

Course Outline

COURSE: JLE 118 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 12/8/2020

SHORT TITLE: FTO

LONG TITLE: Field Training Officer

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	.5	9
		Lab:	1.72	30.96
		Other:	0	0
		Total:	2.22	39.96
		Total Learning Hrs:	57.96	

COURSE DESCRIPTION:

This course will develop student proficiency in adult learning theory, evaluation and documentation, leadership, remedial training and other skills necessary to become a qualified Field Training Officer. This course meets minimum California Commission on Peace Officer Standards and Training requirements for Field Training Officers and follows the guidelines and standards under 832.3 of the Penal Code. (POST Certified) **PREREQUISITE:** POST Basic Certificate of Equivalent.

PREREQUISITES:

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB

STUDENT LEARNING OUTCOMES:

1. Create, prepare, evaluate procedures for probationary recruits.

Measure of assessment: Demonstrate

Year assessed, or planned year of assessment: 2013

2. Describe the program benefits of the FTO, Recruit and department/agency.

Measure of assessment: class exercise

Year assessed, or planned year of assessment: 2013

3. Demonstrate the ability to train recruits on the job in areas of knowledge and practical techniques of police work.

Measure of assessment: Demonstration

Year assessed, or planned year of assessment: 2013

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

Curriculum Approval Date: 12/8/2020

DE MODIFICATION ONLY

2 Hours

I. Introduction, Orientation and Goals

The Academy and Field Training Program provides the minimum training for performing solo general law enforcement uniformed patrol duties.

A. Students Required Introduction Activity

- 1. Identify student's background and experience

C. Recognize Post FTO's Course Goals and Objectives,

Including the Development of a

New FTO's Ability To:

- 1. Provide training and coaching while integrating trainees into the mission, goals and

operation of the agency

- 2. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards

D. Successfully

Complete All Post and Presenter-Specific Activities and Testing

Requirements Including:

- 1. POST-required Teaching/Training demonstration/presentation

2.

Case Study Analysis

- 3. Presenter-developed activities/tests as required by the block instructors

Homework - Reading assignment

2 Hours

II Field Training Program Goals and Objectives

Field Training Officers must make themselves aware and support/reinforce the training provided at the academy used by their agency so that they can hold the trainee accountable for that training.

- A. Identify the four goals of a post-approved field training program
 - 1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
 - 2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information
 - 3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed
 - 4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community
- C. Discuss the post competency-based program philosophy
 - 1.

Competency includes behaviors that demonstrate effective performance

- 2. These behaviors may not always include specific knowledge (i.e., exact penal code

references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result.

- 3. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.

D. Explain the need for standardized curriculum and performance objectives

E. Recognize terminology, resources, testing methods, and other activities used in the regular basic course

F. Explain how the field training program is an extension of the regular basic course

G. Understand the difference between training and evaluation, and recognize how both complement each other in a successful field training program

- 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 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

H. Identify and discuss key components of a successful field training program

1.

Commitment of department head and administrative staff

2. Clearly articulated organizational structure/chain of command

3. Well-organized and effective field training program

guide/manual

4. Regular field training staff meetings

5. FTO and program critique by trainees

6. Clearly defined roles/expectations for trainees, Field Training Officers (FTOs), and FTP-SACs.

I. Identify and discuss the impact of field training programs

Homework - Review the Learning Domain #3 Workbook.

4 Hours

III. Expectations, functions and roles of the FTO

Demonstrate the ability to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee's education, background, cultural perceptions, work history, etc.

A. Introduction: what does it take to make an FTO?

B. Explain the attributes of a successful FTO

1. Effective communicator

2. Ethical

3. Professional

4. Knowledgeable

5. Experienced

6. Courageous

7. Fair

8. Committed

9. Loyal

C.

Identify and explain the functions or roles of the FTO

D. Discuss the key elements for establishing trust between the FTO and the trainee

1. Truth - Established by integrity

2. Respect - Gives personal worth

3. Understanding - Shows compassion and empathy

4. Support - Provides strength and shows commitment

5. Teamwork -

Brings trainees into the organization

E. Recognize symptoms of trainee psychological, physical, and emotional stress ?

discussion after viewing the required ?trainee stress?

scenario video

F. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress

Homework - Written assignment

4 Hours

IV.

Ethics

Students will analyze ethical dilemmas utilizing POST's "Ethical Decision-Making Tools for California Law Enforcement".

A. Define ethics

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

3. Law Enforcement Code of Ethics discussion from supplied handout

B. Identify ethical issues within the field training environment

Homework - Written assignment

4 Hours

V. Leadership

Students will learn to be successful leaders/FTOs and to be proactive, flexible to development and performance level of their trainees.

A. Define leadership

1. The POST definition:

a. The practice of influencing people, while using ethical values and goals, to produce an intended change.

B. Identify and explain characteristics demonstrated by various recognized leaders

C. Analyze personal strengths and weaknesses as a leader

D. Discuss principles, theories, and trends of leadership and how they may apply to the FTO (e.g. Situational Leadership)

E. Analyze situations requiring applications of leadership principles and theories and

provide examples of where/how those applications impact the situations

F. Assess the positive aspects of the leadership role of FTO'S

Homework - Written assignment

4 Hours

VI Training and Teaching Skills Development

Field Training Officers must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve.

A. Introduction

1. 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 required POST ?Instruction Game?

B. Define communication as it relates to the FTO position

C. Discuss reasons for developing positive communication skills, to include:

1. Better interpersonal and professional relationships

a. Eliminates

misunderstandings

b. Provides clear direction

c. Allows for teamwork

2. Job satisfaction/success and reputation

a. Reduces stress

b. Enhances ability to reach goals

c. Establishes rapport

3. Professional and personal safety/liability

D. Recognize the communication skills needed to deliver effective training, including:

1. Verbal and non-verbal

2. Effective active listening

3. Recognizing and overcoming barriers to communication

F. Identify and explain components of effective training, including:

1. Instructor qualities

2.

Presentation skills

3. Teaching/Training styles

4. Teaching/Training aids

5. Training plans

a. Has a training game plan

1) Keeps trainee on track

2) Allows for flexibility

3) Lists learning

expectations

G. Compare and contrast the elements of student-centered vs. Teacher-centered learning, using the RIDEM acronym

1. Student/Trainee Centered

a. Focuses on student/trainee learning needs

b. Puts the onus of learning on the student/trainee

2. Teacher/FTO Centered

a.

Focuses on the teacher/FTO

b. Focuses on what the teacher/FTO knows

3. RIDEM Theory utilizing the handouts entitled "RIDEM Article and RIDEM Checklist"?
 - a. Relevance
 - b. Involvement
 - c. Discovery
 - d. Experience
 - e. Modeling
- H. Analyze adult learning styles (e.g. visual, auditory, and kinesthetic) and learning domains (e.g. affective, cognitive, and psychomotor) and how they impact the learning process
 1. Learning Styles as introduced by the required 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
 - d. Multi-sensory approach is the most effective ? see/hear/do
 2. Learning Domains with handout "Perceptual Learning Styles"?
 - a. Cognitive
 - 1) Involves knowledge and development of intellectual skills
 - a) Evaluation
 - b) Synthesis
 - c) Analysis
 - d) Comprehension
 - 2) Includes recall or recognition of facts, patterns, and concepts
 - a) Short-term memory
 - b) Long-term memory
 - b. Affective

- 1) The manner in which we deal with things emotionally
 - a) Feelings
 - b) Values
 - c) Appreciation
 - d) Enthusiasm
 - e) Motivation
 - f) Attitude

- c. Psychomotor
 - 1) Physical movement
 - 2) Coordination
 - 3) Motor skills
 - 4) Requires practice
 - a) Speed
 - b) Precision
 - c) Distance
 - d) Procedures
 - e) Techniques
3. Adult Learning Concepts

a.

Types

- 1) Experience-based
- 2) Self-directed/Facilitated learning
- 3) Participatory
- b. Importance of application
 - 1) Respects the learner
 - 2) Respects diversity
 - 3) Focuses on needs of learner
 - 4) Practical and meaningful
 - 5) Challenging
 - 6) Fun = increased retention

4. Rates of Learning

- a. Individuals learn at different rates/speeds
- b. The more senses involved, the more effective the learning
- I.

Discuss other factors or issues that may impact the learning process

1. Learning Environment
 - a. Formal instructional setting (Classroom)
 - b. Patrol Car
 - c. Range
2. Student Factors
 - a. Personal distractions
 - b. Learning plateaus
 - c. Students level of motivation

3. Other outside factors
 - a. Presence of non-field training personnel
 - b. Availability of appropriate training aids and resources
- J. Identify and explain qualities of successful teachers, which may include:
 1. Caring/Passion
 - a. ?People don?t care how much you know until they know how much you care?
 2. Knowledge (Subject Matter Expert/Resource)
 - Broad base of knowledge to draw on
 - Accuracy of that knowledge
 - Stays current on information needed to competently perform duties
 3. Skill as exemplified by the handout ?Good Teaching?
 - Willfully demonstrates skills correctly
 - Maintains skill levels
 - Works to learn new skills
 4. Motivation
 - a. Wants to teach
 - b. Works to help others learn
 5. Focused on values
 - a. Strong work ethic
- K. Analyze personal strengths and weaknesses as a trainer
 1. Assess performance in the Instruction Game Exercise
 - a. Can you improve on your performance?
 - b. Did you recognize what worked and what didn?t work?
- L. Develop a training plan using a common instructional design method, which may include:

1. Introduction (Performance objectives are explained)
 - a. What
it is that will be taught
 - b. Why it is important (WIIFM)
2. Presentation (Impart the new knowledge or skill)
 - a. Delivery methods
 - b. Manner best suited for trainee
3. Application (Opportunity to put new knowledge or skill to use)
 - a. Active involvement for adult learning
 - b. Did trainee correctly explain or demonstrate skill
4. Test (Evaluation of progress ? holds the learner accountable)
 - a. Provides immediate feedback to
trainer/trainee
 - b. Evaluation of progress
 - c. Allows for remediation if needed
 - d. Serves as documentation of training and
knowledge/skill level
5. Utilize and add to discussions the handout ?Selecting a Delivery Strategy?

M. Develop Learning Activities

1. Purpose
 - a. Reinforce training
 - b. Learning by doing
 - c. Promote decision making
 - d. Promote teamwork
 - e. Safely problem solve
2. Types
 - a. Case studies
 - b. Role play
 - c. Brain storming
 - d. Scenarios/table top exercises
 - e. Simulations
 - f. Group exercises

Homework - Review/study for quiz

7 Hours

VII. Competency, Evaluation and Documentation

Students (FTO's) must develop the critical skills

necessary to determine if learning is occurring. They must also give critical feedback and clear direction to guide the trainee to an acceptable level of competence. FTO's must exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

A. Define competency as it relates to field training, to include:

1. The demonstration of 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

B. Identify the purpose and components of the standardized evaluation guidelines (SEGS)

Homework - Reading assignment/review

13 Hours

VIII. Remediation, Testing and Scenarios

FTO's must remember a mistake or performance deficiency must be corrected, and correction should come as soon as practical after the behavior without interfering with the department's service responsibility. Problems that do not seem to go away or are repeated call for remedial training. Not every field incident or objective in an agency's program will occur within the time frame of the Field Training Program. Field Training Officers may have to set up a scenario exercise or rely on the trainee's written response to specific situation.

A. Remedial training is defined as:

A correction or review of previously taught information or procedures

1. Identify principles of remedial training plans, use handout entitled remediation article, ?SMART? and include:

a. Specific

? Specifically identify and describe the deficiency

b. Measurable ? Should clearly identify what the trainee is expected

to accomplish,

under what conditions, within what time frame,

and using what resources

c. Attainable ? The trainee should have ample time to reach the required goals

d. Realistic ? Relative to the deficiency and time frame

e.. Trackable ? Able to be assessed and documented

B. Components of structured remedial training plans

1. Specified performance deficiencies

2. Training Assignments

3. Documented completion or extension

C. The use of written and scenario tests within the field training program

1. Written testing is appropriate for code sections and crime elements as well as policy and procedures.

2. Scenarios are appropriate for exposure to calls

which may not be received

D.. Scenario development

1. Competency may be demonstrated through department constructed knowledge tests, scenario exercises or field performance

E. The positive and negative aspects of 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

2. Negative aspects

- a. Not as realistic as calls for service
- b. Can be predictable
- c.

Requires good role players and resources

METHODS OF INSTRUCTION:

Quizzes, exams, final project and problem solving exercises. The construction of a lesson plan and deliver an oral presentation to the entire class. Scenario training and videos are used to facilitate discussions.

OUTSIDE OF CLASS ASSIGNMENTS

Required Outside Hours: 18

Assignment Description: Read the department policy.

Required Outside Hours: 18

Assignment Description: Practice filling out department evaluations to be evaluated in class.

Required Outside Hours:

Assignment Description: Work on writing a lesson plan and practice oral presentation for class presentation.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Written Homework; Other: Student will develop a training plan

Problem-solving assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Homework Problems; Quizzes; Exams

Skill demonstrations

Percent of total grade: 30.00 %

Percent range of total grade: 30 % to 40 % Class Performance/s; Performance Exams

Objective examinations

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % True/False

Other methods of evaluation

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Student will present training plan to class

REPRESENTATIVE TEXTBOOKS:

n/a

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200670

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: 118

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: CCC000074442

Sports/Physical Education Course: N

Taxonomy of Program: 210500