

Reading resources in these LAPs provide practical information and context, and can be easily accessed on-line with no cost.

Additional valuable texts on these LAP subjects are available at www.ncjrs.org and www.policeforum.org

field interrogations: stop and frisk

Introduction

Field interrogations are an important responsibility of the patrol officer, especially in high-crime areas. These procedures (often referred to as "stop and frisk" or "Terry stops") are one tool for evaluating suspicious circumstances or investigating situations where crime may be imminent. While stop and frisk is an important policing tool, the use of these procedures must be balanced with citizens' rights as afforded by the Fourth Amendment. The Fourth Amendment states that individuals have the right to be protected against unreasonable seizure (stop) and search (frisk).

In *Terry v. Ohio* (1968) the U.S. Supreme Court affirmed that patrol officers have a "*duty to investigate observed suspicious activity*"[3] and an "*absolute right to protect themselves*" by frisking for weapons. The Supreme Court upheld the constitutionality of stop and frisk under specific guidelines. In general, these guidelines require two levels of suspicion for the officer: 1) to make a stop, and 2) to frisk the suspect.

For a Stop: An officer may stop someone on the street when there is *reasonable suspicion* to believe that the individual may be engaged in criminal activity. A stop requires the officer to 1) identify himself or herself as a police officer, and 2) make a reasonable inquiry as to the person's identity. **A stop does not automatically justify a frisk.**

For a Frisk: If after stopping the suspect, 1) nothing in the initial stages of the encounter dispels the officer's reasonable fear for his or her own or others' safety, and 2) the officer has reasonable suspicion to believe the person is armed and presently dangerous, then the officer may conduct a search (frisk) for weapons only over the outer clothing of the suspect. The officer can seize any weapons that are detected.

Plain Feel Doctrine: In 1993, the U.S. Supreme Court expanded stop and frisk procedures to include the "plain feel" doctrine, meaning police officers can seize items detected during a frisk for weapons, as long as "plain feel" makes it "immediately apparent" that the item is contraband. Otherwise, objects other than weapons may not be removed from a suspect's clothing during a frisk.

> "the **officer** can seize **any weapons** that are detected"

Outcomes

This Learning Activity Package will enable the officer to identify circumstances in which field interrogations or "stop and frisks" are appropriate and constitutionally permissible. After completing this LAP, the officer will be able to perform the following:

- Discuss the balance between the Fourth Amendment's protection against unreasonable search and seizure and an officer's duty to ensure the safety of himself and others

3 *Terry v. Ohio*, 392, U.S. 1 (1968)

- Cite the requirements for stop and frisk as outlined in *Terry v. Ohio* (1968) and provide examples of circumstances that do and do not meet the requirements for a stop and frisk
- Explain the "plain feel" doctrine and guidelines for seizing contraband during a frisk, and provide examples of situations in which items may or may not be seized from a suspect during a frisk
- Determine when a frisk becomes a search incident to arrest

Comprehensive Questions

- What level of suspicion is necessary for a field interrogation or stop? When should a stop be concluded?
- What level of suspicion is necessary for a frisk? How would you test the circumstances to ensure the situation meets the correct level of suspicion?
- What did the U.S. Supreme Court determine permissible under the "plain feel" doctrine?
- When does a frisk become a search incident to arrest?
- Why is "stop and frisk" important to a police officer's responsibility to ensure public safety?
- What rights does the Fourth Amendment guarantee and why is it important to ensure these rights?
- How does "stop and frisk" impact police–citizen relations?

Application

Create a scenario in which you would stop and frisk a suspect. Articulate the reasons for your stop, what you would do during the stop, and what circumstances would require you to end the stop, and frisk the suspect. According to the plain feel doctrine, what items may and may not be removed from the suspect's clothing during the frisk?

Resources and Additional Reading

FindLaw: U.S. Constitution: Fourth Amendment. [Online] Available: caselaw.lp.findlaw.com/data/constitution/amendment04/index.html

FindLaw: Cases and Codes: Terry v. Ohio. [Online] Available: caselaw.lp.findlaw.com/cgi-bin/getcase.pl?navby=case&court=us&vol=392&invol=1

Stop and Frisk. [Online] Available: members.tripod.com./~Methos_5000/stopfrisk.html

custodial interrogations: miranda warnings

Introduction

Custodial interrogations refer to the "questioning initiated by law enforcement officers after a person has been taken into custody." Due to the "inherently coercive environment"[4] of these interrogations, the U.S. legal system has continually promoted protections to minimize coerced confessions.   To preserve the integrity of the justice system, citizens must be advised of their rights as guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

In *Miranda v. Arizona* (1966), the U.S. Supreme Court set standards for ensuring suspects are aware of these rights and that the rights are not violated during interrogation. The holding in *Miranda v. Arizona* requires "prior to interrogation, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has the right to an attorney, either retained or appointed".[5]

For a suspect's confession to be admissible in court, the confession must be made knowingly, voluntarily and intelligently. Initially, a suspect may waive these rights, but can choose to invoke them at any time during interrogation to stop the questioning. Requiring police officers to read rights or "Miranda warnings" provides a procedural safeguard that tries to ensure that suspects are afforded every right guaranteed to them as citizens, and that the integrity of a confession made in a custodial interrogation can be maintained during court proceedings.

Individual state or department policies may guide when and how Miranda warnings are issued. Most often, Miranda warnings are issued after taking a suspect into custody and before formal questioning. Signed waivers may be required once a suspect has chosen to relinquish these rights. As a general rule, when questioning a suspect in custody about an incident that may result in inculpatory statements, the police officer should inform the suspect of his or her rights.

> "individual **state** or department policies may **guide** when and how **Miranda** warnings are issued"

Outcomes

This Learning Activity Package reviews the history of *Miranda v. Arizona* and subsequent U.S. Supreme Court case decisions relevant to custodial interrogations and confessions. After completing this LAP, officers will be able to perform the following:

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4 *Miranda v. Arizona*, 384 U.S. 436 (1966)
5 *Ibid.*

- Describe the importance of Miranda warnings in maintaining the integrity of a suspect's confession and ensuring a suspect's rights are not violated
- Properly read Miranda warnings to a suspect
- Identify how and when Miranda warnings should be issued, as outlined by the U.S. Supreme Court in *Miranda v. Arizona* and according to state statutes and/or department policy
- Know what to do if a suspect invokes his or her rights
- Be able to determine when statements should be obtained in writing and when a signed waiver of rights should be obtained

Comprehensive Questions

- What was the U.S. Supreme Court's decision in *Miranda v. Arizona*?
- What is the importance of reading a suspect his or her rights?
- Why is the Miranda decision important to you as a law enforcement officer? How does this affect your carrying out your job responsibilities?
- What are your state/department guidelines regarding when Miranda warnings should be read?
- What should you do when a suspect invokes his or her rights? Waives his or her rights?
- When should you obtain a signed waiver of rights? Written statements or confessions?

Application

Obtain a copy of your state/department's guidelines for when and how a suspect should be read their rights and commit this to memory. Practice reading the Miranda warnings. Create a scenario in which the suspect waives his or her rights. What should you do? Create a scenario in which the suspect invokes his or her rights. What should you do?

Resources and Additional Reading

FindLaw: Cases and Codes: *Miranda v. Arizona* [Online] Available: caselaw.lp.findlaw.com/cgi-bin/get-case.pl?court=us&vol=384&invol=436

FindLaw: U.S. Constitution: Fifth Amendment: Annotations. [Online] Available: supreme.lp.findlaw.com/constitution/amendment05/#annotations

community policing

Introduction

Community-oriented policing is a policing philosophy based on collaborative partnerships between police and the community. While community-oriented policing strategies vary according to the needs and responses of the community involved, there are certain basic principles common to all community policing efforts. These basic principles include both community partnerships and problem solving.

Community Partnerships: To develop the collaborative relationships necessary for community policing, police must establish and maintain mutual trust with the community. The idea behind this principle is that trust is built by increasing the positive daily interactions with community members. As patrol officers provide the majority of service needs for their community and become familiar with the daily workings of the community and its members, trusting relationships will develop and enable collaborative problem-solving efforts to more effectively address crime and disorder.

"community **policing** includes **community** partnerships and **problem** solving"

Problem Solving: Problem solving is a valid and important policing function in the community. As police become familiar with community members, concerns, crime problems and available resources, they will be more capable of identifying the root causes of community problems and applying effective solutions. As trusting relationships are developed, the community will want to take an active role in helping the police identify the causes of crime problems, prioritize their concerns, and help develop solutions. Community trust will also facilitate cooperation among community members to provide information necessary for crime solving in the area.

In general, community policing requires the active participation of all facets of the community and seeks to involve the community in sharing the responsibility for preventing crime with the police. Using problem-solving techniques, this approach facilitates a process for identifying community concerns and developing potential solutions to improve police effectiveness and community relationships. Central to this philosophy is working with the community to identify and address their crime and disorder priorities, rather than the priorities of the department or jurisdiction at-large.

Outcomes

This Learning Activity Package discusses the community-oriented policing approach and how this approach improves community relationships and police crime-solving ability. After completing this LAP, the officer will be able to perform the following:

- Explain the philosophy of community-oriented policing and describe the core elements of this approach
- Discuss the benefits of community policing and cite successful applications of the community policing approach
- Discuss how community-oriented policing activities build the relationships necessary to facilitate effective problem solving
- Identify community crime and disorder issues in his or her community that may be reduced by increasing community-policing activities
- Develop a plan to incorporate community-oriented policing activities into daily policing and patrol routines

Comprehensive Questions

- Discuss the trends toward community policing over the past decade. Why was this approach necessary and why has this approach helped to reduce street crime?
- Discuss the philosophy of community-oriented policing. Specifically, why are community partnerships beneficial? What are the law enforcement benefits of participating in community-oriented policing activities and developing these partnerships? What are the community's benefits?
- How does community-oriented policing impact police crime solving and crime prevention efforts in the community?

Application

Identify and list opportunities for community-oriented policing activities in your community. Include both opportunities for relationship building and problem-solving activities. Develop a plan to use the opportunities to incorporate community-oriented policing activities in your daily policing/patrol activities. Describe how you would identify key community concerns and initiate a problem-solving effort with your community members during these activities and interactions.

Resources and Additional Reading

Bureau of Justice Assistance (BJA) (1994). *Understanding Community Policing: A Framework for Action*. (NCJ No. 148457). [Online] Available: www.communitypolicing.org/chap1fw.html

Community Policing Consortium (CPC) (2001). *About Community Policing* [Online] Available: www.communitypolicing.org/about2.html

National Institute of Justice (NIJ) (July 1996). Law enforcement in a time of community policing NIJ Research in Brief. [Online] Available: www.ojp.usdoj.gov/nij/pubs-sum/184389.htm

U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). [Online] Available: www.cops.usdoj.gov

comparison of traditional fto models[6] and the pto model

STRUCTURE OF PROGRAM	TRADITIONAL FTO MODELS	PTO MODEL
1. **Commitment from Chief Executive**	Unqualified	Same
2. **Location of Program Control**	Patrol Division	Same
3. **Responsibility for Program (Rank)**	Lieutenant reports to Division Chief. Others are excluded.	Mid-manager reports to Patrol Division head. Others are excluded.
4. **Highest Level of Participation**	Division Chief, Training Manager, Affirmative Action Officer, Department Psychologist, others of importance.	Patrol Division head, Training Manager, others as needed.
5. **Program Duration**	14 weeks training and evaluation	1 week integration 12 weeks training 2 weeks evaluation
6. **Limbo Period(s)**	First two weeks of program. 1st week is virtual ride along, 2nd is training & feedback. No evaluation in Limbo.	First week of program is the Integration Phase, which prepares the trainee for the program.
7. **Rating Frequency**	Daily, other than in Limbo period.	Weekly Coaching and Training Reports by the trainee and the PTO, Mid-Term and Final Evaluations, Problem-Based Learning Exercises, Neighborhood Portfolio Exercise.
8. **Deployment Status of Trainee**	Never assigned beyond control of FTO; call requiring 2 officers results in 2nd unit dispatched.	Same
9. **Shift Assignment**	Rotated for exposure to cross-section of service demands, citizens, and community.	Suggests trainees remain on day shift and swing shift as problem-solving resources are more available, activity generally higher —leading to more training opportunities.
10. **Holdover Policy (Extension of Stay in Program)**	Yes, only if problem is correctable.	Program is flexible and includes remedial training as integral component. *Failing forward* concept is central to training philosophy.
11. **Compensation & Recognition**	5% increase while trainee is in the program. It ends at 14th week.	Subject to local requirements.
12. **Geographic Location for Patrol Area Assignment**	One Patrol District, continuous exposure to FTOs.	This model encourages geographic accountability facilitated by patrol area assignment and Neighborhood Portfolio Exercises.
13. **Trainee Task List a.k.a.: Weekly Training Guide, Rookie Book**	Broken into week-by-week segments.	Learning matrix in trainee manual, consisting of Core Competencies that allow for flexibility in learning opportunities.
14. **Periodic Objective Tests**	Weekly, on previous week's material in Task List (Training Guide).	Ongoing weekly Coaching and Training Reports, Problem-Based Learning Exercises, Mid-Term & Final Evaluations.
15. **Post-Academy Training**	In-house Academy following graduation from regional training center.	Same, plus problem-based learning (PBL) orientation.
16. **The Validity Issue**	Demand answered by daily performance evaluation (Daily Observation Report or DOR).	Training criteria is based on job task analysis and contemporary policing philosophy (COPPS, PBL). Training process evaluated by Board of Evaluators.

6 Kaminsky, Glenn. 2001. *The Field Training Concept in Criminal Justice Agencies.* Upper Saddle River, N.J.: Prentice Hall.

17. **The Reliability Issue**	Demand answered by daily performance evaluation (DOR).	Reliability enhanced by continuity of training and evaluation, commitment of the PTO and adult learner, and independent evaluators.
18. **Accreditation Standards**	San Jose Model used as foundation for accreditation standard.	Exceeds accreditation standards.
19. **Rotation Among FTOs**	**FTO** (14 week program) 1st 2nd 3rd 4th (2)+2 4 4 2	**PTO** (15 week program) Int Phase A,B Mid-Eval Phase C,D Final 1 6 1 6 1
20. **"Evaluation Only" Phase**	Lasts two weeks of the program. No training, but feedback follows each assignment.	1-week Mid-Term Evaluation and 1-week Final Evaluation completed by independent evaluator. Evaluation is primary purpose, but learning continues.
21. **Bi-Weekly Meetings (Bi-Weekly Evaluation Sessions)**	10-plan and team policing approach allows for overlap shift and minimal overtime expense.	Same
22. **Supervisory and Management Review of FTO Performance and Trainee Progress**	Essential to ensure objectivity and standardization.	Same, plus Board of Evaluators (BOE) Weekly supervisor meetings Bi-weekly PTO meetings
23. **Multiple Levels and Methods of Performance Evaluation**	Daily Observation Report by FTO, Semi-Weekly Report by supervisor; Bi-weekly Report Form, end-of-phase report; trainee task list; weekly tests, and FTO worksheet.	Multiple levels and methods for application of training include daily journal entry, weekly Coaching and Training Reports, PBLEs, NPE, learning matrix, evaluation phases, and BOE.
24. **Functional Termination Authority**	Vested in the FTOs and their immediate supervisor.	Vested in PTO, PTE, Board of Evaluators, and Program Coordinator.
25. **Criteria and Method Used to Select FTOs**	Volunteers desired. Application, Oral Board Interview, supervisor's recommendation, experience as teacher/supervisor, performance and discipline records reviewed, police experience, positive role model, good communications skills.	Police Training Officers (PTOs) and Police Training Evaluators (PTEs) selected based upon community skills, problem-solving skills, commitment to COPPS, knowledge of resources, interest in adult learning techniques, prior training and operational experience.
26. **Training FTO Program Personnel**	5-day course for FTOs and supervisors. Emphasis on evaluation, documentation, learning, feedback, behavior, motivation, liability, supervision.	40-hour course emphasizing PBL, COPPS, adult learning, program structure application and evaluation, liability, leadership, ethics.
27. **Supervisor and Command Staff Training and Selection**	Similar to that of FTO.	Same as that of PTOs and PTEs.
28. **Evaluation of FTO**	By trainee at end of each rotation, by supervisor at end of each cycle, and at the "End of Probation Board."	Conducted by PTO supervisor, BOE, and trainee.

examples of matrix cells by core competency

Cells contain samples only. Cell contents will vary by agency.

police vehicle operations

CELL A1

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Defensive driving
- Proper vehicle stops, positioning of vehicles
- Awareness of surroundings and conditions
- Other issues that may apply

CELL B1

Substantive Topic: **Emergency Incident Response**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- High-speed police pursuits
- High-risk vehicle stops and interventions
- Awareness of location and conditions during emergency
- Emergency response such as using emergency lights, sirens, radio equipment, Code 1 responses, Code 1 silent procedures
- Defensive responses during these types of operations
- Other issues that may apply

CELL C1

Substantive Topic: **Patrol Activities**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Inspecting police vehicles
- Understanding one- versus two-officer patrol responsibilities
- Checking properties for security
- Maintaining geographic location awareness
- Patrol visibility (directed patrol)
- Other issues that may apply

CELL D1

Substantive Topic: **Criminal Investigation**
Core Competency: **Police Vehicle Operations**

This cell may include the following:
- Criminal investigation involving police vehicles
- Other issues that may apply

CELL A2

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Conflict Resolution**

This cell may include the following:

- Conflict resolution tactics for non-emergency situations, neighbor disputes, local disorder problems
- Verbal judo
- Other issues that may apply

CELL B2

Substantive Topic: **Emergency Incident Response**
Core Competency: **Conflict Resolution**

This cell may include the following:

- Responding to and defusing calls involving violence
- Crisis intervention during domestic disputes
- Other issues that may apply

CELL C2

Substantive Topic: **Patrol Activities**
Core Competency: **Conflict Resolution**

This cell may include the following:

- Fostering collaboration among divergent groups
- Community meeting facilitation skills
- Developing interpersonal relationships
- Dealing with diverse conflict styles within the community
- Communicating and exchanging views with dissatisfied citizens
- Other issues that may apply

CELL D2

Substantive Topic: **Criminal Investigation**
Core Competency: **Conflict Resolution**

This cell may include the following:

- Dealing with hostile witnesses and citizens
- Handling interagency and intra-agency conflicts
- Other issues that may apply

CELL A3

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Use of Force**

This cell may include the following:

- Proxemics (body positioning, blading, environmental)
- Tactical approaches for non-emergency situations
- Other issues that may apply

CELL B3

Substantive Topic: **Emergency Incident Response**
Core Competency: **Use of Force**

This cell may include the following:

- Applying the use-of-force matrix/continuum
- Use of lethal and non-lethal weapons
- Other issues that may apply

CELL C3

Substantive Topic: **Patrol Activities**
Core Competency: **Use of Force**

This cell may include the following:

- Maintaining and securing weapons and emergency equipment
- Communication and dialogue in use-of-force situations
- Other issues that may apply

CELL D3

Substantive Topic: **Criminal Investigation**
Core Competency: **Use of Force**

This cell may include the following:

- Inducements to statements
- Use-of-force continuum and policy
- Use-of-force reporting procedures
- Other issues that may apply

CELL A4

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Impounding cars, property seizures
- Municipal ordinances
- Responding to alarms
- Motor vehicle accident investigation
- Traffic violations
- Alcohol offenses
- Incidents regarding specific geographical concerns (e.g., urban versus rural policing)
- Procedures for responding to disorderly conduct
- Procedures for responding to alcohol related disorder
- Procedures for responding to trespassing
- Serving court documents
- Guarding prisoners
- Other issues that may apply

CELL B4

Substantive Topic: **Emergency Incident Response**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Bomb threats
- Major emergencies and disasters
- Responding to high-risk crimes in progress
- Other issues that may apply

CELL C4

Substantive Topic: **Patrol Activities**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Understanding geographic responsibilities (e.g., area and beat responsibilities)
- Assisting other emergency services (e.g., fire department)
- Strategies and procedures for dealing with community support services (e.g., social services, school district)
- Policies and regulations governing pre-patrol issues, preparing and reporting for duty
- Knowing local non-criminal statutes and regulations for minimizing community safety issues (e.g., fire codes, building codes)
- Other issues that may apply

CELL D4

Substantive Topic: **Criminal Investigation**
Core Competency: **Local Procedures, Policies, Laws, Organizational Philosophies**

This cell may include the following:
- Regulations regarding enforcing and investigating legal codes such as drug offenses, criminal offenses, crimes against person and property
- Using forensic and other investigative strategies effectively
- Other issues that may apply

local procedures, policies, laws, organizational philosophies

report writing

CELL A5

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Report Writing**

This cell may include the following:

- Following departmental reporting procedures
- Noting proper information on reports
- Writing clear, concise, accurate and legible reports
- Objectivity in reports
- Using appropriate language
- Other issues that may apply

CELL B5

Substantive Topic: **Emergency Incident Response**
Core Competency: **Report Writing**

This cell may include the following:

- Report forms for emergency incidents
- Departmental administrative reports for emergency incidents
- Other issues that may apply

CELL C5

Substantive Topic: **Patrol Activities**
Core Competency: **Report Writing**

This cell may include the following:

- Maintaining accurate and legible journals or notebooks
- Maintaining and understanding criminal information bulletins
- Engaging in legal and related field interviews
- Other issues that may apply

CELL D5

Substantive Topic: **Criminal Investigation**
Core Competency: **Report Writing**

This cell may include the following:

- Departmental regulations regarding writing reports on criminal and court-related investigation
- Taking statements
- Preparing cases
- Other issues that may apply

CELL A6

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership through service
- Assisting others in solving problems
- Other issues that may apply

CELL B6

Substantive Topic: **Emergency Incident Response**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership through service and values
- Influencing others to solve their own problems
- Other issues that may apply

CELL C6

Substantive Topic: **Patrol Activities**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership
- Influencing others to solve their own problems
- Other issues that may apply

CELL D6

Substantive Topic: **Criminal Investigation**
Core Competency: **Leadership**

This cell may include the following:
- Providing leadership
- Influencing others to solve their own problems
- Other issues that may apply

CELL A7

Substantive Topic: **Non-Emergency Incidence Response**
Core Competency: **Problem-Solving Skills**

This cell may include the following:

- Organizational policy and procedure regarding problem-solving strategies
- Use of the PBLEs and NPE
- Other issues that may apply

CELL B7

Substantive Topic: **Emergency Incident Response**
Core Competency: **Problem-Solving Skills**

This cell may include the following:

- Awareness of high-risk/low-frequency crimes and community issues that affect area safety and quality of life
- Designing and developing a problem-solving approach to emergency response
- Employing traditional and non-traditional resources to identified problems and developing solutions
- Other issues that may apply

CELL C7

Substantive Topic: **Patrol Activities**
Core Competency: **Problem-Solving Skills**

This cell may include the following:

- Using strategies to scan and analyze community problems, such as crime mapping, crime analysis, CPTED, the SARA model, school safety audits, community surveys and Internet research
- Incorporating directed patrol and other strategies for responding to other community problems
- Mobilizing other governmental resources, community resources and community partnerships to respond to community problems
- Understanding and implementing problem-oriented policing strategies to identify solutions to community problems
- Other issues that may apply

CELL D7

Substantive Topic: **Criminal Investigations**
Core Competency: **Problem-Solving Skills**

This cell may include the following:

- Understanding the importance of providing thorough and competent initial investigative information to investigators
- Employing traditional and non-traditional resources to identified problems and developing solutions
- Other issues that may apply

CELL A8

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Community-Specific Problems**

This cell may include the following:

- Using neighborhood advisory boards and committees
- Government services that support quality-of-life issues in the community
- Chaplain or religious services
- Other issues that may apply

CELL B8

Substantive Topic: **Emergency Incident Response**
Core Competency: **Community-Specific Problems**

This cell may include the following:

- Anticipating community-specific problems that may result in threats to community safety or emergency response incidents
- Identifying the interrelationships and influences that community problems and crime may have on neighboring beats or communities
- Other issues that may apply

CELL C8

Substantive Topic: **Patrol Activities**
Core Competency: **Community-Specific Problems**

This cell may include the following:

- Urban versus rural area issues
- Special events
- Other issues that may apply

CELL D8

Substantive Topic: **Criminal Investigation**
Core Competency: **Community-Specific Problems**

This cell may include the following:

- Understanding the reality of community perceptions and influences on community crime and quality-of-life issues
- Using community members as a resource to build an effective collaboration when dealing with issues
- Other issues that may apply

cultural diversity and special needs groups

CELL A9

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:

- Responding appropriately to social, economic, and linguistic differences
- Dealing with people with mental illness
- Other issues that may apply

CELL B9

Substantive Topic: **Emergency Incident Response**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:

- Awareness of cultural or linguistic barriers during emergency situations
- Dealing with individuals who have a mental illness and are acting violent
- Other issues that may apply

CELL C9

Substantive Topic: **Patrol Activities**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:

- Awareness of and participation in the local community customs and cultural events
- Responding to special needs populations
- Understanding language barriers and other cultural differences
- Developing contacts with different minority and cultural groups
- Other issues that may apply

CELL D9

Substantive Topic: **Criminal Investigation**
Core Competency: **Cultural Diversity and Special Needs Groups**

This cell may include the following:

- Knowledge of cultural differences relevant to investigations (e.g., poor perceptions of police by some groups from other countries)
- Knowledge of social diversity issues related to investigations (e.g., dealing with people with mental illnesses)
- Other issues that may apply

CELL A10

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Legal Authority**

This cell may include the following:

- Knowledge of non-criminal laws such as municipal ordinances, parking regulations, fire codes, etc.
- Other issues that may apply

CELL B10

Substantive Topic: **Emergency Incident Response**
Core Competency: **Legal Authority**

This cell may include the following:

- Knowledge and obligations of arrest authority
- Knowledge of high-liability issues (e.g., fleeing felon case law)
- Knowledge of detention and frisk parameters
- When to pursue, engage roadblocks, pursue across jurisdictions
- Other issues that may apply

CELL C10

Substantive Topic: **Patrol Activities**
Core Competency: **Legal Authority**

This cell may include the following:

- Legal vehicle stops
- Detaining and arresting individuals
- Landlord/tenant issues
- Vehicle safety inspections
- Legal authority for roadblocks
- Knowing non-criminal laws (e.g., fire codes, building codes, licensing)
- Departmental, state, and local laws regarding police misconduct
- Other issues that may apply

CELL D10

Substantive Topic: **Criminal Investigation**
Core Competency: **Legal Authority**

This cell may include the following:

- Understanding legal powers for criminal investigation
- Understanding court procedures and evidentiary rules
- Issues related to warrant, warrantless and improper searches
- Knowledge of high-liability issues and case law
- Procedures for handling property and evidence
- Procedures for securing scenes for court presentations
- Procedures for taking witness, victim, and accused-persons statements
- Other issues that may apply

individual rights

CELL A11

Substantive Topic: **Non-Emergency Incident Response**
Core Competency: **Individual Rights**

This cell may include the following:
- Fair and equitable treatment based on constitutional protections
- Knowledge of individual rights of in-custody persons (e.g., duty of care may exist to provide or summon medical assistance for subjects)
- Other issues that may apply

CELL B11

Substantive Topic: **Emergency Incident Response**
Core Competency: **Individual Rights**

This cell may include the following:
- Awareness of constitutional rights during emergencies
- Rules of search and seizure
- Other issues that may apply

CELL C11

Substantive Topic: **Patrol Activities**
Core Competency: **Individual Rights**

This cell may include the following:
- Departmental policy and legal issues regarding the use of race and ethnicity to make decisions
- Legal issues related to community notifications of sexual predators and other criminal groups
- Other issues that may apply

CELL D11

Substantive Topic: **Criminal Investigation**
Core Competency: **Individual Rights**

This cell may include the following:
- Knowledge of constitutional individual rights in investigation
- Other issues that may apply

CELL A12

Substantive Topic: Non-Emergency Incident Response
Core Competency: Officer Safety

This cell may include the following:
- Reporting location during traffic stops
- Tactical awareness during routine activities
- Awareness of persons in vicinity, body positions, etc.
- Other issues that may apply

CELL B12

Substantive Topic: Emergency Incident Response
Core Competency: Officer Safety

This cell may include the following:
- Using equipment including firearms, handcuffs, non-lethal weapons
- Controlling the scene of an emergency
- Employing situational tactics such as tactical retreats
- Taking custody of violent or armed persons
- Cover vs. concealment
- Effective searches of persons and scenes during emergencies
- Positioning a vehicle during emergency situations
- Other issues that may apply

CELL C12

Substantive Topic: Patrol Activities
Core Competency: Officer Safety

This cell may include the following:
- Using seatbelts
- Using other safety equipment (e.g., flares, traffic vests, etc.)
- Transporting prisoners
- Transporting members of the public
- Developing community partnerships to enhance officer safety
- Other issues that may apply

CELL D12

Substantive Topic: Criminal Investigation
Core Competency: Officer Safety

This cell may include the following:
- Safe handling of evidence such as weapons, body fluids, etc.
- Other issues that may apply

communication skills

CELL A13

Substantive Topic: Non-Emergency Incident Response
Core Competency: Communication Skills

This cell may include the following:

- Professional and appropriate communication with the public and other police personnel
- Procedures for use of police radio and computer
- Other issues that may apply

CELL B13

Substantive Topic: Emergency Incident Response
Core Competency: Communication Skills

This cell may include the following:

- Using police radios
- Voice control and command
- Tactical communication
- Other issues that may apply

CELL C13

Substantive Topic: Patrol Activities
Core Competency: Communication Skills

This cell may include the following:

- Radio procedures
- Internal administrative reporting procedures
- Obtaining and sharing information with crime analysts
- Creating communication opportunities for fostering community cooperation, if applicable (e.g., web pages, newsletters for community meetings)
- Other issues that may apply

CELL D13

Substantive Topic: Criminal Investigation
Core Competency: Communication Skills

This cell may include the following:

- Effective writing and note taking
- Active listening
- Maintaining a professional demeanor in court
- Maintaining a professional demeanor when dealing with the public during an investigation
- Communicating with the media
- Procedures for taking witness, victim, and accused-persons statements
- Knowledge of high-liability issues and case law
- Other issues that may apply

CELL A14

Substantive Topic: Non-Emergency Incident Response
Core Competency: Ethics

This cell may include the following:

- Responding ethically to bribes, corruption, abuse of power and position
- Privacy concerns with victims
- Other issues that may apply

CELL B14

Substantive Topic: Emergency Incident Response
Core Competency: Ethics

This cell may include the following:

- Identifying inappropriate emergency responses
- Other issues that may apply

CELL C14

Substantive Topic: Patrol Activities
Core Competency: Ethics

This cell may include the following:

- Appropriate professional behavior on and off duty
- Substance abuse
- Understanding the balance between individual rights and community and crime control needs
- Conflict of interest issues between law enforcement and the community
- Other issues that may apply

CELL D14

Substantive Topic: Criminal Investigation
Core Competency: Ethics

This cell may include the following:

- Reporting internal corruption, abuse of power, or excessive use of force (IAD process)
- Applying discretion in investigation in an equitable manner
- Other issues that may apply

CELL A15

Substantive Topic: **Non-Emergency Incident Response**

Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Dealing with high workload
- Death notifications
- Discussing stressors with appropriate persons
- Appropriate time management
- Proper selection of conflict resolution tactics
- Use of interpersonal skills
- Other issues that may apply

CELL B15

Substantive Topic: **Emergency Incident Response**

Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Debriefing personnel effectively
- Ability to identify areas in need of improvement
- Assessing mental alertness and self-confidence
- Awareness of post traumatic stressors
- Remaining calm while under stress
- Other issues that may apply

CELL C15

Substantive Topic: **Patrol Activities**

Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Eating habits
- Dealing with shift work and fatigue
- Dealing with partners with different lifestyle habits
- Learning to establish open dialogue and communication
- Local employee assistance programs
- Awareness of public image
- Awareness of personal biases
- Realizing the impact of police actions on the community
- Creating initiatives to enhance community safety
- Other issues that may apply

CELL D15

Substantive Topic: **Criminal Investigation**

Core Competency: **Lifestyle Stressors/Self-Awareness/Self-Regulation**

This cell may include the following:
- Ability to self-assess professionalism, competency, and fairness during investigation
- Awareness of post-traumatic stress syndrome
- Effectively managing case load and calls-for-service
- Other issues that apply

A Problem-Based Learning (PBL) Manual for Training and Evaluating Police Trainees
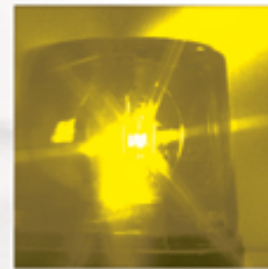
PTO Training Course

day 1

block 1 objectives
course introduction

You should be able to complete the following:

- Describe the purpose of a new PBL course for police trainees.

- Describe the format and schedule for the 5-day PTO course for trainers.

- Explain adult learning techniques including journal writing, PBL, cooperative learning, scenario-based exercises, role playing, and lectures.

- Describe basic differences between this PTO program and traditional FTO programs, such as the San Jose model.

course development problem

Over the next few weeks you will be expected to take a trainee to the "street" and train him or her using the PTO training program. You will need to know this program's terminology, structure and operation, including the learning matrix, journal writing, and how to use Learning Activity Packages (LAPs).

You are also expected to be able to describe and complete the evaluation methods in this program, including Problem-Based Learning Exercises (PBLEs), Coaching and Training Reports (CTRs), and the Neighborhood Portfolio Exercise (NPE).

You are responsible for learning how to use the program to train your trainee and how to apply problem-based learning, multiple intelligence (MI) and emotional intelligence (EI) in order to do this.

the mentoring process
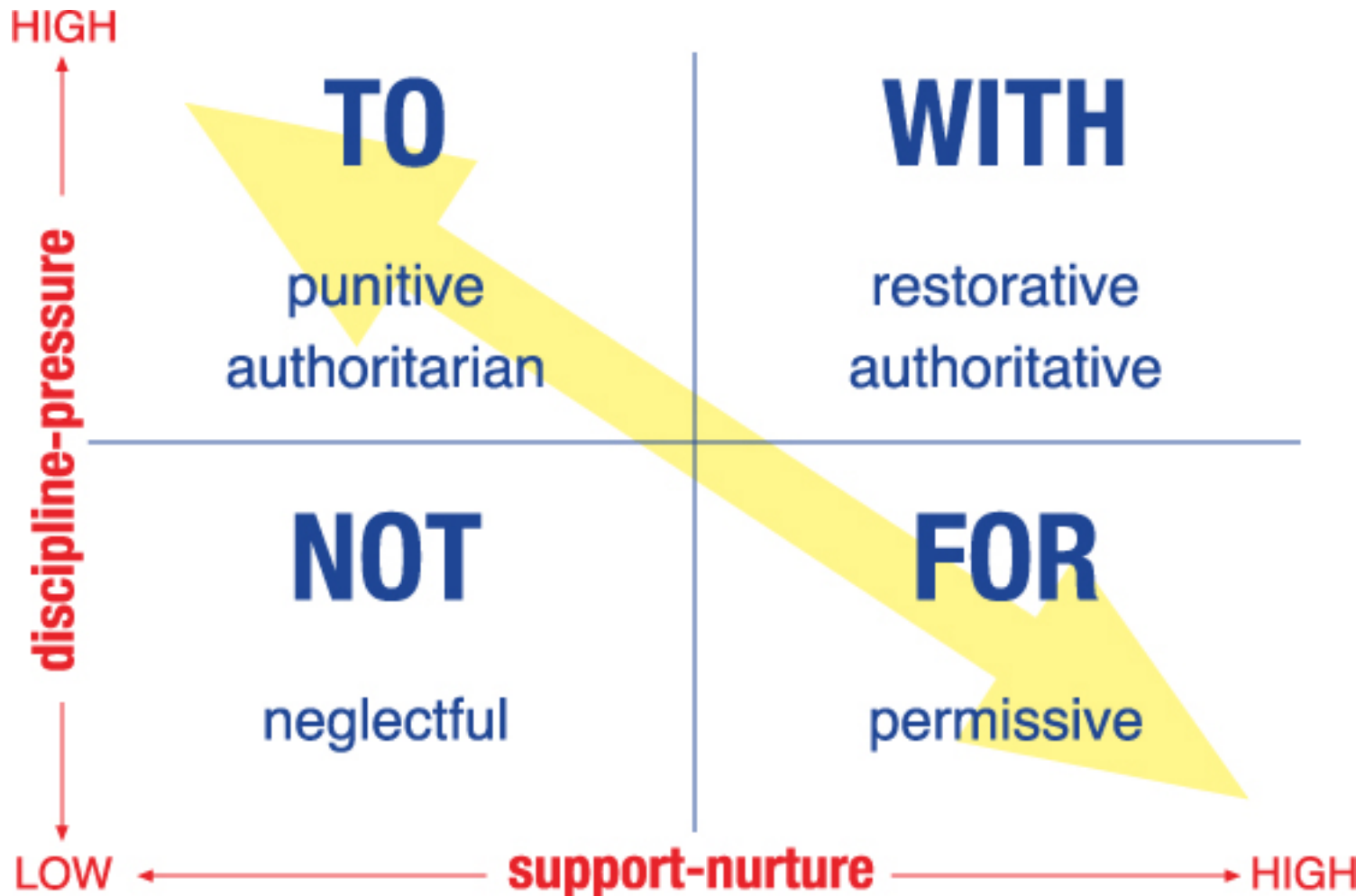
(Wachtel and McCold, 2000)

block 2 objectives
what is PBL?

You should be able to complete the following:

- Describe PBL, the concept, history and the learning process.

- Explain how PBL applies to post-academy police training.

- Describe new education research as it applies to PBL, including transference of learning and emotional intelligence.

- Describe PBL as a teaching method.

Dewey: 1959

"From the standpoint of the [learner], the great waste ... comes from his inability to utilise the experience he gets outside….while on the other hand, he is unable to apply in daily life what he is learning....That is the isolation of the [learning]…its isolation from life."

use problem-based learning

Q: what is PBL?

A: PBL—a curriculum development and instructional approach to encourage meaningful, student-focused learning.
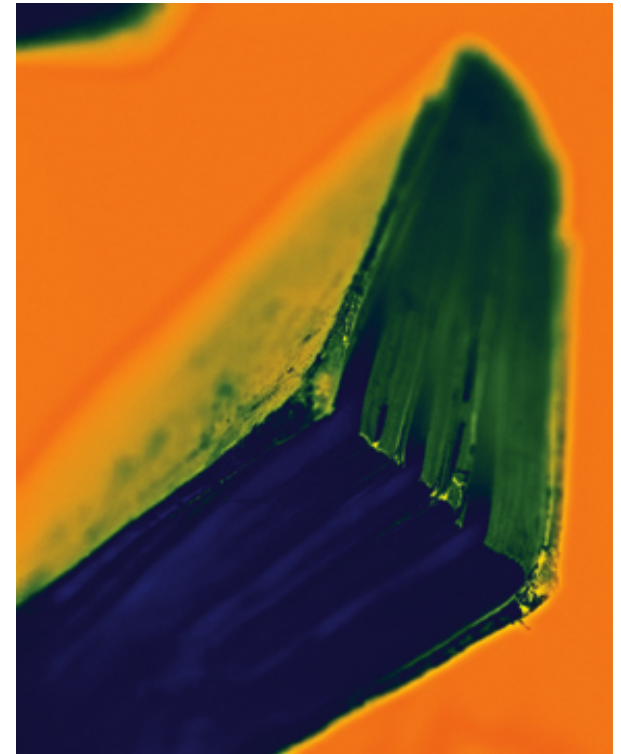
Q: how does PBL work?

A: It places students in the active role of problem solvers confronted with an ill-structured problem that mirrors *real-life* problems.

key findings

Learners arrive with preconceptions of the world. If initial understandings are not engaged, they will not learn the new material, or they may learn it just for the purposes of the test.

(Bransford et al., 2000)

transference of learning

Conclusions

- People must achieve a threshold of initial learning before transference can occur.

- Learning with understanding is more likely to promote transference of new skills than memorization.

PBL in relation to other methods

case method

lecture   **PBL**   role play

teacher-led discussion
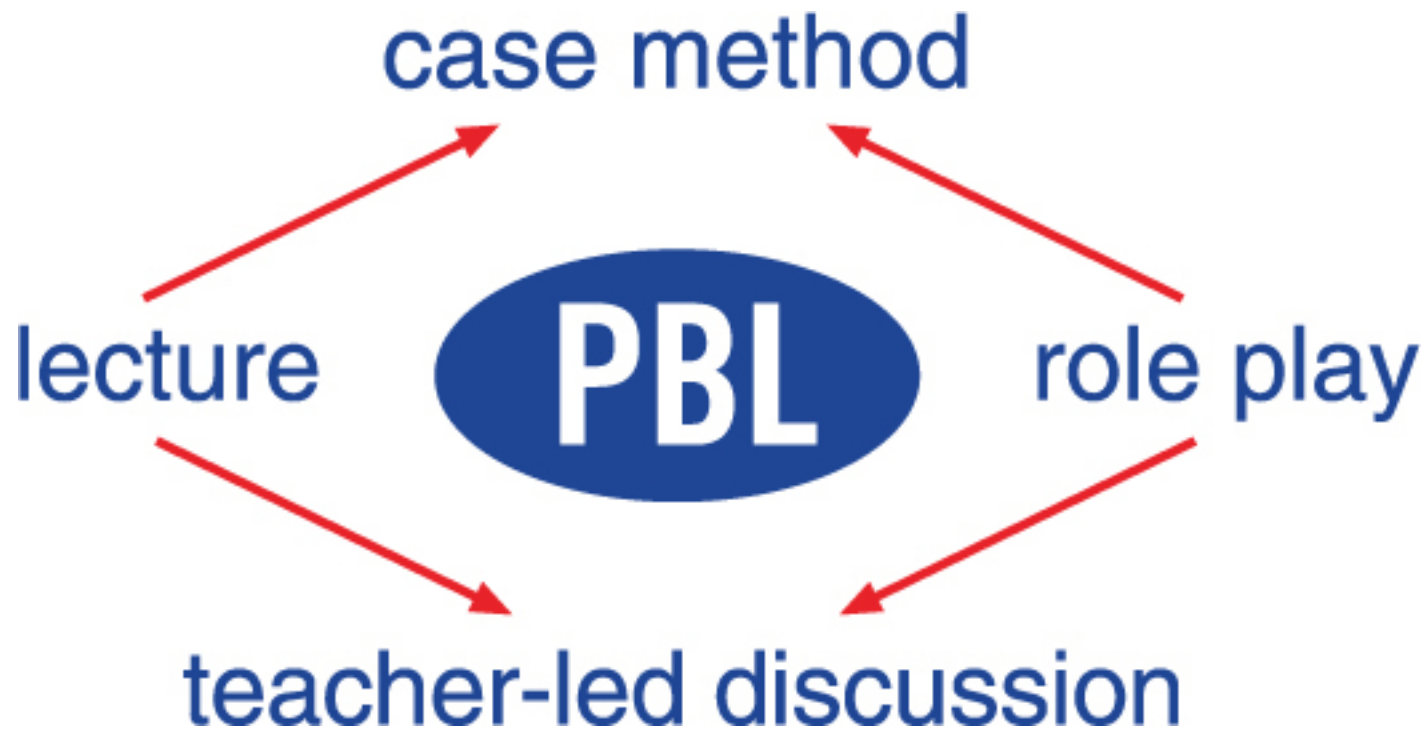
Knowles' principles of adult learning

1. Adults must be partners in their own educational plans and evaluations.

2. Adults learn experientially based on positive and negative experiences.

3. The material must be relevant.

4. Problem-based learning is more effective than content-based learning.

(Knowles, 1984)

problem-based learning

history

Ideas

Known Facts

Learning Areas

Action Plans

Evaluate P & P
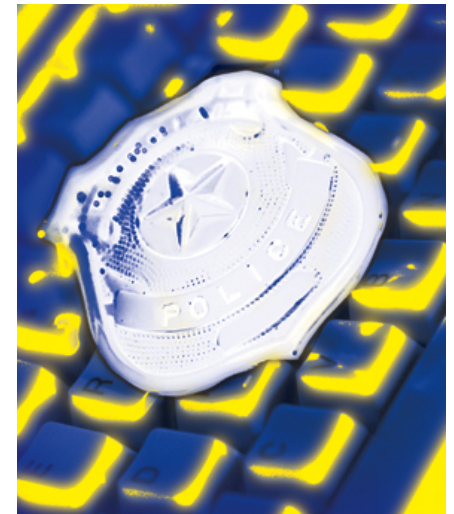
structure

problem-based learning

- The learning takes place in the context of a problem: domestics, traffic, school safety, etc.

- The problem has *real-world* significance

- Learners speculate, formulate and deliberate during initial stage (ideas)

problem-based learning

- Learners discuss what they know and what they need to know

- Setting the problem is the key to successful PBL

- Teacher facilitates and coaches

- Learners collaborate to set action plan in place. Performance outcome!

accounting for various types of intelligences in police training

- Verbal—Linguistic learners
- Logical—Mathematical learners
- Visual—Spatial learners
- Body—Kinesthetic learners
- Musical—Rhythmic learners
- Interpersonal learners
- Intrapersonal learners

(Armstrong, 1994)

training for recruits must include
emotional intelligence

- Self-Awareness

- Self-Regulation

- Self-Motivation

- Empathy

- Social Skills

(Goleman, 1995)

EI in policing

- Whose needs come first?

- What are your policing strengths? Weaknesses? Habits?

- Trainers: Remind yourself that you teach policing the way you learned policing! Others may learn differently.

- How willing are you to "let go" of the learning process?

other strategies to support PBL

1. Cooperative Learning
2. Socratic Lecturing
3. Individual/Partner Exercises
4. Group Learning
5. Scenario-Based Learning
6. Case Studies
7. "Cooler" Learning

block 3 objectives
introduction to the program

You should be able to complete the following:

- Describe the Learning Matrix in the PTO model, and its main components such as Core Competencies and Substantive Topics.

- Explain the teaching and evaluation methods used in the PTO model, including the Problem-Based Learning Exercises (PBLEs), the Neighborhood Portfolio Exercise (NPE), and Learning Activity Packages (LAPs).

block 4 objectives
introduction to the PBLE

You should be able to complete the following:

- Describe the various PBLEs used in the PTO model.

- Apply the PBLE as a learning method for recruits during post-academy training.

■ A Problem-Based Learning (PBL) Manual for Training and Evaluating Police Trainees

PTO Training Course

day 2

block 5 objectives
emotional intelligence and conflict resolution

You should be able to complete the following:

- Discuss the importance of EI and MI in recruit training and why trainers need to incorporate these concepts into training.

- Explain and apply conflict resolution in post-academy recruit training.

IQ vs. EI

what is EI?

- Biological impulse and fight or flight
- Anger
- Happiness
- Surprise
- Disgust
- Fear
- Love
- Sadness

How will you use MI and EI?

know thyself:

- Strengths and weaknesses

- Performance limitations

- Prejudices and biases

- Values

- Teaching and learning styles

communication

- What resolution/communication style do you usually use on the street?

- Your trainee will generally respond in a fashion similar to yours.

- Have you considered the general tone and content of your discussions with your trainee?
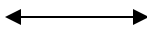
forcing

collaborating

avoiding

compromising

negotiating

(Schrock-Shenk, 2000)

resolution skills

FORCING ←——————→
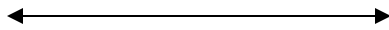
OK in a crisis

Diminishes problem solving and self-respect

COLLABORATION ←——→

Use this when the issues are serious and the relationship is important

Don't use in a fire!

COMPROMISE ←——————→
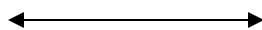
Use this when trying to find a "middle ground"

Don't use when 50% isn't good enough for those involved

resolution skills

AVOIDING ⟷

OK to use with trivial issues
Diminishes problem solving—builds frustration and leads to explosions

ACCOMMODATION ⟷

Use when the relationship is important and you don't care about the issue
Don't use to gain acceptance
Can cause resentment

block 6 objectives
evaluation

You should be able to complete the following:

- Describe the methods of evaluation and how they are used in the PTO model including

  - the NPE;

  - the weekly Coaching and Training Reports;

  - the PBLE; and

  - the Mid-Term and Final Evaluations.

block 7 objectives
PBLE

You should be able to complete the following:

- Describe and know how to apply the PBLE in post-academy recruit training.

- Create a plan for implementing a PBLE within a phase of training in the PTO model.

- A Problem-Based Learning (PBL) Manual for Training and Evaluating Police Trainees

PTO Training Course

day 3

block 8 objectives
matrix familiarization

You should be able to complete the following:

- Describe the Learning Matrix and the different components of the matrix cells.

- Explain the four Substantive Topics, their content and length of training time.

- Develop some innovative ways to introduce the content in each of the Substantive Topics to recruits.

block 9 objectives
building the matrix

You should be able to complete the following:

- Produce a Learning Matrix binder for your organization with relevant departmental operating procedures, regulations, and other material included as necessary.

■ A Problem-Based Learning (PBL) Manual for Training and Evaluating Police Trainees

PTO Training Course

day 4

block 10 objectives
coaching and training reports (CTRs)

You should be able to complete the following:

- Describe to a recruit how to select an incident for evaluation and how to fill out the CTR.

- Explain how the CTRs are used to evaluate recruits each week.

- Prepare a plan to schedule completion of the CTRs on a weekly basis.

block 11 objectives
action planning

Part 1—Time Management

You should be able to:

- Create a time-management plan for implementing the various components of the PTO program into one phase of training.

block 11 objectives
action planning

Part 2 – Supervisor Implementation Planning

You should be able to:

- Administer the various aspects of the PTO program, including
  - the Mid-Term and Final Evaluations;
  - Board of Evaluators member selection;
  - PTO and Trainee manuals, and Learning Matrix in-progress work;
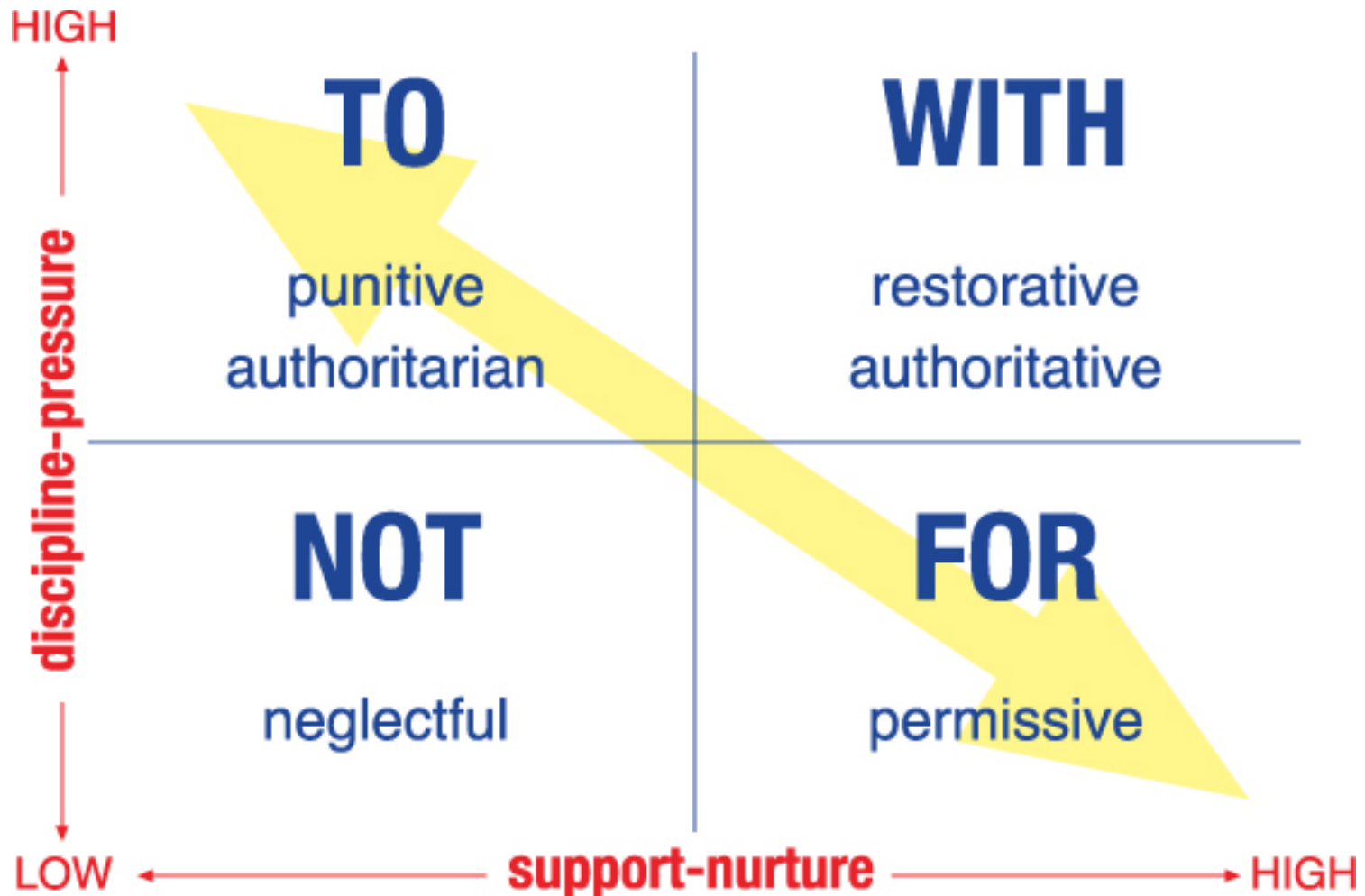 - PTO meetings, Sergeant/PTO training meetings; and
  - Department policy

block 12 objectives
mentoring

You should be able to complete the following:

- Describe the importance of a "mentoring" approach in post-academy recruit training.

- Explain the role of ethics, failing forward, and character in the PTO mentoring process.

the mentoring process

(Wachtel and McCold, 2000)

In a "post-information" age, *problem-solving skills, knowledge discrimination* and *human connectivity* become as significant as the knowledge itself or the speed at which that knowledge arrives.

effective dialogue strategies

- Stand aside—leave an exit

- Breathe… always breathe

- "Bow"—learn to say sorry

- Try to say less than the person you are arguing with (2 min.)

- Practice dealing with "the jerk"

- Be patient—solutions take time

- Einstein & Wittgenstein

mentoring for
effective communication

- Identify your own feelings: label them, not the public.

- Take responsibility—you own your own emotions.

- The public doesn't "drive anyone crazy." We drive ourselves crazy.

- Who's in charge of your emotions?

- Do you feel respected, in control of events, and obeyed?

A Problem-Based Learning (PBL) Manual for Training and Evaluating Police Trainees

PTO Training Course

day 5

block 13 objectives
learning activity packages (LAPs)

You should be able to complete the following:

- Explain the role of LAPs in the PTO program and how recruits can use them for remedial—or primary—learning.

- Create, and be able to help a trainee create, a LAP with all the required elements such as an index of resources, Internet sites, case studies, and a set of questions for prompting ideas.

block 14 objectives
neighborhood portfolio exercise (NPE)

You should be able to complete the following:

- Describe the role of the NPE in the trainee's learning process and how it is evaluated.

- Describe how the NPE is conducted, how it can be scheduled, and the kinds of information required in the presentation.

- Explain the formats that can be used to present a NPE in the final week, keeping in mind different learning styles and multiple intelligences.

the beach bar

The Beach Bar is a neighborhood bar that has caused problems for many years. Underage service is a continuing issue, along with bar fights, drunk driving, and noise complaints from nearby residents.

Police have responded to incidents at the bar and have made a number of arrests; however, the problem has not been resolved. The bar owners are uncooperative with police and have complained about police harassment.

block 15 objectives
progress report

You should be able to complete the following:

- Use the PTO program to respond to the parking lot problem.

- Compare Day 1 and Day 5 responses and evaluate the benefits of PBL.

block 16
course evaluation

sources

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