

**Course Outline**

**COURSE:** JLE 119                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2019                      **CURRICULUM APPROVAL DATE:** 10/9/2018

**SHORT TITLE:** FTO UPDATE

**LONG TITLE:** Field Training Officer Update

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
.5	18	Lecture:	.33	Lecture:	5.94
		Lab:	1	Lab:	18
		Other:	0	Other:	0
		Total:	1.33	Total:	23.94

**COURSE DESCRIPTION:**

This course provides students with updated information to include role and responsibility of the Field Training Officer, legislative and training updates, principles of learning, and standards of documentation and remediation. The course examines state-mandated update training required by the Commission on Peace Officer Standards and Training (POST). This course satisfies the State requirement for triennial certification of the FTO according to POST. **PREREQUISITE:** POST Basic Certificate or Equivalent, JLE 118 or Equivalent.

**PREREQUISITES:**

Completion of JLE 118, as UG, with a grade of C or better.

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. Identify principles of remedial training plans and training documentation.
2. Recognize the importance of ethics, leadership and professionalism and how they apply to the field training officer.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/9/2018

1 Hours

### A. Presenter-Specific Activities and Testing Requirements

The student must successfully present a one-on-one training demonstration (simulating a FTO-Trainee situation). The student will select from trainee law enforcement training topics and provide training in the selected topical area to a ?trainee? or role player.

1.

Teaching/Training demonstration/presentation

2. Presenter-developed activities/tests as required by the block instructor

1 Hours

### B. Standardized Curriculums And Performance

Objectives

The student will develop a training plan that uses varied adult learning styles and communication techniques. Using the Standardized Evaluation Guidelines developed specifically for this exercise, the demonstration will be evaluated by another student.

1. Provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase

of the program

a. Material presented by each FTO is the same in each phase of training

b. Provides fair/equitable delivery of information ? prevents trainee complaints

1.5 Hours

### C. Difference Between Training and Evaluation

Students will complete evaluations of students during role play exercises.

1. Training is the opportunity to:

a.

Provide instruction and demonstration,

b. With the trainee attempting the task, and

c. FTO coaching and providing feedback

2. Evaluation is:

a. The process of

documenting progress or lack of learning those tasks

3. Training must occur prior to evaluation

4. One without the other makes learning unachievable

5. Discussion of the

Academy Training vs. Field Training

a. Does one prepare for the other

b. Do the two go hand-in-hand

.5 Hours

### D. Leadership, Ethics and Professionalism

Students will demonstrate

accepted principles of conduct based on professional values at all times.

1. The general understanding of the definition from Merriam-Webster includes:

a. A set of moral principles  
or values

b. A theory or system of moral values

c. A guiding philosophy

2. The POST definition

a. The accepted principles of conduct, governing decisions and actions,  
based on professional values and expectations

2 Hours

E. Adult Learning Methods

Students will discuss skills taught and methods to apply them during class exercises.

1.

Practical and Meaningful

a. What is in it for me? Do I need to know this?

b. How will this apply to my job? How will I use this?

2. Experience-based

a.

Knowledgeable instructor/subject matter expert

b. Practical application

c. Use of existing knowledge, skills, abilities, experience

3. Allows for input/buy in

a.

Group participation

b. Validates material covered

4. Self-directed

a. Willingness to learn, self-motivated

2 Hours

F. Adult Learning Styles

Students will demonstrate

different learning styles during role play exercises.

1. Saying, hearing, and seeing words

2. Categorizing, classifying, and observing things

3. Thinking, logically analyzing ideas  
and situations

4. Doing, processing knowledge through physical  
experiences.

5. Relating to people, comparing, cooperating, and interviewing

6. Some people

are familiar with these defined learning styles

a. Converges (abstract conceptualization and experimentation)

b. Diverges (combines life experience of concrete experimentation  
and reflective observation)

c. Assimilator (combines abstract conceptualization with reflective  
observation)

d. Accommodator (concrete experience and active  
experimentations)

e. Multi-sensory approach is the most effective ? see/hear/do

7. Learning Styles as introduced by the POST ?Trainee Learning Styles  
Scenario Video?

- a. Visual ? Learns by seeing/watching
- b. Auditory - Learns by hearing/being told
- c. Kinesthetic - Learns by doing/trying different things

1 Hours

#### G. The Four Step Method of

##### Instruction

Students will complete a presentation using the four step method of instruction.

1. Introduction ? Interest the learner in the job so that s/he will want to learn
- 2.

Presentation ? Show and explain the job to the learner so that s/he understands the proper procedure and methods to use in doing job

3. Application ? Have the learner actively apply what was taught and correct errors

4. Test ? Test the learner or have the learner perform the job to determine extent of learning and need for remediation

1 Hours

#### H.

##### Training/Teaching Skills Development And Demonstrations

1. FTO must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve

2. FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating

a.

##### Introduction of the POST ?Instruction Game?

1 Hours

#### I. Basic Components of the Communication Process

1. Sender of the message

2. Receiver of the message

3. The message itself

4. Context of the message

- a. Words and tone used

- b. Often it is not what is said as much as how it is said that makes the impact on the receiver

5. The channel

used to convey the message

- a. Verbal

- b. Non-verbal

- c. Written

6. Noise and filters (both the sender?s and receiver?s)

- a. Distraction

- b. Background

- c. Biases

7. Feedback on the message

- a. Was it understood?

- b. Was there an identifiable breakdown in the communication?

c. Is there need for clarification?

1 Hours

#### J. Communication Skills Needed To Deliver Effective Training

1. Verbal and non-verbal

a. Verbal (word choice, delivery, intonations, etc.)

b.

Non-verbal (body language, distance, etc.)

2. Effective active listening

a. Validate the sender's message (repeat or paraphrase)

3. Recognizing and overcoming barriers to communication

a. Unspoken biases/prejudices

b. Utilization of the handout ?Effective Listening?

2 Hours

#### K. Components of Effective Training

Students will list presentation

skills they have previously used and why during a class exercise.

1. Instructor qualities

a. High level of communication skills

b. Understands the learning process

c.

Understands teaching methodology

2. Presentation skills

a. Ability to present information in a manner that is easily understood

b. Uses diverse presentation methods

c. Discussion of the handout ?Training Considerations?

3. Teaching/Training styles

a. Rote

b. Intimidator

c. Presenter

d. Developer

e.

Facilitator

4. Teaching/Training aids

a. Maps

b. Chalkboard/white board

c. Computer-based training (CBT)

1 Hours

#### L. Evaluation and Documentation

1. Defining competency as it relates to field training. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo

patrol officer within an agency

2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program

3.

Documentation as exemplified in the supplied POST Handout on DORs,

which provide a record of trainee's progress in some or all of the following areas:

- a. Attitude
  - b. Appearance
  - c. Relationships
  - d. Performance
  - e. Knowledge
4. Document performance deficiencies as related to the trainee's ability (or lack of) and his/her issues

- a. Trainee does not know what to do
- b. Trainee knows what to do, but not how to do it
- c. Trainee knows what to do and how to do it, but just doesn't want to do it

5. Produce an accurate written record/narrative based on observed performance, using SEGs after viewing the Documentation Scenario Videos  
Use SEG language directly in the narrative

- a. Meet the four goals of documentation
  - 1) Clear
  - 2) Concise
  - 3) Complete
  - 4) Correct

2 Hours

#### M. Principles of Remedial Training Plans

1. Specific
  - a. Specifically identify and describe the deficiency
2. Measurable
  - a. Should clearly identify what the trainee is expected to accomplish, under what conditions, within what time frame, and using what resources
3. Attainable
  - a. The trainee should have ample time to reach the required goals
4. Realistic
  - a. Relative to the deficiency and time frame
5. Trackable
  - a. Able to be assessed and documented
6. Use the POST Handout "Remedial Training Plans?"

1 Hours

#### N. Scenario Training

1. Positive aspects
  - a. Provides a safe learning environment
  - b. Less liability than actual calls for service
  - c. Events are repeatable
  - d. Training can be halted at key points to reinforce learning
  - e. Can fill in the "holes" for things the trainee may not be exposed to during training

f. Can prepare the trainee for more difficult situations

## 2. Negative aspects

a. Not as realistic as calls for service

b. Can be predictable

c. Must be maintained and updated

d. Requires

good role players and resources

2 Hours

## O. Proper Steps To Follow When Recommending Termination of a Trainee

1 Termination procedures may depend on individual agency policy but often include:

b. Gather all memorandum having bearing on an eventual decision (DORs, supervisor reports, remedial training plans, contracts, etc.)

c. Documentation

summarizing the trainee's performance should include conclusions and recommendations regarding retention or dismissal

(recommendations should reflect the writer's point

of view and not be

influenced by other's opinions)

d. Documentation should reflect positive as well as negative

e. After all documentation has been reviewed, make

recommendation to

agency head (or

his/her designate)

f. Notify trainee of pending recommendation

g. Allow trainee to speak to anyone in the chain of command

h. Trainee may elect to resign in lieu of termination

i. Retain all memoranda and reports related to termination

2. Understand procedural errors that can lead to

allegations of wrongful

termination

a. Lack of or inadequate documentation

b. Failure to complete field training program guide

c. Failure to provide feedback through

DORs, SWRs, etc.

d. Failure to provide remedial training

e. FTO misconduct

f. Failure to follow chain of command

g. Failure to comply with POST regulations

3 Hours

P.

## Legal Issues And Liabilities

1. Peace Officer Bill of Rights (AB 301)

2. Property interest (Skelly)

3. Liberty interest (Lubey)

4. EEOC (Equal Employment Opportunity)

Commission) - Federal

6. DFEH (Department of Fair Employment and Housing) ? State

7. FLSA (Fair Labor Standards Act) ? Federal

a. Overtime issues relating to homework, equipment maintenance, etc.

**METHODS OF INSTRUCTION:**

Lecture, discussion and demonstration will serve as the medium of instruction. Audio-visual aids will be utilized as they facilitate meaningful instruction. Regular assignments will be made for out-of-class study and research. Individual guidance will be provided as required.

Out of Class Assignments

Required Outside Hours: 12

Assignment Description: Reading department Policy

Required Outside Hours:

Assignment Description: Written evaluation to be graded in class.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 20 % Reading Reports. If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason: Course primarily involves skill demonstration or problem solving

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Problem-solving assignments

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 30 % Lab Reports; Quizzes

Skill demonstrations



Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 60 % Class Performance/s; Performance Exams

Objective examinations

Percent of total grade: 5.00 %

**REPRESENTATIVE TEXTBOOKS:**

n/a

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199970

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 119

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000326857

Sports/Physical Education Course: N

Taxonomy of Program: 210500