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TO: PL

FROM: KRISTIN CLARK TAYLOR *KCT*  
Director of Media Relations  
119 OEOB, Ext. 7150

*DL*  
*FOR YOUR ACTION.*  
*KRBE HOUSTON*  
*MKS!*

*pls. discuss w/ MK  
and pass attached material  
to her. This is a go.  
Contact Webb or Hendrix?  
let them know we'll  
participate. Note deadline  
& track w/ MK.*

*Jimmy*



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HOUSTON POLICE DEPARTMENT  
Lee P. Brown, Chief of Police

January 29, 1990

Kristin Clark Taylor  
Director of Media Relations  
Room 121 OEOB  
The White House  
Washington, D.C. 20500

*DDRE Program featured in magazine*

*War on drugs pts. of training*

Dear Director Taylor:

The Houston Police Department has recently developed a publication dedicated to law enforcement training. This publication (copies attached) is titled **Field Training Quarterly**. This is a quarterly publication and is currently mailed to law enforcement agencies and universities across the nation in an attempt to assist them in their efforts to train new recruit officers. This publication is a free service of the Houston Police Department and has become one of the primary resources for law enforcement training.

For our July issue we are going to focus on training for narcotics officers. Because of the importance of the war on drugs and the President's closeness to the law enforcement community, we thought it would be appropriate for The President to address our readers with a short one page message. This message could address the importance of our war on drugs and the importance of training in the law enforcement profession. Any message along these lines would be appropriate and greatly appreciated. The deadline for this issue is the first week of June.

Additionally, we would like a picture of the President as we would like to put him on the cover of our magazine, if that is acceptable to him. For this purpose a color negative would produce the best picture. If a color negative is not available a color or black and white picture would be acceptable (8 x 10 and preferably a vertical pose).

Thank you for your consideration of this matter. If you have any questions or concerns please contact us at: (713) 247-8600, Monday through Friday from 6 am. to 2 pm. (central time).

Sincerely,

*Issue dedicated to war on drugs*

Frank Webb, Editor  
Police Officer

*713-247-5653*

Bill Hendrix, Editor  
Police Officer

*713-247-8600*

FMW/fmw



# The Field Training Quarterly

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"

CRIMINAL JUSTICE  
TRAINING CENTER



## An Analysis Of FTO Programs

San Jose, CA

# Quarterly

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"



Lee P. Brown, Chief

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**Feature Article:**

Sergeants Michel E. Amaral and Marvin G. Lewis of the San Jose (California) Police Department discuss the need to continually train and update field training officers.

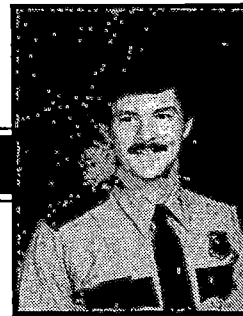
(Cover photo: Provided by the San Jose Police Department.)

## Features

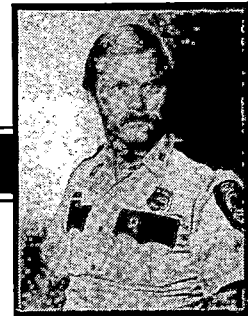
- 1 **Management of the Field Training and Evaluation Program**  
*by Mickey K. Bennett*
- 4 **Regional News**
- 5 **A Critical Analysis of Today's Field Training Programs**  
*by Michel E. Amaral and Marvin G. Lewis*
- 9 **The Mail-Bag**  
*by Lisa Konrath*
- 11 **Bellevue's Field Training and Performance Evaluation Program — An Overview**  
*submitted by Robert Littlejohn*
- 24 **Remedial Training**  
*by Warren G. Obenland*
- 25 **A Checklist For A FTO Program**  
*by Jack Molden*



## Editors' Message



Frank M. Webb



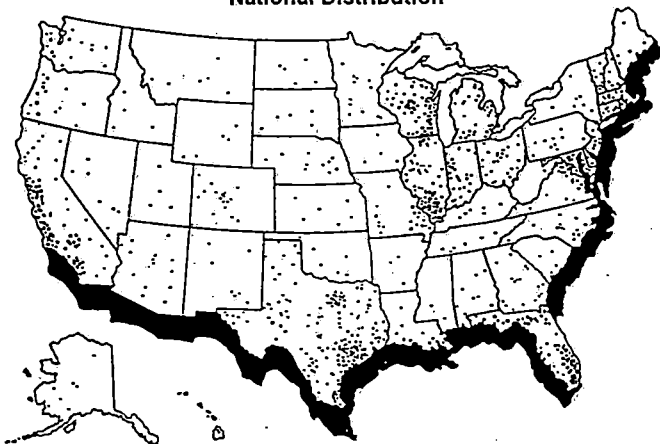
Bill G. Hendrix

# The Quarterly

## Reaching Field Trainers Nationwide

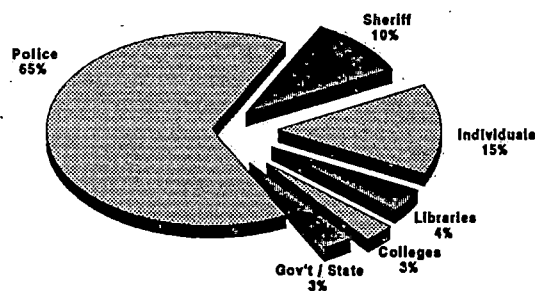
Since its inaugural issue in January 1987, the *Field Training Quarterly* has experienced tremendous growth and acceptance nationwide. This growth is due, in part, to the lack of field training information available to agencies across the country.

National Distribution

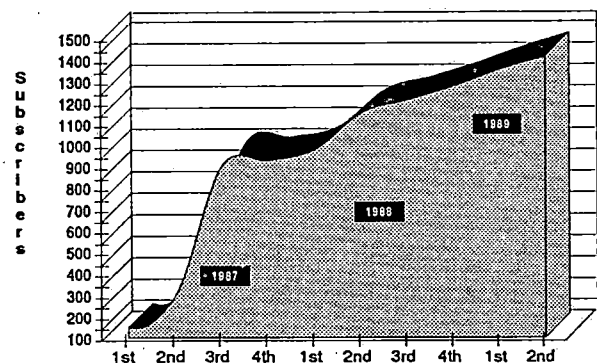


The *Field Training Quarterly* continues to be recognized as one of the primary sources for field training information and ideas. We are pleased that we are able to assist you in your field training endeavors.

Subscribers



Quarterly Growth



# Management of the Field Training and Evaluation Program

by  
Sergeant Mickey K. Bennett  
Long Beach (CA) Police Department

**T**he Field Training Officer (FTO) is the key person for taking an academy graduate from his paper and pencil world to an environment where he must call upon all his past knowledge to solve today's problems.

This one-on-one vocational training is the key to an individual recruit's needs. But who insures that the agency's goals and needs are accomplished? The manager of the FTO program must assume this task.

## The FTO Manager

The FTO managers of any organization are responsible for:

- Consistency of training and evaluation
- Selection of FTOs
- Maintaining department standards
- Developing plans of success for recruits
- Ensuring executive level cooperation
- Terminating unacceptable recruits

Programs which have only one recruit in the process need the least amount of management, but their department goals are the same as an agency with multiple recruits. When the training plan becomes more complex, it becomes imperative that dedicated first line supervisors and middle managers become continuously involved on a daily basis.

## Need for Consistency

The key word for the middle managers is *consistency*.

Each recruit must be evaluated by the same standards and receive the same quality of training. If a program lacks this consistency then:

- The good recruits may not receive the quantity and quality of information they need to successfully make the transition.
- The unacceptable recruit may be evaluated by the FTO's personal standards and not the department's standards therefore, substandard recruits may reach permanent status.

- A lack of consistency opens the gate for litigation when either terminated recruits sue to regain their jobs or when a retained substandard officer fails to perform at or above acceptable standards.

Since consistency is the primary responsibility of the manager we need to look at ways in which consistency can be maintained by supervisors:

- Personally observing recruits and FTOs in field activities, then later comparing his observations to that day's "Daily Observation Report".
- Comparing the FTO's verbal reports at the "Alternate Week Meeting" to the ten "Daily Observation Reports".
- Have other FTO's who have observed the recruit in the field provide verbal report and compare this to the primary FTO's reports.
- Have each recruit complete a "Comprehensive Program Survey" at the end of each training period and at the end of probation.

The supervisor or manager who is armed with all of this information will be able to evaluate the performance of



Mickey K. Bennett

*Sergeant Mickey Bennett is a 20 year veteran with the Long Beach Police Department in California. His background in vocation education has helped him to develop the only P.O.S.T. certified "Managers of the Field Training Officer" course in California. He teaches FTO-related courses for Golden West College in Huntington Beach, Rancho Santiago College in Santa Ana and the Long Beach Academy.*

each FTO ensuring consistency of Department and training standards.

### Training Checklist

Consistency in training requires that the department develop a "Weekly Training Checklist" before the supervisor can ensure departmental standards. The "Weekly Training Checklist" consists of a program building block list which begins with the least complicated task and progresses to most complex tasks. (See next article for more detailed information.)

An exception of progressing from the simple to complex task is the need to address issues of high department liability as soon as possible. This would include:

- Use of force
- Emergency and pursuit driving
- Prisoner's rights

The Weekly Training Checklist should be inspected weekly by a supervisor. The very least the checklist should be inspected is just prior to rotation of the recruit to a new FTO.

An easy way to ensure that the recruit has seen the information is to have a line on each page for the recruit to initial, plus a signature line for the recruit and FTO at the end of each training week.

### Developing a Plan

"Develop a Plan for Success" for each recruit is a key responsibility of each supervisor and manager. This plan, in its simplest form, is to match the needs of a recruit to the ability of the FTO or the benefits of geographic area. This matching of needs and abilities should begin with the first FTO based upon information from the academy staff. Thereafter, the FTO staff should base their decisions on information

from FTO's, review of documents, and personal observations.

The FTO staff, especially the senior FTO manager, must continuously remember and remind others that:

- The FTO program is part of the selection process.
- The investment of time and money is designed to ensure that only quality officers receive permanent status.
- That investing more time and money into an unacceptable recruit will only cause more problems in the future.
- That accepting substandard officers today may cause large settlements in the future for his vicarious acts.

### Terminations

Termination is a phase that all FTO staff personnel need to remember. When it is determined that the recruit does not have the ability to pass the minimum standards of the program, the decision and request to terminate is the responsibility of the FTO supervisors and manager, not the FTO's. The documentation to terminate must be provided by the FTO but they should not be burdened with this unpleasant task.

The FTO staff must remember that the ultimate right and responsibility for passing a recruit into permanent employee status and/or termination lies with the Chief of Police. The Chief needs to make these decisions in a timely manner, therefore, he should receive summary reports on the recruit's progress at least every two weeks. More detailed information should be given when there is a prediction by the FTO staff that the recruit will not be successful during the evaluation only phase. Remember, no one likes surprises, especially when there is a substantial financial investment in each recruit.

### Summary

From the selection of the FTO's until recruits are successfully released as a "basic patrol officer capable of working alone" or until an unsuccessful candidate is redirected into a new career, the managers of the FTO program must be an active, productive, and supportive element of the field training and evaluation program. The manager sets the attitudes and levels of enthusiasm for the program, while being the watchdog of consistency and fairness.

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**“ The FTO program is the most important program for establishing the future of any agency. ”**

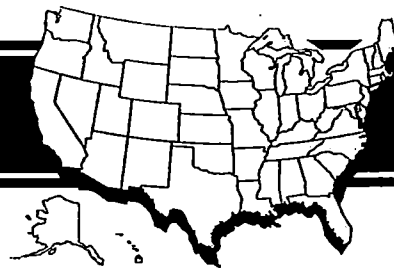
— Mickey K. Bennett

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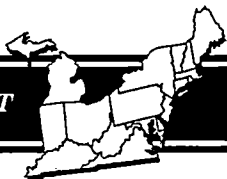
The FTO program is the most important program for establishing the future of any agency. This program deserves our dedication today to ensure quality personnel in the future.

**FTQ**

# REGIONAL NEWS



## NORTHEAST



**MASSACHUSETTS** - *Command Training Program.* Session 173 opens April 24, 1989 and closes May 12, 1989. Register either by telephoning 617/239-7033 or by writing New England Institute of Law Enforcement Management, P.O. Drawer E, Babson Park (Wellesley) Massachusetts 02157.

**WASHINGTON, DC** - *Police Personnel Management Issues.* Offered by the International Association of Chiefs of Police (IACP) in Washington, DC, April 12 - 14, 1989. For additional information call the IACP at 1-800-638-4085.

## SOUTHEAST



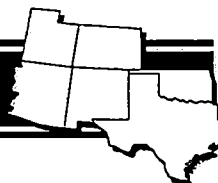
**FLORIDA** - *Managing The Police Training Function.* Offered by the Institute of Police Technology and Management (IPTM), University of North Florida, 4567 St. Johns Bluff Rd., South Jacksonville Florida, 32216. Course offered May 22 - 26, 1989 in Miami, Florida.

**FLORIDA** - *Field Training Officer Seminar For Communications Officers.* Offered by the Institute of Police Technology and Management (IPTM), University of North Florida, 4567 St. Johns Bluff Rd., South Jacksonville Florida, 32216. Course offered June 5 - 7, 1989 in Jacksonville, Florida.

Illinois, 60204 or call 1-800-323-4011.

**ILLINOIS** - *Field Training and Evaluation Program Seminar.* Offered by the Woodstock Police Department, May 1 - 5, 1989, at Tamara Royale Inn, 4100 Shamrock Lane, McHenry, Illinois, 60050, Contact Sgt. Joe Marvin at 815-338-2131 for additional information.

## SOUTHWEST



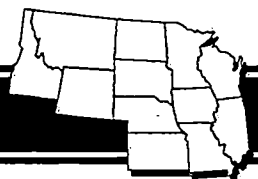
**TEXAS** - *Police Physical Fitness Trainers' Certification Course.* Offered by the International Association of Chiefs of Police (IACP) in Dallas, Texas May 8 - 12, 1989. For additional information call the IACP at 1-800-638-4085.

## PACIFIC



**CALIFORNIA** - *Report Writing For Instructors.* Presented by Bruce T. Olson, Ph.D. To be held in Salinas, California, April 17 - 21, 1989. For additional information contact Bruce T. Olson, Ph.D. at 1015 12th Street, Suite 6, Modesto, California, 95354-0811 or call 209-527-2287.

## PLAINS

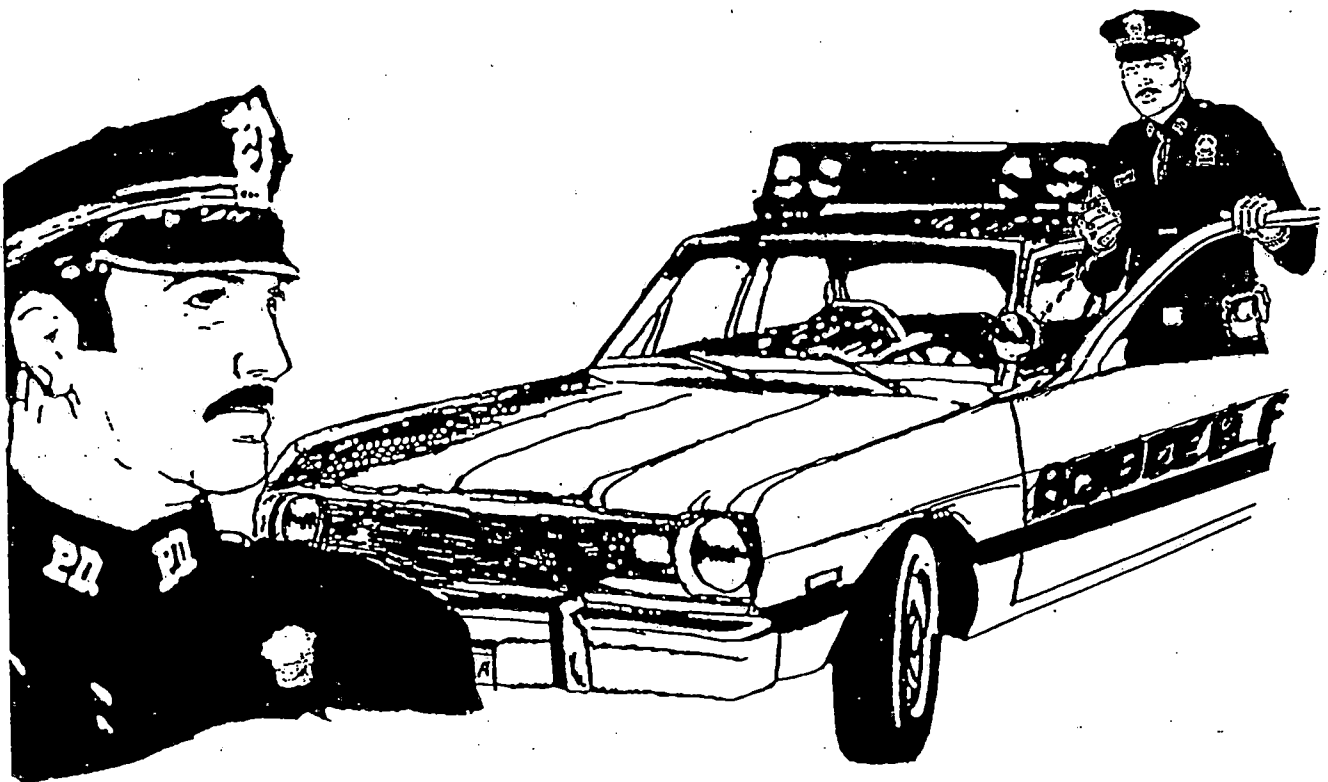


**ILLINOIS** - *Field Training Officer Program.* Presented by the Traffic Institute, April 10 - 14, 1989. For additional information contact the Traffic Institute at 555 Clark Street, P.O. Box 1409, Evanston,

**NEVADA** - *Performance Evaluation and Productivity Workshop.* Offered by the International Association of Chiefs of Police (IACP) in Reno, NV, June 7 - 9, 1989. For additional information call the IACP at 1-800-638-4085.

# *A Critical Analysis of Today's Field Training Programs*

by  
*Sergeant Michel E. Amaral*  
and  
*Sergeant Marvin G. Lewis*  
*San Jose (CA) Police Dept.*



## Introduction

**M**embers of an efficient field training program must not only be well trained but must also receive continuing in-service training. Yet, in today's field training arena, this is most probably the exception rather than the rule. Today's training managers and field training officers (FTOs) need to ask themselves some specific and direct questions. We have found, through our experience and exposure to various training programs throughout the United States, that certain questions continually surface with new training managers and trainers. Updated instruction should be provided for all trainers at least annually in order to keep them current and highly motivated. Many FTOs are not familiar with modern learning theories and are not aware of advances in education and training.

### Analyzing Your Program

Today's trainer must ask, and be able to answer, such fundamental questions as: What is a learning goal? What is a performance objective and how does it differ from a goal? What is the role/responsibility of the FTO? Is the field training of-

ficer supposed to be a trainer or an evaluator? Are they evaluating the recruit's performance on style or technique? Are evaluators recording low scores because he/she believes that the recruit is not meeting their personal expectations? Are standardized guidelines used properly, or at all? Do the numerical scores of the

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**“ Updated  
instruction should  
be provided for all  
trainers at least  
annually ... ”**

— The Authors

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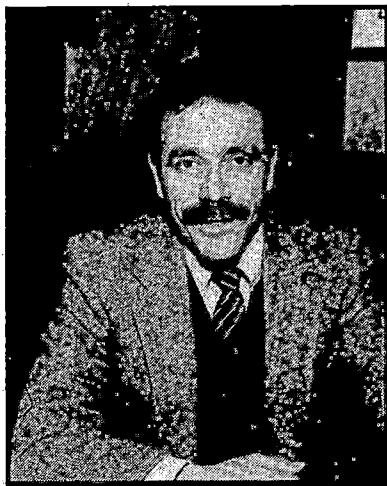
Daily Observation Report compare to — or are they inconsistent with — the documentation written to support the Daily Observation Report?

These are just a few of the many questions that should be raised with new trainers, veteran trainers and training managers. It is surprising to learn that there is a general lack of awareness when it comes to knowing what the basic mechanics of any FTO program are. Why is it essential to know these basics? Because, without the

basics of understanding the principles of learning there is no consistency, development of progressive training and evaluation that takes place. Research tells us that people lose 80% of most newly learned information within the first 24 hours of instruction. What does this mean? It means that we must provide updated information, reinforcement or additional training to continue the FTOs' personal growth.

### Training and Evaluation

Most field training officer seminars allocate a small portion of time towards the teaching and evaluation process. The irony of all this is that training and evaluation is the nuts-and-bolts of the entire program and yet it is often not recognized as such. If you don't have a good grasp on these two valuable ingredients, you can't have a truly successful training program. How can it be possible, or even reasonable, to believe that a new trainer can learn the mechanics of training in only four to eight hours of instruction? It takes four to six years of college before a person is qualified to teach at a school. With this being true, how can we expect a police officer with minimal instruction in teaching to teach and evaluate a new recruit officer? We have to remember we are living in



**Michel E. Amaral**

*Sgt. Amaral has been a police officer for over 17 years. He is certified as a full-time instructor by the State of California. He is a consultant for the Department of Justice and has a masters degree in education.*



**Marvin G. Lewis**

*Sgt. Lewis has been a police officer for over 22 years, serving over 10 years as a training officer. He holds a community college teaching credential in professional education, police science and public administration.*

the 80's and coming into the 90's. We are dealing with a new caliber of recruit officer. Many of these new officers have received an advanced formal education and know the ins and outs of learning. Therefore, we must prepare and equip modern-day FTOs with the tools and resources to be able to provide basic, fundamental and **MEANINGFUL** instruction.

We are finding that the recruit officers that are failing in FTO programs are seeking private attorneys to challenge their terminations. These attorneys are often former police officers themselves and understand the police system and how it works. What is going to happen to the FTOs that have trained and evaluated an unsuccessful recruit when it comes time to go to court to uphold the termination? What are the FTOs' responses going to be when the attorney asks questions regarding the basic ideas of the FTO program as it relates to adult learning? This happened to several police departments in the early 70's in federal court when asked to explain and defend their training function. They were unable to offer a satisfactory response. The court found too many inconsistencies and a general lack of documentation. The result was that the terminated recruit officers got their jobs back and recovered lost wages.

## Current Trends

Remember - that was in the 70's. What is happening in the 80's and 90's? Terminated recruit officers (plaintiffs) are being awarded punitive damages and monies. We are beginning to hear such legal phrases as negligent retention, failure to train, failure to supervise, vicarious

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**“ Terminated recruit officers (plaintiffs) are being awarded punitive damages and monies. ”**

—The Authors

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liability, etc. We are not attempting to paint a bleak picture of the future of field training programs but today's training manager must be aware of these issues. We had better have a basic working knowledge and understanding of our job before we take on additional tasks as police field training officers. We don't send police recruits onto the streets before they have been to a basic police academy. The same should hold true for new and veteran police of-



fficers who train.

### **FTOs as Teachers**

We need to look and see if our FTO program curricula are valid, reliable and effective. To accomplish this we need to be certain that we are providing our "teachers" with the necessary information. The only way that a field training program can be strong is through the support of the chief administrator down through the ranks to the FTOs.

We believe that today's police training officers should make a professional commitment to themselves and the organization to which they belong. The organization should support them and provide classes in

training, observation and evaluation. These courses should involve the theory of learning and practical application. We are finding that more and more training managers are sending their FTOs to training courses that certify a structured instructional curriculum.

### **In-Service Training**

Whether you look at the medical field, the legal field, or any other well-trained profession you will see that some type of in-service training is mandatory. The same in-service training should be required of police officers who are assuming the responsibility of teaching new officers.

### **Conclusion**

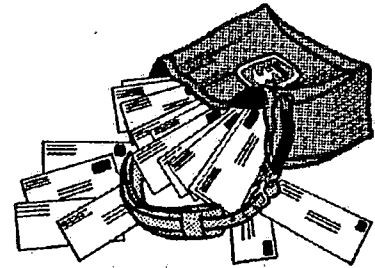
In conclusion, we would like to leave you with a final personal focus. If you are able to say "yes, we are providing yearly updated and progressive training", then you have built a solid training foundation. If you could not answer "yes" you might want to consider examining your training program and conduct a needs assessment. It is never too late to start. Once you start to validate your training the pieces will all fall into place. If you don't, it's just a matter of time until someone challenges your program.

**FTQ**



# The Mail-Bag

by  
Lisa Konrath



This section is devoted to specific questions and concerns raised by field trainers looking for solutions to their problems. The information I share with you has been obtained from individuals and agencies nationwide. If you have any concerns you would like to see addressed in the *Mail-Bag* submit them to the *Field Training Quarterly*.

**Q:** Do you have any information on state police (highway patrol) agency FTO programs?

**Lisa:** Whenever evaluating another agency's program, I would recommend you always consider the key elements of a legally defensible FTO program. In other words, just because an agency has a program, and/or I recommend it, does not necessarily mean it is a good program or that it will fit your needs. Where possible, I try to recommend programs which contain the key elements I look for. Try contacting: Alaska State Police, Mississippi State Police, South Dakota Highway Patrol and the California Highway Patrol

**Q:** I would like to see information regarding the burnout of FTOs and how to combat this.

**Lisa:** Usually your best FTOs will be over-used. This is as true for managing FTO programs as for any other type of program management. As the supervisor, who would you be most comfortable going to court with? Obviously your best FTO.

Ways to combat burnout for FTOs are limited only by your imagination. There is the old standby, pay compensation, but I'm not convinced of its positive

effect on burnout. You may wish to try some of the following:

1. Don't always give your problem recruits to the same FTO. Give this overused FTO an easier to train/evaluate recruit for a change.
2. Have retraining for your FTOs. Whether it be on the latest take-down techniques, stress management, remedial training strategies, or just an informal problems and solutions session, it shows the agency supports the efforts of FTOs.
3. Consider having an annual picnic, retreat, or barbecue just for your FTOs. Creativity and soliciting community support, can make this inexpensive and feasible.

**Q:** Do you have any statistics or examples of evaluations used to eliminate problem officers prior to the end of their evaluation period. FTOs in general feel they have not been listened to after a problem recruit has been allowed to continue.

**Lisa:** The best way to eliminate this problem is by giving your administration enough examples of unsuccessful remedial training at-

tempts and valid documentation of repeatedly unacceptable performance. These should be contained on Daily Observation Report forms and summarized in a termination memorandum provided to the coordinator.

When FTOs consistently and reliably train and evaluate recruits, management creates a liability problem for themselves by continuing to retain an unacceptable individual. They also set a precedent.

**Q:** Do you have any information on the selection process for FTOs?

**Lisa:** The following is what I would strive for in a selection process:

1. *Bulletin announcement:* State current openings, criteria, expectations training dates, length of assignment, benefits, and other pertinent information.
2. *Memorandum of interest and FTO application.*
3. *Supervisors' Recommendation Form:* Include use of leave, disciplinary action, knowledge, skills and abilities to perform

patrol function, communication skills, etc. Comments supporting their conclusions should be required.

4. *Written examination:* Consider testing knowledge of department rules and regulations, criminal and traffic codes, and/or tie this into your oral board process by having a related exercise (correction of a poorly written report).
5. *Oral board:* Composed of the coordinator, a FTO, and an involved third person (some agencies also place an EEO representative in the room to monitor only). Applicants should all be asked the same predetermined set of questions. You may wish to ask them to counsel and remediate one of the board members using the corrected report. This can give you an opportunity to view their communication skills.
6. *Psychological screening for each finalist.*
7. *Training prior to ever receiving a recruit.*

FTQ

The views expressed by Lisa Konrath are not necessarily those shared by the Field Training Quarterly.



# *Bellevue's Field Training Program: An Overview*

*submitted by  
Officer Robert Littlejohn  
Bellevue (WA) Police Department*

**T**he Field Training Program is designed to provide the recruit police officer with the maximum opportunity to observe and participate in the operations of the Bellevue Police Department. It is segmented into a weekly format to allow the flexibility and rotation of assignment with various field training officers. Formal training sessions (classroom) have been minimized to allow for the one-on-one type of training essential to the learning and performance of job related skills.

Although an officer graduating from the basic academy has received a thorough introduction to basic law enforcement subjects, the officer cannot be expected to immediately assume full responsibilities as a police officer. The officer will receive additional training in the field where he/she can learn from others.

During training by the field training officer (FTO), the new officer is required to perform various police duties which have previously been explained and demonstrated. Throughout the program, oral and written evaluations serve to assist the recruit officer

in correcting weaknesses. The FTO may also utilize written tests to enhance the training.

This program includes both formal and informal field training, as well as a format for recruit evaluation. The integration of teaching and evaluation, coupled with a formalization of the FTO's duties and responsibilities, places accountability for recruit's performance in the hands of the FTO. The Field Training Program results in the development of qualified police officers as well as providing for the elimination of the unqualified candidate should the situation warrant. The Field Training Program provides the successful recruit officer with the appropriate background for solo assignment to the Operations Division.

The training team consists of selected FTOs from the patrol section of the Operations Division. The training function of FTOs is under the direction of the Field Training Commander and the Training Section Commander who coordinate all recruit training during the probationary evaluation period. To facilitate the program's purpose, the recruit

is attached to the Planning/Personnel/Training Section until completion of the basic academy and Field Training Program. Upon completion, he/she is transferred to the Operations Division for assignment, specialized training and completion of the probationary period.

As can be seen, this program essentially divides the probationary year into three segments or phases ideally represented as follows:

- Phase I — Basic Academy and Orientation
- Phase II — Field Training and Evaluation
- Phase III — Assignment to Operations and Specialized Training

Successful Completion of each phase results in assignment to the next phase. Successful completion of all phases results in recommendation to the Chief of Police and the Civil Service Commission for permanent employment status. Phases I and II are direct training periods, coordinated through the Office of the Planning/Personnel/Training Section Commander and Phase III is an evaluation period during which the recruit functions as a solo officer within the Operations Division and receives specialized training in

Traffic and K-9.

Evaluations during Phase I are academy dependent. During Phase II, evaluations are carried out on a daily basis with weekly written summaries submitted by the field training officer. Phase II evaluations do not begin until the second week of field training to allow for one week's introduction without the undue pressures of an evaluation. Phase III evaluations will be completed on a monthly basis by the Operations Supervisor to whom the recruit is assigned.

Essentially, the Field Training Program is designed to complement the pre-employment selection process through post-employment training and evaluation. The end result is the development of a qualified police officer. On the other hand, should it be necessary, the program is also designed to facilitate the removal of an unqualified candidate during any one of the three phases, by assuring that

the appropriate evaluative steps have been taken to assure an unbiased decision to terminate.

The field training officer is the essential means by which the goals of the program are achieved, particularly the production of a police officer better able to work a solo assignment in a safe, skillful, productive and professional manner. The FTO has two

primary roles to fulfill: that of a police officer assuming full responsibilities and that of a trainer of recruit personnel. These respon-

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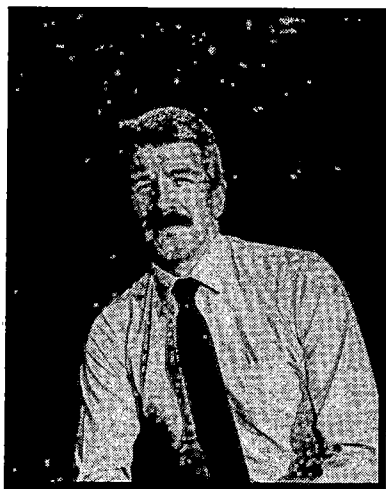
**“Essentially, the Field Training Program is designed to complement the pre-employment selection process through post-employment training and evaluation.”**

— Bellevue Police Department

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Chief Joseph A. Smith



Officer Robert Littlejohn

sibilities are clearly defined in other departmental publications including the Policy/Procedures/Regulations Manual. In the role as a trainer, he/she provides ongoing instruction, utilizing innovative and practical techniques. On a weekly basis, the FTO will prepare a written report on the relative progress of the training.

During the last two weeks of Phase II, the recruit operates in a quasi-solo capacity. He/she operates the police vehicle and carries on all police activities without the direct supervision of the FTO. The FTO accompanies the recruit during this time, but is in the car primarily as an observer. The FTO avoids interfering with the recruit's police performance except in emergencies or in situations which have developed beyond the recruit's ability to control. Whenever an FTO believes that a recruit has gained sufficient skill and knowledge to operate as a solo officer, he/she will make such recommendation. The final decision for the recruit's release to solo status lies with the Training Section Commander and the Chief of the Operations Division.

The FTO understands that the effectiveness, image and future of the department is substantially decided by the quality of its personnel and is charged with the responsibility for recommending termination of a recruit, if the prospects for retention no longer appears to be in the best interests of the department.

## PHASE I

### Basic Training and Orientation

#### Basic Training

The student officer (SO) enters the department and successfully completes the WSCJTC basic academy, or enters the department with previous WSCJTC Academy training, or enters the department with previous academy training from outside the state and completes the WSCJTC equivalency test.

#### Orientation

The student officer is assigned to the Planning/Person-

nel/Training Section. During this time, the SO will receive training to prepare him/her for their assignment to the patrol section. The training goals for this period include:

1. General orientation to the police department.
2. Issues of all uniforms and equipment.
3. Understanding Policies/Procedures/Regulations.
4. Training on the proper use of force.
5. Firearms familiarization and qualifications.
6. Certification with all defensive weapons.
7. Training in the use of proper enforcement tactics.
8. Other training that is deemed appropriate by the P/P/T Section.

## PHASE II

### Field Training and Evaluation

#### Introduction (Week 1)

The SO is assigned to an FTO and is primarily an observer. The training given during this period is in basics only (equipment checkout, radio procedures, etc.). This period includes an orientation to the city, districts and Bellevue Police Department facilities not covered during orientation. No Evaluation/Observation reports are done during the period.

#### Field Training (Weeks 2-10)

The SO is assigned to FTOs for complete field training. Training generally follows the training checklist and outlines for individual topics. The primary patrol duties shift to the

SO during this period so that the SO is handling most, if not all, the patrol duties by week 10. Individual topics may be handled out of sequence if this is dictated by assignments, calls, shifts, etc. Evaluation/Observation reports are required during this period.

#### Evaluation (Weeks 11-12)

The SO is assigned to an FTO who may work in plain clothes. The SO functions as a solo officer and is observed by the FTO. The training given during this period is only that not covered during field training or that which the SO did not successfully complete. Evaluation/Observation reports are required during this period. The FTO's final report contains a recommendation to the Review Board.

#### Review Board

Following week 12, the SO's progress is reviewed and he/she is recommended for:

1. Squad assignment and special training, or
2. Additional field training, or
3. Dismissal.

The Review Board consists of:

1. The Chief Of Operations and/or the Patrol Commander,
2. The Field Training Commander
3. Training Section Commander, and
4. The SO's most recent FTO.

The SO's performance during all portions of Phases I and II are considered by the Review Board.

## PHASE III

### Squad Assignment and Specialized Training

#### Squad Assignment (Weeks 13-18)

The SO is assigned to a patrol squad. He/she functions as a solo officer with normal patrol duties, however, he/she is monitored closely by the supervisor and may be supervised more than other officers on the squad. The supervisor completes monthly Evaluation/Observation reports during this period.

#### Specialized Training

During the above six week squad assignment, the SO is assigned to two shifts of specialized training. This includes one shift with a traffic section FTO and one shift with a K-9 Unit.

Evaluation/Observation reports are not done during the two shifts of special training.

#### Squad Assignment - Permanent (Weeks 19-End of Probation)

The SO remains in the squad and functions as a normally assigned officer. Monitoring and supervision are only that required by the SO's performance. The supervisor completes Evaluation/Observation reports monthly.

Following the successful completion of the probation period, the SO attains permanent employment status.

## PART IV

### Training Checklist

The training checklists are used to monitor and document the SO's progress through the training process. Each phase of training is listed on the master checklist and is signed off by the P/P/T section. Completion of all phases on the master checklist results in the SO being assigned to a patrol squad for the remainder of the twelve month probationary period.

The weekly checklists, and the individual topics for each week, are signed off by the FTOs. All the checklists are maintained by the SO in his/her FTO manual until the completion of Phase II at which time they are sent to the P/P/T Section. (The Special Training checklist is sent to P/P/T after these items are completed during the initial squad assignment.) This allows each FTO to monitor the SO's overall progress and to identify which topics, if any, have been missed or need additional instruction.

FTOs will indicate the date that all material listed in one week is completed. This may be done before or after that week is actually scheduled for completion; circumstances may dictate that material should be covered out of sequence depending on assignments, calls, shifts, etc., material need not be instructed or demonstrated if the SO is capable of successful performance due to previous training and/or experience.

**FTQ**

*Editors' Note: The following forms are examples of Bellevue's lesson plans and daily and weekly observation reports. For more information contact Officer Robert Littlejohn, Public Safety Training Center, 1838 116th N.E., Bellevue, Washington 98004. (206) 455-6942*

## Lesson Plans

- |                |   |   |
|----------------|---|---|
| <b>WEEK 1</b>  | 1 | Vehicle and Equipment Checkout            |
|                | 2 | Radio Procedures                          |
|                | 3 | City/District Orientation                 |
|                | 4 | Assist/Service Calls                      |
| <b>WEEK 2</b>  | 1 | Use of Force                              |
|                | 2 | Emergency Vehicle Response                |
|                | 3 | Uniform Complaint/Citation/NOI            |
|                | 4 | Report Writing                            |
| <b>WEEK 3</b>  | 1 | Laws/Means of Arrest, Warrants, Subpoenas |
|                | 2 | Handling the Prowler Call                 |
|                | 3 | Traffic Enforcement                       |
| <b>WEEK 4</b>  | 1 | Family Dispute                            |
|                | 2 | Missing Persons and Runaways              |
|                | 3 | Barricaded Suspects/Hostages/Snipers      |
| <b>WEEK 5</b>  | 1 | Handling the Burglary Call                |
|                | 2 | Shoplifting                               |
|                | 3 | Prisoner and Evidence Processing          |
| <b>WEEK 6</b>  | 1 | Laws and Means of Search                  |
|                | 2 | Attempted Suicides                        |
|                | 3 | Traffic Accident Investigation            |
| <b>WEEK 7</b>  | 1 | Driving While Intoxicated                 |
|                | 2 | Alcohol Offenses                          |
|                | 3 | Felony Assaults and Shootings             |
| <b>WEEK 8</b>  | 1 | Handling the Robbery Call                 |
|                | 2 | Handling the Mentally Ill                 |
|                | 3 | Hospitalized Suspects                     |
| <b>WEEK 9</b>  | 1 | Death Investigations                      |
|                | 2 | Landlord-Tenant Act                       |
|                | 3 | Arson and Bombing                         |
| <b>WEEK 10</b> | 1 | Filing Felony Cases                       |
|                | 2 | Stolen and Abandoned Vehicles             |
|                | 3 | Statements                                |
| <b>WEEK 11</b> |   | Evaluation/Observation                    |
| <b>WEEK 12</b> |   | Evaluation/Observation                    |

## Bellevue Police Department Sample Lesson Plans

**WEEK 1      UNIT 1**

**SUBJECT:    VEHICLE AND EQUIPMENT CHECKOUT**

- I.    Department Policy and Regulations**
  - A.    Use and Maintenance of Equipment.
    - 1.    Regulations.
  - B.    Procedures when involved in an Accident.
    - 2.    Department Policy.
- II.   Vehicle Checkout**
  - A.    Exterior.
    - 1.    Look for Body damage.
    - 2.    Check tires for wear and air pressure.
    - 3.    Check for proper operation of emergency and other lights.
  - B.    Trunk – should contain:
    - 1.    Spare tire and jack.
    - 2.    First Aid kit & CPR Mask
    - 3.    Fingerprint kit.
    - 4.    Flares.
    - 5.    Blanket.
    - 6.    Jumper cables.
    - 7.    Traffic vest.
    - 8.    Rope.
    - 9.    Roll-a-tape.
    - 10.   Camera with film and batteries.

\*    Clean and re-stock as necessary.
  - C.    Interior – Check:
    - 1.    For any damage.
    - 2.    Under backseat and floors for weapons or evidence.
    - 3.    Operation of Radio and PA.
    - 4.    Glove box and console – should contain:
      - a)    Extra ammo for shotgun and handgun.
      - b)    Car wash slips.
      - c)    Vehicle Registration.
      - d)    Accident, Exchange, and Impound forms.
      - e)    Gas card.

## Bellevue Police Department Sample Lesson Plans

**WEEK 2      UNIT 1**

**SUBJECT:    USE OF FORCE**

**I.    State Law Concerning Use of Force**

**A.    Use of Force – When lawful**

1. Explanation.
2. Assure clear understanding of 'Necessary'.

**B.    Homicide – When Excusable.**

1. Read and explain.
2. Assure Understanding.

**C.    Justifiable Homicide by Public Officer.**

1. Read and explain.
2. Assure Understanding.

**II.    Department Policy and Bellevue Criminal Code**

**A.    Use of Force – When acceptable.**

1. Read and explain.
2. Assure Understanding.

**III.    Civil and Criminal Liability**

**A.    Read and explain liability for improper use of force.**

**B.    Can only use the amount of force necessary and must stop force when resistance stops.**

**C.    Be aware of the Force Continuum.**

1. Evaluate whether the person encountered is a Yes, Maybe, or No person.
2. Use the proper force for the person and situation involved.
3. If the force used is not working and you cannot control the person, you can always disengage or escalate the force.

**IV.    Force Continuum**

**A.    Officer Presence.**

1. The mere presence of an officer is often in itself coercive.

**B.    Verbal Direction.**

## Bellevue Police Department Sample Lesson Plans

WEEK 2      UNIT 4

SUBJECT:    REPORT WRITING

I.    Principles of Good Report Writing

A.    What is a report – official record of law enforcement activities, official statement of facts of an incident(s).

1.    Record of police action taken.
2.    Record of services provided.
3.    Record of events related to police.

B.    Five basic principles.

1.    Must be clear.

- \* anything that can be misunderstood usually will be
- \* unless it is simple and understanding, it won't be used
- \* denotations, connotations & abbreviations – do not know what others will think it means, be careful about abstract terms such as: love, hate, anger, etc.
- \* legibility a must – always print or type

2.    Pertinent.

- \* include all relevant details
- \* report develops incident from beginning to end

3.    Completeness.

- \* do not leave out relevant information or facts
- \* when in doubt – include the information
- \* ask yourself if the report answers all questions a reader might have
- \* completeness of the report is a primary responsibility of the writer
- \* should answer who, what, when, where, why and how

4.    Brevity in writing is important.

- \* keep all unnecessary information out of the report

## Bellevue Police Department Sample Lesson Plans

- \* use proper English
  - \* make every sentence a complete thought
  - \* make all sentences in a paragraph relate
  - \* use adjectives and adverbs only to clarify points
  - \* avoid repetition
  - \* avoid wit, sarcasm, flowery expressions - except as quotes
  - \* say it as simply as possible
5. Coherence & continuity.
- \* first things first
  - \* chronological from beginning of incident
6. Emphasis - be able to emphasize points without need for new paragraph when undesirable.
- \* need to know information
  - \* important to know information helpful to follow-up investigation
  - \* nice to know information helpful to follow-up investigation
  - \* emphasize via use of capital letters, underlining, indenting or boxing in
7. Accuracy - most important.
- \* if accurate, report generally goes unquestioned
  - \* accurate statement of facts
  - \* effectively relates information gained through physical senses
  - \* personal integrity reflected in accuracy of reports
  - \* hearsay - qualify or identify as nonfact
  - \* physical perception of fact-finder (officer) can affect accuracy
  - \* prejudices, personal value judgment of any sort can affect accuracy - might seek only that evidence which backs own opinion. Include everything, even contradictory information
8. Facts - based on observation through own senses, especially sight and hearing.
- \* hearsay - what others tell you they heard or observed
  - \* opinion - personal estimation generally not provable. Identify or qualify as opinion with report

## Bellevue Police Department Sample Lesson Plans

### WEEK 6 - UNIT 1

#### SUBJECT: LAWS AND MEANS OF SEARCH

##### I. The Search Warrant

###### A. To search a person or place - obtain a warrant if:

1. Time permits.
2. Hesitation about marginal or thin P.C.
3. Search involves an entire building, house or apartment.

###### B. Searches not requiring warrant.

###### C. Obtaining the search warrant.

1. Probable cause - facts that are reliable and would generate a reasonable belief that a crime has been committed must be set forth in the affidavit.

###### D. What you can search for.

1. Fruits of a crime.
2. Instruments of crime.
3. Contraband - property which is unlawful to possess.
4. Evidentiary property - property which would aid in apprehending and convicting.

###### E. Where you can search.

1. Area described and encompassed in the warrant.
2. Search to be performed in a manner consistent with the type of property indicated in the warrant.

###### F. What can be seized.

1. Any property connected with a crime even though it is not described or listed within the warrant - providing the search is consistent with the property being searched for.
2. Items discovered under 'plain view.'

###### G. Drafting the Search Warrant Affidavit

1. Identify premises to be searched.
2. Identify the property to be recovered.
3. Affidavit under oath.
4. Probable cause.

## Daily/Weekly Evaluation/Observation Report (Front)

### BELLEVUE POLICE DEPARTMENT FIELD TRAINING PROGRAM DAILY/WEEKLY EVALUATION/OBSERVATION REPORT.

SO \_\_\_\_\_ FTO \_\_\_\_\_ From/To \_\_\_\_\_

A=Acceptable I=Improvement Needed U=Unacceptable NO = Not Observed

**CRITICAL PERFORMANCE TASKS**

- |  |   |   |   |    |
|--|---|---|---|----|
| 1. Driving Skill: Stress Conditions . . . . .        | A | I | U | NO |
| 2. Orientation: Stress Conditions . . . . .          | A | I | U | NO |
| 3. Field Performance: Stress Conditions . . . . .    | A | I | U | NO |
| 4. Officer Safety: General . . . . .                 | A | I | U | NO |
| 5. Officer Safety: With Suspects/Prisoners . . . . . | A | I | U | NO |
| 6. Control of Conflict: Voice Command . . . . .      | A | I | U | NO |
| 7. Control of Conflict: Physical Skill . . . . .     | A | I | U | NO |

**OTHER PERFORMANCE TASKS**

- |   |   |   |   |    |
|---|---|---|---|----|
| 8. Driving Skill: Non-Stress Conditions . . . . .       | A | I | U | NO |
| 9. Orientation: Non-Stress Conditions . . . . .         | A | I | U | NO |
| 10. Form Selection: Accuracy/Completeness . . . . .     | A | I | U | NO |
| 11. Report Writing: Organization/Details . . . . .      | A | I | U | NO |
| 12. Report Writing: Grammar/Spelling/Neatness . . . . . | A | I | U | NO |
| 13. Report Writing: Appropriate Time Used . . . . .     | A | I | U | NO |
| 14. Field Performance: Non-Stress Conditions . . . . .  | A | I | U | NO |
| 15. Self-Initiated Field Activity . . . . .             | A | I | U | NO |
| 16. Problem Solving/Decision Making Ability . . . . .   | A | I | U | NO |
| 17. Radio: Appropriated Use . . . . .                   | A | I | U | NO |
| 18. Radio: Listens and Comprehends . . . . .            | A | I | U | NO |
| 19. Radio: Articulation of Transmissions . . . . .      | A | I | U | NO |

**KNOWLEDGE**

- |  |   |   |   |    |
|--|---|---|---|----|
| 20. Of Dept. Policies/Procedures/Regulations . . . . . | A | I | U | NO |
| 21. Of BCC/RCW - Penal . . . . .                       | A | I | U | NO |
| 22. Of BCC/RCW - Traffic . . . . .                     | A | I | U | NO |
| 23. Reflected in Verbal or Written Tests . . . . .     | A | I | U | NO |
| 24. Reflected in Field Performance Tests . . . . .     | A | I | U | NO |

**ATTITUDE/RELATIONSHIPS**

- |   |   |   |   |    |
|---|---|---|---|----|
| 25. Acceptance of Feedback: Verbal/Behavior . . . . . | A | I | U | NO |
| 26. Attitude Toward Police Work . . . . .             | A | I | U | NO |
| 27. With Citizens: Specify . . . . .                  | A | I | U | NO |
| 28. Other Relationships: Dept. Members . . . . .      | A | I | U | NO |

**APPEARANCE**

- |  |   |   |   |    |
|--|---|---|---|----|
| 29. General Appearance: Specify if Necessary . . . . . | A | I | U | NO |
|--|---|---|---|----|

SO \_\_\_\_\_ Date \_\_\_\_\_

Sup/FTO \_\_\_\_\_ Date \_\_\_\_\_



# REMEDIAL TRAINING

by  
**WARREN G. OBENLAND**

FTO HAUN INSTRUCTS PPO LOEFFLER ON POLICE-PURSUIT PRINCIPLES AS THEY ATTEMPT TO STOP A TRAFFIC VIOLATOR...

THAT DRIVER ISN'T STOPPING, GARRY. IN FACT, HE'S SPEEDING UP!

I SEE THAT, CORPORAL. WHAT SHOULD I DO NEXT?

YOU MUST DECIDE IF YOU ARE GOING TO PURSUE HIM. REMEMBER, EVERYTHING IS PLACED ON THE LINE WHEN YOU ENTER A PURSUIT. IN DECIDING, CONSIDER DEPARTMENTAL POLICY, THE SERIOUSNESS OF THE OFFENSE, THE PROBABILITY OF APPREHENSION, THE POSSIBILITY OF APPREHENSION LATER, ETC.

THE WEATHER AND TRAFFIC CONDITIONS ARE IMPORTANT CONSIDERATIONS ALSO. ASK YOURSELF IF THE DRIVER'S APPREHENSION IS WORTH THE DANGER THE PURSUIT WILL PRESENT TO THE PUBLIC AND TO YOURSELF.

W.G. Obenland

YES, SIR! HE JUST THREW SOMETHING SUSPICIOUS-LOOKING OUT OF HIS WINDOW. I'LL PURSUE HIM!

4-89

OKAY. OUR BRIGHT HEADLIGHTS, OVERHEADS, AND SPOTLIGHT ARE ALREADY ON. ACTIVATE THE SIREN AND NOTIFY COMMUNICATIONS CONCERNING THE PURSUIT.

"ANOTHER PURSUIT-DECISION CONSIDERATION IS THE PATROL VEHICLE'S CONDITION. WE KNOW OUR VEHICLE IS OKAY BECAUSE OF THE INSPECTION I HAD YOU DO EARLIER."

DATE	4/1/89	POLICE DEPARTMENT
NAME	LOEFFLER, G.W.	VEHICLE #
CHASISIS MESSAGE		VEHICLE #
REAR MESSAGE	12.8.1.3.3.9.	VEHICLE #
GALLONS GASOLINE	5.0	

ALWAYS EXERCISE "DUE CAUTION" AT INTERSECTIONS! NEVER ASSUME THAT OTHERS WILL YIELD RIGHT-OF-WAY TO YOU!

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WATCH FOR THE UNEXPECTED, AND BE READY TO TAKE EVASIVE ACTION, IF IT IS NECESSARY.

STOP THE PURSUIT WHEN ITS DANGERS TO THE PUBLIC BEGIN TO OUTWEIGH THE BENEFITS OF THE SUSPECT'S APPREHENSION. THIS DIFFICULT DECISION SHOWS MATURITY ON THE PART OF THE OFFICER...

WHO VALUES THE PUBLIC'S SAFETY ABOVE PERSONAL FEELINGS!

# A Checklist For A FTO Program

by  
Jack B. Molden

**A** FTO program is a basic and essential element of a law enforcement management system in that it deals with selection, training and evaluation of personnel. A good FTO program will protect against false EEO and liability claims. More important, it will build and strengthen the fundamental fabric of any organization — it's people. There is probably no other single personnel and training program that will promote the long term growth and quality of a department to the extent of a properly run FTO program.

Almost 60% of the law enforcement agencies recently surveyed (Michael S. McCampbell, *Field Training for Police Officers: The State of The Art*, NIJ, June, 1986) reported having on-going FTO programs. Indications are that the larger the department, the greater the chance of a program. How many of these programs are productive and efficient is problematic. A big question is, how about the other 40%? Should they have FTO programs? Why don't they?

The information in the following checklist is drawn from a growing body of knowledge developing in the area of field training. For

those who have an on-going program, it is a chance to check your score. For those departments not yet participating, but with an interest in doing so, it will provide a general outline of basic problems.

**1. Is the FTO program supported by management? Are there written directives establishing and explaining the program?**

A FTO program is pure personnel management. Without the commitment and support of management — from the chief executive to the first line supervisor — a FTO program will quickly wilt and die. The program cannot be hidden or isolated: it must have broad support and understanding up and down the line. Support includes training and orientation of all management personnel regarding goals, objectives, responsibilities and methods of the program.

**2. Are Field Training Officers properly selected?**

The FTO is the key element in a viable field training program. Much effort and thought goes into the selection of FTOs. The FTO must be an outstanding officer with a solid background of patrol experience who general-

ly shares the philosophy and goals of the department. A formal selection and screening procedure is an essential element of the program.

**3. Are FTOs compensated?**

A majority of the expense of a FTO program is in extra pay and/or compensatory time for FTOs. But it is unrealistic to expect an officer to do double-duty for long without some sort of reward. Typically, officers receive about 5% extra pay for FTO duties. Some department pay only while actual training is in progress. Others promote FTOs to Corporal rank, and yet others offer a permanent salary increase plus comp time incentives for time worked over 40 hours a week.

**4. Are FTOs properly trained?**

The national Advisory Commission on Criminal Justice Standards and Goals recommends at least one week of training FTOs. Michael S. McCampbell, in his excellent research on field training stated, "Generally the best way to improve these programs {field training} center around improving the quality of the FTO, primarily through better selection



Jack B. Molden is a Professor, Police Training Institute, University of Illinois. Direct questions and inquiries to Molden, c/o Law and Order Magazine, 1000 Skokie Blvd., Wilmette, IL 60091.

training and compensation"

In reality, where FTOs receive any training at all, it is often only six to eight hours, and the training is likely to be program oriented instead of training oriented. A competent FTO is many things, but he, or she, is primarily a teacher. The program would be much better served if the FTO training was increased to two weeks, focused not exclusively, but primarily on teaching skills.

**5. Are accurate and detailed records maintained?**

Good training records accomplish at least two objectives; They standardize

training and they insure that all mandated training is accomplished. Further advantages of record keeping will be discussed under separate headings.

**6. Is the field training program organized within the chain of command with designated FTO supervision and reporting responsibility?**

It is recommended that the FTO program be organizationally located within the patrol or operations functions and that the job of FTO coordinator be assigned as a collateral duty to a specially trained patrol supervisor. On a large department the FTO coordinator would probably be a full time job.

**7. Is a field training guide used? Is it based upon a job/task analysis?**

A field training guide is a catalog of all skills, knowledge and abilities considered essential to be mastered prior to solo patrol duty. The items contained in the guide are derived from a job/task analysis of the patrol officer. The field training guide serves as a checkoff for the FTO and recruit and must be completed before field training is terminated.

**8. Do recruit officers receive sufficient field training time before being assigned to solo patrol?**

The National Advisory Commission on Criminal Justice Goals and Standards recommends "a minimum of four months in varying field training experiences". The Commission on Accreditation for Law Enforcement Agencies has a standard of a least four weeks of field training for new recruits. The training period should be long enough to complete all required training modules and to ensure the officers is capable of a solo patrol assignment. With proper management support, the inclination to push the recruit into service prematurely will also be overcome.

**9. Do FTOs maintain contact with the training academy curriculum and staff?**

A field training program is an extension of the class room phase of recruit training and must, therefore, be an integrated effort. It is desirable for an FTO to maintain contact with the recruit before, during and after formal recruit training. Likewise, he should remain knowledgeable about the current training curriculum as well as the recruits' classroom performance. This is done through regular communication and exchange with the training academy staff.

**10. Is there a rotation of field training assignments?**

Field training should expose the recruit to all major aspects of the patrol function. This requires experience on all patrol shifts and over a representative sampling of patrol areas. Some departments also rotate the recruit through support units to orient him to the entire department operation. Many departments also believe that the recruit should receive training and evaluation from three to more FTOs during field training.

**11. Are there guidelines for the evaluation of recruit officers by the FTO?**

Formal, documented evaluation of recruit performance is secondary in importance only to training. A good evaluation will identify weaknesses, suggest remediation, support retention/termination decisions, and defend against EEO and liability claims. Daily evaluation by the FTO and weekly evaluation by the first line supervisor is an accepted procedure. Evaluators must be trained and rating standards must be uniformly applied.

If your answer was "yes" to all eleven questions you probably have an excellent FTO program. If your answer to one or more of the questions was "no" you might want to review your program.

If you have an interest in improving an existing FTO program or if you want to develop a brand new one, I suggest you read the National Institute of Justice research on field training. The full title is: *Field Training For Police Officers; The State Of The Art*; by Michael S. McCampbell, Visiting Fellow, National Institute of Justice, June, 1986, Final Report.

McCampbell stated that the final report will be available for loan. A research in brief will also be available for readers who do not want to wade through the total report. You can order a copy of the material by writing to the National Institute of Justice Reference Service, Box 6000, Rockville, Md. 20850, or by calling 1-800-851-3420.

**FTQ**

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# FIELD TRAINING QUARTERLY

## Comment Form

In an effort to share field training information and to solicit feedback, we are requesting that you copy or cut out this comment form and mail it to the *Field Training Quarterly*. Submitted information may be edited and reproduced. Your comments, suggestions and news items are greatly appreciated.

- The Editors

I would like to share the following information for the *Regional News* section: \_\_\_\_\_

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I am seeking assistance and would like the following question(s) included in the *Mail-Bag* section: \_\_\_\_\_

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I would like more information concerning the submission of an article for publication. Please contact me at: \_\_\_\_\_

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Suggestions/Comments: \_\_\_\_\_

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## ***FTQ Article Submissions***

Items concerning field training issues are welcome. You may also suggest feature ideas and topics of interest.

Articles are contributed by practitioners in law enforcement or related fields. Manuscripts must be original work. No word rate is paid or other remuneration given. Receipt of manuscript acknowledged; editorial decisions within six weeks; manuscripts rejected without criticism. Papers should be a maximum of ten pages typed double spaced, and accompanied by a thumbnail bibliography.

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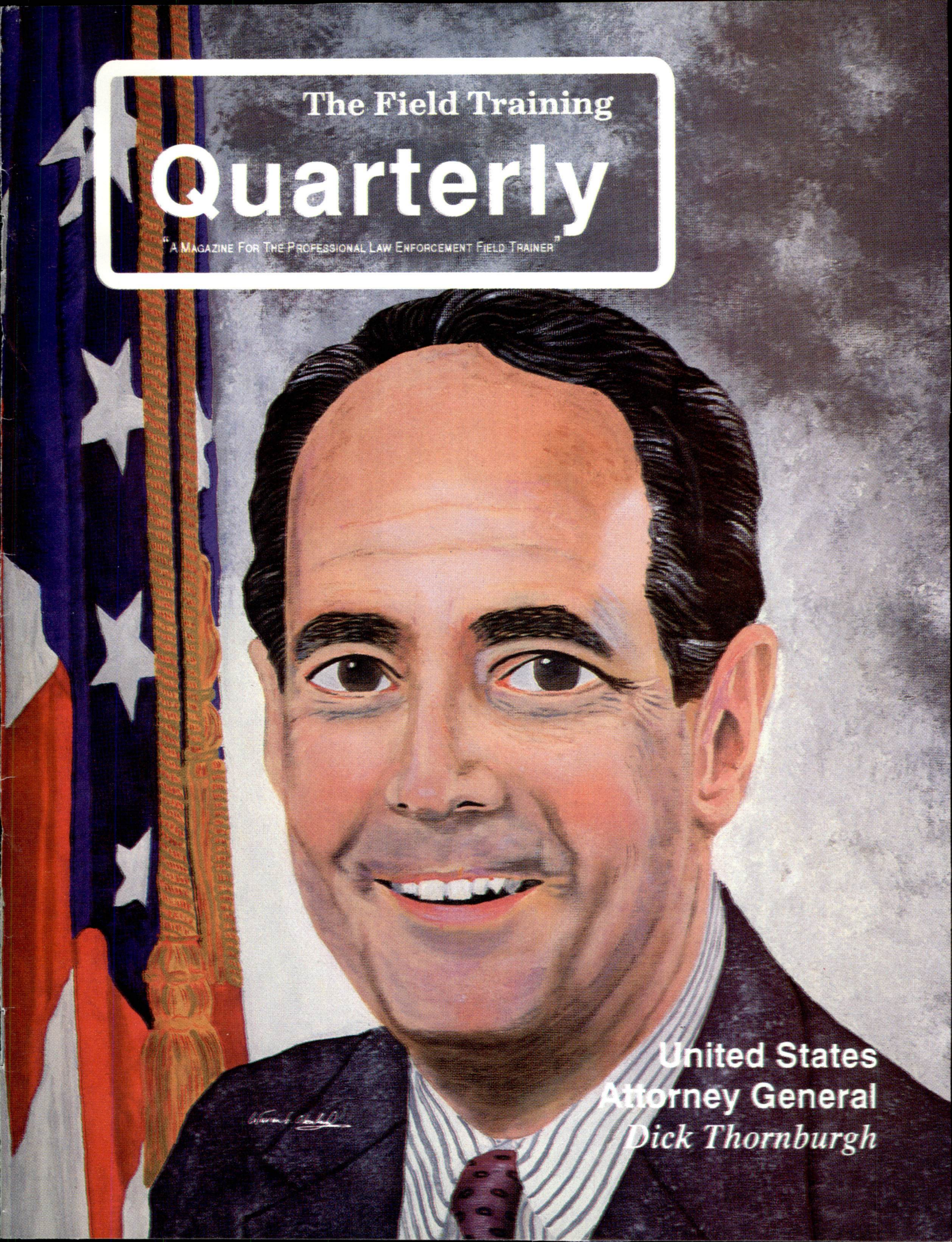
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**The Field Training**  
**Quarterly**  
"A Magazine For The Professional Law Enforcement Field Trainer"

The Field Training  
**Quarterly**

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"



United States  
Attorney General  
*Dick Thornburgh*

*Warren G. Schickel*

# Quarterly

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"



Lee P. Brown, Chief

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**Feature Article:**

The Honorable Dick Thornburgh, U.S. Attorney General, discusses the importance of proper training of our law enforcement personnel in the fight against crime.

(Cover portrait: Provided by Corporal Warren G. Obenland.)

## Features

- 1 **Proper Training of Our Law Enforcement Personnel**  
*by The Honorable Dick Thornburgh*
- 3 **Report Writing — A Primary Tool**  
*by Larry Adamson*
- 7 **Regional News**
- 8 **Coach-Pupil Method of Instruction**  
*by Jack Molden*
- 11 **The Mail-Bag**  
*by Lisa Konrath*
- 13 **Proper Use of Force and the FTO**  
*by Kevin M. Gordon*
- 19 **Remedial Training**  
*by Warren G. Obenland*
- 20 **Las Vegas' Field Training and Evaluation Program — An Overview**  
*submitted by John Moran and Bob Chinn*



# Chief's Message

From Chief Lee P. Brown



## *Education: The Future of Policing*

**T**hese are both challenging and exciting times for the law enforcement profession. Criminals are becoming increasingly more sophisticated resulting in the need for increased training for our law enforcement officers. The drug problem has touched virtually every sector of our communities and threatens the very roots of our society.

Innovative programs, such as the **Drug Abuse Resistance Education (DARE)** and **Positive Interaction Program (PIP)**, have been developed in response to these challenges. In Houston we are developing a unique policing philosophy, **Neighborhood Oriented Policing (NOP)**, which is changing the role of our officers. Education is the foundation of these innovations and education is the foundation of the future of American policing. The DARE program educates schoolchildren about the dangers and implications of drug abuse. PIP directly involves the community and the law enforcement agency in identifying and solving community problems and is part of the NOP strategy. Another aspect of NOP educates the officer how to be a planner, problem solver and community organizer as well as a law enforcer. As **Attorney General Thornburgh** says in his message "... the better trained and more experienced the officer, the more proficient they will be in fighting crime and protecting our citizens."

An important part of this education is the field training concept. Field training educates the new officer and provides the necessary hands-on experience that the classroom cannot provide.

In 1986 the Houston Police Department identified a need to share field training information among law

enforcement agencies and educational institutions across the nation. To address that need we developed the *Field Training Quarterly* in January of 1987. Since then, hundreds of law enforcement personnel and educators across this country and several agencies in Canada, Australia and the United Kingdom have asked to be placed on the mailing list for the *Field Training Quarterly*. In its short existence the *Quarterly* has become one of the primary resources for field training information. The success of the *Field Training Quarterly* is due, in large part, to your participation. We urge you to continue to participate and look forward to your suggestions and comments.

We are pleased that we have been able to assist you in your training endeavors and will continue to provide this publication as an educational service to you. It is our objective to continue to help professionalize law enforcement through education. I applaud your efforts to provide your communities with the most qualified and best trained officers possible. The law enforcement community is responding to these difficult challenges facing us today. The changes and innovations that we are a part of today are the foundation of how we will be policing in America in the future.

A handwritten signature in black ink that reads "Lee P. Brown". The signature is written in a cursive, flowing style.

Lee P. Brown  
Chief of Police



# *Proper Training of Our Law Enforcement Personnel*

by  
*The Honorable Dick Thornburgh*  
*U.S. Attorney General*

**L**aw enforcement officers in this country play a vital role in our communities and our lives. Not only are they responsible for ensuring the safety and welfare of all American citizens, but they protect our homes and property as well. They uphold the rights given us in the U.S. Constitution and they enforce the laws governing our states.

We all depend upon law enforcement officers who daily risk their lives to protect ours.

The need for well-trained, qualified officers is great and growing. And one thing is for certain: the better trained and more experienced the officers, the more proficient they will be in fighting crime and protecting our citizens.

An officer who has been trained extensively in the field and has successfully completed his police education can contribute far more to his community. Proper education and training develop the officer's instincts and give him the necessary background to perform his duties without flaw. As criminals are becoming evermore inventive and clever in breaking the law, it is our responsibility to be aware of new trends in crime and undertake additional training that may be necessary to apprehend these lawbreakers.

Here at the Department of Justice, we provide and oversee a number of officer training programs. Within the Federal Bureau of Investigation we have programs and seminars designed for both mid-level and higher level law enforcement officials. There is an extensive 11-week course, the FBI National Academy Program, which focuses on the areas of managerial crime, financial crime, and behavioral science. The FBI's Law Enforcement Executive Development Seminars are 2 to 3 day training sessions that highlight criminal profiling, violent criminal apprehension, and community relations.

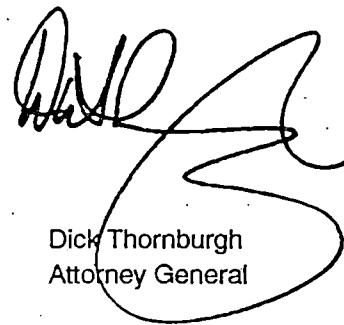
The National Institute of Justice, affiliated with the office of Justice Programs, sponsors a national conference introducing the latest research and technology, and highlighting

major crime issues currently facing law enforcement officers. In addition, this office provides a myriad of written materials dealing with recent crime issues as well as a film series entitled "Crime File". The film series is accompanied by a study guide and has been used successfully by many police departments around the country. The programs mentioned are available to all sworn law enforcement officials.

Many colleges as well as your state and local associations have also developed two-step programs which concentrate on properly training law enforcement officers, using one-on-one instruction and feedback. Officers are thus kept abreast of new information and up-to-date technology that can be useful in combatting crime.

I applaud your efforts and strongly believe that more such programs need to be implemented to ensure our police are adequately trained and able to handle the current challenges of an officer of the law. Through a comprehensive and thorough officers training education we can give a new officer the substantive experience and valuable knowledge necessary to get the job done.

And through better training, our police forces will be in a better position to help ensure what I believe is the first civil right of all Americans — the right to be free from fear in our homes, on our streets, and in our communities.



Dick Thornburgh  
Attorney General

# Report Writing: A Primary Tool

by  
Larry Adamson  
Dallas (TX) Police Department

## The Problem

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**“The topic of report writing seemed to be given appropriate attention, yet consistently remained one of the hardest subjects for the recruit officer to master in the field.”**

— Larry Adamson

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**I** had been a field training officer for about eight years and had been wrestling continuously with a problem common to all field training officers. Namely, how to teach recruit officers to organize and produce concise and complete police reports. The instruction which the recruits received at the Dallas Police Academy provided a solid academic foundation upon which to build a law enforcement career. The topic of report writing seemed to be given appropriate attention, yet consistently remained one of the hardest subjects for the recruit officer to master in the field. There are two basic reasons for the difficulty.

First, due to the variety and number of topics the recruit must be exposed to in the academy, the time which can be devoted to “report writing” is somewhat restricted. In addition, the academy cannot provide “one-on-one” tutoring for

weak students, and only limited facilities are available for the slower learners. It is assumed the Field Training Officer will take up the slack and provide the needed instruction.

Second, the flaw with the above assumption is that not all Field Training Officers give "report writing" the attention it requires. An aggressive FTO may well emphasize "on-view" arrests, offense investigation, crime prevention, and a host of manual skills that a recruit must learn. However, when the crime has been investigated, or the chase is over, or the arrest is made, a report must be written. In order for the incident to be successfully concluded the officer's initial report must be as complete and accurate as possible. The FTO should be aware and make the recruit aware, that the success or failure of any follow-up investigation, as well as any subsequent prosecution, may well hinge on how well the patrol officer does his initial report.

Report writing is one of the patrol officer's primary tools and is used virtually every day. Many recruits make the task harder than it actually is.

What the recruits often fail to realize is that they need to gather the same basic information regardless of what kind of report is to be prepared.

### The Solution and Its Application

What I developed for my recruits was a two fold approach to the problem that was logical and systematic. First, was a one page outline based on a class in my army basic training days on "intelligence gathering." Simply put, it deals with the questions "who, what, when, where, why, and how" and the manner in which they



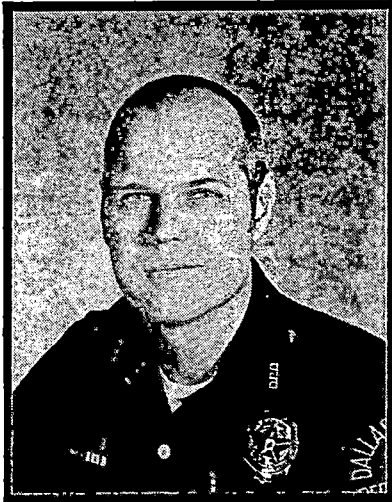
relate specifically to police work.

### Basics of Report Writing

Most of your reports can be successfully completed if you will answer the following questions:

- Who - did it ..... the suspect
- Who - was it done to ... the complainant
- Who - saw it happen ... the witness
- What - was done ..... type of offense
- When - was it done
- Where - was it done
- Why - was it done ..... the motive
- How - was it done ..... M.O.

**Remember** - in chronological order:



Larry Adamson

Corporal Adamson joined the Dallas (Texas) Police Department in 1965. He has served in several areas of the department including Legal Liaison Division, Helicopter Section, and seventeen years in the Patrol Division. He has been a defensive tactics instructor at the Training and Education Division and has served as a Field Training Officer for thirteen years. Adamson holds a Bachelors Degree in Criminal Justice from Abilene Christian College.

*Who did what to whom?  
Who saw it happen?*

*When, where, why, and  
how did it happen?*

Be sure to clarify the relationships between the complainant and the suspect at the beginning of the report.

After this outline is given to the recruit, we discuss it so that he understands that the first "who," the complainant, is the victim of the crime; the person who suffered the death, injury of loss. The second "who," the suspect, is the actor mentioned in the penal code; the perpetrator of the crime. The third "who," the witness, could also be a reporting person, or anyone who had any knowledge regarding any phase of this offense, not just earwitness. The recruit understands that the "what" defines the offense, the "when" determines the time frame and the "where" establishes which police agency has jurisdiction. He understands that it is not absolutely necessary to establish the "why," or motive, for the crime, but it certainly helps. The "how" or M. O., is critical, and sometimes determines the "what," or type of offense.

We discuss the fact that relationships are important, particularly between the complainant and suspect. Sometimes the relationships can establish the motive. For example: Mr. "A" assaults Mr. "B" when he finds him in the company of Ms. "C." In this case it would be quite helpful to know that Mr. "A" and Ms. "C" have been living together for

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**“ Good initial reports get more attention from the investigators and are more likely to lead to a successful conclusion. ”**

— Larry Adamson

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several years. Given this fact, the motive for this assault becomes clear.

We discuss the fact that all information regarding the offense, including similarities to other offenses, should be included in the report. The goal of the recruit is to write the

The second handout I give my recruits is a page from a "whip-out book" showing an organized method to gather and record information.

Date	Suspect Name
Time	Home Address / Phone #
Location	Bus Address / Phone #
Signal #	Race / Sex / DOB
Service #	Ht / Wt / Hr / Eyes
Home Address	Clothing / Weapon
Complainants Name	(or as much info
Home Phone #	as is available)
Bus. Address / Bus. Phone #	Narrative:
Occupation / Hours	tell who did what to whom,
Witness Name	when, where, why, how was
Home Address	it done. Be sure to include
Home Phone #	the disposition or injured,
Business Address	or evidence including tag #s.
Business Phone #	

report in such a manner that an investigator who makes the follow-up can pick it up and, having no prior knowledge of this offense, get a mental picture of what happened. Good initial reports get more attention from the investigators and are more likely to lead to a successful conclusion.

The same pattern should be used for however many witnesses or suspects there are. If the recruit uses this pattern until he makes it a habit, he will not have to worry about forgetting to ask the pertinent questions.

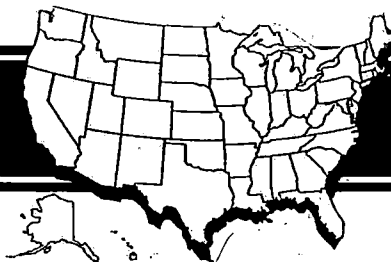
I have used these handouts in training my recruits for the past five years. They

have worked well for me, even when I have had to take recruits who needed intensive remedial training in report writing.

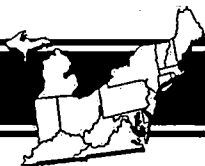
Report writing is not glamorous, nor is it exciting. It is, however, the glue that holds police work together. It is what enables an officer to accurately refresh his memory on that two year old murder case, or an investigator to make multiple clearances because of similarities in offenses. Once a recruit understands this, it is not hard to make him want to learn to write word reports.

**FTQ**

# REGIONAL NEWS



## NORTHEAST



**MARYLAND** - *American Correctional Association's 119th Congress of Correction Conference.* Conference to be held August 13-17, 1989 in Baltimore, Maryland. To register, write the American Correctional Association, 8025 Laurel Lakes Court, Laurel, Maryland 20707.

**WASHINGTON, DC** - *Thirteenth Annual Law Enforcement Information Systems Symposium.* Offered by the International Association of Chiefs of Police (IACP) in Washington, DC., August 28 - 30, 1989. For additional information call the IACP at 1-800-638-4085.

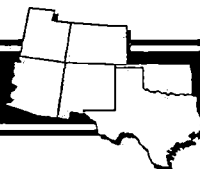
## SOUTHEAST



**FLORIDA** - *Field Training Officers' Seminar.* Offered by the Institute of Police Technology and Management (IPTM), University of North Florida, 4567 St. Johns Bluff Rd., South Jacksonville Florida, 32216. Course offered July 10 - 14, 1989 in Jacksonville, Florida or call 904-646-2722.

**TENNESSEE** - *Field Training Officers' Seminar.* Offered by the Institute of Police Technology and Management (IPTM), University of North Florida, 4567 St. Johns Bluff Rd., South Jacksonville Florida, 32216. Course to be held August 21 - 25, 1989, in Nashville, Tennessee. Call 904-646-2722 for additional information.

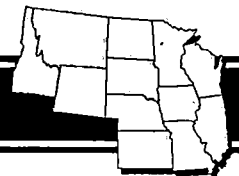
## SOUTHWEST



**TEXAS** - *Texas Peace Officer Academic Licensing Academy.* Course offered July 12 - August 22, 1989, in College Station, Texas. Course offered by the Criminal Justice Center Police Academy, Sam Houston State University, Box 2296, Huntsville, Texas 77341-2296. Enrollment is limited to the first 36.

**COLORADO** - *Advanced Supervision Skills.* Offered by the International Association of Chiefs of Police (IACP) in Denver, Colorado, August 14 - 18, 1989. For additional information call the IACP at 1-800-638-4085.

## PLAINS



**WISCONSIN** - *Street Survival '89.* Offered by Calibre Press, Inc. The three day program is offered September 26 - 28, 1989 in Milwaukee, Wisconsin. For additional information contact Calibre Press, Inc., 666 Dundee Road, Suite 1607, Northbrook, Illinois 60062-2727.

## PACIFIC



**CALIFORNIA** - *Management of the FTO Program.* Presented by Center for Criminal Justice, California State University, Long Beach, California. To be held August 28 - 30, 1989. For additional information call 213-985-4940.

**CALIFORNIA** - *Street Survival '89.* Offered by Calibre Press, Inc. The program is offered August 25 - 26, 1989 in San Francisco, California. For additional information call 1-800-323-0037.

# Coach-Pupil Method of Instruction

by

Jack B. Molden

**W**hile working as a police evidence technician a number of years ago, a newly appointed detective was assigned to me in order to learn the techniques of evidence gathering. He was an experienced police officer but a novice investigator.

He had been with me only one week when I had already reached the end of my patience trying to teach him how to develop and lift latent fingerprints. My impatience was becoming obvious when at the end of a particularly frustrating (non)learning experience the Captain asked if I had time for a cup of coffee. Never one to turn down a cup of coffee with the Captain, I agreed.

Once we were settled in the corner booth of a nearby cafe, the Captain broached the subject of training the new investigator. He indicated that it was apparent I was having a problem.

"I just don't know Captain," I replied. "He seems bright enough, and he seems to understand concepts and procedures, but whenever we get into a physical skill like sketching, lifting latents or packaging evidence, he just freezes up.

"I've been watching your progress with him and I happened to overhear your discussion with him a few minutes ago in the station. I have some advice for you that I think will help

you with the problem.

"You are working hard trying to train him. I appreciate that. The problem is simply that you are using the wrong technique."

The Captain had received his last promotion out of the Training Division, and he had a Masters degree in education, so I respected his opinion on any training matter.

"OK, I'm all ears," I said. "Tell me what to do."

The Captain looked thoughtful for a few moments, then having decided on his plan of attack, he began. "I'm going to give you the .25 cent lecture on teaching physical skills. If you have any questions as I go along, just ask.

The only really effective method of teaching psycho-motor skills, such as lifting latent prints and packaging evidence, is the coach-pupil method. Although this technique can be used effectively for several students, it is particularly well suited for one-on-one.

## Three-part Instruction

I like to refer to this technique as the explain-demonstrate-performance method of instruction because it describes the training sequence exactly. Are you with me so far?"

"Sounds good to me. Go on." It had to be a pretty serious matter for some one to disagree with a Captain in those days.

"Okay then, let's assume you are going to teach your student how to dust for latent prints" he continued. Yes, let's talk about that, I interrupted, that's my most recent problem with him.

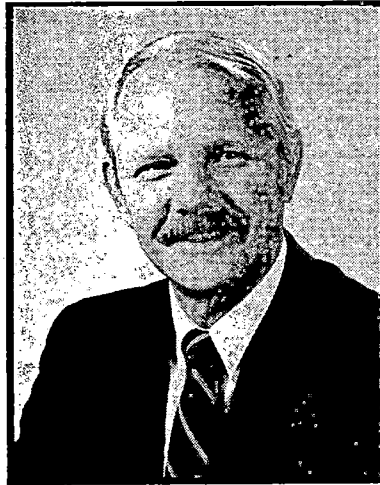
"The first step is to explain, he said." In other words, tell him how to do the job. This is as close as you will come to lecturing, and this will usually be done at the same time as the second step demonstration. But I am getting ahead of myself.

"To be effective your explanation must be well organized and well thought-out. It will consist of a series of key points of instruction, and they must be properly sequenced to make the most sense to your student. Sequencing means that you will begin with the easiest part and work your way up to the more specific details.

In other words, organize your instruction in such a way that it will be understandable to the student. To determine your key points of instruction, analyze the job and then use each step as a key point.

"Slow down a little be Captain, I think your are beginning to lose me," I protested.

"Okay, let me give you an example, again using the



Jack B. Molden is a Professor, Police Training Institute, University of Illinois. Direct questions and inquiries to Molden, c/o Law and Order Magazine, 1000 Skokie Blvd., Wilmette, IL 60091.

development of latents. What is the first thing you do after you have found a latent print to be lifted?" he asked.

"That's easy, select the proper brush and power," I answered.

"Good, what next?"

"Get a small amount of the powder on the tip of the brush."

"You've got the idea now," he urged, "what's next?"

"Tap off the excess powder," I replied, getting into the spirit of the game.

"Exactly!" he exclaimed. "Now you have it.

"Each of the three steps you came up with are key points of instruction. All you have to do now is continue until all of the steps have been covered.

There might be another half dozen or so. But don't leave out any important points or your student will not understand the procedure.

"Remember, you already know how to do the job. You have done it hundreds of times and you hardly have to think about the steps any more. This is not the case with your student. Any questions?

"No," I answered. "Seems pretty clear so far. What's next?"

"What's next is the second step in coach-pupil instruction — demonstrate. Earlier I said that usually the first two steps are performed at the same time. That is, you explain while you demonstrate.

"Continuing with the case of the latent fingerprint, you would get your materials out, set up your latent print, then as you verbally describe the procedure, you would, at the same time, perform the skill so he could watch you.

"That means that as you tell your student to select the proper brushes and powder, you select them too. Tell him to get a small amount of powder on the tip of the brush, and at the same time — dip your brush into the powder so he can see how it is done.

"There are a couple of important things to remember during the demonstration phase. First, make sure the student is in a position to clearly see what you are doing.

The smaller the training aid, the closer he should be. Ask him if he can see.

"Second, obtain feedback as you proceed. You can do this by maintaining eye contact to observe his reactions. Don't make the mistake of staring at your training aid.

"You can also get feedback by asking questions, and by being open to any questions your student might have. Lastly, don't go too fast. Only so much can be absorbed and if you try to drag your student along too fast, learning will not take place. Try to establish a comfortable pace."

The the Captain stopped talking and just looked at me. After a moment of silence I perceived that he wanted me to participate in the discussion. "Well," I stammered, "I can see where I was missing out. Your method is certainly more thorough than mine. But what I don't understand is why you need more than one step, what did you call it, perform or performance? He has been told and shown. That should be enough for any normal intelligent adult."

"No, it's not," he said, with what I thought was a look of disappointment "I told you originally that coach-pupil was a three step method; explain, demonstrate and perform. Each of the three steps are important and depend upon one another. It is true that the student should know what you have just told him, but how do you find out?"

"I would ask him some questions," I replied.

"And he could probably answer them. That is if he had been paying attention. But what is it we want of him? We want him to be able to dust and lift a latent print, don't we?"

"How do we find out if he can do the job? We have him perform it. He might have memorized the steps in the process and be able to repeat them to you backwards and forwards and still not be able to actually perform them.

"What if, after an explanation and demonstration he still cannot perform the skill?"

## Performance Step

"That is what the performance step is for; it gives the student practice doing the skill. If he fails, and he may the first time or two, give more instruction, more demonstration, and let him try again.

"There are a couple of other secrets to remember about student performance steps. Supervise closely at first. Mistakes made in the initial stages of learning a skill will become ingrained and will cause problems later. It is much simpler and easier to learn it right the first time.

"Next, give encouragement. Provide positive feedback during the performance. Say things like 'good job,' or 'keep trying, you'll get it.' Avoid frustration or failure if possible.

"Last, ask the student to verbalize the steps in the performance. By getting him to talk through the skill you not only employ another physical sense in the learning process and provide feedback, you provide him an important link between his cognitive (knowing) skill and his psycho-motor (physical) skill."

"I think I see now what I have been doing wrong. I thought that just telling and showing him was enough. I never gave him a chance to practice under supervision. The whole thing just didn't connect for him.

"The knowing and the doing have to be made a part of the same thing. I think the coach-pupil method of instruction is going to make a real change in my teaching. Thanks."

FTQ

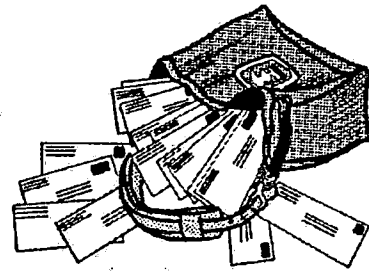
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# The Mail-Bag

by  
Lisa Konrath



This section is devoted to specific questions and concerns raised by field trainers looking for solutions to their problems. The information I share with you has been obtained from individuals and agencies nationwide. If you have any concerns you would like to see addressed in the *Mail-Bag* submit them to the *Field Training Quarterly*.

**Q:** *Do you know of any problems experienced when FTO's are being forced to evaluate a veteran and can you offer any suggestions or solutions to these problems?*

**Lisa:** What a nightmare! The FTO Program was not designed for this application. If you use it for this, you may find you reduce the validity of your current FTO program and reach an all time low on your morale indicator.

Consider this: We find some of our veterans cannot in fact perform at the acceptable level. We don't invest the effort to document it and remediate them. Then, subsequently, we either retain or terminate them. What does this say about how we are evaluating recruits and our expectations for them?

Law enforcement officers often have an unspoken code of ethics which includes not documenting deficiencies of fellow officers. Studies on officers killed and the way we tend to overlook officer safety violations associated with many of those losses are a clear example of this. It is difficult enough to objectively evaluate a recruit when surrounded by peer

pressure, how can we expect objectivity with a peer.

Knowing all this, why subject your FTO's, who already unselfishly contribute so much good to the agency, to the awkward task of evaluating a peer?

Perhaps a better way of accomplishing this task is to have the sergeants supervise, train and evaluate their subordinates.

**Q:** *Do you have any information or statistics which indicate what is a good number of FTO's to work with a new trainee for best results?*

**Lisa:** Recruits who do not have any extensions seem to do best with three FTO's. The rotation many agencies use is:

- Phase 1 Weeks 1-4 = First FTO
- Phase 2 Weeks 5-8 = Second FTO
- Phase 3 Weeks 9-12 = Third FTO
- Phase 4 Weeks 13-14 = Back to First FTO

The advantages of this rotation process are:

- The original FTO evaluates the progress the recruit has made since first entering the program.
- Bias, prejudice, and peer pressure are kept to a minimum, thus increasing objectivity.
- If the FTO's also work different shifts and beats, the opportunity to view the recruit in three different environments occurs.
- The recruit gains the combined strengths of three FTO's.

If your agency uses more than three FTO's per recruit, be careful not to overload them by causing coaching confusion.

**Q:** *I would like to see information on how to keep the FTO motivated and producing top-quality recruits?*

**Lisa:** There are endless ways to accomplish this. Here are a few:

- Always show program support and commitment by the agency head, which conveyed through the ranks, to the FTO's, and with the recruits.
- Develop and maintain a valid selection process for FTO's and recruits.
- Provide training opportunities for FTO's.
- Don't overuse your best FTO's.
- Provide promotional opportunities for FTO's.
- Allow FTO's to give input for improving the program. Encourage them to

provide workable solutions to problems they encounter.

**Q:** *Do you have any information on how to keep FTO's sharp and interested in training recruits when there is no one to train?*

**Lisa:** You may wish to try these alternative uses for FTO's during "down" times. They will help to relieve the coordinator's burden and ensure consistency throughout your program.

- Have each FTO be responsible for one of the objective written tests which cover your Recruit Officer Checklist. They can write the initial document, cite sources, and continually keep them updated.
- Have a committee of FTO's be responsible for the Recruit Officer Checklist. Each could have a week or phase assigned to them. They can check needs, create the list and continually update it.
- Have each FTO develop (and be responsible for updating) a lesson plan on an assigned topic. Place these in a central file and give a copy to each FTO. As FTO's begin using these, your overall training process becomes more consistent.
- Have each FTO address a non-traditional way of dealing with a remedial training problem. Place these strategies in a central file so that all FTO's and FTO Supervisors may refer to them when needed.

**FTQ**

*The views expressed by Lisa Konrath are not necessarily those shared by the Field Training Quarterly.*

# Proper Use of Force and The FTO

by  
Kevin M. Gordon  
Cahokia (IL) Police Department

**P**robably one of the most important areas of instruction for a new officer is utilization of the proper level of force when conducting an arrest. Unfortunately many cadets are taught how to use force, such as proper techniques, etc., but not when to use such force. Because of this, instruction in the this area falls back on the FTO.

FTO's should assure that their cadets understand and adhere to the department guidelines established for the use of force as many academies are multi-agency.

An easy format to both teach and retain, is the *Force Continuum* as taught in the Pressure Point Control Tactics (PPCT) Management Systems which was developed by Bruce Siddle. This Continuum or a form of it is used in many areas of the country.

## Levels of Control

This *Force Continuum* contains two areas, the levels of control which are used by an officer, and the levels of resistance which are

used by the offender. First we will discuss the levels of control, which are listed with definitions following:

1. Officer Presence
2. Verbal Direction
3. Empty Hand Techniques
  - a. soft
  - b. hard
4. Intermediate Weapons
  - a. soft
  - b. hard
5. Deadly/lethal force

The first level of force is officer presence. Our mere arrival at the scene is an actual level of force as realized by any street officer who has seen a fight break up as soon as he pulled up to the scene.

The second level of force is verbal direction. An officer who arrived but the action is still on going, would then use verbal commands to attempt to direct the action of the suspect.

If unsuccessful, the next level would be empty hand techniques. These are broken into two areas, soft and hard. Soft empty hand techniques consist of those techniques that have a minimal chance of injury to the suspect, such as joint locks or pressure points. Muscling or strength techniques would also fit in this area. Hard empty hand techniques are those which have a probability of injury such as hand strikes, leg strikes or neck restraints.

The next level of control is intermediate weapons. Simply stated, an intermediate weapon is any tool used when empty hand control is not enough or would be dangerous for the officers to attempt, and deadly force is not justified. This level, similar to empty hand, is broken into two subgroups: hard and soft. Soft intermediate weapons include such moves as joint locks with an impact weapon while hard are strikes with a impact weapon.

The final level of control is lethal force. Some states refer to this as deadly force or the force likely to cause death or great bodily harm. It is important for officers to first, understand these levels and secondly to conform to them.

Officers should look at the levels of control as a flow chart as pictured. As the chart depicts, each level flows into the next. When entering an arrest situation, officers have two basic options, they can penetrate or disengage. The disengage option is listed on the chart above the levels. After or below the levels are control, handcuff, search and secure. The ultimate goal of an arrest is the transporting and booking of the suspect. The flow chart concerns itself, however, with the goal while still in the field, the securing of the suspect.

As previously stated, our presence on the scene is a level of force. The majority of offenders stop their activity, for example,

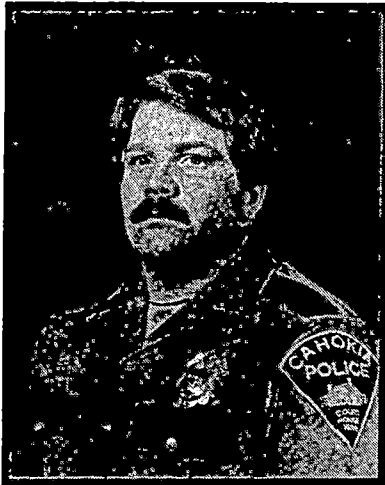
## FORCE CONTINUUM

### Levels of Resistance

- Psychological Intimidation
- Verbal Non-Compliance
- Passive Resistance
- Defensive Resistance
- Active Aggression
- Aggravated Active Aggression

### Levels of Control

- Officer Presence
- Verbal Direction
- Empty Hand Techniques
  - Soft - Hard
- Intermediate Weapons
  - Soft - Hard
- Deadly / Lethal



Kevin M. Gordon

when officers arrive. If they do not, then we tell them to stop, or verbal direction. This takes us to the second level of force. If that is not enough, we use empty hand techniques, be it a pressure point, joint manipulation, kick strike etc. If not effective we move up to intermediate weapons and then up to deadly force if needed.

As the flow chart indicates, officer presence may be all that is required to control the situation. The suspect is then handcuffed, searched and secured. If officer presence is not enough, we move up until we reach the level that allows us to establish control. At any time, we can disengage. Many officers still do not fully accept this concept. We did not all leave our parents on Krypton. Most officers are willing to disengage on a building search, for example, in order to wait for more officers but do not feel the same way concerning an arrest.

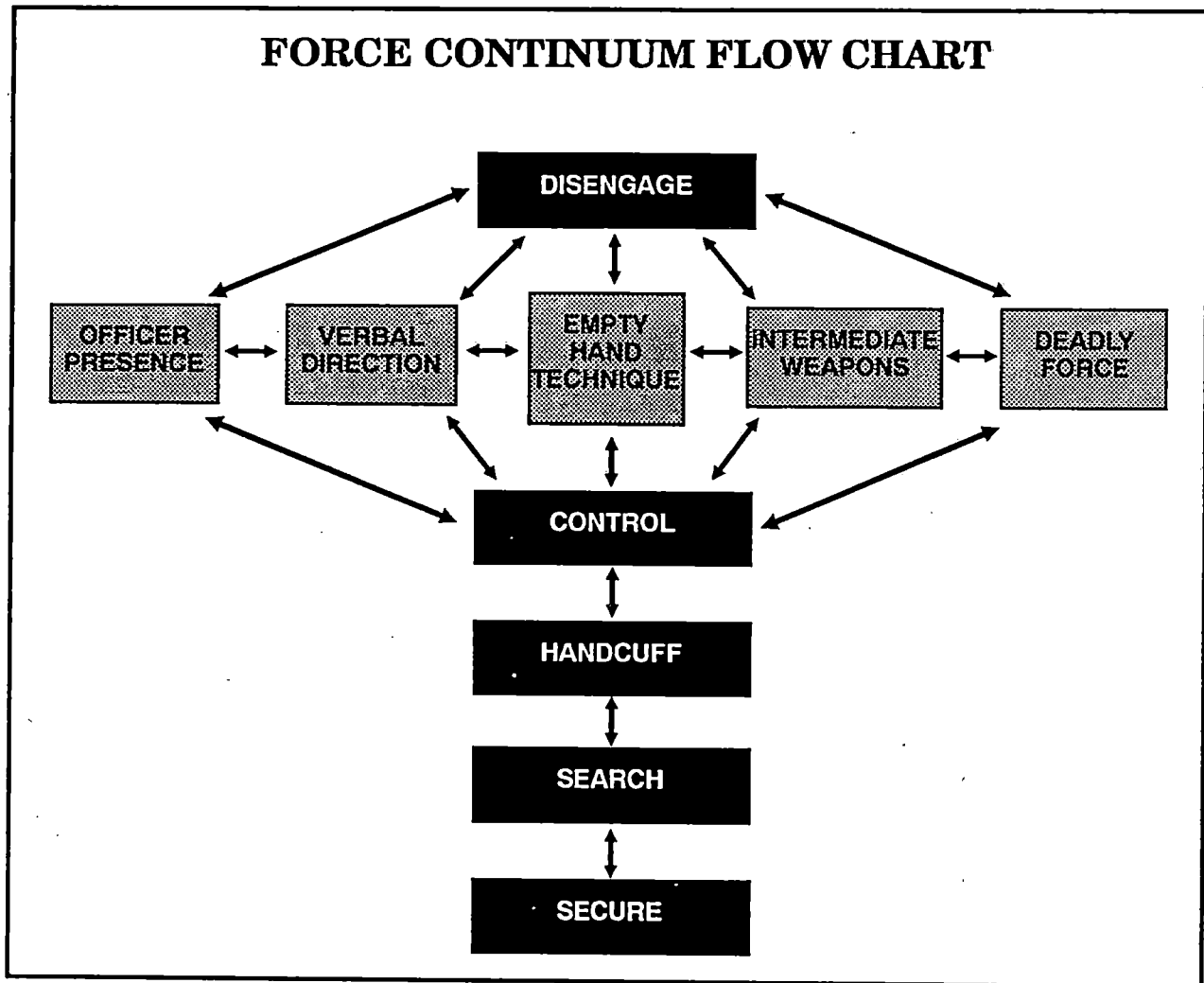
An officer who arrives at the scene, knows and arrest will be made but also realizes that he will not be able to control the situation, should disengage. As another example, an officer reaches the intermediate weapon level of force and realizes that he cannot gain control. For too long we have viewed the penetrate mode as the only option available, overlooking the

disengage.

The disengage option is available at every level of control. Most street cops can remember a time where they or another officer became injured because they latched onto a suspect who decided to fight and the wrestling match was on. This normally results in the suspect using dead weight and two officers, in essence, fighting each other with the push-pull effect. Once empty hand techniques are employed and they do not work, disengage and retreat or disengage to escalate to intermediate weapons.

Once control is gained, regardless of what level of control is used, we then "flow" down to handcuffing. Notice the flow works both ways on the final areas of the arrest also. Officer presence and verbal direction may be all that is required to gain control. Then the first cuff is applied and resistance begins, causing the officer to return to whatever level on control applies.

Understanding and adhering to the levels of control can greatly assist in the area of liability. We can be sued for about anything. There are two times, however, when we can be successfully sued for using too much force. The first can be called "jumping the chain." An example, we show up,



tell the offenders to quit fighting, and then shoot them when they don't. That is obviously too high a control level. We'll look at the same scenario however instead of shooting, we use an intermediate weapon. We can not "jump the chain" without justifiable cause. After telling them to stop we must attempt empty hand techniques before moving to the intermediate weapon, or 4th level. The only time we could jump straight to an impact weapon is when we are reasonably sure empty hand techniques will not work or using empty hand techniques will put the officer in great danger. This may be due to the size of the offender as compared with the officer's size, may be

due to being outnumbered, the offender being armed, environmental factors, etc. But we must be able to show that we believed we were justified in not using empty hand techniques.

The second instance in which we can be sued successfully is when we gain control of the incident and do not immediately de-escalate to a lesser degree of force. For example, you are justified in using a baton and you use it properly and effectively. The suspect was struck on a motor point or large muscle group and went down, book perfect. We must immediately de-escalate down to empty hands or verbal or whatever, to con-

trol the situation. We can not give him a second blast because "the first felt so good." As soon as control is gained, de-escalate.

Certainly there are many other times we are sued successfully. Concerning the force continuum and levels of control, however, these are the two prominent errors that can lead to such suits.

This is one of the reasons that stun guns and shockers were viewed as tools which officers abused. Many departments issued these to prevent officers from hitting suspects with batons. Not trying to undermine any administrator, but stun guns, like chemical weapons, are a form of intermediate weapons. The salesman for the products have no understanding of the levels of control. Because use of this, officers armed with stun guns arrive, tell suspect to quit fighting, and then zap them when they don't. They unknowingly jumped the chain and used too much force (unless justification is present). Remember, an intermediate weapon is any tool that is used when empty hands are not enough and deadly force is not needed.

Many officers got out of the habit of carrying impact weapons because of the fear of lawsuits. Some administrators refuse to issue them for fear of the same. Some departments allow only straight batons or only side handles or only wood or only metal and on and on. The key is not what type of baton it is or what it is made of, but did the officer have the necessary training, did he understand when he could use the tool and did he use it properly.

Officers, for their own protection, should understand and comply with such a force continuum. Administrators, for the sake of the agency, should see that officers have the training needed, both in when to use force, what type of force to use, and that they are trained in proper techniques. Administrators who "solve" their problem by not issuing batons or other such "old fashioned" policies, will sooner or later pay greatly with "old fashioned" dollars.

## LEVELS OF RESISTANCE

The second part of the PPCT *Force Continuum* is the levels of resistance. These are:

1. Psychological Intimidation
2. Verbal Non-Compliance
3. Passive Resistance
4. Defensive Resistance
5. Active Aggression
6. Aggravated Active Aggression

The levels of resistance refer to what the suspect is doing. The first level, psychological intimidation is just that. The suspect intimidates the officers psychologically. These are the non-verbal cues such as suspect attitude or physical appearance or physical readiness. Does he stand in a boxer stance, has that drug induced "1000 yard stare."

Verbal noncompliance is the second level. Included in this is verbal threats from the suspect towards the officers. However, a suspect may not be resisting just by threatening the officer but may simply refuse to comply with orders, be unwilling to comply or ignore the officer completely. All are considered forms of verbal noncompliance.

The third level of resistance is passive resistance. This is probably one of the most common type of resistance, the dead weight suspect. This suspect makes no attempt to fight the officer or even to pull away. He simply forces the officer to do all the work. Examples would be the protestor who causes the officer to pick him up and carry him from the scene or the drunk driver who will not step from the car but must be physically pulled out.

Next is defensive resistance. In this level, the suspect performs actions which attempt to prevent officers from controlling him, such as pulling away when handcuffing is

attempted. He may simply move away from the officer or push the officer's hands away. The suspect makes no attempt to harm the officer, just tries to defeat the arrest.

The fifth level is active aggression. Here the suspect attempts to harm the officer by physical actions such as striking or kicking him.

The last level is aggravated active aggression. In this final level, the suspect is attempting to harm the officer by use of a weapon or empty handed at a deadly force level.

Fortunately, according to a variety of studies, most resistance never escalates to the active or aggravated active aggression levels. As any street cop can attest, most resistance is in the form of passive or defensive.

Just as with the levels of control, officers must understand the differences in levels of resistance. Both sides of the *Force Continuum* should be utilized when completing a report concerning an officer's use of force. All the justification in the world means nothing if it is not properly documented. Officers can not expect reports such as "Officer arrived, suspect drew knife, suspect died instantly" to stand up in court. Or in the words of the Ghostbusters "we came, we saw, we kicked its ass" will not suffice.

The traditional policy of not that long ago was "less is best". We may be perfectly justified but will the officer remember exactly what he did when the civil suit results and he may be testifying 1,3 or 5 years later. There are some simple guidelines for report writing which can be used. These guidelines, as with the *Force Continuum* itself, are supplied by PPCT.

Officers should relate in the report items concerning their arrival at the scene. How many officers were there, were they in marked units or unmarked, uniform or plainclothes and so forth. The jury should be aware that the suspect continued his

actions even with the presence of 800 pounds of uniformed officers present.

Officers should report what they observed and what their verbal commands were. Just as importantly, what was the suspect's actions? Include in the report the suspect's verbal responses, body language and physical actions.

Jury members will not understand "I used the force needed to stop the attack." List the types of control methods that were needed. What level of control was used, empty hand or intermediate weapons etc. What techniques were used, pressure points or joint locks or forward baton strikes. Other suggestions for the report is the duration of the resistance, the type of de-escalation methods used, how the suspect was handcuffed and were the cuffs double locked?

Also relate in the report transport considerations. What did the suspect say or do? Where was he transported to and how long was the transport. What were his actions during booking in. If he was a fighter on the street but a lamb in the station, write it down.

Realistically, no officer will relate such information in each and every report. But then again, not every report needs it. Officer presence and verbal direction will be present in every arrest. But higher levels of control must be properly reported and documented. A good, complete, detailed report may cause an attorney to say "this guy's got it covered, let's sue the next one." After all, our number one priority is ourself. Take care of number one.

**FTQ**

# REMEMORAL TRAINING

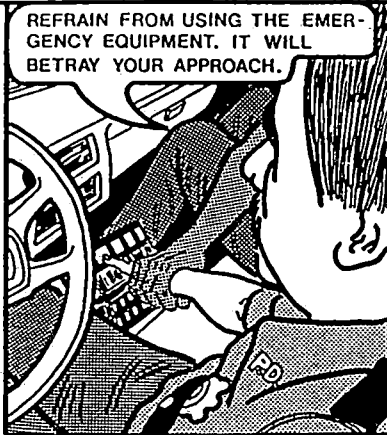
by

WARREN G. OBERLAND

PPO LEE HUDSON HAS JUST BEEN DISPATCHED TO A FAMILY DISTURBANCE REPORTEDLY IN PROGRESS AT 4364 GRADUATE CIRCLE. AS HE RESPONDS TO THE SCENE, HE IS COACHED BY FTO DERRICK MILLER CONCERNING HIS APPROACH TO THE RESIDENCE...

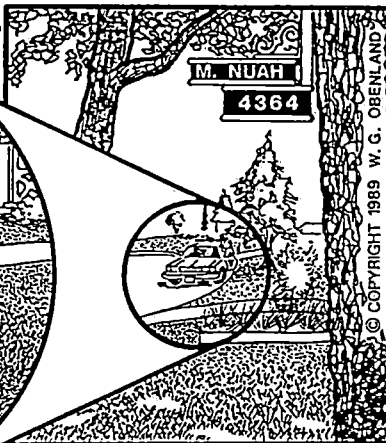
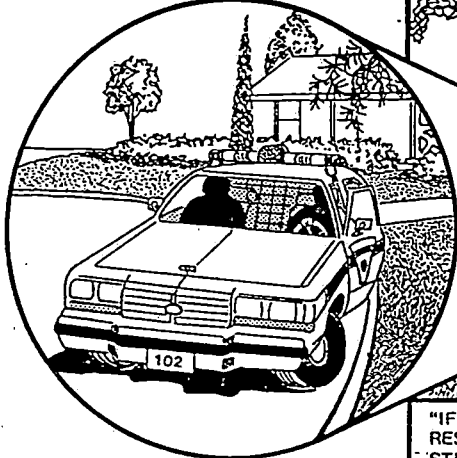


ALWAYS PREPLAN YOUR APPROACH. WHENEVER IT IS SAFE TO DO SO...



REFRAIN FROM USING THE EMERGENCY EQUIPMENT. IT WILL BETRAY YOUR APPROACH.

"UPON YOUR ARRIVAL, PARK A FEW DOORS UP THE STREET FROM THE SCENE"

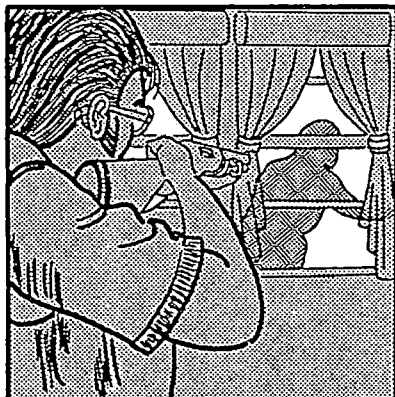


"AS YOU APPROACH, BE ALERT TO YOUR SURROUNDINGS. REMEMBER, ASSAULTS DON'T HAVE TO COME FROM WITHIN THE RESIDENCE!"

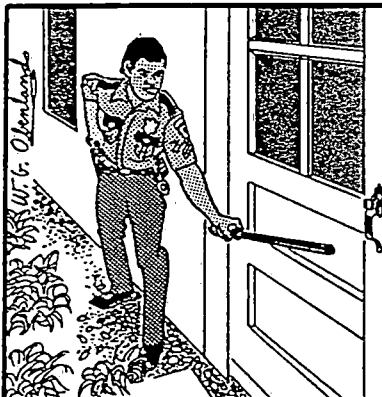


"AFTER EXITING THE PATROL VEHICLE, CLOSE ITS DOOR QUIETLY."

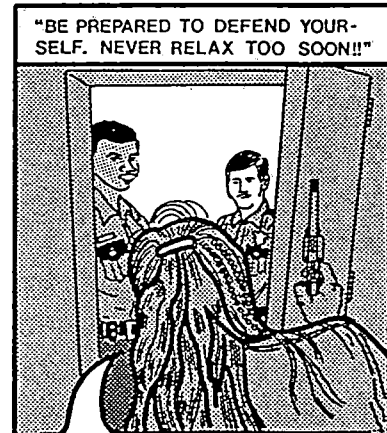
"IF POSSIBLE, APPROACH THE RESIDENCE FROM ITS FLANKS INSTEAD OF WALKING DIRECTLY UP TO ITS FRONT DOOR."



"BACKGROUND DAYLIGHT AND WINDOWS ARE A DEADLY COMBINATION THAT CAN MAKE YOUR SILHOUETTE AN EASY TARGET FROM WITHIN."



"CROUCH OR STAND TO THE SIDE OF THE ENTRANCE AND USE YOUR IMPACT WEAPON TO KNOCK ON THE DOOR. REGARDLESS OF WHAT A RESIDENT SAYS OR DOES..."



"BE PREPARED TO DEFEND YOURSELF. NEVER RELAX TOO SOON!!"

THERE MUST BE SOME MISTAKE, OFFICERS. WE DIDN'T CALL FOR THE POLICE!

# *Las Vegas' Field Training and Evaluation Program - An Overview*

*submitted by  
Sheriff John Moran  
and  
Lieutenant Bob Chinn  
Las Vegas Metropolitan(NV) Police Dept.*

## **Introduction**

**T**he primary objective of the Field Training and Evaluation Program (FTEP) is to produce a police officer who can work unaided, in a safe, skillful, and professional manner. It is not the task of the FTEP to produce a fully experienced police officer, but rather, a fully trained one. It is the recruit's response to training that is to be evaluated. The program is designed to insure that each recruit attains a high level of skill and

professional behavior. The first week of the program allows for a familiarization period for the recruit. Ensuing months provide for a gradual increase of responsibility for the recruit which should culminate in their being capable of operating as a one officer patrol unit.

The FTEP Manual has been developed to give the Field Training Officers and staff a reference guide to assist them in carrying out the duties and responsibilities of the FTEP. Familiarization with this manual will provide the FTO with all infor-

mation needed to respond to inquiries about the program. If clarification of this is required, contact the supervisory or command staff. Full utilization of this manual will insure quality training and a fair and impartial evaluation of every recruit.

## **Program Structure and Operation**

The Las Vegas Metropolitan Police Department Field Training is organized as Patrol Bureau function under the Field Services



Sheriff John Moran

Division.

Six training squads, two each, at the West, Main and South Stations enable the recruits to familiarize themselves with all areas of the command.

Upon Academy graduation, recruits are assigned to a Substation, within the FTEP. The recruit will spend eight weeks at each Station. This rotation will allow the recruits a chance to familiarize themselves with most areas of the LVMPD. They will become familiar with the ethnic and distinctive makeup unique to each area of the county and the city prior to permanent assignment.

The first week of Field Training will be orientation and familiarization only. The recruits will be welcomed by their FTOs and during that first week the FTOs will do his utmost to ensure a friendly, comfortable, and non-stressful atmosphere conducive to a good learning environment. The recruit will not be evaluated during this first week, however, this is not to be construed as allowing the recruit to just ride along. He is required to participate and must be allowed to carry out all duties that you feel he is

capable of handling. This week should be a time when he can make errors with fear of documentation.

The succeeding 23 weeks will be a gradual process of shifting responsibility from the FTO to the recruit. This means that initially the FTO will be doing the majority of the police functions. Gradually during this 23 week period the recruit will

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**“ Many recruits place undo stress on themselves because they are unsure of their progress relative to the FTEP. ”**

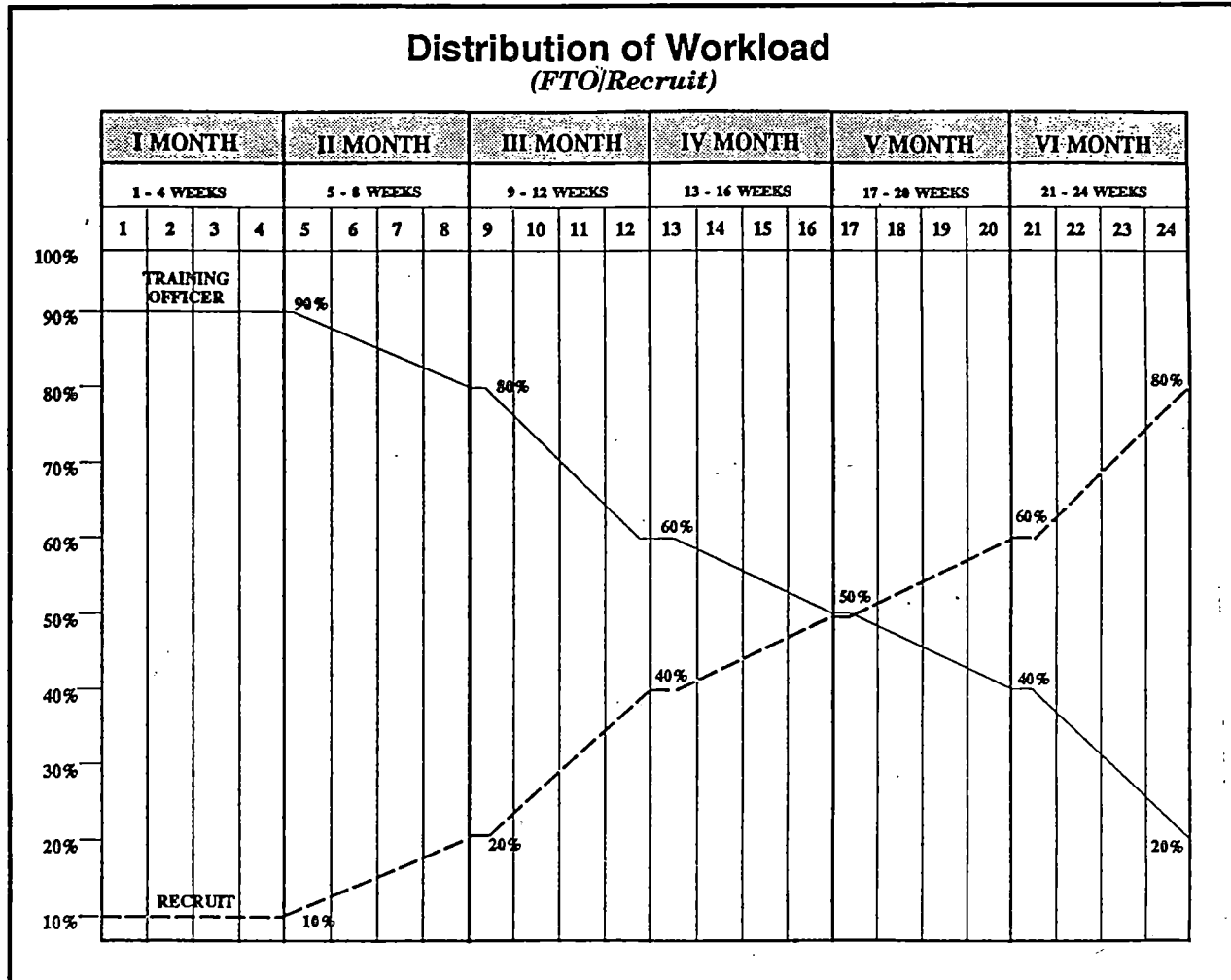
— Las Vegas Metropolitan P D

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be expected to assume a progressively greater share of the work load, culminating in their performing all the duties at the end of the FTEP.

Starting with the second week of the first month the FTO will complete a written weekly evaluation of the recruit. The evaluation will

### Distribution of Workload (FTO/Recruit)



recruit. The evaluation will analyze how the recruit is meeting the criteria as set forth by the Critical Task List. The evaluation should be a positive tool which indicates to the recruits exactly how they are performing when written properly. Many recruits place undo stress on themselves because they are unsure of their progress relative to the

FTEP. Any information contained in the weekly Evaluation Report will be discussed with the recruit before it is signed and turned in. The information in the evaluation **SHOULD NOT** come as a surprise to the recruit.

In the event the FTO notices serious and recurrent problems, it will be that FTO's responsibility to ad-

vice their supervisor and suggest appropriate remedial training. The supervisor will in turn approve the remedial training, recommend other types of remedial training or notify the Field Training Coordinator (FTC). It will be the FTO's responsibility to decide what, if any, action other than remedial training will be taken. At no time will any

FTO or supervisor terminate or ask for resignations from a recruit in the FTEP. The FTEP is still part of the selection process, however, the role of the training staff will be "training oriented." As such, FTOs may assign pertinent home study assignments to recruits. It is emphasized that such assignments will not be excessive nor intimidating. Our attitude in training will be one of positive, helpful and supportive nature to recruits. This will help ensure their successful completion of the FTEP.

### Phase One

Phase I is an eight week period at the recruit's first station of assignment. The recruit will remain with the same FTO for the first four weeks of Phase I. The first week of this period will be devoted to orientation and familiarization. The recruits will be allowed to participate as much as they are able. They will not be evaluated the first week and should use this first week to learn as much about the police functions as they can. This is a period the FTO will acquaint the recruits with their new surroundings. The first day, for example, should include

station orientation, location of supplies and equipment, and vehicle and radio check out procedures.

Included in the period should be explanation of the FTEP by the FTO to the recruit. The Trainee Guidebook/Critical Task List

Critical Task List.

The FTO should discuss the functions set forth in the Critical Task List/Trainee Guidebook. The FTO should ask questions of the recruit to determine if they fully understand the functions and should encourage question-



delineating the recruit's responsibilities and time schedules should be fully explained.

At the start of the second week of the FTEP, the recruit will gradually assume required responsibility for the various police functions. It is important that the recruit and FTO keep pace with the FTEP as set forth in the

ing by the recruit. Questions encourage learning and it is the FTO's responsibility as trainers to ensure an atmosphere in which the recruit feels at ease in asking questions of their FTO.

In actual field situations, it should be expected that the recruits will make mistakes. Take those instances and make them a positive learn-

ing experience for the recruit. Make them aware of the mistake and correct the mistake positively. This encourages them to do more work and continue the learning process.

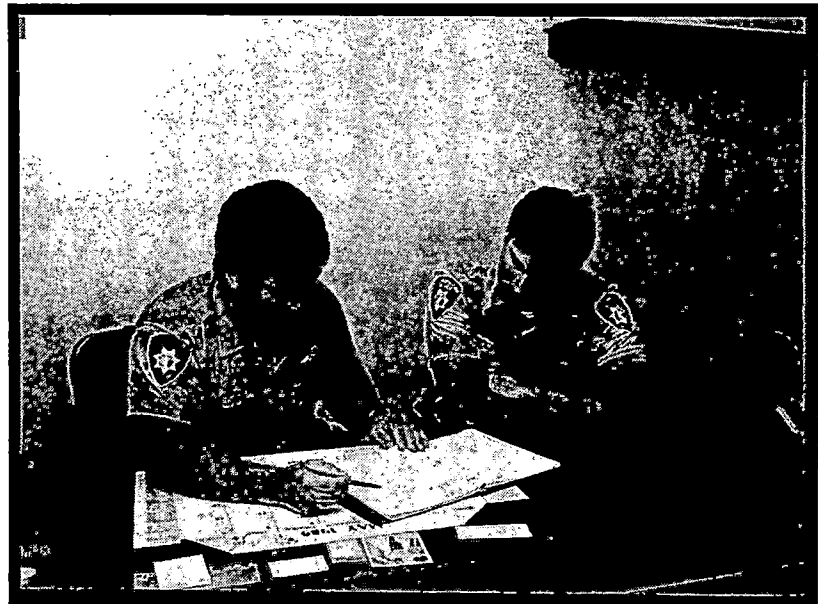
At the beginning of the second week, and throughout the rest of the FTEP, all recruits will be required to complete Daily Activity Logs. These logs, containing all calls including 481,482, 494, etc., will be accurately kept by the recruit and submitted to their FTO at the end of each shift.

## Phase Two

At the beginning of the ninth week in the FTEP the recruits are transferred to their second station and Area of Command.

They will be assigned to their third FTO for a four week period. They will be assigned thereafter to a new FTO every four weeks until the end of the FTEP. This will allow more diversification and occupational socialization. The FTO will continue to complete a written evaluation at the end of each week of each phase after the first week.

During this phase the recruits will increase their



responsibility in completing the work load. Emphasis is placed on keeping pace with the Critical Task List. FTOs will monitor the recruits ability to make decisions and master the tasks set forth in the Critical Task List/Field Training Guidebook.

## Phase Three

The recruits will be transferred to the third Area of Command at the beginning of the 17th week.

By this time the recruit should be capable of functioning as a one officer patrol unit. In weeks 21, 22, 23, and 24 the recruit will ride along during two shifts each week. For monitoring

purposes the FTO will be assigned as a separate but adjoining unit to the unit the recruit is in.

By now all areas of the Critical Task List should have been covered.

The FTOs will continue to complete weekly evaluations during Phase III, unless the FTO and their supervisor believes the recruit's performance is sufficient to allow for biweekly evaluations.

The FTO will complete and Exit Evaluation from the FTEP recommending to their sergeant either the successful completion of the FTEP or review by the Field Training Coordinator.



## Evaluation Process

"We all have to start somewhere." How many times have we heard this? Well, it applies appropriately in the FTEP.

We, as Trainers, must keep in mind that the people we are giving the responsibility of training will many times be getting their first ride in a police car the day they are assigned to ride with us in the FTEP.

Try to remember your first few months with the department. We all made mistakes. The recruits we get in the FTEP will make those same mistakes.

While it will be expected

that the Academy Graduate will have certain basic knowledge, they will not be expected to know how to correctly apply that knowledge in every instance.

Evaluate them with this in mind. Evaluate performance not personality. Be firm but fair.

Keep in mind that the weekly evaluation is an overall rating of the entire week. Don't let one or two errors be the basis of their evaluation. Evaluations should include at least one or two strengths per week for confidence building.

Strengths should be noted in every evaluation if possible. They must be detailed,

noting specific instances of good performance. This will help build confidence which will provide the recruit incentive to work harder.

Deficiencies should be noted in every evaluation if possible. They must be detailed, noting specific instances of good performance. This will help build confidence which will provide the recruit incentive to work harder.

Deficiencies should be presented in a positive manner so the recruit will want to try improve. You must document specific problem areas and what you have done to help the recruit improve. You should not include a deficiency in an evaluation unless the recruit has been instructed on the proper way to complete the specific task. The exception to this rule is a task that the recruit has been previously instructed on or a task that they should know already.

Goal should be set to help the recruit improve their performance. Goals must be set for deficiency noted. They must be obtainable, reasonable and measurable. You should avoid setting quotas.

Not Responding to Training (NRT) can be used only after

remedial training has been assigned and no improvement has been made by the recruit. You should use the following checklist before giving the recruit a NRT.

*NRT Checklist:*

- How difficult is the task? (burglary report vs credit card caper)
- How often has the task been instructed and attempted?
- Has remedial training been provided? If so, what kind?
- Assess the quality and quantity of remedial training.

Weekly evaluations should be completed by the beginning of the first shift following the end of the evaluation period. (Example: Evaluation period ends on Monday and your regular days off are Tuesday, Wednesday, Thursday. The evaluation should be completed by Friday when you return to work.)

FTOs should review the evaluation with the recruit, explaining the ratings given and ensuring that the recruit understands the appropriate areas where improvement is needed. There should be NO surprise in the evaluation.



All items listed in the evaluation should be discussed with the recruit prior to the completion of the evaluation.

You and the recruit should sign the evaluation and turn it in to your supervisor after it has been reviewed by the recruit.

### Critical Task List

The LVMPD Field Trainee Guidebook (Critical Task List) is designed to ensure each recruit receives a standardized and comprehensive set of instructions, or "critical Tasks," while progressing through the FTET. These instructions (in most cases re-instruction, as much of the material was addressed in

the Academy) will be given by the FTO to coincide with the task's practical application in the course of the recruit's duties as a police officer.

The guidebook is divided into thirty categories of instruction. Each category is subdivided into specific tasks relating to performance. The guidebook is designed to document the FTO's instructions in these areas as well as the recruit's performance.

While most categories are scheduled in specific weeks of Phase I and II, the schedule is merely a guideline. Instruction and performance should be documented whenever they occur.

You and your recruit are responsible for ensuring that the guidebook is current with any instruction and performance documented. The guidebook should be completed on a daily basis. It is a useful tool when completing weekly evaluations.

Two categories of instruction (Report Writing and Investigations), are not included in the weekly schedule. As such, you should ensure instruction and performance is documented as they occur. Space is provided for up to three instructions and three performances on most categories. You do not have to instruct each task three times. If your recruit performs properly after being instructed once, you need

only to document his performance on later dates.

When documenting instruction or performance in the guidebook, you will enter the date, your initials and personnel number and the recruit will enter their initials and personnel number on the same line. You should note any performance deficiencies and what attempts should have been made to improve performance.

Proper completion of the guidebook is critical to the success of the FTEP. It provides you and LVMPD protection from liability.

The remaining weeks should be used for re-instruction and refinement of the recruit's skills, and /or com-

pletion of instruction and performance not documented. By the end of the 24 weeks in Phase I, II, and III the recruit should have reached an acceptable level of understanding/performance in each category and be capable of practically applying their knowledge as a competent, safe and productive officer with the Las Vegas Metropolitan Police Department.

FTQ



# FIELD TRAINING QUARTERLY

## Comment Form

In an effort to share field training information and to solicit feedback, we are requesting that you copy or cut out this comment form and mail it to the **Field Training Quarterly**. Submitted information may be edited and reproduced. Your comments, suggestions and news items are greatly appreciated.

- The Editors

I would like to share the following information for the **Regional News** section: \_\_\_\_\_

\_\_\_\_\_

I am seeking assistance and would like the following question(s) included in the **Mail-Bag** section: \_\_\_\_\_

\_\_\_\_\_

I would like more information concerning the submission of an article for publication. Please contact me at: \_\_\_\_\_

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Suggestions/Comments: \_\_\_\_\_

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## **FTQ Article Submissions**

Items concerning field training issues are welcome. You may also suggest feature ideas and topics of interest.

Articles are contributed by practitioners in law enforcement or related fields. Manuscripts must be original work. No word rate is paid or other remuneration given. Receipt of manuscript acknowledged; editorial decisions within six weeks; manuscripts rejected without criticism. Papers should be a maximum of ten pages typed double spaced, and accompanied by a thumbnail bibliography.

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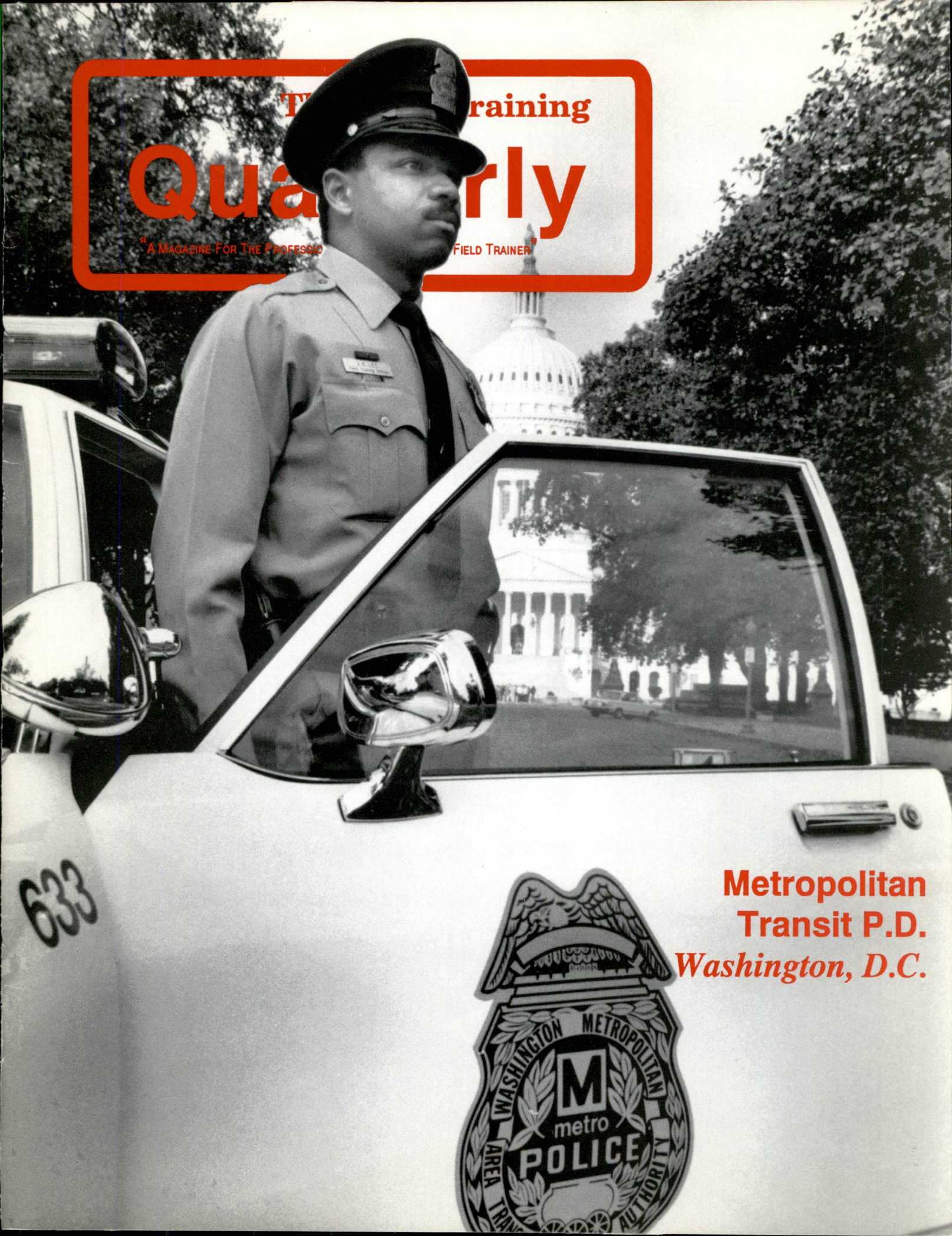
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**The Field Training**  
**Quarterly**  
"A Magazine For The Professional Law Enforcement Field Trainer"

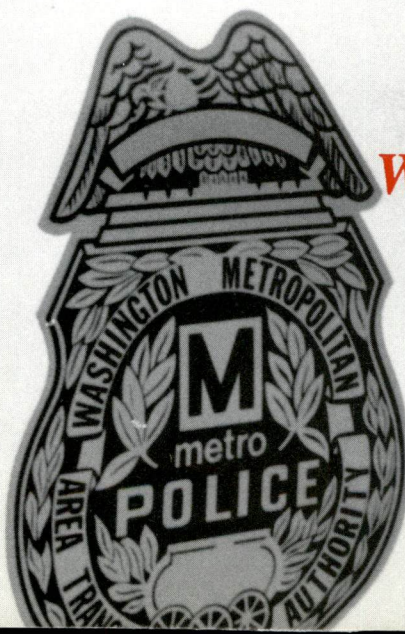
# Training Quarterly

A MAGAZINE FOR THE PROFESSIONAL

FIELD TRAINER



**Metropolitan  
Transit P.D.  
Washington, D.C.**



# Quarterly

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"



Lee P. Brown, Chief

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**Feature Article:**

Lt. Robert B. Phillips discusses Washington D.C.'s Metro Transit Police Department's Field Training Program.

(Cover photo: Provided by Washington D.C.'s Metro Transit P.D.)

## Features

- 1 **New York State Police Develops FTO Program**  
*by Craig R. Masterson*
- 4 **FTO Programs High on Interest List**  
*by Jack B. Molden*
- 7 **The Mail-Bag**  
*by Lisa Konrath*
- 9 **Washington D.C.'s Metro Transit Police Department's Field Training Program**  
*by Robert B. Phillips*
- 15 **Regional News**
- 16 **Needs and Principles of the Recruit Training Checklist**  
*by Mickey K. Bennett*
- 18 **Gaston County P.D. Gives Boost to FTO Program**  
*by Norman L. Price*
- 25 **Remedial Training**  
*by Warren G. Obenland*



# The Field Training Quarterly

"A MAGAZINE FOR THE PROFESSIONAL LAW ENFORCEMENT FIELD TRAINER"

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## Third Annual Questionnaire

The purpose of this questionnaire is to obtain information that can be used to help us respond to your concerns. These concerns will be addressed and shared with our readers in the upcoming year. Those issues raised by a majority of our readers will be addressed with articles, other concerns will appear in the **Mail-Bag** section.

Would you like to see any changes in the *Quarterly*? If so, what changes?

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What topics would you like to see featured in the *Field Training Quarterly*?

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Do you like the **Mail-Bag**? If so, do you find the information informative and useful? What topic(s) would you like to see addressed in this section?

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Do you like the **Remedial Training** graphic story? Do you have any suggestions for scenarios?

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Do you feel that a column depicting the experiences and problems encountered by a practicing FTO training a recruit officer would be informative? If so, would you like to participate in writing this column as a regular feature?

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Are you interested in submitting articles for publication? If so, please provide:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Any comments or suggestions concerning the *Quarterly* are greatly appreciated. Submitted information may be edited and reproduced.

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Do you wish to continue receiving the *Quarterly*? If so, please complete the following section and return this questionnaire as soon as possible. **IMPORTANT:** It will be assumed that those not responding **do not** wish to continue receiving this publication and will be removed from our mailing list.

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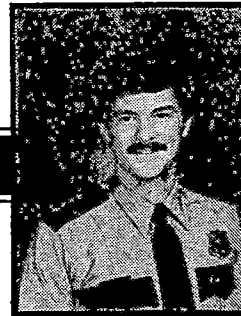
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**FIELD TRAINING QUARTERLY  
HOUSTON POLICE DEPARTMENT  
61 RIESNER STREET  
HOUSTON, TEXAS 77002**

## Editors' Message



Frank M. Webb



Bill G. Hendrix

# Number 3!

## Reaching Field Trainers Nationwide

The purpose of the questionnaire is to obtain information that will be used to help us respond to your concerns. These concerns will be addressed and shared with our readers in the upcoming year. Those issues raised by a majority of our readers will be addressed with articles; other concerns will appear in the **Mail-Bag** section. The **Mail-Bag** will provide advice and suggestions to specific problems encountered by an individual agency.

Again, in this year's questionnaire we are requesting ideas regarding: scenarios for the **Remedial Training** section; topics for research; and whether or not you would like to see a column by practicing FTOs depicting the experiences and problems encountered by an FTO training a recruit officer.

### Important Subscription Notice

If you wish to continue receiving the *Field Training Quarterly* we are requesting that you complete the questionnaire on the preceding page, detach it, and return it as soon as possible. It will be assumed that those not responding do not wish to continue receiving the publication

and will be removed from the mailing list. This is to ensure that only those interested in this publication receive it.

We would like to take this opportunity to thank the many individuals from across the country who have contributed with articles, suggestions, or ideas. The success of this publication is due, largely, to your involvement. We will continue to offer our assistance by dissemination this information through the *Field Training Quarterly*.

A handwritten signature in cursive script that reads "Frank M. Webb".

Frank M. Webb  
Editor and Publisher

A handwritten signature in cursive script that reads "Bill Hendrix".

Bill Hendrix  
Editor and Publisher



# *New York State Police Develop FTO Program*

by  
*Lt. Craig R. Masterson*  
*New York State Police*

## **Old Versus New**

**I**n the spring of 1989, the 4100 member New York State Police adopted the field training officer (FTO) model for the second stage of training for new members. Using the original principles found in the San Jose model, coupled with performance criteria developed from a

prior job analysis of the duties of a New York state trooper, the FTO program was developed. Emphasis was placed on the need to create a model adaptable to specific organizational concerns, including large numbers of recruits (approximately 200 a year), wide span of supervisory control and distance concerns (10 individual troop units containing multiple stations).

Since 1917 the New York State Police had used the "senior trooper" method of training probationary officers. Under this method the senior trooper had no specific training or guidance regarding training objectives and program goals. Although this method of training lacked uniformity and structure there was still resistance from veteran officers to change from the senior trooper method to a field training program. The attitude was "if it [senior trooper method] was alright for me why should we change for a new generation of recruits"? It was necessary to sell the benefits of the field training program to the troopers through an educational and public relations effort that will be addressed later in this article.

### Development of Program

To develop our program a design team was formed consisting one lieutenant, one sergeant, and one trooper. A lot of emphasis was placed on soliciting feedback from field sergeants and senior troopers. The team believed that the key to the success of the program was the selection and training of FTOs. A significant amount of time was spent on developing the selection criteria. It was decided that New York State Police FTOs should possess at least:

1. three years of continuous service with the New York State Police; or
2. two years of continuous service with the New York State Police and at least three years of continuous service with another municipal, county or state law enforcement agency as a road patrol officer; and
3. be assigned as a full-time road trooper, free from any collateral duties that would interfere with recruit training; and
4. at least an excellent performance evaluation.

A training package was developed and a training team was dispatched to the field.



Training sessions were held at each of the troop headquarters. A combination of lecture, VCR, and role playing were used to train the FTOs.

### Administration of Program

A decentralized design was selected for administering the program. A veteran sergeant was selected from each troop area and designated as the Troop Field Training Officer Coordinator. The coordinators are responsible for 10 to 25 recruits and the same number of FTOs. During the program the administration of it is the sole function of the coordinator. They are required to contact FTOs and recruits on a weekly basis and conduct interviews with recruits on a biweekly basis. Additionally, they are responsible for sending daily DOR scores to Albany (state police academy) over the computer and review documentation on the Performance Comment Sheets.

The program is sixty working days. Due to transfer policy and the distance between troops a two FTO rotation system is used rather than the customary three FTO rotation. The rotation is as follows:

- Five weeks with primary FTO
- Five weeks with secondary FTO and
- Two weeks for final evaluation with the primary FTO

## Use of Computers

FTOs are required to prepare a DOR and Performance Comment Sheet each day and submit these to the coordinator at the end of each week. The coordinator enters scores into the computer system. Presently the coordinator enters these scores because we do not have computers at each of our stations. It is our intention to have the FTO enter these scores in the near future when computer hardware is purchased.

The computer system has worked out well. It is tied into our Personnel Data System so that the coordinator can sort scores by station, troop, race, age, and gender. Command personnel can also closely monitor scores of any probationers who are experiencing problems during the course of the program.

## Promotion of Program

As mentioned earlier, it was necessary to promote the program to the field troopers, and to staff and command officers throughout the department. This promotion effort included:

- sending a program overview to all members;
- FTO instruction was included in the in-service curriculum to expose all officer to what this instruction involved;



- the program was given front page billing in our Trooper Magazine; and
- coordinators addressed officer and NCO meetings at troop level.

## Command Emphasis

Throughout the planning and implementation of the program the people at the top of our organization were extremely supportive. Superintendent Constantine was the leading proponent of this change. The change to a field training program received a unanimous and enthusiastic commitment from division executives at a conference held to seek improvement in state police training.

## Conclusion

The department has worked hard to develop a structured, uniform program to provide the best training possible to our recruit officers. We feel our present program meets this objective. A commitment was made to solicit feedback from the field and communicate the benefits of such a program to all members of the organization. The results have been positive; the FTOs have taken on the extra responsibility to train new recruits with enthusiasm even though no monetary incentives are available. They have realized the substantial benefits that a well organized FTO program can produce. It is our opinion that our program has met our objective of providing the best training possible to our new recruit troopers.

# *FTO Programs High on Interest List*

by  
*Jack B. Molden*

---

**“The FTO is the most critical element of any FTO program. It is essential to get the right officers, then train and compensate them.”**

— Jack Molden

---

**I** continue to receive both requests for Field Training Officer (FTO) information and program materials from law enforcement agencies with on-going FTO programs. It is gratifying to see the high level of interest in this concept. It is, in my opinion, the single most effective personnel management system that can be employed by an agency.

The FTO is the most critical element of any FTO program. It is essential to get the right officers, then train and compensate them. This month's column will be devoted to selection. Subsequent issues will deal with training and compensation.

The first step in the selection of FTOs is the preparation of a Job Description detailing basic responsibilities and desirable traits. The following job description is only meant to be a suggestion.

## **FTO Job Description**

It is the responsibility of the Field Training Officer, through instruction, guidance and critique, to prepare a recruit officer for



solo patrol duty in as short a time as possible and in relative safety. The recruit will be taught safe, effective and humane patrol procedures and be instilled with the highest ethical and moral concepts.

The FTO will assume two primary roles:

1. Patrol officer
2. Trainer/evaluator

As a patrol officer the FTO will:

1. Carry out a regular patrol beat assignment on one of the patrol shifts.
2. Be exemplary in both quality and quantity of work.
3. Exhibit a higher sense of ethics and idealism than would normally be expected of a police officer.
4. Demonstrate a superior knowledge

of law, procedure and department rules and regulations.

As a trainer/evaluator, the FTO will:

1. Provide coach-pupil instruction to assigned recruit officers to provide a smooth transition from the classroom to the street environment.
2. Facilitate recruit officer orientation and familiarization.
3. Be a mentor, guide and role model to the recruit.
4. Communicate formally and informally with other FTOs and supervisors regarding progress and/or deficiencies of recruit officers.
5. Provide regular feedback to the recruit officer as regards his/her progress.
6. Complete and submit, on a regular basis, formal recruit performance evaluation.
7. Counsel with recruits regarding personal problems and performance deficiencies.
8. Make meaningful and valid recommendations for retention/termination of recruit officers, or for extension of field training.
9. Act as a member of review boards and committees when requested or assigned.
10. Maintain liaison with staff of training academy.

A description of the job along with qualification should be distributed to all patrol officers. The job description suggests certain qualifications, but minimum acceptable qualifications and desirable qualifications should be listed separately. Some suggested qualifications follow:

### Required Qualifications

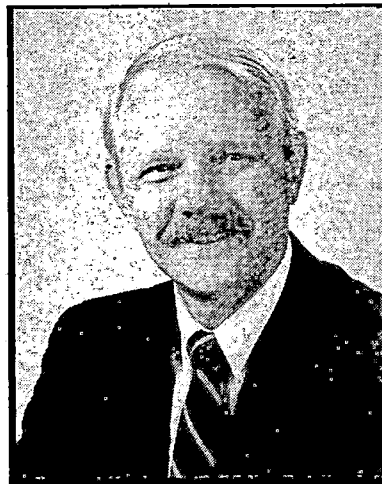
1. Presently assigned patrol officers
2. Two to ten years of service, primarily in patrol
3. Good service record
4. Recommendation of supervisor
5. Superior communicator
6. Ability to get along with others
7. High moral and ethical standards

### Desirable Qualifications

1. College degree
2. Teacher training - teaching experience
3. Graduate of instructor training school

You are looking for your best people to apply for the FTO job, but will they apply? Realistically, nobody does anything for nothing. What's in it for the applicant is a reasonable question and one that should be answered if desirable applicants are to be obtained.

Applicants should see the FTO job as a promotion, as an opportunity to gain experience as a supervisor, as an opportunity to learn more about their jobs by



Jack B. Molden is a Professor, Police Training Institute, University of Illinois. Direct questions and inquiries to Molden, c/o Law and Order Magazine, 1000 Skokie Blvd., Wilmette, IL 60091.

teaching others, as an opportunity for management recognition and additional pay and benefits, as a chance for more schools and training. In other words, competition for the FTO job should be keen and the selection process thorough and meaningful.

Once the requirements and qualifications of the job are in the hands of the patrol officers, formal applications should be encouraged. An application form containing necessary information should be accepted from all interested applicants and screened for minimum qualifications. Once the best applicants have been identified, sup-

porting information such as performance evaluations, supervisor recommendations and training records should be gathered in preparation for oral interviews.

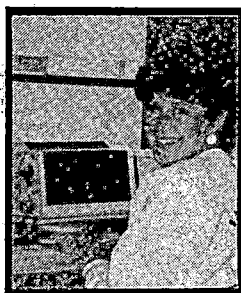
A board composed of command officers should thoroughly interview each applicant and formulate recommendations for the Chief/Sheriff. Appointments should be made on a probationary basis and include on-going evaluation and training. A FTO assignment should probably not exceed three to five years to prevent burnout.

Appointment to the position of FTO should be accompanied by public recognition and some form of specialist badge or patch.

Whatever time and effort is invested in the proper development of a field training officers program will pay rich dividends for years to come and help insure professional law enforcement services.

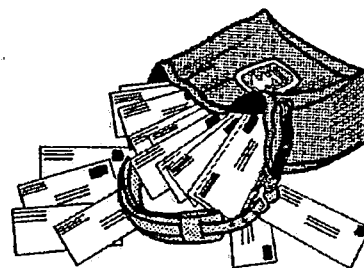
## FTQ

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# The Mail-Bag

by  
Lisa Konrath



This section is devoted to specific questions and concerns raised by field trainers looking for solutions to their problems. The information I share with you has been obtained from individuals and agencies nationwide. If you have any concerns you would like to see addressed in the *Mail-Bag* submit them to the *Field Training Quarterly*.

**Q:** *Are you aware of any field training officer programs for narcotics officers? If so, where are they and can you briefly explain them? How do you feel about field training for narcotics personnel?*

**Lisa:** I am not aware of any narcotics training officer programs, but recommend you contact Glenn Kaminsky of the Boulder, Colorado, Police Department at (303) 441-3330. Glenn seems to be somewhat of a clearinghouse of information and applications of the FTO Program.

**Q:** *I have heard of agencies using or modifying their field training programs to train or refresh officers who are returning to patrol from other assignments such as dispatch or jail. Do you have any information concerning this type of training?*

**Lisa:** While I believe the recruit officer (training) checklist can be a valuable training tool for any officer reentering patrol duty, I would highly discourage you

from utilizing the evaluation portion of the program for veteran officers.

You may find you reduce the validity of your existing FTO Program and reach an all time low on your morale indicator.

Consider this: We find some of our veteran officers cannot perform at the acceptable level. We don't invest the effort to document it and remediate them. Then, subsequently, we either retain or terminate them. What does this say about how we are evaluating recruits and our expectations of them?

It is also extremely difficult and stressful for a fellow veteran officer to objectively evaluate another. Why subject your FTOs, who already unselfishly contribute so much good to the organization, to the awkward task of evaluating peers? Better to have a supervisor accomplish this task.

**Q:** *How are the task checklists in FTO programs developed? How are the tasks selected?*

**Lisa:** Most checklists are designed by adapting someone else's. Adapting, as opposed to adopting, means using that which is relevant and supplementing that which is not.

The best checklists are planned, progressive, complex training. It is systematic, thought out and planned. It moves forward in steps (increments). It goes from simple to more complex.

**Q:** *I have heard a lot about conducting a job task analysis. What is a job task analysis and how is one conducted?*

**Lisa:** A Job and Task Analysis is a procedure used to identify performance requirements of a job. Job analysis is the process of describing in detail a particular job in terms of its duties and tasks. Task analysis is the process of breaking down each task into steps and identifying each step into the knowledge, skills and abilities (KSA) required to perform the step.

The FTO Program is valid because it is based on a job task analysis and therefore tests that which it purports to test. It is reliable because it tests it consistently.

Your public or academic library is a good place to research this topic further. Additionally, I have found these sources to be quite informational.

"Task Analysis: A Beginning", by Robert O White, published in the *FBI Law Enforcement Bulletin*, July 1979.

"Task Analysis", by Stephanie Jackson

"Task Analysis Procedures", by W. H. Han-

num, published in the *NSPI Journal*, 1980.

**Q:** *There was an article in the Field Training Quarterly concerning a FTO program for supervisors. Do you know of other agencies that have such a program? Do you know of any other agencies that evaluate supervisors on such a program?*

**Lisa:** Recently, the Tucson Police Department implemented a comprehensive FTS Program. For further information on this program, contact:

Commander  
Tucson Police Academy  
3200 N. Silverbell Road  
Tucson, Arizona 85745  
(602) 791-4464

**Q:** *Do you know of any agencies that allow the recruits to critique the FTO program? Are these critiques beneficial?*

**Lisa:** Numerous agencies require the recruits to critique both the program and their FTOs. Who better to tell us if they learned anything than the recruits themselves? Whenever I instruct a class, I highly encourage the participants to complete the end-of-course evaluations. Without these my chances of improving my program and abilities as an instructor are greatly diminished. The FTO Program is no different.

*The views expressed by Lisa Konrath are not necessarily those shared by the Field Training Quarterly.*

# Washington D.C.'s Metro Transit Police Department's Field Training Program

by  
Lt. Robert B. Phillips  
Metro Transit Police  
Washington, D.C.

**T**he Metro Transit Police Force has an authorized strength of 255 officers and officials. Transit police officers provide a variety of law enforcement functions: the Washington Metropolitan Area Transit Authority's buses, subway trains, 64 metrorail stations and 69 miles of track that are located in the Washington D.C. metropolitan area. Because of their tri-state jurisdiction, police officer candidates must successfully complete almost six months of training in order to master the laws and regulations of the Dis-

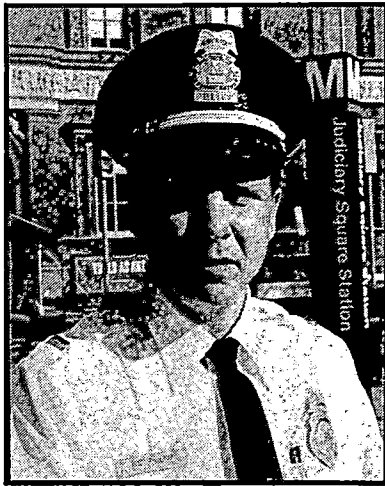
trict of Columbia, the state of Maryland, and the Commonwealth of Virginia. Candidates also receive extensive training in metrorail and bus safety and emergency procedures. After completion of the required academic training, transit police recruit officers begin a ten week field training program.

## Field Training Staff

The Field Training and Evaluation Program was developed and implemented in February 1988 at the direction of Assistant Chief

of Police Burton E. Murrow. Since that time, eight sergeants and 34 officers have successfully completed field training officer (FTO) training and have become field training sergeants or FTOs.

The field training coordinator is selected by the assistant chief. The coordinator must be a member of the Bureau of Field Operations and is responsible for overseeing the entire program. Field training sergeants are selected for participation in the program based upon experience, their exceptional performance as



Robert D. Phillips



Chief Angus B. MacLean

supervisors, a willingness to accept the challenge, and the needs of the program. Field training officers are carefully selected. They must be capable police officers who have a well-rounded knowledge of transit policing procedures and must possess teaching skills or be capable of learning them. A rigorous selection process is followed to select qualified FTO applicants, including an interview with members of the field training staff, a personal file review, and positive supervisor recommendation. At the present time, no additional compensation is guaranteed to members of the field training staff. Field training sergeants and officers, however, receive a day of administrative leave for each class of recruit officers who complete the program.

### Training for Officers and Sergeants

Newly selected field training officers and sergeants attend a four-day orientation class. The first two days are spent discussing the field training program, the evaluation process and selected topics of importance, such as: officer safety, report writing, and traffic enforcement. The remaining two days are devoted to the

teaching process. An expert in the field of adult learning and development who is also familiar with police field training programs provides FTOs with valuable training and insights into the complex nature of adult education.

Each year, a two-day retraining session is planned. In 1989, such a seminar was held at a nearby hotel. The purpose of the

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**“A rigorous selection process is followed to select qualified FTO applicants.”**

— Robert D. Phillips

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retraining session is twofold. First, it provides a forum for experienced FTOs to discuss their experiences and to exchange ideas concerning innovative teaching strategies, problems that they've encountered, and the field training program itself. The seminar permits the field training coordinator to discuss problem areas that have developed, changes in the program, and gives him a

# Daily Observation Report



## FIELD TRAINING AND EVALUATION PROGRAM METRO TRANSIT POLICE DEPARTMENT

DAILY OBSERVATION REPORT NO. \_\_\_\_\_

TRAINEE'S LAST NAME	FIRST INITIAL	BADGE NO.	FTO'S LAST NAME	FIRST INITIAL	BADGE NO.	DATE
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RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. Comment on any behavior you wish, utilize reverse side for narrative. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

Shift Worked:

FTO Phase:

**RATING SCALE**

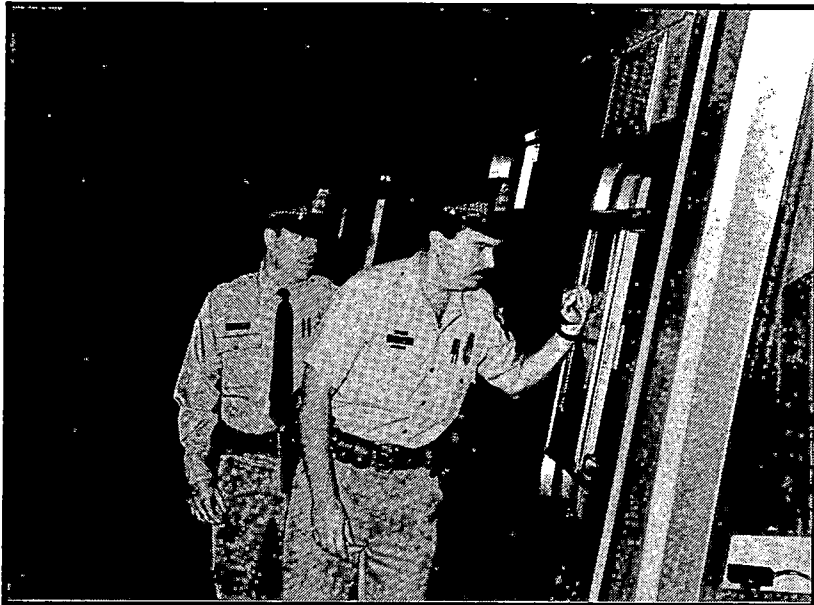
Not Acceptable By FTO Program Standards	Acceptable Level					Superior By FTO Program Standards	
←	1	2	3	[4]	5	6	7 →

ASSIGNMENT OR REASON FOR NO EVALUATION

	1	2	3	4	5	6	7	N.O.	N.R.T.	R.T.
<input type="checkbox"/> 1- GENERAL APPEARANCE										<input type="checkbox"/>
<input type="checkbox"/> 2- ATTITUDE										<input type="checkbox"/>
<input type="checkbox"/> 3- ACCEPTANCE OF FEEDBACK—VERBAL/BEHAVIORAL										<input type="checkbox"/>
<input type="checkbox"/> 4- ATTITUDE TOWARD POLICE WORK										<input type="checkbox"/>
<input type="checkbox"/> 5- KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES										<input type="checkbox"/>
<input type="checkbox"/> 6- REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING										<input type="checkbox"/>
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<input type="checkbox"/> 26- REPORT WRITING: GRAMMAR/SPELLING/NEATNESS										<input type="checkbox"/>
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<input type="checkbox"/> 28- FIELD PERFORMANCE: NON-STRESS CONDITIONS										<input type="checkbox"/>
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<input type="checkbox"/> 31- INTERVIEW/INTERROGATION SKILL										<input type="checkbox"/>
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<input type="checkbox"/> 39- RADIO: LISTENS AND COMPREHENDS TRANSMISSIONS										<input type="checkbox"/>
<input type="checkbox"/> 40- RADIO: ARTICULATION OF TRANSMISSIONS										<input type="checkbox"/>
<input type="checkbox"/> 41- RELATIONSHIPS										<input type="checkbox"/>
<input type="checkbox"/> 42- WITH CITIZENS IN GENERAL										<input type="checkbox"/>
<input type="checkbox"/> 43- WITH ETHNIC GROUPS OTHER THAN OWN										<input type="checkbox"/>
<input type="checkbox"/> 44- OTHER DEPARTMENT MEMBERS										<input type="checkbox"/>
<input type="checkbox"/> 45- WITH FTOs/SUPERVISORS										<input type="checkbox"/>

MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN PLANS)





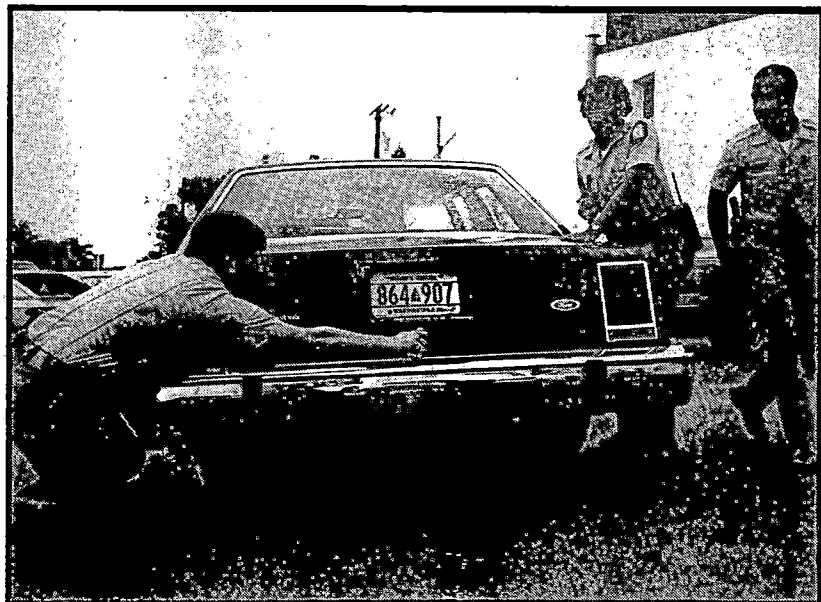
chance to recognize those who have done outstanding work in the program during the year. For instance, FTOs who have consistently submitted exceptional Daily Offense Reports and those who have gone that extra distance to help a recruit who is having problems are recognized. This year for example, the top five officers on the sergeant's promotional list are FTOs; the top three sergeants on the lieutenant's promotional list are members of the field training program. The second purpose of a retraining session held outside of the work environment is so the department can show its appreciation for the work that the members of the field training staff perform. What better way to show

cops that you appreciate them than to treat them to lunch! The chief of police or the assistant chief also addresses the FTOs in an effort to provide encouragement and to demonstrate

management's support for the program.

## Uncommon Features

The design of the Metro Transit Police field training program is not unique. It is based on the San Jose model and is similar to many others in the country. What makes this program unusual is that Metro Transit police officers must be well versed not only in the laws, policies and procedures of the State of Maryland, the Commonwealth of Virginia, and the District of Columbia, but also in each jurisdiction within the states and district. Since we are a "regional" police department, transit police officers enforce state, county and local regulations that





apply to the operations of the Transit Authority within the 1600 square mile "transit zone" surrounding the nation's capitol. Officers must also be familiar with the emergency procedures and rescue techniques that are associated with policing an underground rail system. Although the department has a 52 member mobile patrol unit most officers are assigned to the subways and patrol their assigned areas on foot.

Consequently, the Recruit Officer's Training Guide, or checklist, is not specifically designed to progress from simple tasks to more complicated responsibilities. The guide is divided into four areas or phases. All new recruits enter the program in

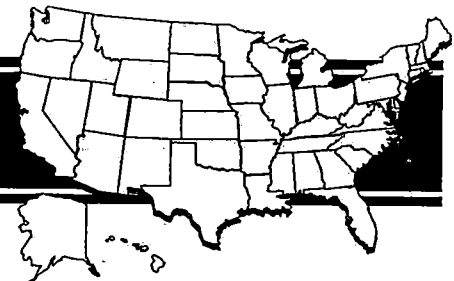
phase one; here they're taught basic officer safety techniques and what we believe to be important liability issues (such as use of force and powers of arrest). Recruits also receive train-

ing in the laws, policies, and procedures of Maryland and the jurisdictions within the state. Phase one lasts three weeks. Following phase one recruits may be assigned to either phase two, concentrating on the District of Columbia, phase three which covers Virginia, or phase four which emphasizes patrol car operations and traffic enforcement. Policy, safety, radio procedures, and other topics are taught throughout phases one through four, each of which last two weeks. Phase five is the evaluation-only phase during which the FTO, who is dressed in civilian attire, "shadows" the recruit for evaluation purposes.

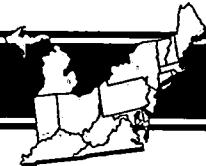
**FTQ**



# REGIONAL NEWS



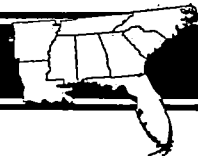
## NORTHEAST



**DELAWARE** - *Management of the Police Training Function.* Presented by the University of Delaware, October 16 - 18. To be held in Wilmington, DE. For additional information write: University of Delaware, attn: Jacob Haber, Law Enforcement Training Program, 2800 Pennsylvania Avenue, Wilmington, DE 19806 or call 302/573-4487.

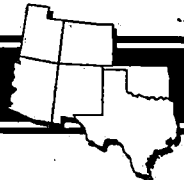
**Kentucky** - *Annual Conference of the International Association of Chiefs of Police.* To be held in Louisville, KY October 14 - 18. For additional information call the IACP at 1-800-638-4085.

## SOUTHEAST



**GEORGIA** - *Street Survival '89.* Offered by Calibre Press, Inc. The program is offered November 5 - 7, 1989 in Savannah, GA at the Sheraton Savannah Resort. For additional information call 1-800-323-0037.

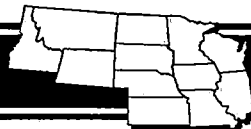
## SOUTHWEST



**TEXAS** - *Training for Trainers.* Careertrack announces a two-day seminar on how to design and deliver effective training programs. To be offered November 2nd and 3rd in Houston, TX. To register write: Careertrack Inc., MS 10, 3085 Center Green Drive, Boulder, CO 80301-5408, or call 303/447-2300.

**TEXAS** - *School of Police Supervision.* Presented by the Southwestern Law Enforcement Institute. Course offered October 2 - 27, 1989. To be held in Dallas, TX. For additional information contact Southwestern Law Enforcement Institute at P.O. Box 830707, Richardson, TX 75083-0707. You may also call 214/690-2370.

## PLAINS

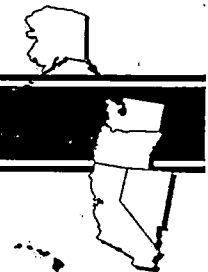


**ILLINOIS** - *Field Training Officers Program.* Offered by the Northwestern University Traffic Institute, Evanston, IL. Additional information may be obtained by calling 1-800-323-4011 or write

to: Northwestern University Traffic Institute, P.O. Box 1409, Evanston, IL 60204. Course offered October 2 through 6, 1989.

**ILLINOIS** - *Managing Field Training Officer Programs.* Offered by the Northwestern University Traffic Institute. Course to be conducted November 1 through 3, 1989. To register or to inquire write: Northwestern University Traffic Institute, P.O. Box 1409, Evanston, IL 60204.

## PACIFIC



**NEVADA** - *Street Survival '89.* Offered by Calibre Press, Inc. The program is offered December 13 - 15, 1989 in Las Vegas, NV. For additional information call 1-800-323-0037.

**CALIFORNIA** - *Management of the FTO Program.* Presented by Center for Criminal Justice, Cal State University, Long Beach, CA. To be offered November 6 - 8, 1989. To obtain additional information call 213/985-4940.

# *Needs and Principles of the Recruit Training Checklist*

by  
*Sergeant Mickey K. Bennett*  
*Long Beach (CA) Police Department*

**D**uring my evaluation of agencies that use the San Jose Model Field Training and Evaluation Program I have noted that some organizations have overemphasized the evaluation tasks and neglected the training procedures.

The primary goal of an Field Training Officer (FTO) program is to successfully take an academy graduate from their paper and pencil world into the "real world" of police work. In order to accomplish this goal, we must ensure quality training for each and every recruit officer during this transitional period.

To ensure this, the Long Beach (CA) Police Department has used a recruit training checklist since the San Jose model was adopted by the police department in 1982.

The recruit training checklist was recently updated. The principles of this document are applicable to any agency regardless of their size or the number of recruits in their program.

The primary objectives of a recruit training checklist are:

- Weekly training goals
- Building-block training (simple tasks to complex tasks)
- High liability issues
- Detailed instructional outline
- Resource material
- Re-emphasis of most critical academy performance objectives
- Cross directory of information
- Verification of training
- Weekly quizzes

The checklist was prioritized by FTOs. The weekly topics are as follows:

## Recruit Training Checklist

### Weekly Topics

Week 1	Orientation and Radio Procedures
Week 2	Report Writing
Week 3	Arrest Procedures, Searches, and Field Show-Ups
Week 4	Juvenile Procedures
Week 5	Traffic Procedures, Driving Under the Influence
Week 6	Vehicle Occupancy Control, Emergency Vehicle Operation
Week 7	Restraining Orders, Family Disputes, Sexual Assault Investigations, Landlord/Tenant Disputes
Week 8	Burglary Investigations, Robbery Investigations, Auto Theft Investigations
Week 9	Preliminary Crime Scene Investigation, Physical Evidence
Week 10	Death Cases, Missing Persons
Week 11	Narcotics/Vice Procedures
Week 12	Bunco Investigations, Credit Card Investigations, Mental Illness Investigations
Week 13	SWAT Call-Out Procedures, Hostage Procedures, Bomb Investigation
Week 14	Neighborhood Watch, Bilingual Program, Police Officer Demeanor/Courtesy, Press Relations

The Long Beach Police Department Recruit Training Checklist has been customized for this agency's needs and to compliment the academy training. This programmed training insures consistency as

recruits are rotated at the end of each training period from FTO to FTO. Without this checklist each FTO would have to develop training activities which could leave major areas untrained. These untrained

areas could possibly cause an otherwise qualified recruit to fail the evaluation phase or lose a qualified officer because of improper training.

**FTQ**

# ***Gaston County P D Gives Boost To FTO Program***

*submitted by  
Captain Norman L. Price  
Gaston County (NC) Police Department*

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**“The Field Training Officer (FTO) program is the basic and essential element of a law enforcement management system ...”**

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— Norman L. Price

**I**n November, 1987, the Gaston County Police Department began undergoing some major changes in departmental philosophy. These changes came about with the appointment of Thomas D. McCarthy, Formerly of the Newport News, Virginia Police Department, to Chief of Police.

## **Field Training a Top Priority**

A top priority of the this new administration was the creation of a formal field training program to replace the inadequate, practically nonexistent, program of previous years. It became my assignment to develop such a program.

The Field Training Officer (FTO) program is the basic and essential element of a law enforcement management system in that it deals with the selection, training and evaluation of personnel. A good FTO program will protect against false Equal

Employment Opportunity and liability claims. More important, it will build and strengthen the fundamental fabric of any organization - its people. There is probably no other single personnel and training program that will promote the long term growth and quality of a department to the extent of a properly run FTO program.

The Gaston County Police Department is committed to the development of a effective law enforcement agency - one that provides efficient service to the community, while in constant search of methods to improve the competency level of officers. The training responsibilities of the Gaston County Police Department are second only to our primary purpose of insuring the public safety and the maintenance of peace and order. Training is the cornerstone upon which we must build a successful program for providing effective and timely service to the community. Due to the nature of the police purpose and the ever changing criminal justice system, we must accomplish two important training goals:

First we must provide a well organized, practically oriented training for recruit

officers. This training must be performance based, or "hands on" training whenever possible. This can be accomplished in a one-on-one training situation.

Secondly we must provide continuous retraining programs at the department and squad levels to refresh past training objectives and deliver new material as it is developed. As a working member at the level of execution, the Field Training Officer is in position to deliver timely in-service training at the source of need on a regular basis.

### **Purpose of the Field Training Program**

The Field Training Officer program is designed to provide the Gaston County Police Department with a high caliber of well trained police officers who will perform their duties and responsibilities with expertise and confidence; thereby maintaining the high standards established by the Gaston County Police Department.

Gaston County Police officers now attend an eighteen (18) week police academy as provided for and required by the State

on North Carolina. We consider this training to be of the finest of its type in the nation.

However, a need was identified that no amount of academy training could meet. There was a problem with officers making the transition from the academic setting to actual job performance. The solution has been provided in the form of this Field Training Program.

### **Benefits of the Field Training Officer Program**

1. Provides comprehensive and consistent on-the-job training to cadets and probationary officers on an individual basis.
2. Provides training tailored to the unique duties of different units and divisions of the department.
3. Reduces litigation by enhancing employee efficiency and effectiveness through structured and competency based training.



Captain Norman L. Price

5. Provides job coaching and remedial or refresher training.
6. Monitors individual training records to ensure that training requirements are being met.
7. Decreases staff grievances by improving employee job understanding and the creation of a more positive work environment.
8. Exposes the cadet officer to actual participation in all units of the department during training, providing him/her with a working knowledge of the overall operation before being released to assume solo patrol duties.

### **Governing Body of the FTO Program**

A governing body for the Field Training Officer Program was created and known as the Field Training Board. This six member board was selected from varying ranks and divisions of the depart-

ment. The Board is responsible for overseeing the development and operation of the Field Training Officer Program. The Board also, serves in an advisory capacity to the Chief of Police in all matters relating to the FTO program.

The Field Training Board consists of a Chairman selected by the Chief of Police and at least five other sworn members of the department chosen by the Chairman. These members will be chosen from various ranks and units.

Additionally, the immediate supervisor of the officer to whom the Board's attention is focused, will sit as a member during that particular session.

### **Training For Trainers**

The Gaston County Police Department has ten officers certified as instructors by the State of North Carolina. These officers/instructors were charged with the responsibility for developing a 40hour training course for the potential FTO's. The course is primarily modeled after the Oakland Police Department in California. FTO's that are selected also serve as evaluators during the cadet's final evaluation

FTO's The course is primarily modeled after the Oakland Police Department in California. FTO's that are selected also serve as evaluators during the cadet's final evaluation phase. The FTO's are given a year-round five percent pay increase.

### **The Field Training and Evaluation Manual**

The Field Training and Evaluation Manual consists of twenty-six categories. The Field Training Board of the Gaston County Police Department has constructed the Field Training and Evaluation Manual as a written guide for the Field Training Officer and other personnel involved in the field training process. It is also a mode for written documentation of the performance of cadet and probationary officers.

In the past, a cadet or probationary officer was able to pass through the probationary period without having to display any specific member of tasks or skills. Now, to be certified for independent patrol, the cadet or probationary officer must

demonstrate the ability to satisfactorily perform each identified skill. No longer will mere knowledge suffice. Actual performance will be the mode of evaluation. To help the FTO with the training process, the tasks and skills that have been identified as mandatory for patrol officers have been categorized. The categorization has been designed as a training aid - not a barrier. In addition to the above, the manual provides for written documentation of the following:

Actual participation in the activities of the other various divisions and units of the department.

Familiarization of the location of all departmental offices, other county agencies, other police agencies, and all other facilities and buildings that the officer will likely have occasion to come in contact with in the course of his duties. When possible, the cadet is introduced to the personnel connected with the above.

The Field Training Board feels that with these specifics included in the immediate field training process, the cadet will have knowledge of many things that may have gone over-

looked if left open to simply a chance encounter. Familiar surroundings create confidence and a positive approach in the new officer. It greatly eliminates feelings of uncertainty, hesitancy, embarrassment, confusion, and anxiety for the cadet officer. The most competent FTO would never be able to convey to the cadet all the necessary components for successful job performance without some written guide. The manual equips the FTO with a method of total instruction.

### **The Field Training and Performance Evaluation Schedule**

The Field Training and Evaluation Schedule consists of 72 working days and requires 17 calendar weeks for completion. At present, twelve cadets have successfully completed the FTO program with two currently assigned.

The Field Training and Performance Evaluation Program is divided into four phases, which follow a two day orientation during which cadets Community Services Division. The four phases are in the Patrol Division and are as follows:



*Gaston County Police Department Field Training Officer Mark Johnson (left) familiarizes cadet Bobby Henderson with vehicle trunk items.*

three phases for field training and on phase for final evaluation. The length of each of the first three phases is fifteen (15) working days. The last or final evaluation phase also consists of fifteen (15) working days.

In addition to these four phases, there will be twelve (12) days of familiarization of specialized units - three (3) days in each of the four specialized units. The four specialized units are: Community Services (community watch programs), Criminal Investigation Unit (major case detectives), Special Investigation Unit (vice/controlled substances), and Identifica-

tion Unit (crime scene search).

These familiarization days may come at any point during the program, but usually not until after Phase One has been completed. The first two days of the program in Community Services are, however, included in the twelve days. (Note: In the original manual, the specialized unit days were considered as a separate phase (four), but in this revised edition, are referred to only as Specialized Unit Assignments. Specialized unit assignments may be inserted at any point during or between phases when, as a matter of practicality,

would be advantageous to the cadet's training.

Each of the first three training phases represent time spent on different watches or shifts. In this manner, the department assures a cursory exposure to the multiple personalities of Gaston County's citizens. We are in the people business and knowledgeable police personnel have long recognized the fact that time of day has a great deal to do with temperament, attitudes, and inclinations of the people moving about in the County of Gaston.

Police officers are people and each officer possesses his personal likes, dislikes, aptitudes, and perspectives regarding police work. The individual personality is reflected in the Field Training Officer's opinion of the cadet's performance. The importance of the cadet's exposure to the multiple personalities of our citizens is equally shared by the need to expose the cadet to the different personalities contained within the Gaston County Police Department. Each time the cadet progresses to the next training phase, the cadet will be assigned to a different FTO. We are individually the product of

# Daily Training Report

## Gaston County Police Department-Field Training Board Field Training and Performance Evaluation Program

### Daily Training Report

Phase: 1 2 3 Day #: \_\_\_\_\_ Div: \_\_\_\_\_ Shift: \_\_\_\_\_ Date: \_\_\_\_\_  
 Cadet Office: \_\_\_\_\_ #: \_\_\_\_\_  
 FTO or US: \_\_\_\_\_ #: \_\_\_\_\_

Check the appropriate line across from the categories based on the training opportunities the Cadet Officer was provided during the day and furnish the required documentation on the reverse side of this Daily Training Report.

TRAINING CATEGORIES	TRAINING PROVIDED	
	YES	NO
<b>ORIENTATION</b>		
1. APPEARANCE .....	_____	_____
2. ACCEPTANCE OF CRITICISM .....	_____	_____
3. ATTITUDE TOWARD POLICE WORK .....	_____	_____
4. USE OF COMMON SENSE AND GOOD JUDGMENT .....	_____	_____
<b>KNOWLEDGE</b>		
5. OF DEPARTMENTAL POLICIES AND PROCEDURES .....	_____	_____
6. OF COMMON NORTH CAROLINA CRIMINAL STATUTES .....	_____	_____
7. OF COMMON NORTH CAROLINA TRAFFIC LAWS .....	_____	_____
8. OF COMMON GASTON COUNTY ORDINANCES .....	_____	_____
<b>PERFORMANCE</b>		
9. USE OF MAP .....	_____	_____
10. DISTRICT ORIENTATION / RESPONSE TIME .....	_____	_____
11. DRIVING SKILLS .....	_____	_____
12. APPROPRIATE USE OF THE RADIO .....	_____	_____
13. RADIO; LISTENS AND COMPREHENDS .....	_____	_____
14. ROUTINE FORMS: ACCURACY AND COMPLETENESS .....	_____	_____
15. REPORT WRITING: ORGANIZATION AND DETAIL .....	_____	_____
16. REPORT WRITING: GRAMMAR / SPELLING / NEATNESS / IBR .....	_____	_____
17. SELF-INITIATED FIELD ACTIVITY .....	_____	_____
18. MANAGING CALLS FOR SERVICE .....	_____	_____
19. CONDUCTING SEARCHES AND / OR SEIZURES .....	_____	_____
20. OFFICER SAFETY .....	_____	_____
21. PRISONER AND / OR MENTAL PATIENT MANAGEMENT .....	_____	_____
22. CONTROL OF CONFLICT .....	_____	_____
23. EXECUTION OF EVIDENTIARY TECHNIQUES .....	_____	_____
<b>RELATIONSHIPS</b>		
24. WITH CITIZENS / VICTIMS / VIOLATORS / JUVENILES .....	_____	_____
25. WITH POLICE PERSONNEL .....	_____	_____
<b>COURTS OF LAW</b>		
26. PURPOSE / RESPONSIBILITY / TECHNIQUES / Demeanor .....	_____	_____

exposure and experience. Every police officer the cadet will meet will present some quality that will be liked and retained and some will be disliked and rejected. The cadet's working personality will be a composite drawn from each of his FTO's.

Upon completion of Phase Three, the cadet will progress to Phase Four. During this phase the cadet will be assigned to his original FTO. This will be his evaluation phase. During Phase Four, the cadet will not be in training. The cadet will be responsible for providing all police services to the public. The FTO is his passenger and it is his/her duty to measure the cadets ability to meet the responsibility. The

standards of measurements the FTO uses are the twenty-six (26) Training and Evaluation Categories and the Cadet Officers Training Checklist. Receipt of the cadet's independent patrol assignment is dependent upon his successful completion of the final evaluation phase.

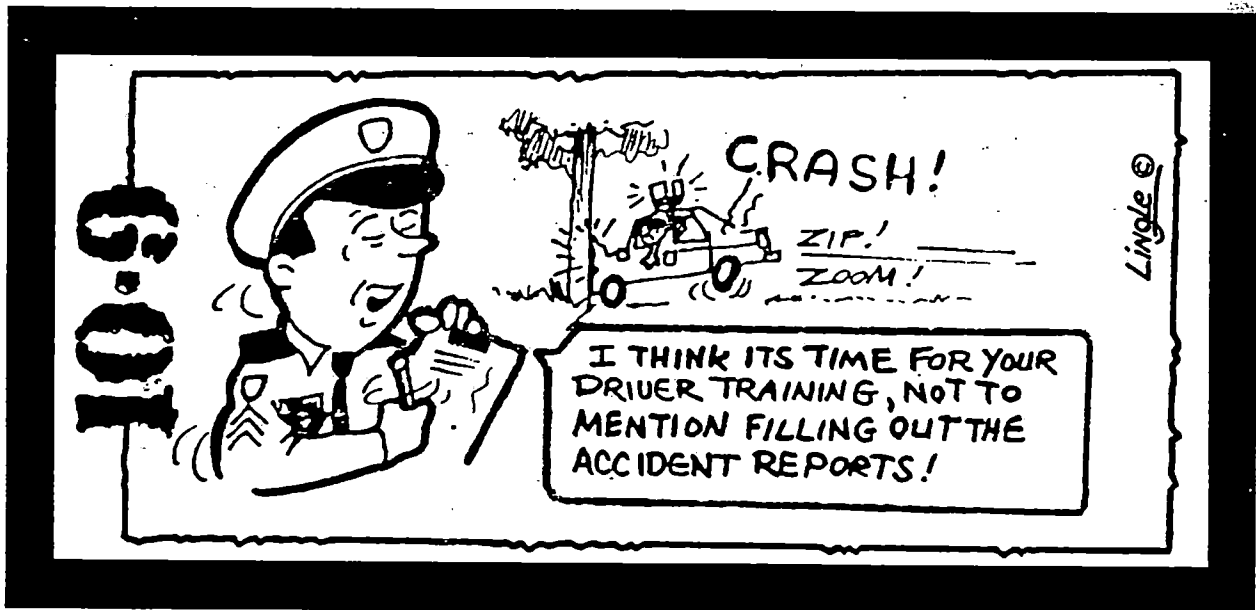
Training records and the FTO who have trained the cadet and the recommendations of the FTO who evaluated the cadet during the seventy-two (72) days of the program will be considered, along with input from the cadet's supervisors, and by the Field Training and Evaluation Board. The decision of the Field Training and Evaluation Board will be forwarded to the Chief of

Police for ultimate and final approval.

Training and evaluation phases may be extended for a reasonable amount of time when there exists a need for remedial training for a cadet with good potential who, for whatever reason, is not quite ready to assume an independent patrol assignment at the end of the standard program.

Once the cadet has been promoted to independent patrol, he/she will be evaluated monthly by the Squad Commander of that watch until the probationary period (one year) has been completed.

FTQ



# REMEDIAL TRAINING

by

WARREN G. OBENLAND

SENIOR PARTNER KEITH KUCIFER, OF THE TEXAS DEPARTMENT OF PUBLIC SAFETY (DPS), INTRODUCES PROBATIONARY TROOPER LEE HUDSON TO HORIZONTAL GAZE NYSTAGMUS (HGN) TESTING, A UNIQUE METHOD OF DWI DETECTION IN THE FIELD...

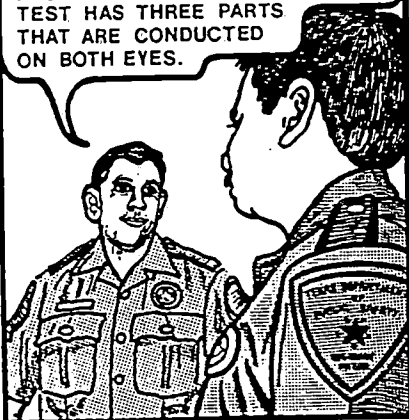
I DON'T UNDERSTAND IT, TROOPER KUCIFER. THIS PERSON DROVE LIKE HE WAS DWI, BUT HE HAS PASSED THE STANDARD FIELD SOBRIETY TESTS THAT I HAVE GIVEN HIM.

DID YOU GIVE HIM THE HORIZONTAL GAZE NYSTAGMUS TEST?

NO, SIR. WHAT IS THAT?

10-89

IT'S A ROADSIDE FIELD SOBRIETY TEST THAT EXAMINES THE EYES OF A DWI SUSPECT FOR THE PRESENCE OF INVOLUNTARY JERKING (NYSTAGMUS) WHEN THE SUSPECT LOOKS TO THE SIDES. THE TEST HAS THREE PARTS THAT ARE CONDUCTED ON BOTH EYES.



THE FIRST PART CHECKS THE ABILITY OF THE SUSPECT'S



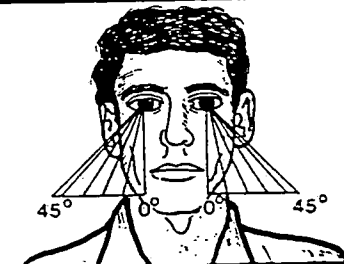
W.G. OBENLAND  
© COPYRIGHT 1989

EYEBALLS TO SMOOTHLY PURSUE AN OBJECT [e.g. A PEN] FROM FRONT-CENTER (0°) TO THE SUSPECT'S SIDES (45° OFF-CENTER).

THE SECOND PART CHECKS EACH EYEBALL FOR NYSTAGMUS AT MAXIMUM DEVIATION FROM THE FRONT-CENTER. [ AT MAXIMUM DEVIATION NONE OF THE SCLERA WILL BE VISIBLE IN THE OUTER CORNER OF THE EYE BEING TESTED. ]

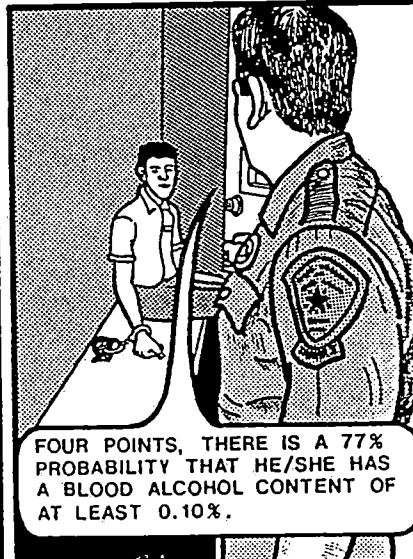


"THE LAST PART DETERMINES THE ANGLE OF ONSET FOR NYSTAGMUS IN EACH EYE. IF THE ANGLE IS LESS THAN 45° DEVIATION FROM FRONT-CENTER, THEN IT COUNTS AGAINST THE SUSPECT. EACH OCCURRENCE OF NYSTAGMUS DURING THE HGN TEST...



W.G. Obenland

COUNTS AS ONE POINT AGAINST THE DWI SUSPECT. IF THE SUSPECT SCORES A MINIMUM OF..."



FOUR POINTS, THERE IS A 77% PROBABILITY THAT HE/SHE HAS A BLOOD ALCOHOL CONTENT OF AT LEAST 0.10%.

Law enforcement personnel desiring additional information about HGN testing may obtain it by writing to the following address:

**Remedial Training  
Police Department  
University of Houston  
Houston, TX 77204-6602**

Requests must be made on departmental stationery.

# FIELD TRAINING QUARTERLY

## Comment Form

In an effort to share field training information and to solicit feedback, we are requesting that you copy or cut out this comment form and mail it to the **Field Training Quarterly**. Submitted information may be edited and reproduced. Your comments, suggestions and news items are greatly appreciated.

- The Editors

I would like to share the following information for the **Regional News** section: \_\_\_\_\_

\_\_\_\_\_

I am seeking assistance and would like the following question(s) included in the **Mail-Bag** section: \_\_\_\_\_

\_\_\_\_\_

I would like more information concerning the submission of an article for publication. Please contact me at: \_\_\_\_\_

\_\_\_\_\_

Suggestions/Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## **FTQ Article Submissions**

Items concerning field training issues are welcome. You may also suggest feature ideas and topics of interest.

Articles are contributed by practitioners in law enforcement or related fields. Manuscripts must be original work. No word rate is paid or other remuneration given. Receipt of manuscript acknowledged; editorial decisions within six weeks; manuscripts rejected without criticism. Papers should be a maximum of ten pages typed double spaced, and accompanied by a thumbnail bibliography.

Address all correspondence to:

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**Bill G. Hendrix,  
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"A Magazine For The Professional Law Enforcement Field Trainer"