

Chino Police Department PSO Field Training Guide



■ PART I

Program Orientation



Part I. Program Orientation

Field Training Overview

The Chino Police Department's Field Training Program is intended to facilitate a PSO'S transition to uniform patrol. Newly assigned PSOs must receive training in the field, on actual calls for service, where they learn from officers who have practical patrol experience. Field training introduces a newly assigned PSO to the personnel, procedures, policies, and purposes of the Chino Police Department.

In order to make the new PSOs' field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced Police Service Officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training program guide materials with the newly assigned PSO (henceforth referred to as the trainee) and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and the Field Training Program Coordinators and Manager. The trainee's performance will be evaluated by the FTO and monitored by the coordinators and manager through daily and weekly reviews.

Field training has a significant impact on the individual trainee in terms of imprinting the attitudes, style, values, and ethics of the Chino Police Department. Their experience in the training program will remain with them throughout their career. Because of this, the field-training program is one of the most critical programs in the department, since it creates habits that last an entire career. The Chief of Police and his field training staff must be certain that the field-training program not only develops the necessary technical skills but also reflects the policing philosophy of the Chino Police Department.

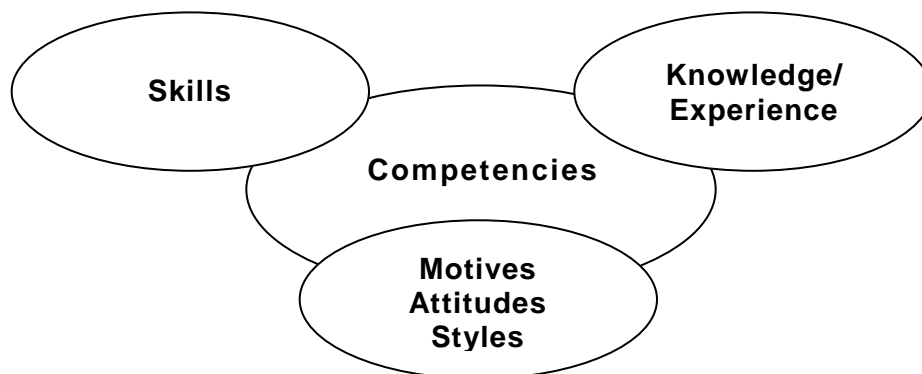
The field training staff has the responsibility of building the future of the Chino Police Department through the people they train. The field training program must have a training philosophy that ensures that each trainee is given the maximum opportunity to show that they can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and trainees are able to perform to the best of their ability. The approach must be fair, firm, friendly and, above all, professional. The example set must be beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed.

To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well-organized and administered field-training program. Support of the program and the program staff will result in successful trainees who can perform the duties of a PSO in a safe, effective and competent manner.

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Expectations of Field Training Programs

The Field Training Program and the collaborative field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new PSOs. The program helps trainees achieve specific objectives in order to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance. 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. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.



Objectives of Competency-based Training System

As shown above, competencies have several components. Many of these are addressed in the hiring process; however, it's usually only in the field training program, when these components actually have to work and come together, that potential success and true competence is revealed. The field training program staff has the responsibility to evaluate that competence and the success of each trainee. The future of the department rests in their hands.

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Field Training Program Elements

The Chino Police Department's Field Training Guide is based upon the POST model, which is based upon research and input from numerous law enforcement departments throughout California and the nation. POST's regulatory standards and requirements for program approval are incorporated into these elements.

Scope of the Program

The *Chino Police Department PSO Field Training Guide* is designed to be completed by PSOs who have been assigned to perform specific uniformed patrol duties. It is a structured training program to introduce PSOs to the department's philosophies, procedures, and community services.

Length of the Program

The Chino Police Department's PSO Field Training Program is 16 weeks long *and* is designed to provide maximum flexibility in the time required to present its objectives. This period allows sufficient time for the FTO and program supervisors to provide department-specific training, guidance, and evaluation to the trainee. It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each trainee. *Trainees need time to learn*. Additional time may be warranted as needed based on the trainee exposure to the training topics and experience or progress. In the case of the Trainee having prior experience, the training schedule may be shortened if warranted.

Standardized/Phase Training

In order to maintain uniformity, a concentrated effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTO's must evaluate the trainee only on the trainee's performance and understanding. Training must take place before evaluation and must be uniform if the evaluation is to be valid.

The Chino Police Department's Field Training Guide is designed to *minimize problems* that arise from inconsistent training **and** is intended to ensure maximum uniformity in the training process. A fundamental element of the field-training program is phase training. Phase training is designed to provide the following:

1. A systematic approach to field training,
2. Consistent and standardized training,

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3. The means of assuring the trainee's capability to perform competently as a solo Police Service Officer.

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. The Chino Police Department Field Training Program is divided into five phases.

Phase 1 (Week 1) is the introductory phase. During this phase, the trainee will be taught certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. The primary objective of this phase is orientation and familiarization. Report writing, routine forms, city geography and basic radio transmissions will be demonstrated in this phase.

Phase 2 (Week 2-5) is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will be handling calls for service with less input required from their FTO. The trainee will be expected to contribute more actively and have more responsibility as a PSO. The trainee will begin to drive in this phase. Problem solving, decision making and investigative skills will be emphasized. Also covered will be crime scene investigation and related matters to include equipment, photographing, crime scene management and booking evidence. This phase will also include knowledge of various aspects of traffic collision investigation.

Phase 3 (Week 6-13) Trainees will be expected to handle all PSO-related calls for service, except those they have not yet been exposed to, with minimal assistance. This might include initiating parking enforcement on their own, and also Front Desk Training. During Phase III, training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the next phase.

Phase 4 (Week 14-15) Trainee will spend two weeks in the Traffic Bureau

Phase 5 (Week 16) is the test phase. It is predominantly an evaluation phase, which generally consists of one week of observed patrol activity. To ensure the trainee acts as a solo PSO during this phase, the primary FTO should observe the actions of the trainee from a "ride-along" position. The FTO will not take any action except in instances where his/her intervention is necessary. This FTO intervention should occur under the following circumstances:

1. *Police Service Officer Safety* – If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.

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2. *Illegal and Unethical Activity* – The FTO must ensure that the trainee’s actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.
3. *Embarrassment to a Citizen, the Department, or the FTO* – The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at any time.

When the trainee has successfully completed Phase 5 they will be scheduled a supervisor checkout / certification ride, which if they are successful, they will be certified to act as a solo PSO and will be released from training.

If it is determined the trainee has demonstrated a pattern of difficulty, an inability to perform to the established standards of achievement in any phase or fails to pass Phase 5, they should either receive an extension of training, be given a remedial training assignment or “contract”, or be terminated from the program.

Evaluation Frequency

Each trainee’s progress, as he/she proceeds through the field-training program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee’s progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also used for identifying training needs and documenting training. Further, they chronicle the skills and efforts of the trainers. In essence, the evaluation process represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. FTOs are expected to complete Daily Observation Reports (DORs), Weekly Observation Reports (WOR), and End of Phase Reports on each trainee while FTO Coordinators and Managers are expected to review and sign each DOR or WOR and complete their own Supervisor’s Weekly Report (SWR). Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee’s successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff.

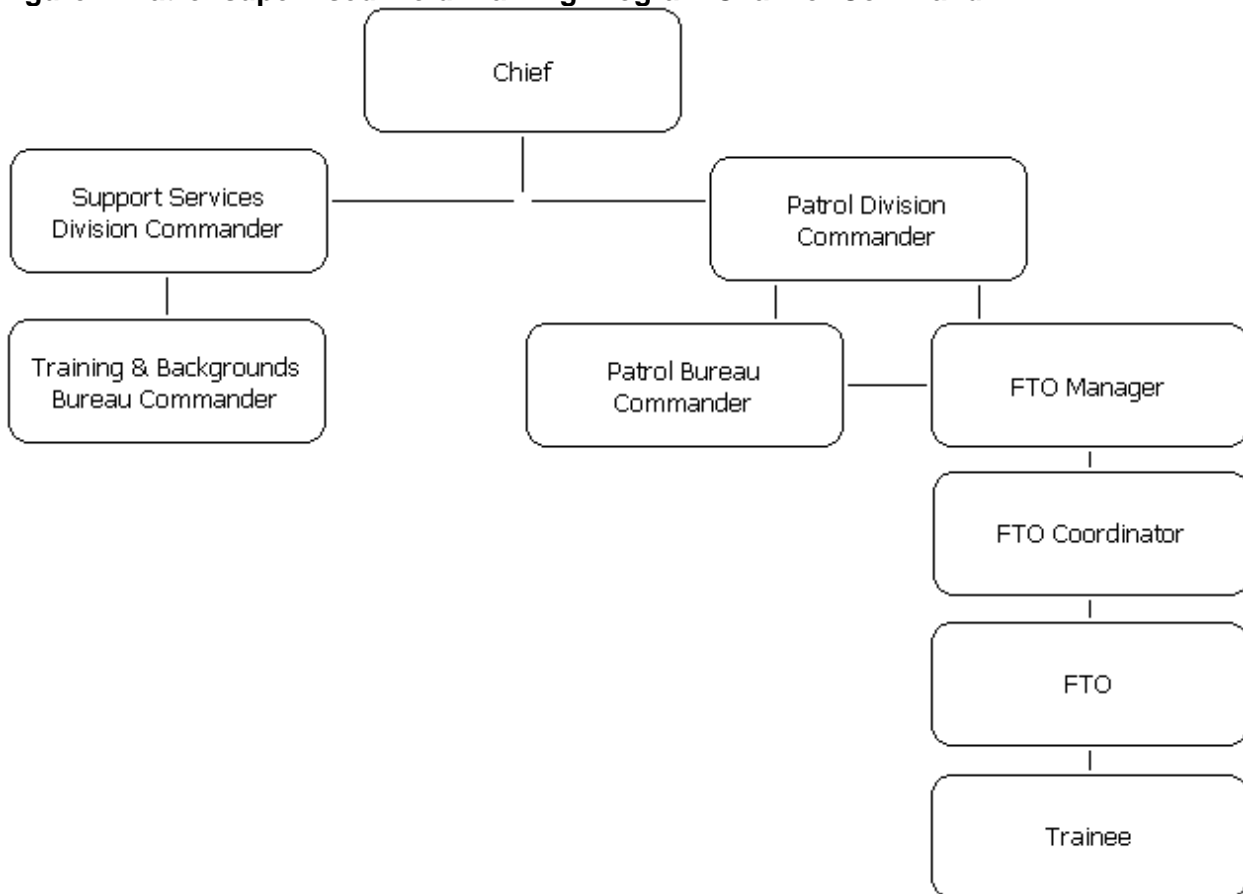
Organizational Structure/Chain of Command

The Chino Police Department PSO Field Training Program is supervised by the Patrol Division. This usually includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. The FTO Manager is a Lieutenant and is responsible for the overall operation of the FTO program. The FTO Coordinator(s) is a Sergeant who is responsible for the daily supervision of the FTOs and their

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trainees. The FTO Coordinator is responsible for coordinating tasks such as trainee/FTO assignments, remediation, review of the DORs and other weekly and end of phase reports. Patrol provides the framework and virtually all the opportunity for trainees to apply the skills they learned. Patrol also has a chain of command that can be adapted to administering a field-training program. The patrol division can effectively handle administration of the field-training program as long as there is communication with other interested units (i.e., Plans and Training). Figure 1 represents a patrol-supervised chain of command for the field-training program.

Figure 1. Patrol-supervised Field Training Program Chain of Command



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

It is important that each member of the field training program staff have a sense of organizational loyalty. As information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create

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feelings of anxiety among the staff as well as with the trainees. The field-training program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

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Role/Expectations of Trainees

Role of the Trainee

The role of the field training program trainee is to demonstrate the ability to perform at a solo uniformed PSO level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee's primary responsibility while assigned to the field-training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee's life. The field training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must give their best effort each and every day and dedicate themselves to successfully completing the FTO Program.

Expectations of Trainees

- Trainees are to be respectful to their FTOs and other program staff. The FTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, they should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the FTO Coordinator. If the trainee still has a concern or problem, the trainee may ask the FTO Coordinator to set up a meeting with the FTO Manager. The FTO Coordinator shall notify the FTO Manager, and a meeting shall be scheduled.
- Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the department manuals.
- Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes.** They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).
- While off duty, trainees should not respond to police calls.

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- Trainees should use the feedback provided in evaluations to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counterproductive to the field-training program itself.
- The trainees' relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing should be prohibited unless the relationship began before the trainee was hired or assigned and the department head or field training program commanding officer is aware of the relationship. Department policy regarding these issues should be fully explained and followed.

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Role/Expectations of Field Training Officers

Role of the Field Training Officer

- Field Training Officers (FTOs) have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, while trainees closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that produces the blending of knowledge, skills and good judgment.
- It is essential that the FTO utilize coaching techniques and lead by example, providing encouragement and direction to the trainee to apply what has been taught. The FTO must follow that up by giving feedback on the trainee's performance. It is important that this assessment have a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed with positive reinforcement to encourage better performance.
- FTO's must be flexible, adapting to varying challenges; otherwise, the trainee, the program, and the department will suffer.

Expectations of Field Training Officers

Teacher/Trainer

- Any officer who becomes a Field Training Officer must have a passion for teaching. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the

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trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

- FTOs should recall how they felt when they began training in order to appreciate the trainee's state of mind. The trainee's problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and their success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.
- FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO's role and the trainee's role, and it should be explained to the trainee. Explain to them the concept of phase training, including the length of each phase and how each phase requires them to operate at a higher level of responsibility. At the beginning of each new phase, the FTO should explain the requirements of the new phase. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.
- During phase one and two of training, the FTO and the trainee should both write reports. This will allow the trainee to learn how to write reports by observing the FTO and comparing the FTO's report with their own.
- FTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee's self image. The use of loud, profane speech or humiliation tactics are not acceptable methods and do not contribute to the learning environment.
- FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee's temperament, needs and development as a patrol officer.

Role Model

- FTOs must be positive role models. They must lead by example exhibiting the Chino Police Department's Core Values and Mission Statement. They must also adhere to the FTO Program guidelines in terms of policies and confidentiality and have a positive attitude toward the department, the training program, the job, and the trainee. FTOs dedicated to the goals and success of the field-training program will be respectful of, and respected by, trainees, peers, co-workers, and supervisors.
- During the orientation process, the FTO should establish a friendly, open and professional rapport with the trainee. Learning is enhanced through effective communication. Rapport is important to

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communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic to them.

- FTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success. There is nothing more disconcerting than facing a “stacked deck.” Everyone needs to know that they have a chance to succeed. FTOs should expect trainees to succeed.

Evaluator

- FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary.
- FTOs are expected to accompany trainees on all tasks. This will ensure evaluations will be based upon direct observation of the trainee’s performance.
- Evaluation skills are of primary importance to the field-training program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence.
- If FTOs cannot evaluate, they cannot train.
- As the trainee advances through the training program, the FTO will begin to shift from teacher to evaluator. Phase one is an intensive training phase as compared to the final phase, in which the purpose is to test and evaluate the trainee’s ability to operate as a solo PSO.
- Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, Weekly Training Progress Reports, End of Phase Reports, and through the use of remedial training, evaluation sessions, and verbal feedback.
- If the trainee performs well, the FTO is encouraged to write a description of the acceptable performance under the heading of “Most competent performance”. This serves as an opportunity to reinforce positive behavior.
- If a trainee receives a “Needs Improvement” in a particular category, the FTO will provide a detailed description of the trainee’s performance, why it is in need of improvement and what remedial steps have been taken to correct the performance. The FTO shall use a heading that provides the number of the category being rated and the description of that category. For example, if the FTO writes about the trainee’s driving skills during routine conditions, the heading would be:

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“3. Driving Skill: Routine”.

- If an FTO begins to perceive a pattern of behavior that “Needs Improvement”, the FTO needs to identify the pattern within the evaluation and describe what steps will be taken to correct it. For example, if the trainee does not know their hundred blocks, this should be documented along with specific recommendations for correcting the problem. In this example, the trainee would be directed to learn the hundred blocks by a specific date, at which time a hundred-block test would be administered.
- FTOs will ensure that trainees complete self-evaluations that are meaningful and accurately reflect their performance. If the trainee’s performance “Needs Improvement”, the trainee will write a narrative describing their performance, explaining the impact their performance might have on their ability to do their job and what remedial steps they will take to correct their performance.
- FTOs should evaluate specific, observable performance and should not predict possible future performance by making comment such as “This should improve with time”.
- FTOs will be required to maintain computerized records of all evaluations until a program coordinator authorizes their deletion. This will insure that backs up files are available, should evaluations be misplaced or lost.
- The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.
- In order to ensure consistency in the training program, FTOs will adhere to the patrol tactics protocols.
- FTOs should not discuss their trainee’s progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee’s performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.
- FTOs will evaluate trainees based upon the trainee’s ability to operate as a PSO.
- Trainees are expected to carry notebooks to record noteworthy information. FTOs will reinforce the importance of this practice by periodically inspecting the trainee’s notebook. When inspection occurs, the FTO will record the results in the daily evaluation.

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- FTOs are expected to provide feedback to the FTO coordinator in order to keep them apprised of the trainee's progress. The coordinator should not have to ask the FTO for feedback. It is the responsibility of the FTO to regularly communicate with the coordinator (at least once at the end of each week), keeping them informed of the trainee's progress. This is especially critical if the trainee is having issues that require remediation. The feedback should be meaningful, providing the coordinator with an accurate summary of the trainee's strengths and weaknesses and any plans for remediation. The above will be documented within the Weekly Observation Report.
- If the trainee completed a written product during the shift, the FTO will mention it in the Daily Observation Report and will attach copies of all drafts, including the final submission. The draft number will be written across the top of the copy to indicate how many drafts were submitted.
- Evaluations shall be submitted at the end of each shift, unless authorized by the field supervisor.
- Evaluations shall be placed in the front sleeve of the Training Evaluation Binder for later review by the coordinator. The evaluation shall be hole punched and stapled.
- FTO Forms on the "S" drive shall be downloaded into the individual FTO's computer file, which will serve as their working file.
- Primary FTOs are responsible for maintaining the binder containing the trainee evaluations. The FTO will ensure that the file is up to date and contains all of the required documents.
- FTOs will review all trainee reports prior to submitting them to a sergeant. The FTO will ensure that the report is complete, accurate and does not contain any errors.

Leader

- FTO's should exemplify the department's vision, mission, and core values. FTOs should share responsibility with their trainee, delegating through problem solving, and training them to engage in pre-planning.
- FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding them accountable for their own success in the training program. Trainees will want to succeed because of the FTO's leadership.

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- FTOs will take accountability for the success of the FTO Program and will dedicate themselves to constantly evaluating the program and looking for ways to improve it.

Role/Expectations of the Field Training Program Coordinator

Role of the Field Training Program Coordinator

The role of the Field Training Program Coordinator is to ensure that the standards and objectives of the department's field training program are adhered to. To meet these requirements, the coordinator must monitor the training activities of the FTOs and conduct weekly meetings to discuss the trainee's progress in the program.

Expectations of the Field Training Program Coordinator

- While it is not necessary to routinely respond to calls that are assigned to a training team, the coordinator should, in the course of their duties, observe the trainee's performance. Since the coordinator is responsible for providing feedback to both team members, the interaction between the trainee and their FTO should also be observed.
- Direct feedback from the coordinator to the trainee can have a significant impact (sometimes officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee's performance should be made to the FTO privately, while giving support to their role in bringing the trainee's performance up to an acceptable level.
- Just as a coordinator would assess and guide PSOs in their other law enforcement duties, they must counsel and support the FTO through the training process. A personal style that the FTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.
- The coordinator has the responsibility to seek feedback from trainees who are participating in or who have completed the field-training program. The feedback should encompass both the program and its FTOs. Meetings with the trainees and reviewing evaluations can accomplish this. The coordinator must ensure that FTOs understand the FTO evaluation procedure.

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Role/Expectations of the Field Training Program Manager

The role of the Field Training Program Manager is to conduct oversight of the program and to ensure that the standards and objectives of the Chino Police Department's PSO Field Training Program are adhered to. To meet these requirements, the manager must direct the efforts of the program coordinator (s). The manager is responsible for ensuring that the department's program is in compliance with the minimum standards established by POST. The manager must be trained in the various components of the program and should be the rank of Lieutenant. The manager is expected to protect and promote the department's field training program through the following:

Extending/Terminating Trainees in the Program

- Based on the recommendation of the FTO, the FTO Program Coordinator and a review of trainee performance and evaluation reports, the FTO Manager has the authority to extend field training for a trainee who is not responding to remedial efforts. The manager should also recommend the termination of a trainee who is not responding to remedial training efforts.

■ PART II

Evaluation,
Documentation, and
Remediation



Part II – Evaluation, Documentation and Remediation

Evaluation

During the field training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. The Chino Police Department utilizes several written evaluations including Daily Observation Reports (DORs), Weekly Observation Reports (WORs), Supervisor Weekly Reports (SWRs), and End of Phase Reports (EPRs). Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect their ability to perform as a solo PSO.

The Chino Police Department's evaluation procedure is based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). This system lists the relevant job-related categories that have been identified as critical tasks that must be mastered by the trainee. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against the department's standards. The Chino Police Department uses Standardized Evaluation Guidelines (SEGs). The SEGs have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. *Proper* evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each department, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores, such as "NI" (Needs Improvement) or "C" (Competent).

Rating Behavior/Performance

A written department standard or "scale" should accompany each category evaluated on the DOR or Weekly Training Progress Reports. **All trainees should be evaluated throughout the entire program utilizing the solo PSO standard as "competent."**

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG. The FTO selects the description that "fits" the behavior that they are evaluating,

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selecting either the “NI,” or “C”. Performance, however, does not always “fit” into the nice, neat rating box. A trainee’s performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not “anchored” by the appropriate description, the FTO must select choose the rating that best typifies the trainees behavior.

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

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following “errors” entered into the evaluation process.

The **ERROR OF LENIENCY** occurs when the FTO assigns scores beyond those that are deserved. In a field-training program, this often occurs because the FTO introduces the variable of “experience” or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate but considers it “OK” given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an “Unacceptable” score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember... **Whatever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as “competent.”**

The **ERROR OF PERSONAL BIAS** (also called the “Halo” or “Horns” effect) occurs when the FTO allows personal feelings about the employee to affect the ratings. Particular “likes” or “dislikes” limit appraisal objectivity. What is rated in the field training program is whether or not an individual can safely, effectively, and competently do the job as described...that’s all!

The **ERROR OF RELATED TRAITS** happens when the FTO gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

The **ERROR OF EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the “Halo” or “Horns” effect.

Part II – Evaluation, Documentation and Remediation

The **ERROR OF “ROOM TO GROW”** occurs when the FTO, wanting to “motivate” the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

The **ERROR OF AVERAGING SCORES**. FTOs who assign a score based on an average of the trainee’s performance for the day have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that “on the average” the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is “OK.” Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

FTOs are often uncomfortable about giving a “Needs Improvement” rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the FTO acknowledge the mistake(s) by assigning a score of “Needs Improvement”. The FTO **must** give the trainee a “Needs Improvement” rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee’s otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee’s relationship to another member of the department; the presence or absence of educational achievement; age, gender, race or sexual orientation; physical appearance; etc., are only a few of a person’s characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on *what* the individual does rather than *who* the individual is. Employees want their performance, not their personality, discussed during a performance review. In this way, defensiveness on the part of the trainee will diminish, and the FTO will be able to avoid these common appraisal errors.

The only measure that FTOs should use when evaluating the behavior and performance of a trainee is the Chino Police Department’s Standardized Evaluation Guidelines.

Part II – Evaluation, Documentation and Remediation

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO to remember four “goals” of documentation. To provide meaningful evaluation, the documentation should be:

1. CLEAR
2. CONCISE
3. COMPLETE
4. CORRECT

The following suggestions will support the FTO in accomplishing the documentation goals.

1. **Set the stage.**

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

Example: The trainee, using excellent defensive driving techniques, brought an 80 mph, high-speed chase to a successful halt.

2. **Use verbatim quotes.**

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The trainee, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in a physical confrontation.

3. **Report the facts — avoid conclusions.**

Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

Part II – Evaluation, Documentation and Remediation

4. **Remember your audience.**

When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.**

Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.

6. **Speak to performance, not personality.**

Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the “Impersonal” style of documentation relieves some of the stress.

Example: Rather than write “You did a poor job of handling the disturbance call...” try “Trainee Jones did a poor job of handling...” etc.

7. **Use lists, if appropriate.**

The use of a “list” approach will sometimes save time and space.

Example: The trainee, when asked, failed to accurately identify the following ten code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 1029, 10-35, and 10-62.

8. **Think remedial.**

What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.

9. **Use quantification whenever possible.**

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. **Do not predict.**

Avoid statements such as “I am sure that Ann, with a little more effort, will be able to master the radio,” or “Charlie’s skills will no doubt improve as the weeks go by.” Rather than make statements of this nature, the FTO should write what the behavior should produce; i.e., “When Bill can complete reports of this nature within 30 minutes or less, he will be performing at an acceptable level.” Predictions set up false expectations.

Part II – Evaluation, Documentation and Remediation

If FTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or co-worker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what's written and ask if you REALLY know what happened from what was written. Another approach is to have another FTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

Discussing Evaluations

The FTO and trainee's discussion of evaluations is a particularly important aspect of the field-training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation.

The performance evaluation must:

1. Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
2. Be the basis for plans to help the trainee improve performance as needed.
3. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation." Trainees should be encouraged to express how they feel. Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the supervisor if desired.

Part II – Evaluation, Documentation and Remediation

Performance Evaluation Documents

Daily Observation Report

The Daily Observation Report (DOR) is to be completed by the FTO at the end of each shift that the trainee is assigned to work during the field training program. Days where the trainee receives no evaluation by a qualified FTO (i.e., Orientation, days off sick or injured, non-enforcement or special assignments, etc.) can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee as close to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift.

The DOR is designed to rate observed behavior with reference to an alphabetic scale (NI and C). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR.

The DORs also have a "NRT" box on the face of the form. "NRT" means "Not Responding to Training." In addition to a rating of "NI" or "C" in the particular category, this box may also be marked or the NRT box alone may be marked. NRT is assigned after reasonable remedial efforts have failed to result in improvement. Citing NRT is a serious step and is considered a "red flag" for the trainee and program supervision. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign NRT is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the FTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance (i.e., Has the trainee had enough opportunities to effectively complete the task given the difficulty?). If the answer is "Yes," NRT is appropriate. If "No," continue with remediation.

Part II – Evaluation, Documentation and Remediation

Note: We must be sure that any remediation that has been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

Supervisor's Weekly Report

In an effort to ensure accountability, supervision, and participation from a higher level within the department, the field supervisor will complete an evaluation of the trainee's performance and progress each week. This report is useful not only to report a trainee's performance but also to serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Weekly Report (SWR) requires the supervisor to check one of three boxes (Competent, Needs Improvement or Not responding to Training) to summarize the trainees performance for that week. The supervisor will also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed.

End of Phase Report

At the end of each phase, FTOs will complete an End of Phase Report (EPR). The FTO must check one of two boxes to indicate his recommendation regarding the trainee's advancement to the next phase. The EPRs also detail the trainee's significant strengths and weaknesses. The EPR should be discussed in a field training staff meeting with the coordinator, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction.

Completion Record/Competency Attestation

Upon the trainee's successful completion of the field-training program, it will be the responsibility of the Final Phase FTO to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training program guide have been covered and signed off, and after personally observing the trainee's acceptable performance in **all** of the functional areas or categories, the FTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command.

Part II – Evaluation, Documentation and Remediation

Remedial Training Strategies

Most FTOs will report that training is an “ongoing” process that is the result of the natural interactions between themselves and the trainee. Simple comments such as “this word is spelled...” often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that; 1) a mistake or performance deficiency **must** be corrected, and 2) that correction should come as **soon** as practical after the behavior without interfering with the department’s service responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** Remedial training becomes necessary when the trainee’s job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the FTO’s role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the FTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee’s behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons. It is more likely that inexperience and an absence of sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

Since formal remedial training may require an extended stay in the field training program, there are several steps the FTO can take when trying to resolve the deficiency:

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.

Part II – Evaluation, Documentation and Remediation

4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting training deficiencies and/or performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous, demeaning, harassing, or expose the department to liability. Department policies, procedures, core values or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the field training program guide or in designing written training plans.

Role Plays and Scenarios

These can be used for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. No loaded weapons should ever be used in field training scenarios.
3. Notification of other potentially involved parties (i.e., dispatch, neighboring departments, patrol and/or field training supervisors, etc).
4. Choice of location (so as not to involve unknowing citizens or other officers).
5. Selection of role players who understand the win-win philosophy (If the trainees do it right, they win!).

Role Reversals

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

Part II – Evaluation, Documentation and Remediation

Commentary Driving

The trainee is advised to maintain a running commentary of what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation and Orientation Skills).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information. When Patrol Observation is being taught, the trainee should direct his/her attention to people and things that would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a PSO does. When Orientation Skills are being taught, the trainee provides a commentary of the: 1) direction of travel, 2) location by intersection, and 3) identification of landmarks.

Verbalization

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. If they are en route to a call, they must describe the call to the FTO, tell how they will get there and, once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the "putting in order" of their thoughts and actions but also the slowing of their thought processes and prevention of "overload." By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.

Flash Cards

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Spelling.

Spelling Quizzes

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Part II – Evaluation, Documentation and Remediation

Self-Evaluations

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled “Self-Evaluation.” As with the FTO’s evaluation, both parties review and compare their DORs at the end of the shift.

Directing Traffic

1. FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire and medical response, etc.
2. Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
3. Have trainee speak with other FTOs, traffic officer, etc.
4. Have trainee speak with fire and medical responders for their perspective(s).
5. Request assignments for these types of calls.

Report Writing

1. Use report writing exercises.
2. Pull some good and bad reports as examples. Be sure to remove the author’s name.
3. Interview detectives about what they look for in a good report.
4. Have trainee enroll in a writing class.
5. Have trainee obtain and read books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest trainee purchase an electronic spell checker.
8. Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.

Part II – Evaluation, Documentation and Remediation

9. Have trainee spend time working with an in-house instructor.

Courtroom Demeanor

1. Interview detectives, attorneys and judges as to what they think makes a good witness.
2. Have trainee observe a trial.
3. Have trainee perform a courtroom role play, using one of his/her citations or arrests.

Investigative Procedures

1. Interview detectives and attorneys as to what they think makes a good investigation.
2. Verbal and written quizzes on elements of crimes.
3. Follow one of the trainee's cases through with the assigned detective.
4. Create a mock crime scene.
4. Develop a checklist for verbal commands.

Orientation Skills

1. Give trainee a copy of a map that contains the streets but no names. Trainee fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout shift ask trainee to provide his/her location.
4. Demonstrate efficient ways to use various maps that are available.

Radio Procedures and Codes

1. Role plays
 - a. What is going on with other officers?
 - b. Sample sentences/codes.
 - c. Describe scenario. Ask trainee how to say it on the radio.

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2. Have trainee speak in codes rather than plain text/English.
3. Assign trainee to a shift in Communications to work with a dispatcher. Have trainee log the codes and then decipher into plain text/English, turning in the final product.
4. Have trainee listen to a scanner.
5. Have trainee read all license plates phonetically.

Rapport with Citizens

1. Increase exposure to public.
 - a. Directed patrol
 - c. Neighborhood watch and crime prevention meetings.
 - d. Public event.
2. Audio tape trainee's contacts. Have trainee review and critique performance.

Summary

For remedial training strategies, always remember to:

1. Diagnose the true problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the trainee's performance and your efforts.

PART III

AGENCY/ CITY ORIENTATION



Part III – Agency / City Orientation

AGENCY-SPECIFIC TRAINING

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of his/her agency. The trainee shall have been scheduled for and successfully completed the following training prior to starting the uniformed PSO training program:

- 3.1.01** – Chemical Agent qualification
- 3.1.02** - Issuing of equipment
- 3.1.03** – Obtain Computer access / keys, ect.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMIEDIATED		How Remediated?
	Name	Date	Name	Date		Name	Date	
F.T.O.					_____			_____
Trainee					_____			_____

AGENCY ORIENTATION

3.1.02 - The trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agencies:

- Organization
- Functions
- Work schedule
- Chain of command

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMIEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.03 - The trainee shall review and briefly explain agency goals, directives, rules, and regulations pertaining to:

- A. Standard of conduct on and off duty (values, ethics, principles)
- B. Core Values
- C. Mission Statement
- D. Rules governing outside employment

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- E. Regulations on carrying chemical agent off duty
- F. Hours of all shifts and absence reporting requirements

- G. Interaction with associated law enforcement agencies
- H. News media release laws, rules and regulations
- I. Security of agency facilities
- J. Ethics in Law Enforcement
- K. Chief’s Vision statement
- L. COP Philosophy

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.04 - The trainee shall review and explain department policies and practices related to:

- A. Sexual Harassment
- B. Hate Crimes
- C. Threshold Incidents
- D. On-Officer Video Recorder Policy

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

- A. Introductions to key personnel
- B. Equipment and supply locations
- C. Vehicle and equipment check-out procedure

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.06 - The trainee shall know the agency policy regarding use, damage and replacement procedures for:

- authorized personal equipment
- uniforms and safety equipment
- agency equipment used by PSO's in the field

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.07 - The trainee shall review and explain what constitutes unauthorized equipment.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part III – Agency / City Orientation

3.1.08 - The trainee shall demonstrate the procedures for obtaining and using the following items:

- A. Vehicle / Keys
- B. M.D.C.
- C. Hand-held radio
- D. Report forms
- E. Flares
- F. Axon On-Body Camera

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.09 - The trainee shall be instructed and demonstrate an understanding of the following:

- Citizen complaint procedure
- Procedures relating to employees' involvement in on/off duty incidents
- On duty injuries reporting procedure
- Expectations of professional demeanor
- Role of the Professional Standards Unit
- Intervention/Reporting

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part III – Agency / City Orientation

COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS

3.1.10 - The trainee shall be familiarized with the following locations within the agency’s jurisdiction:

- A. Chino Valley Medical Center
- B. Fire Stations
- C. Bars and “hot” spots
- D. Schools
- E. Community service organizations
- F. Park and open recreation areas
- G. Banks
- H. Liquor stores
- I. Chino Airport
- J. Sub Stations
- K. Hazardous material/priority locations (WMD potential targets, etc.)
- L. Men’s Prison (CIM)
- M. Women’s Prison (CIW)
- N. Senior Center
- O. Library
- P. Chaffey College Locations
- Q. Neighborhood Activity Center (NAC)
- R. City Yards
- S. Recreation Services
- T. Human Services
- U. Chamber of Commerce
- V. Aguiar Square
- W. Chino Experience (Teen Center)
- X. S.B. County Junior Fairgrounds
- Y. Off site storage locations

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.11 - The trainee shall be familiarized with the names and locations of important types of roadways in the community or assigned area. These shall include:

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- A. Major arteries
- B. “Through streets”

- C. Dead-end streets
- D. Freeways
- E. Service and access roads
- F. Jurisdictional boundaries
 - City
 - Sector

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.12 - The trainee shall be familiarized with the concept of area deployments and sector integrity and how the two relate to the organization’s goal on response times.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

SUPPORT SERVICES

3.1.13 - The trainee shall be instructed as to the location and general function of each of the following external resources:

- A. City Hall
- B. Superior, and Juvenile Courts
- C. District Attorney’s Office
- D. Public Defender’s Office
- E. San Bernardino Sheriff’s Department
- F. Probation Department
- G. Parole
- H. Coroner’s Office
- I. Chino Valley Medical Center
- J. Loma Linda University Medical Center
- G. Arrowhead Regional Medical Center
- L. West Valley Detention Center
- M. Juvenile Hall

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- N. Canyon Ridge Psychiatric Hospital
- O. State and Federal law enforcement agencies, including:
 - 1. California Highway Patrol – CHP
 - 2. Department of Motor Vehicles – DMV
 - 3. Federal Bureau of Investigations – FBI
 - 4. Postal Inspectors
 - 5. Bureau of Narcotic Enforcement – BNE
 - 6. Secret Service
 - 7. Immigration and Naturalization Service – INS
 - 8. Bureau of Alcohol, Tobacco, and Firearms – ATF
 - 9. US Marshall Service
- P. Additional support services
 - 1. Chino Valley Unified School District Security
 - 2. Spectrum Security
- Q. Chino Airport
- R. Special Enforcement Teams
- S. Code enforcement

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.14 - The trainee shall explain the proper utilization of agency special teams/units, including:

- A. S.W.A.T.
- B. C.N.T.
- C. K-9
- D. Crisis Intervention Team (CIT)
- E. Mobile Field Force (M.F.F.)
- F. Special Enforcement Team (SET)
- G. Criminal Investigations Unit
- H. Traffic Services Unit
- I. Training and Background Unit
- J. Mounted Enforcement Team (M.E.T.)
- K. Records
- L. Communications

Part III – Agency / City Orientation

- M. Administration/Payroll
- N. Crime Analysis / RTCC
- O. School Resource Officers

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.15 - The trainee shall become familiar with the following specialized equipment:

- A. Mobile Command Post
- B. All Terrain Vehicle
- C. Police Horses
- D. Bicycles
- E. TRV patrol vehicle
- F. Helicopters (40King and Ontario Air Units)
- G. Jail Van

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.16 - The trainee shall become familiar with and demonstrate an understanding of the following:

- History of Chino
- Cultural diversity
- Community relationships

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part III – Agency / City Orientation

3.1.17 - The trainee shall become familiar with Chino’s political leaders and community stakeholders, including:

- Mayor and council members
- County Supervisor, 4th District
- Assembly member representing Chino
- State Senator representing Chino
- City of Chino department heads

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.18 - The trainee shall familiarize him/herself with the following:

- Subpoena procedure
- MDC /CLETS
- Outlook (email)
- Pass codes
- Proximity cards
- Telephone system
- Policy and Procedure Manual (LEXIPOL)
- Chino Municipal Code

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.19 - The trainee shall be familiar with and demonstrate an understanding of what is expected of him/her within the Field Training Officer Program.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PART IV

Field Training



Part IV – Field Training Program

ETHICS

3.1.20 - The trainee shall identify the ethical standards of the Chino Police Department (Law Enforcement Code of Ethics, Core Values and Mission Statement) and explain or demonstrate how they apply to ethical decision-making.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

1. A PSO shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
2. PSOs shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
3. PSOs shall not use language or engage in acts that demean, harass, or intimidate another. (Refer to Policy)
4. PSOs shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.

Reference: *International Association of Chiefs of Police Model Policy for Standards of Conduct*

Part IV – Field Training Program

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.1.24 - The trainee shall review and explain the policy and procedures associated with conduct both on and off duty.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

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DECISION MAKING

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

- A. Law
- B. Departmental policy and procedure
- C. Departmental goals and objectives
- D. Mission Statement and Core Values
- E. Community expectations
- F. Officer safety

Reference: *Mission Statement, Core Values*

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Patrol Vehicle Operations



Chino Police Department Field Training Guide

PATROL VEHICLE OPERATION SAFETY

4.2.01 - The trainee shall demonstrate the use of the following:

- A. Trunk and hood release
- B. Emergency lights switches
- C. Flares
- D. First aid equipment
- E. Radio
- F. Engine fluid compartments and dip sticks
- G. Rol-a-tape
- H. CSI Equipment Storage

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.02 - The trainee shall review and explain approved driving techniques, including:

- A. Backing
- B. Parking
- C. Right-of-way violations
- D. Passing
- E. Excessive speed
- F. Proper procedures for driving at the Chino Airport
- G. Proper driving techniques when driving in congested shopping centers

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.03 - The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:

- A. Driver condition
- B. Vehicle condition
- C. Environmental conditions, including road surfaces
- D. Vehicle speed
- E. Reaction time and distance

Part IV – Field Training Program

F. Braking distance

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.04 - The trainee shall identify the components of “defensive driving.” These shall include:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Part IV – Field Training Program

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

VEHICLE OPERATION LIABILITY

4.2.08 - The trainee shall discuss how an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same "rules of the road" as any other driver.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Radio Communications



Chino Police Department Field Training Guide

RADIO COMMUNICATIONS

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.10 - The trainee shall memorize the phonetic alphabet and Chino Police Department radio codes, including commonly used Penal Code Section numbers and disposition codes.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.11 - The trainee shall demonstrate knowledge of Chino Police radio procedures to include the following:

- A. Waiting until the air is clear before pressing the transmit button.
- B. Pressing the transmit button firmly, pausing and speaking calmly and clearly into the microphone.
- C. Avoiding over-modulation by speaking moderately into the microphone.
- D. Knowing the meaning of “10-33” and always saving routine and non-emergency transmissions until the termination of “emergency traffic only” status (“10-34”). Use of Channel one and two during “10-33”.
- E. Knowing the call signs, assignments, and sector locations of other units in the area.
- F. Use of the various radio channels
- G. Call types and priorities

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								

Part IV – Field Training Program

INFORMATION SYSTEMS/TELECOMMUNICATIONS

4.2.12 - The trainee shall give examples where inquiries into a law enforcement information system would be necessary. These may include:

- A. To locate information on lost, stolen, or recovered property (including vehicles)
- B. To verify the validity of a driver’s license, vehicle registration, or occupational license
- C. To report or locate a missing person

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

- A. Automated Property System (APS)
- B. Stolen Vehicle System (SVS)
- C. Wanted Persons System (WPS)
- D. Automated Firearms System (AFS)
- E. Domestic Violence Restraining Order System (DVROS)
- F. Missing Unidentified Person System (MUPS)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.14 - Given an incident in which information is required to complete an investigation, the trainee shall demonstrate knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

- A. Wanted persons
- B. Property, vehicles, and firearms
- C. Criminal histories
- D. DMV information
- E. Miscellaneous information

Part IV – Field Training Program

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.15 - The trainee shall review and explain the Chino Police Department’s policy regarding the proper use or misuse of Mobile Data Computers (MDCs).

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.17 - The Trainee shall be required to spend a minimum of five training hours with a Public Safety Dispatch Supervisor or their designee. (Sit-a-long)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Community Relations/ Professional Demeanor



Chino Police Department Field Training Guide

COMMUNITY RELATIONS AND SERVICE

4.2.18 - The trainee shall identify roles encompassed in the agency’s responsibilities to provide community service.

Those roles may include:

- A. Protect life and property
- B. Maintain order
- C. Crime prevention
- D. Public education
- E. Delivery of service
- F. Enforcement of law(s)
- G. Community partnerships, such as:
 - 1. Citizen’s Academy
 - 2. DARE / MADD
 - 3. Outreach Activities
 - 4. Youth Accountability Board

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

PROFESSIONAL DEMEANOR AND COMMUNICATIONS

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.21 - The trainee shall identify verbal factors which could contribute to a negative response from the public, including:

- A. Profanity
- B. Derogatory language
- C. Ethnically offensive terminology

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.22 - The trainee shall identify non-verbal factors which could contribute to a negative response from the public, including:

- A. Officious and disrespectful attitude
- B. Improper use of body language
- C. Improper cultural response
- D. Demonstrating a lack of concern

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

CULTURAL DIVERSITY

4.2.24 - The trainee shall explain how the culture of the community can have an affect on the community's relationship with the Chino Police Department.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

CRIME PREVENTION

4.2.25 - The trainee shall give examples of general forms of crime prevention, including:

- A. Advice concerning mechanical devices (alarms, locks)
- B. Control of conditions (lighting, access, and architecture) (CPTED)
- C. Public awareness
- D. Property identification
- E. Neighborhood watch programs

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

COMMUNITY/PROBLEM-ORIENTED POLICING

4.2.26 - The trainee shall review and explain the agency's concept of community/problem-oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Report Writing



Part IV – Field Training Program

REPORT WRITING

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.28 - The trainee shall give the location of the report depository for forms.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.29 - The trainee shall describe the function for the records unit in the reporting process.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.31 - The trainee shall discuss the importance of police reports, including these uses:

- A. Recording facts to a permanent record
- B. Providing coordination of follow-up activities
- C. Providing investigative leads
- D. Providing statistical data
- E. Providing a source for trainee evaluation
- F. Providing reference material

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.2.32 - The trainee shall explain the qualities of a good police report. These shall include:

- A. Accuracy
- B. Brevity
- C. Completeness
- D. Clarity
- E. Legibility/Neatness
- F. Objectivity
- G. Grammatical and structural correctness
- H. Timely
- I. First person/active voice/past tense
- J. Timely submission per policy

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.34 - Following the completion of a preliminary investigation of a “cold” crime, the trainee shall record all pertinent information in correct format on the proper report form.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.35 - The trainee shall prepare a series of reports that minimally include:

- A. Organizing facts in chronological order
- B. Relating facts in appropriate sentence form
- C. Correctly filing in all appropriate boxes
- D. Properly establishing who, what, when, where, why, how and how many
- E. Properly establishing the elements of the crime(s), when appropriate

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

4.2.36 - The trainee shall identify the proper reporting formats to include headings and content.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.37 - The trainee shall demonstrate proficiency in completing “routine forms” used by this agency. The list shall minimally include the following:

- A. Parking Citations
- B. Missing Persons
- C. CHP 180
- D. Vehicle checks

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.37a - The trainee shall demonstrate proficiency in utilizing the current online report creation, correction and submission software.

- A. LW's
- B. TA's
- C. FI's
- D. Different Ques

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Control of Persons/
Scenes/
Incidents



Part IV – Field Training Program

SEARCH CONCEPTS

4.2.38 - The trainee shall recognize and explain the circumstances under which the following types of legally authorized searches may be made at the request of an office. These circumstances shall minimally include:

- A. Pat searches for weapons
- B. Consent searches
- C. Plain sight
- D. Incident to arrest
- E. Exigent circumstances
- F. Opposite gender

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Trainee								
Comments:								Case/Report No.:

4.2.39 - The trainee shall identify those items for which an officer may legally search. These items shall minimally include:

- A. Dangerous weapons
- B. Fruits of the crime
- C. Instruments of the crime
- D. Contraband
- E. Suspects

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL / SEARCHING OF PERSONS

4.2.40 - The trainee shall be able to demonstrate effective search techniques for both male and female suspects, including:

- A. Constant alertness, including keeping hands in view
- B. Maintaining control and position of advantage

Part IV – Field Training Program

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Comments:								Case/Report No.:

4.2.41 - The trainee shall review and explain agency policy regarding searching individuals of the opposite gender.

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4.2.42 - The trainee shall explain and/or demonstrate proper immobilization techniques to control detained person(s).

A: Control Holds

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

PEOPLE WITH DISABILITIES

4.2.43 - The trainee shall recognize that the ADA (Americans with Disabilities Act) also covers people with developmental and mental impairments and impacts law enforcement as follows:

- A. Requires reasonable adjustments and modifications in policies and practices or procedures, on a case-by-case basis.
- B. Requires that the safety and civil rights of people with disabilities be protected during transport and while detained.
- C. Requires officers to make accommodations for persons with disabilities, except where safety is compromised.

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Comments:								Case/Report No.:

4.2.44 - The trainee shall recognize and demonstrate effective communications for persons with cognitive impairments, to minimally include:

- A. Give one direction or ask one question at a time.
- B. Allow the person to process what you have said and respond (10-15 seconds, then repeat).
- C. Avoid questions that tell the person the answer you expect (avoid questions with yes/no answers).
- D. Repeat questions from a slightly different perspective, if necessary.
- E. Avoid questions about time, complex sequences, or reasons for behavior.
- F. Use concrete terms and ideas. Avoid jargon or figures of speech.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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CONTROLLING SCENES AND INCIDENTS

4.2.45 - The trainee shall consistently be able to safely and effectively control (verbally and physically), incidents and crime scenes.

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Part IV – Field Training Program

4.2.46 - The trainee shall discuss the limits of searches when conducted with persons, vehicles, and buildings including:

- A. Closed containers (On persons or in vehicles.
- B. Inventory searches

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Investigations/ Evidence



Chino Police Department Field Training Guide

INTERVIEWING

4.2.47 - The trainee shall explain the systematic steps he/she should take in preparing for an interview / Investigation.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.48 - The trainee shall discuss basic rules in statement taking and interviewing. These rules shall minimally include:

- A. Asking direct and brief questions. Let the person being interviewed do the majority of the talking.
- B. Controlling the interview. Avoid rambling by the person being interviewed.
- C. Avoiding leading questions except when absolutely necessary.
- D. Putting the person being interviewed at ease.
- E. Writing statements verbatim (when appropriate) from the person being interviewed, not improvising or making assumptions.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.49 - The trainee shall describe the contents of a good statement. These contents shall minimally include:

- A. What happened
- B. When it happened
- C. Where it happened
- D. Who it happened to
- E. How it happened
- F. Why it happened

Part IV – Field Training Program

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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INVESTIGATIONS

4.2.50 - The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Crimes Against Property

4.2.51 - The trainee shall review and explain a PSO's responsibilities associated with the preliminary investigation and reporting of fresh crimes against property. These responsibilities should minimally include:

- A. Identity or description of suspect(s)
- B. Description of loss
- C. Direction of flight of suspect(s)
- D. Possibility of weapons being involved
- E. Radio broadcasts of all known and important information

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

CONCEPTS OF EVIDENCE

Part IV – Field Training Program

4.2.52 - The trainee shall recognize the concepts of evidence as defined and used in California law, including:

- A. Evidence
- B. Direct evidence
- C. Circumstantial evidence

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.53 - The trainee shall identify the following types of evidence or material related to the introduction of evidence in court and shall give an example of each:

- A. Fruits of a crime
- B. Instrumentalities of a crime
- C. Contraband

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

EVIDENCE COLLECTION AND PRESERVATION

4.2.54 - The trainee shall search a crime scene and locate physical evidence through the use of an organized method which may include:

- A. Strip
- B. Spiral
- C. Quadrant

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Part IV – Field Training Program

4.2.55 - The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.

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Trainee								
Comments:								Case/Report No.:

4.2.56 - The trainee shall demonstrate the ability to preserve evidence in such a way as to ensure it is received by the examining authority or court in as near to the same condition as it was found.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.57 - The trainee shall review and explain, as well as apply, the agency's policies on:

- A. Handling controlled substances
- B. Depositing property, evidence, and money
- C. Withdrawing and returning property
- D. Depositing firearms, miscellaneous weapons, and explosives

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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4.2.58 - The trainee shall explain the provisions of the agency's rules, policies, and procedures regarding the storage of evidence.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.59 - The trainee shall review and explain the agency’s policies and procedures regarding the taking of evidence to laboratory examination facilities and court.

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Comments:								Case/Report No.:

4.2.60 - The trainee shall explain “chain of custody” or “chain of evidence.”

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.61 - Given a crime situation in which any form of evidence is recovered, the trainee shall collect, preserve, and deliver the evidence, and properly complete all necessary forms (property reports, evidence tags, etc.) in order to ensure the chain of custody.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.61a – The Trainee will meet with an Evidence staff member to review policy, procedures and best practices.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.62 - The trainee shall define the term “subpoena” and describe the authority and immunities associated with the subpoena, including:

- A. Who may exercise the power of a subpoena
- B. Who may serve a subpoena
- C. How a subpoena is served
- D. Who is subject to the power of a subpoena
- E. What immunities from arrest are granted to a person traveling in answer to a subpoena
- F. How a subpoena is enforced

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

COURTROOM TESTIMONY AND DEMEANOR

4.2.63 - The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

- A. Uniform
- B. Business Attire

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.64 - The trainee shall explain the value of a pre-trial conference with the prosecuting attorney. This shall minimally include:

- A. Refreshing the officer’s memory
- B. Coordination of efforts

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

4.2.65 - The trainee shall identify and explain principles of effective testimony. These principles shall minimally include:

- A. Honesty
- B. Clarity
- C. Brevity
- D. Objectivity
- E. Poise

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.66 - The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with a variety of attorney personalities including:

- A. Irate
- B. Offensive
- C. Threatening
- D. Argumentative
- E. Overly friendly

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.2.67 - The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

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Comments:								Case/Report No.:

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Comments:	Case/Report No.:

4.2.71 - The trainee shall identify gang graffiti factors significant to law enforcement, including:

- A. Identifying individuals and/or a specific gang
- B. Identifying gang boundaries
- C. Indications of pending and/or past gang conflicts

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Self-Initiated Activity



Chino Police Department Field Training Guide

4.3.01 - The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated activities to minimally include:

- A. Traffic enforcement
 - . Identifying and citing parking violations
 - . Locating AV's
 - . Knowledge of when to mark for 72 hours and when to tow vehicle

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.3.02 - Directed Patrol:

- A. Pattern crimes
- B. COPS, POP Projects, school programs
- C. Parking Enforcement

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.3.03 - Respond to assist officers on their calls:

- A. Traffic Control
- B. Evidence Collection
- C. Photographs
- D. Pat Down Search
- E. Vehicle Storage

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Patrol Enforcement Procedures



Part IV – Field Training Program

POLICE PATROL TECHNIQUES

- 4.3.04** - The trainee shall explain the importance of positive daily personal contact with citizens.
 A. Community Engagement

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

OBSERVATION SKILLS

- 4.3.05** - The trainee shall identify methods by which perception skills may be improved and demonstrate the ability to describe scene activity, persons, and vehicles with acceptable accuracy.

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Trainee								
Comments:								Case/Report No.:

PREVENTING AND DETECTING CRIME

- 4.3.06** - The trainee shall identify factors to be considered in becoming familiar with the community:
- A. General population information
 - B. Appropriate geographic information
 - C. Recent criminal activity
 - D. Specific factors that may influence patrol functions (i.e., location of emergency hospitals, high-crime areas, community habits, etc.)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

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

- A. Gathering information through crime reports and briefings
- B. Gathering needed materials (i.e., report forms, citation books, etc.)
- C. Obtaining and checking equipment / vehicle
- D. Planning work around identified priorities
- E. Preparing daily patrol and community action plan
- F. Review Internal Information Sharing Platforms

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.3.08 - The trainee shall be able to locate the vehicle identification number (VIN) of various vehicles (i.e., auto, trucks, trailers, motorcycles, and bicycles)

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

ADDITIONAL PATROL SAFETY

4.3.09 - The trainee shall explain and/or demonstrate how to react when encountering a plain-clothes officer in the field:

- A. No display of recognition until presence acknowledged by plain-clothes officer
- B. In the absence of acknowledgement, reaction should be identical to any other citizen

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Patrol Response



Part IV – Field Training Program

MISSING PERSONS

4.3.10 - The trainee shall review and explain state law (including statutory reporting requirements) and the agency’s policies and procedures for handling missing persons, both adult and juvenile.

A. Criteria for Critical Missing Person

Reference: 784.5 PC; 14205(a) PC; 14205(b) PC; 14206(a)(1) PC; 14207 (a)-(c) PC

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.11 - The trainee shall explain the agency’s policy regarding search procedures for missing persons.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.12 - The trainee shall explain the reasons for making a thorough search of a “missing” child’s home and nearby area at the outset of the investigation.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.13 - The trainee shall identify and discuss the initial steps to be taken when confronted with a fire in a building. These steps shall minimally include:

- A. Request for fire department
- B. Preservation of Life
- C. Request for further law enforcement assistance, if necessary
- C. Immediate evacuation of any occupants

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D. Isolation of the immediate area

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

HAZARDOUS OCCURRENCES/MAJOR DISASTERS

4.3.14 - The trainee shall review and explain the agency's policy on hazardous substances or chemical spills (HAZMAT).

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.15 - The trainee shall explain responsibilities and considerations of a first responder to a hazardous materials incident, including:

- A. Recognition
- B. Safety/Isolation/Area containment
- C. Notification to proper agencies

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.16 - The trainee shall identify and explain the initial responsibilities of the first unit to arrive at a major vehicle accident or other disaster scene. These responsibilities shall minimally include:

- A. Requesting needed assistance and equipment
- B. Providing for emergency medical aid
- C. Undertaking immediate coordination with appropriate outside agencies
- D. Establishing a security perimeter
- E. Establishing ingress and egress corridors
- F. Identifying and admitting only authorized personnel
- G. Dealing with the media

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	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.3.17 - The trainee shall discuss procedures to be used when confronted with other unusual or hazardous occurrences. These occurrences shall minimally include:

- A. Electrical wires down
- B. Malfunctioning traffic signals
- C. Hazards on the roadway
- D. Damage to fire hydrants
- E. Gas leaks
- F. Chemical spills
- G. Conditions caused by inclement weather such as fog, snow, ice, flooding, and mud slides

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

BOMBS/EXPLOSIVE DEVICES

4.3.18 - The trainee shall review and explain the agency's policy and procedures for handling explosives.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

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4.3.19 - The trainee shall explain tactical considerations upon arrival at the scene of a suspected or actual explosive device. These considerations shall minimally include:

- A. Hazards of using the police radio and/or cellular phone
- B. Request for a technician or E.O.D.
- C. Isolation of the device and the area
- D. Evacuation of civilian personnel
- E. Possibility that more than one explosive device exists

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
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Comments:								Case/Report No.:

AIRCRAFT CRASHES

4.3.20 - The trainee shall review and explain the agency's policy on aircraft crashes.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.3.21 - The trainee shall discuss factors associated with the handling of an aircraft crash, including:

- A. Civilian Aircraft
 - 1. Federal Aviation Agency (FAA) and/or National Transportation Safety Board (NTSB) will investigate.
 - 2. Our job is scene security
- B. Military Aircraft
 - 1. Military authorities are in charge
 - 2. There may be dangerous weapons issues
 - 3. There may be classified materials present
 - 4. Police cannot authorize news media to enter

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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LOST, FOUND, AND RECOVERED PROPERTY

4.3.26 - The trainee shall review and explain California law and department policies and procedures concerning the disposition of property other than evidence including:

- A. Property recovered by trainee
- B. Property found by citizen
- C. Property (real or personal) of injured, ill, or deceased persons
- D. How Law Enforcement Data Systems (LEDS) can assist in determining property status.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Comments:								Case/Report No.:

NEWS MEDIA RELATIONS

4.3.27 - The trainee shall discuss the most common law enforcement practices as to who may release information to the news media and the notification procedures utilized.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Comments:								Case/Report No.:

4.3.28 - The trainee shall recognize press credentials most commonly honored by law enforcement agencies.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

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4.3.29 - The trainee shall discuss types of information that could prejudice the rights of an individual if furnished to the news media, including:

- A. Statements as to the character or reputation of an accused person or prospective witness
- B. Admissions, confessions, or alibis attributed to an accused person
- C. Results, performance, or refusal of a suspect or witness to take any test(s)
- D. The believed credibility of an accused person or witness
- E. The probability of an accused person entering a guilty plea
- F. The opinioned value of evidence against an accused person
- G. Information prohibited by agency policy
- H. Information that would be detrimental to the investigation of the case
- I. Information that may jeopardize the rights of the individual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

CITE SIGN-OFFS

4.3.30 - The trainee shall explain the agency's policy and procedures regarding signing off correctable violations. Refer to CPD Policy Manual 2.05

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

VIN VERIFICATIONS

4.3.30 - The trainee shall explain the agency's policy and procedures regarding VIN Verifications / Sworn Officer.

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	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

ANIMAL CONTROL

4.3.31 - The trainee shall explain the agency's policy and procedures when confronted with different types of animal control situations. These types of situations shall minimally include:

- A. Injured animals
- B. Dead animals
- C. Rabid animals
- D. Noisy animals
- E. Stray animals
- F. Wild animals
- G. Nuisances created by unsanitary keeping of animals
- H. Protective custody of animals
- I. Animal bites

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Traffic



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VEHICLE CODE

4.4.01 - The trainee shall discuss the California Vehicle Code laws that pertain to the operation of motor vehicles and shall be able to recognize violations.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.4.02 - The trainee shall define the following terms as used in the California Vehicle Code:

- A. Crosswalk
- B. Darkness
- C. Driver
- D. Highway
- E. Intersection
- F. Limit line
- G. Motor vehicle
- H. Roadway
- I. School bus
- J. Sidewalk
- K. Vehicle

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
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Comments:								Case/Report No.:

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4.4.03 - The trainee shall identify common California Vehicle Code violations by code number and classification. These violations shall minimally include those dealing with:

- A. Vehicle registration and insurance requirements
- B. Theft of and tampering with vehicles
- C. Driver's licenses and identification cards including suspensions
- D. Hit and run
- E. Traffic control signals
- F. Other traffic control devices
- G. Driving, overtaking, and passing
- H. Right-of-way
- I. Pedestrians
- J. U-Turns
- K. Stopping, standing, and parking

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

IMPOUNDING/STORING VEHICLES

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.4.05 - The trainee shall identify/explain situations where he/she may have the authority to remove, store, and/or impound vehicles, including:

- A. Vehicle is abandoned (22669(a) VC)
- B. Vehicle is a traffic hazard (22651(b) VC)
- C. Incidental to an arrest (22651(h) VC)
- D. Vehicle is stored for safekeeping (22651 (g) VC)
- E. Vehicle is stolen, recovered, and not released in field (22651(c) and 22653(a) VC)
- F. Vehicle is held for investigation / Evidence (22655.5 VC)
- G. Vehicle is involved in hit and run (22655 or 22653(b) VC)
- H. Vehicle with VIN removed (10751 VC)
- I. Vehicle held for operation by unlicensed driver (22651(p) VC)

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	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

A: Private streets (Blue Street Signs)

B: Public streets (Green Street Signs)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

4.4.07 - Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:

A. Compliance with state law

B. Compliance with agency policy

C. Completion of all required reports in a satisfactory manner

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

PARKING ENFORCEMENT

4.4.07a - Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:

A. CVC violations

i. Red Curbs / Fire Lanes

B. City Municipal Code violations

i. Red Curbs

Private Property limitations

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C. Completion of all required reports in a satisfactory manner

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
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VEHICLE COLLISIONS

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

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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4.4.09 - The trainee shall review and explain the agency's policy regarding traffic collision investigation and reporting.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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4.4.10 - The trainee shall define the term vehicle collision.

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Trainee								
Comments:								Case/Report No.:

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

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.4.12 - The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:

- A. Injury collision
- B. Hit and run collision
- C. Collision involving suspected drunk driving
- D. Collision involving city, county, or state property

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.4.13 - The trainee shall define the term “primary collision factor.”

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

4.4.17 - The trainee shall identify information to be obtained during a collision investigation interview, including:

- A. Identity of the involved parties and vehicle information
- B. Time and location of collision events
- C. Chronology of collision events
- D. Elements unique to hit and run collisions, if applicable

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

4.4.18 - Given a traffic collision, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Comments:								Case/Report No.:

4.4.18a – Trainee will review the SWITERS manual for all collisions reporting guidelines

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

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Comments:								Case/Report No.:

4.4.23 - Given a handout or exercise depicting an accident scene, the trainee shall mark where to place particular types of traffic control devices that will best protect persons and property with regard to the presence of flammable materials and traffic flow.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIATED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

Skill Demonstration



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FIELD NOTEBOOK

4.5.01 - The trainee shall demonstrate the proper manner in which to maintain a field notebook. This will minimally include taking well organized notes in both briefing and field situations.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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Trainee								
Comments:								Case/Report No.:

VEHICLE INSPECTION

4.5.02 - The trainee will demonstrate the proper manner in which to inspect and prepare his/her vehicle and equipment for service.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

MDC OPERATION

4.5.03 - The trainee will demonstrate knowledge and proper use of the Mobile Data Computer (MDC). The trainee will also discuss what would constitute improper use of such equipment.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

RADIO OPERATION

4.5.04 - The trainee will demonstrate the proper operation of the unit and hand held radios. The trainee will explain what would constitute improper use of the radio system.

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	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

VEHICLE OPERATION

4.5.05 - The trainee will demonstrate proper driving techniques when responding to calls for service.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
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Trainee								
Comments:								Case/Report No.:

EVIDENCE PROCEDURES

4.5.06 - The trainee will demonstrate the manner in which to book evidence.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

CITY GEOGRAPHY/RESPONSE TIMES

4.5.07 - The trainee will show competency with regard to city geography and an appropriate response times to calls for service.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

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HANDLING CALLS FOR SERVICE

4.5.08 - The trainee will demonstrate competency in handling calls for service.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

ROUTINE FORMS

4.5.09 - The trainee will conduct complete investigations and demonstrate an appropriate knowledge of routine forms. All forms will contain the necessary information.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPORT WRITING

4.5.10 - The trainee will employ sound report writing skills. He/She will demonstrate the ability to write thorough and accurate reports with adequate content, correct formatting, proper word usage, spelling, grammar and punctuation.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Part IV – Field Training Program

4.5.11 - The trainee will demonstrate use of the online reporting software for report completion.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

Jail Operations / Arrestee Transportation



Part IV – Field Training Program

JAIL OPERATIONS

4.6.1 - The trainee will review the Temporary Holding Facility Manual and attend a 2-hour Jail Operations class.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.6.2 - The trainee will demonstrate the proper use of the facility, limitations on arrestees being housed, forms to be utilized, safety checks, classification and housing concerns, along with emergency procedures.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

ARRESTEE TRANSPORTATION

4.7.1 - The trainee will review the PSO Arrestee Transportation Manual.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test	REMEDIED		How Remediated? ↑ Field Perform ↑ Role Play ↑ Written Test ↑ Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.7.2 - The trainee will understand the proper procedures and training requirements for arrestee transportation. Formal training will be completed upon release as a solo PSO.

Part IV – Field Training Program

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.: