

LANE COUNTY **PAROLE AND PROBATION**



PTO MANUAL

ACKNOWLEDGMENTS

Lane County Parole & Probation began creating the first Police Training Officer (PTO) program for Parole & Probation officers in the state of Oregon in August, 2014. The agency's training team identified that they wanted something different, a new approach to training officers which would leave the trainees feeling empowered, competent, and valued members of the organization. At that point, PTO was introduced to the team as a solution, and thus began what has become an ongoing journey in coaching and professional development. Not only has this process resulted in a ground-breaking training program steeped in problem-based learning specific to this discipline, but it has also been a significant exercise in personal exploration and critical thinking for all involved.

I would first like to extend my deepest gratitude to Jerry Hoover and The Hoover Group of Reno, for their ingenious work creating the PTO model beginning in 1999. Regarding our local efforts, I'd like to thank all of the Lane County Parole & Probation trainers, past and present, for their many contributions. They devoted countless hours to modifying this model to suit our discipline, and their talent, persistence, and commitment is commendable. Further, I would like to thank Donovan Dumire, Lane County Parole and Probation Manager, who showed consistent trust in the team and supported them with commitment and resources. I also acknowledge the Corvallis Police Department, who has been training their officers with PTO since 2007, and after whom we modeled our manual.

I would also like to extend our sincerest gratitude to some incredibly talented individuals for their ongoing collaboration and guidance regarding the PTO model, Adult Learning approaches, coaching development, and discipline-specific content: Ryan Keck (DPSST), Nick Hurley (Corvallis Police Department), Staci Yutzie (DPSST), and Brandon Rogel (Rogue Training and Development). Their input was essential and never failed to improve the quality of the process. Without their expert guidance and feedback, this work would not exist.

Most importantly, thank you to the future trainees who will learn with this program and provide us with invaluable experiences and feedback, without which this program would not succeed. It is for them that this work was created, and to them that it is dedicated.

*Kim Fulton
Training Supervisor, Project Leader*

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PREFACE

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

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

A common concern voiced by police executives in the implementation of COPPS involves training, especially the training of new officers. This manual presents a Police Training Officer (PTO) program for training new officers, which incorporates contemporary adult educational methods and a version of Problem-Based Learning (PBL) initially adapted for police. This approach to training provides a foundation for life-long learning that prepares the new officer for the complexities of policing today and in the future.

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

During the research for this project, police administrators and training practitioners identified two primary issues with current field training programs: 1) lack of fundamental change, and 2) protection against liability. The first issue was the strong criticism that field training programs had not changed significantly over the past 30 years in spite of an array of educational and policing advancements. For example, many unsuccessful attempts have been made to update field training programs by adding elements of COPPS as behavioral anchors. Police trainers report that, more often than not, these new behavioral anchors were considered add-on tasks and simply ignored.

The second issue expressed by police executives was protection from liability. Traditional FTO programs exist primarily for the purpose of protecting an agency's liability due to poor training or lack of training. Ironically, the design of these programs addressed the issue of liability at the expense of effective training.

Legal research shows that police agencies' concern about liabilities is largely unfounded. There have been very few court cases which justify a focus on documentation and evaluation. An emphasis on training reaps more benefits and provides the protection against liability sought in the first place.

A New Model

In 1999, Jerry Hoover, the Reno, Nevada Chief of Police and seasoned trainer for the widely-used Field Training and Evaluation program, identified a need for an alternative training program in order to effectively reflect current policing approaches. Along with researchers and police practitioners, The Hoover Group of Reno developed this program to identify the key areas of a modernized training program. Training officers, administrators, and other police officers from across the country participated in all stages of program development. Meetings with experts from various disciplines, a nationwide survey of over 400 police agencies, and review of dozens of police training manuals took place. Researchers examined field training systems from numerous police agencies across the United States and Canada.

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

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

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

Frequently Asked Questions About the Reno PTO Model

Why create a new training program?

Traditional field training models do not address adult learning styles or contemporary evaluation techniques. This model does.

The traditional field training models predominantly utilize evaluations for the purpose of behavior modification and to protect the agency from liability, but do so at the expense of training. Evaluation and liability concerns are important issues and, by focusing on the trainees' needs, agencies will improve performance and protect themselves from training-related liability.

Why change the name?

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

What does an agency do to implement this program?

Agencies should:

- Philosophically support and educate trainees and PTOs in community-oriented policing and problem solving.
- Educate trainees and PTOs in the principles of adult-based learning.
- Expose command staff and supervisors to the model prior to implementation.
- Train the PTO supervisors and PTOs in the new model.
- Introduce trainees to the model prior to entering the PTO program (New Employee Orientation or the Academy is an ideal environment in which to prepare the trainee).

How does an agency evaluate trainees during this program?

Evaluation takes place in a number of ways, including:

- Informal assessment of daily activities through journaling and dialogue
- Weekly Coaching and Training Reports (CTRs)
- Problem-Based Learning Exercises (PBLEs)
- Presentence Investigation Exercise (PIEs)
- One-week mid-term evaluation
- One-week final evaluation
- Board of Evaluators' (BOE) assessment of trainee

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

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

The PBL process develops critical thinking and problem solving. These processes assist the trainer and the trainee in exploring other methods of developing competency. These include additional problem-based learning exercises, and focused training in areas where the trainee experiences difficulty.

Prescriptive training offers the trainee an opportunity to solve their own training problem. If problems develop in the understanding or application of a particular competency, a collaboratively-developed prescriptive training plan will help the trainee target the problem, identify steps to take towards improvement, and describe what success regarding that competency looks like. If all training resources fail, the agency will have extensive documentation developed throughout the process to terminate the employee.

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

The trainee and trainer meet with offenders, conduct field work, and work with the community much as they have always done. In this model, the trainees use those experiences to solve various problems assigned by the trainer. Those assigned problems, called Problem-Based Learning Exercises, train the trainee to think critically and develop partnerships within the community.

THIS MODEL MUST INCLUDE THESE ESSENTIAL ELEMENTS:

- TRAINEES MUST JOURNAL ON A DAILY BASIS.
- TRAINEES MUST COMPLETE WEEKLY COACHING AND TRAINING REPORTS.
- TRAINEES MUST PERFORM A PBLE THROUGHOUT EACH PHASE OF TRAINING.
- TRAINEES MUST PERFORM A PRESENTENCE INVESTIGATION EXERCISE BY THE END OF THE PTO PROGRAM.

OBJECTIVES OF THE PROGRAM

- TO FORMULATE LEARNING OPPORTUNITIES FOR NEW OFFICERS THAT MEET OR EXCEED THE TRAINING NEEDS OF BOTH THE COMMUNITY AND LANE COUNTY PAROLE AND PROBATION.
- TO DEVELOP AND ENHANCE THE TRAINEE'S LEARNING BEFORE AND AFTER THE ACADEMY WITHIN THE COMMUNITY ENVIRONMENT THROUGH A SERIES OF REAL-LIFE PROBLEM-SOLVING ACTIVITIES.
- TO FOSTER A GROWING INDEPENDENCE FROM THE TRAINEE OFFICER OVER THE COURSE OF THE PROGRAM.
- **TO PRODUCE GRADUATES OF THE TRAINING PROGRAM WHO ARE CAPABLE OF PROVIDING RESPONSIBLE, EFFECTIVE, EVIDENCE-BASED SUPERVISION SERVICES IN ACCORDANCE WITH THE AGENCY'S BRAND.**
- TO PREPARE TRAINEES TO USE A PROBLEM-SOLVING APPROACH THROUGHOUT THEIR CAREERS BY EMPLOYING PROBLEM-BASED TRAINING.
- TO DESIGN FAIR AND CONSISTENT EVALUATIONS THAT ADDRESS A TRAINEE'S SKILLS, KNOWLEDGE, APPLICATION AND ABILITY TO PROBLEM-SOLVE EFFECTIVELY.
- TO ENSURE PERFORMANCE AND ATTITUDE ARE MAINTAINED THROUGH THE END OF THE PROBATIONARY PERIOD, AND CONTINUE WITH THE USE OF A MENTORSHIP MODEL.
- **TO REINFORCE THE AGENCY'S PRIORITY OF PROMOTING A LEARNING ORGANIZATION, EMPLOYING STAFF WHO HAVE INVESTMENT IN THE DEVELOPMENT OF THE AGENCY, AND CREATING A CULTURE OF TEAMWORK AND LEADERSHIP.**

TERMS REFERENCED IN THE TEXT

Following is a list of terms and abbreviations used throughout the manual:

BOE	Board of Evaluators
COPPS	Community-Oriented Policing and Problem Solving
CTR	Coaching and Training Report
FTO	Field Training Officer
LCPP	Lane County Parole & Probation
LSCO	Lane County Sheriff's Office
NPE	Neighborhood Portfolio Exercise
PBL	Problem-Based Learning
PBLE	Problem-Based Learning Exercise
PIE	Presentence Investigation Exercise
PPO	Parole & Probation Officer
PTE	P&P Training Evaluator
PTO	P&P Training Officer
PTS	P&P Training Supervisor
DPSST	Department of Public Safety Standards and Training
NEOP	New Employee Orientation Program

CHAPTER 1: PROBLEM-BASED LEARNING

Chapter Components

- **Problem-Based Learning**
- **Teaching Techniques in Problem-Based Learning**
- **Failing Forward**
- **Problem-Based Learning Exercise**
- **Using Problem-Based Learning Exercises as a Teaching Method**

Trainees must learn to analyze complex problems as they appear in real life. The program structure allows the trainee and trainer to proceed using daily supervision activities. The trainee receives Problem-Based Learning Exercises from the PTO that he or she must complete within training phases. Throughout training the trainee and PTO perform standard supervision activities. These activities provide the necessary background information to complete the training phase and weekly assignments. Evaluation forms for each PBLE are located following the exercises.

In addition to the phase assignments, the trainee will also document daily activities in his/her journal. The trainer and the trainee will use their journals to record significant learning issues throughout the training period. The trainee and PTO also select one or more events for the weekly coaching and training report.

PROBLEM-BASED LEARNING

Problem-based learning is a method of teaching that presents trainees with a *real-life*, ill-structured problem that has no easy solution. The Reno PTO model encourages the trainee to ask questions, hypothesize, research, and then solve the problem. Some of the benefits of problem-based learning include an opportunity for problem solving according to individual learning styles and the development of critical thinking skills.

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

Clearly, it is critically important that trainees know and apply the proper procedures for responding to daily issues surrounding the supervision of their offenders. It is equally important for trainees to understand how to look at such problems in a longer-term context. Therefore, ***much of the effort in this training model focuses on process rather than content.*** The most tangible benefit of the model lies in its application to situations that have neither easy answers nor obvious solutions. This model encourages trainees to explore,

analyze, and think systemically. The PBL method encourages trainees to collaborate with peers, develop resources, and communicate effectively with the community.

Ill-Structured Problems

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

- They are not easily solved.
- The trainee initially lacks essential information that he/she must obtain to solve the problem.
- The trainee must consider a variety of facts and issues.
- The learning occurs in the context of the problem solving.
- Learning that occurs has a real-life context.
- The trainee learns a process that he/she can apply to future problems.

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

- The trainee receives a Problem-Based Learning Exercise during phases of training. He or she works on this exercise throughout the phases. There are four PBLEs, one designed for each phase of training. Completion of all four PBLEs is required.
- The trainee transfers the knowledge from this specific problem to other policing activities.
- At the end of each phase of training, the trainee presents his/her solutions for the Problem-Based Learning Exercise. These are discussed between trainer and trainee, but ultimately documented in writing.
- The trainer and trainee proceed with their daily routine. They record daily calls and activities in their journals and reflect upon and develop ideas for the weekly Coaching and Training Reports.
- At the end of the week, the trainee and the PTO select one or more events from the weekly activities. The event or events should correspond to the training phase. For example, during the basic office activity phase, they perform an office visit. The trainer or trainee may select that incident as the basis for the weekly evaluation. The trainee completes a weekly Coaching and Training Report (CTR) detailing his or her performance during the office visit. Ideally, the trainee must identify how every core competency featured in this model applies to that singular incident. However, it's more common to see multiple incidents, reflecting multiple learning moments, chosen to reflect upon in one CTR. The PTO then comments on the trainee's progress using the same weekly CTR.

TEACHING TECHNIQUES IN PROBLEM-BASED LEARNING

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

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

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

- 1) Presentation of a real-life problem;
- 2) The trainee works with the problem and considers initial ideas;
- 3) The trainee identifies what he/she knows about the problem;
- 4) The trainee identifies what he/she needs to know about the problem and seeks information from available resources, including relevant community sources;
- 5) The trainee develops and action plan based on his/her research;
- 6) The trainee evaluates his/her own performance and learns to transfer the new knowledge to future problems.

FAILING FORWARD

Many of our greatest discoveries occur when we fail. Contemporary law enforcement writers and leaders call this *failing forward*. By using PBL, new officers discover not only positive solutions to problems in the community, but also *what does not work*. Under the supervision of their PTO, trainees suggest solutions to problems, some of which may not work. Thus, learning can legitimately take place within the context of *failing forward*. Allowing trainees to explore ideas and make non-critical mistakes fosters an environment of exploration and learning. However, the PTO must understand his/her responsibility to intervene if the trainee is about to make a mistake of a serious nature (i.e. illegal, unsafe, unethical, against policy).

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

Having recently graduated from the PTO program, a new officer encounters the following problem three days into managing his/her caseload unassisted:

An offender has been sentenced to a downward departure probation sentence for Assault IV Domestic Violence. The offender is not working and is living at the Eugene Mission. The offender has previously reported for office visits and has been referred to a Batterer's Intervention Program. This offender has failed to report for his scheduled office visit today.

The following process would occur over the next day to week:

IDEAS

Following the PBL method, the officer creates a list of ideas for solving this problem. For example:

- Immediately request a warrant.
- Call the offender.
- Contact treatment program.
- Wait for the offender to contact the PO.

KNOWN FACTS

The officer then lists the known facts. For example:

- The offender has not reported.
- The offender is on probation.
- The offender is facing a prison sentence.

LEARNING ISSUES

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

- Has the offender been living at the Mission?- Mission staff
- Has the offender made contact with treatment?- treatment program staff
- Are sanctions available?- Court order, District Attorney
- What is the typical response for this type of offender?- Other DV POs
- What stage of change is the offender in?- file, URICA assessment

At this point, after the officer researches the relevant **learning issues**, he/she considers the original list of ideas and eliminates those that are not appropriate for a resolution, e.g. wait for the offender to contact the PO.

ACTION PLAN

The officer may, depending upon what he/she learned, wish to:

- Sanction the offender.
- Return the offender to court for revocation.
- Reschedule the appointment for another day.

EVALUATION

After an appropriate period of time, the officer evaluates the impact of his/her action plan and assesses the need for further action. "How did I transfer what I learned from this exercise to daily tasks?"

CONCLUSION

The new officer's training during the PTO program would foster this approach to the on-going problem of transient offenders who fail to engage in supervision. As the officer gains experience, he/she develops problem-solving skills. In summary, the PBL structure is a learning method that encourages and develops the necessary tools for the modern-day parole and probation practitioner.

CHAPTER 2: DUTIES AND RESPONSIBILITIES

Chapter Components

- **P&P Training Supervisor (PTS)**
- **P&P Training Officer (PTO)**
- **P&P Training Evaluator (PTE)**
- **The Board of Evaluators (BOE)**
- **Trainee's Duties**

DUTIES AND RESPONSIBILITIES

This section describes the duties and responsibilities of key personnel in the program. Their tasks inter-relate and are essential to the success of the program.

P&P Training Supervisor (PTS)

The training supervisor (PTS) is the supervisor responsible for managing and facilitating the program on a daily basis. This person maintains all program records and reports, coordinates PTO meetings, coordinates the Board of Evaluators, and facilitates and schedules all training and evaluation phases. The PTS will provide daily supervision and coaching to the PTO/trainee team and ensure that the needs of that learning team are met. The PTS will review and approve all CTR's and Evaluations. In some cases, the PTS may be the trainee's supervisor.

In the PTO Program the PTS will:

- Participate in the selection and evaluation of P&P Training Officers and P&P Training Evaluators.
- Provide training in PBL to the PTOs and trainees.
- Administer the program according to local regulations.
- Meet regularly with the PTO and trainee.
- Keep the Division Manager informed of any unusual problems or activities related to the PTO/trainee team and the learning experience.

P&P Training Officer (PTO)

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

During the training program, the PTO will:

- Take ownership of the training experience.
- Provide a learning environment for the trainee.
- Provide a role model for the trainee.
- Learn how the PBL model works.
- Complete coaching and training reports on a weekly basis.
- Prepare material for the trainee, such as relevant community problems, within which the trainee frames his/her learning.
- Assist the trainee with the neighborhood portfolio and PBL exercises.
- Advise and counsel the trainee through each of the problems provided in the manual.
- Record the teaching and coaching experiences with the trainee and bring forward any persistent concerns to the Training Supervisor.
- Act in accordance with any organizational regulations regarding the training experience.
- Maintain a training journal that documents the trainee's progress.

P&P Training Evaluator (PTE)

P&P Training Evaluators are experienced PTOs.

The PTE identifies, assigns, and records the daily performance of the trainee as it relates to the categories identified for each period of evaluation. This program offers two formal evaluation periods: mid-term and final evaluation. The PTE will evaluate the trainee during the mid-term evaluation on training received during Phases A and B. For the final phase evaluation, a different PTE will evaluate the trainee comprehensively on training received in Phases A through D.

The Board of Evaluators (BOE)

In Lane County, the Board of Evaluators will consist of the P&P Training Supervisor, The Division Manager, and three (3) Training Officers. This may vary according to various organization command structures. The PTO's selected should ideally be the Midterm PTE (who is also the PTO for Phase C), the Phase D PTO, and the Final PTE. The BOE is responsible for the following:

- Review all trainee and PTO performance as directed by the Training Supervisor.
- Evaluate trainee and PTO performance. Evaluations may include a review of coaching and training

reports, PTE reports, or other written material relative to the program. The BOE may also conduct interviews of PTO's and trainees before making any written recommendation to the Program Manager or PTS.

- Provide a recommendation to the PTS and/or Manager on what action to consider regarding course of training, remedial training, or potential termination of a trainee from the training program.
- The BOE may conduct an exit interview of each trainee for the purpose of assessing the overall training experience.
- If needed, the PTO, PTE, any Program Supervisor, or the Division Manager can request to convene a Board of Evaluators. This board will be responsible for reviewing the trainee's progress in the program as well as the performance of the PTO.

Trainee's Responsibilities

Trainees entering a PTO program are responsible for the following:

- ***Using the PBL Model*** – Trainees must actively utilize the PBL processes in training. These include the PBLEs, the PIE, CTRs, and any other activities determined by the agency.
- ***Learning*** – PTO's can teach and train but they can't make a trainee learn. Trainees must accept responsibility for their own learning as it applies to the job of policing.
- ***Resourcefulness*** – Trainees must learn how to utilize the many resources available to them inside and outside the agency.
- ***Initiative*** – Trainees must take the initiative in the learning process. Lane County Parole & Probation understands and expects that mistakes will occur from time to time in any training program. It is the PTO's responsibility to help the trainee correct mistakes through the process of *failing forward*.
- ***Self-Evaluation and Journaling*** – Trainees will participate in self-evaluation and journaling. Honest self-evaluation will assist both the trainee and the PTO during the training process. Self-evaluation will also ensure that learning transfers from theory to practice. This process is vital to trainee development.

Trainee/PTO Assignments

- After NEOP, the trainee will be assigned a PTO who will serve as his/her primary trainer through Phase A. They will receive a second PTO for Phase B.
- A third PTO will then be assigned as the evaluator (PTE) for the mid-term evaluation. If the trainee does not successfully complete the mid-term evaluation, the BOE will determine the appropriate course of action. This same PTO will serve as the primary trainer through Phase C. A fourth PTO will be assigned for Phase D.
- A fifth PTO will be assigned as the evaluator (PTE) for the final evaluation week, with findings going to the Training Supervisor, and recommendations to the BOE.
- Finally, upon approval from the BOE, the trainee will enter “ghost phase”, lasting approximately three to four months (up to the 12 month mark of employment). The PTE for final evaluation will ideally serve as the PTO for this phase. The purpose of this phase is to provide additional oversight and coaching if necessary to ensure ongoing quality assurance. The Field Training Manual should also be completed during this phase.
- These trainer assignments are negotiable based on trainer availability, but ideally, they should not have the same trainer twice.

CHAPTER 3: PROGRAM STRUCTURE

Chapter Components

- **Program Structure**
- **Substantive Topics**
- **Core Competencies**
- **The Learning Matrix**
- **Applying the Learning Matrix**
- **Program Phases**
 - **New Employee Orientation**
 - **Phased Training**
 - **Phases A and B: Basic Office Activities, Basic Field Activities**
 - **Midterm Evaluation**
 - **Phases C and D: Advanced Office Activities, Advanced Field Activities**
 - **Final Evaluation**
 - **Solo Assignment and Ghost Phase**
- **Documentation**
 - **Journaling**
 - **Presentence Investigation Exercise**
 - **Coaching and Training Report**
 - **Problem-based Learning Exercises**
 - **Prescriptive Training**

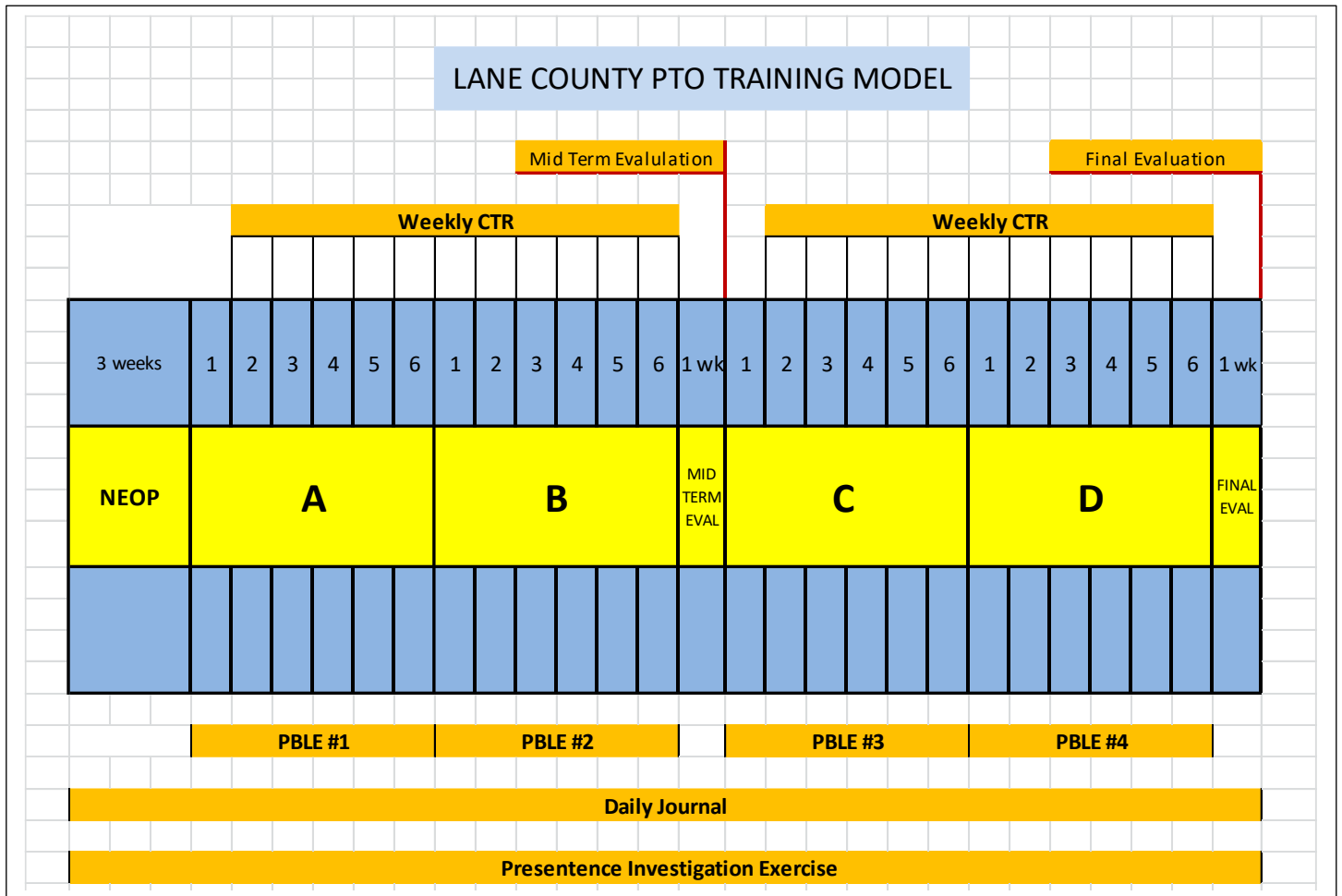
INTRODUCTION AND PROGRAM STRUCTURE

The PTO program contains two primary training areas: Substantive Topics and Core Competencies. The length of the intensive portion of the PTO program is 29 consecutive weeks. This includes:

- New Employee Orientation / 3 weeks
- Phase A / 6 weeks
- Phase B / 6 weeks
- Mid-term evaluation / 1 week
- Phase C / 6 weeks
- Phase D / 6 weeks
- Final PTO evaluation / 1 week

*Ghost Phase is considered supplemental to the intensive training portion of the PTO program and lasts approximately 12 weeks (see page 27 for more details).

The duration of Lane County Parole & Probation's PTO program is approximately 13 weeks longer than police PTO programs. The reason for this is a result of the current scheduling of the Basic Parole and Probation Academy at DPSST occurring only 1-2 times per year. Unlike police, P&P agencies cannot rely on the Academy occurring before PTO. Therefore, Lane County has assessed that phases lasting only three weeks would likely be insufficient to provide enough opportunity for the trainee to learn and develop the core competencies adequately. Doubling the length of the phases, and including a basic academy of 5 weeks, would result in a BOE convening at approximately 34 weeks (similar to that of police occurring at approximately 31 weeks).



*A FULL COPY OF THE MODEL INCLUDING GHOST PHASE AND ACADEMY IS INCLUDED IN THE BACK OF THE MANUAL AS APPENDIX G (PAGE 159).

SUBSTANTIVE TOPICS

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this manual cannot provide specific, detailed procedures for every possible situation. As a result, the program provides flexibility to accommodate local needs.

The two most common environments that dictate a PPO's daily activities are in the office and in the field. In both of those environments, core competencies are applied in different manners. Therefore, the **Substantive Topics** have been divided into two primary areas: Office Work and Field Work. These two substantive topics are then divided into basic and complex tasks, relatively speaking, before and after the midterm evaluation.

CORE COMPETENCIES

Core competencies represent the activities in which officers commonly engage during the daily performance of their duties.

There are 15 core competencies, each one including multiple examples of tasks or skills that may be experienced in relation to that competency.

- < **Situational Awareness**
- < **Conflict Resolution**
- < **Officer Safety/Use of Force**
- < **Officer Authority, Conduct, & Ethics**
- < **Report Writing**
- < **Leadership**
- < **Problem-Solving Skills**
- < **Case Management**
- < **Diversity/ Specialization/ Responsivity**
- < **Legal Guidelines**
- < **Individual Rights**
- < **Communication Skills**
- < **Decision Making**
- < **Emotional Intelligence, Health and Wellness**
- < **Grit**

IT SHOULD BE NOTED THAT THERE ARE MANY TASKS OR SKILLS THAT MAY APPLY UNDER MULTIPLE COMPETENCIES. FOR EXAMPLE, THE LEARNING ACHIEVED BY USING MOTIVATIONAL INTERVIEWING COULD BE REFLECTED IN THE COMMUNICATION SKILLS COMPETENCY. IT COULD ALSO REFLECT, HOWEVER, UNDER CONFLICT RESOLUTION OR EVEN CASE MANAGEMENT DEPENDING ON THE SITUATION AND SUBSEQUENT LEARNING.

THE LEARNING MATRIX

**Lane County Parole and Probation does not utilize the Learning Matrix to the extent that the police model does. However, instruction on the matrix is being included for the option of use as the agency sees fit.*

Substantive Topics, Core Competencies, and activities are brought together to form a learning matrix. There may be some tendency to view the matrix as a chart for checking off training accomplishments, but this is not the intent. Instead, it serves as a guideline for learners and trainers during the training period. The matrix helps determine what trainees have learned, what they need to learn and what process the PTO will use to evaluate the trainee.

The matrix is divided into the four *substantive topic areas* across the top. They include:

- **Basic Office activities**
- **Basic Field Activities**
- **Advanced Office Activities**
- **Advanced Field Activities**

Activities

Each substantive topic cell in the learning matrix will contain an *activities* module. The module identifies high frequency activities that officers conduct for each substantive topic. For example, in the office activity response phase (Phase A) some activities may include: office visit with compliant or non-resistive offender, chronological documentation, writing a violation report.

Core Competencies

This side of the matrix lists the *core competencies* that are required of officers in most situations. The content of each cell within the matrix will reflect department procedures, policies, laws, and philosophies for dealing with supervision activities.

Performance Outcomes

Performance Outcomes will be established for each cell of the learning matrix. They will be designed in three levels of performance: knowledge, application and evaluation. *Performance Outcomes* will be used as performance goals for the trainee while training in each substantive topic. *Performance Outcomes* will also serve as a guideline for P&P Training Evaluators to use to evaluate the trainee during the midterm and final evaluation periods.

THE LEARNING MATRIX	PHASE A Basic Office	PHASE B Basic Field	PHASE C Advanced Office	PHASE D Advanced Field
CORE COMPETENCIES				
Situational Awareness	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Officer Safety/Use of Force	A3	B3	C3	D3
Officer Authority, Conduct, Ethics	A4	B4	C4	D4
Report Writing	A5	B5	C5	D5
Leadership	A6	B6	C6	D6
Problem-Solving Skills	A7	B7	C7	D7
Case Management	A8	B8	C8	D8
Diversity/ Specialization/ Responsivity	A9	B9	C9	D9
Legal Guidelines	A10	B10	C10	D10
Individual Rights	A11	B11	C11	D11
Communication Skills	A12	B12	C12	D12
Decision Making	A13	B13	C13	D13
Emotional Intelligence, Health and Wellness	A14	B14	C14	D14
Grit	A15	B15	C15	D15
Learning Activities	Introduction of Learning Matrix	Use of learning matrix	Use of learning matrix	Use of learning matrix
	Journaling	Journaling	Journaling	Journaling
	Introduction of Presentence Investigation Exercise	Continuation of Presentence Investigation Exercise	Continuation of Presentence Investigation Exercise	Completion of Presentence Investigation Presentation
Evaluation Activities	Problem-Based Learning Exercise #1	Problem-Based Learning Exercise #2	Problem-Based Learning Exercise #3	Problem-Based Learning Exercise #4
	Weekly Coaching and Training Reports	Weekly Coaching and Training Reports	Weekly Coaching and Training Reports	Weekly Coaching and Training Reports

Applying the Learning Matrix

Each cell of the learning matrix contains a number of required skills, police procedures, responsibilities, and performance outcomes. As previously noted, the department will review each cell and add local procedures, policies, laws, etc. Chapters 4-7 of this manual contain suggested activities, categories and performance objectives that fit each cell. During the course of training, the trainee and the PTO will maintain a journal on their activities while handling supervision activities. Trainees may refer to the cells throughout the training program to ensure they are learning the appropriate skills and achieving the outcomes required. During the midterm and final phase evaluations, the PTEs may evaluate trainees using the learning matrix outcomes relevant to trainee progression in the program.

The matrix serves to demonstrate interrelationships between core competencies and daily activities. Recognizing how Core Competencies apply to daily activities is the foundation for teaching officers to think more holistically.

EXAMPLE: Using the Matrix for Basic Field Activities

A trainee conducts a home visit with his/her trainer. During the process the trainee notes some violations in the home, seizes the items, and directs the offender to report to the office the following day. The trainee returns to chrono the incident and decides a course of action. Examples of how some cells apply include:

- **B1- Situational awareness**
- **B2- Conflict Resolution**
- **B5- Report Writing**
- **B7- Problem Solving Skills**
- **B8- Case Management**
- **B10- Legal Guidelines**
- **B11- Individual Rights**
- **B13- Communication Skills**

The PTO and trainee team should engage in the practice of applying each core competency to the situation they select. **PLEASE NOTE: The trainee must not simply narrate what happened in each cell area, but should analyze and discuss what he or she learned from the experience.**

PROGRAM PHASES:

ORIENTATION, PHASES A, B, MIDTERM EVALUATION, PHASES C, D, FINAL PTO EVALUATION, BOARD OF EVALUATORS, AND GHOST/ FTM PHASE.

New Employee Orientation

Lane County Parole and Probation understands the need to provide localized training. These learning areas will be identified by the organization as *specific and necessary* training for the trainee before integration into the PTO experience. Examples of this type of agency-specific training include: report writing, defensive tactics, and policies and procedures. Lane County Parole and Probation's New Employee Orientation Program lasts three weeks and is designed to prepare the trainee to:

- Report for duty.
- Deliver a foundation of basic operational knowledge.
- Acquire necessary equipment.
- Become familiar with the organization.
- Become familiar with and practice journaling.
- Reinforce the PTO PBL learning processes.

This introduction should provide the trainee with a clear understanding of the learning process, training phases, and evaluation processes. It will also include a focus on journaling, what it looks like, its purpose, how it is used, etc. Throughout the New Employee Orientation Program, the trainee will practice journaling, and the PTO or PTS will be available to provide feedback about the trainee's journaling attempts.

The trainee does not receive an evaluation during the orientation phase. This is a period of time for the trainee to acclimate to a new environment while under the supervision of the Training Officer or Supervisor. Following the successful completion of NEOP, the trainee will enter the PTO program. At some point, the PTO program may be interrupted for their participation in the DPSST basic training program, or DPSST training may even occur during the ghost phase after PTO has been completed.

PHASED TRAINING

The training program includes four phases of instruction. Each phase corresponds to a substantive topic area. The phases of training allow both trainee and trainer to spend time working on core competencies associated with particular substantive topics. The sequence of the phases matters less than the process through which the trainee learns the material. If a topic arises from one phase during the instruction of another - for example, while in Phase A circumstances dictate that a field search must be performed - the PTO has two options:

- The PTO can simply introduce the advanced field activity topic, and have the trainee document the main issues. The trainee can return to it later during the appropriate phase in the training; or,
- Develop a new PBLE focusing on advanced field activities and follow the problem-based learning process.

Understanding that both office and field work occur throughout the entire course of PTO, despite whatever phase the trainee may be in, Lane County has created some critical questions and behaviors for the trainer to look/listen for during office and field observations. A list of both has been provided in Appendices E and F, as optional resources, in the form of PTO Office and Field Observation forms.

Phase A – Basic Office Activities

Phase A is the initial training and learning experience for the trainee and lasts for six weeks. The substantive topic in this phase is *Basic Office Activities*.

Phase B – Basic Field Activities

Phase B is the second training and learning experience for the trainee. It also lasts for six weeks and covers the substantive topic of *Basic Field Activities*

Midterm Evaluation

Prior to the midterm evaluation, the PTE and the trainee meet to discuss the evaluation process. Following Phases A and B of the learning experience, the trainee transfers to a P&P Training Evaluator and participates in a midterm evaluation. The PTE will assess the trainee's performance during the course of that week's activities and provide a report, similar in structure to the CTR, identifying the level of performance outcome a trainee appears to demonstrate in each competency (See a Midterm Evaluation example in Appendix D, page 153). In the event the trainee is experiencing difficulties and does not successfully complete the midterm evaluation, he or she may need to return to Phase B or enter a remedial training period. The Board of Evaluators (BOE) or PTO staff may recommend PBLEs, prescriptive training, or any other training to help overcome deficiencies.

Phase C – Advanced Office Activities

Phase C is the third training and learning experience for the trainee. It lasts for six weeks. The substantive topic in this phase is *Advanced Office Activities*.

Phase D – Advanced Field Activities

The final phase of training and learning is Phase D. The duration of Phase D is six weeks. The substantive topic in this phase is *Advanced Field Activities*.

Final Term Evaluation

Prior to the final term evaluation, the PTE and the trainee meet to discuss the evaluation process. During the final term evaluation the trainee transfers to a PTE. If the trainee experiences difficulties and does not successfully complete the final term evaluation, he or she may return to a remedial training phase. Remedial training may be accomplished through re-entering phase training, prescription training, PBLEs, and any other training that focuses on the deficiencies.

Board of Evaluators

Following the final evaluation, the Board of Evaluators convenes (see page 16 for definition). At this time, training documentation including CTRs, PBLEs, and evaluations are reviewed for the purpose of making one of three decisions: Retain, Retrain, or Terminate. Retention of a trainee means the BOE is recommending they move into Ghost Phase, pursue certification, and finish their probationary period. A recommendation of "retrain" should be accompanied by a prescriptive training plan outlining the problems to be addressed, the assignment of a trainee to a PTO, and the timeframe for completion. Severe deficiencies or reservations should be made clear and discussed at length by the BOE, accompanied by an assessment of whether prescriptive training would be sufficient to address them. However, it is important to note that the PTOs or PTE should not be expected to make a recommendation of termination, as it is the responsibility of management personnel, including the Training Supervisor, to make that recommendation to the Manager and Division Director.

Solo Caseload Assignment and Ghost Phase

Throughout the PTO program, the trainee supervises their PTO's caseload, with the assistance of their PTO. These are the caseloads on which they learn how to supervise offenders. However, the trainee is also assigned cases and investigations on a steady basis, as determined by the training team. Upon completion of Phase D, the trainee will assume autonomous supervision of the caseload he/she has been accumulating throughout their training. This caseload will serve as the basis for the final evaluation week. Following successful completion of formal training, the trainee will receive another PTO for ghost phase, ideally the one who served as the PTE for final evaluation. This PTO will ensure completion of the Field Training Manual, and provide direction when needed, as well as periodic oversight of the trainee's newfound autonomy.

Ghost phase is approximately twelve weeks in length, after the final evaluation and Board of Evaluators. It is designed to take the trainee through certification and close to the end of the probationary period, often one year after hire. During this time, the trainee supervises his/her own caseload, but has a designated PTO with whom he/she can discuss questions or situations as they arise. The PTO assigned in ghost phase will submit a monthly report to the training supervisor including his/her observations and impressions of the trainee's continued performance as it relates to the core competencies. This monthly report might also include case audits as well as feedback from peers about the individual's continued teamwork and collaboration. Ghost phase will end after twelve weeks, provided that the officer has received their

certification from DPSST.

Lane County has made the policy decision that while probationary employees in Ghost Phase do not need to have a PTO accompany them, they may not go in the field alone or serve sanctions with another probationary employee. In these two circumstances, they must be with a certified officer until they are granted certification by DPSST.

DOCUMENTATION

JOURNALING

Daily Journaling

Trainees will use their journals to record relevant daily information on their learning process. This may include recording the various stages of the PBL process – ideas, known facts, etc. – as well as any information from their regular calls for service and patrol duties. These journals will also allow the trainee and the training officer to record instances where learning has or has not occurred during a shift. The trainee will also use his/her journal to keep track of information needed for PBLEs, CTRs and the PIE.

Given how essential journaling is to the learning process, Lane County has decided that both the trainee and PTO journals will become a formal part of the training record. Journals are not part of the evaluation process, but are subject to review by the PTO if there is some question surrounding their continued learning. Both the trainer and PTO may choose the format that best supports their journaling efforts (i.e. pocket notebook, steno pad, electronic form). The journal is meant to be done on an ongoing base throughout the day, and as such electronic journaling is discouraged as it lends itself to only being done as a summary of the day. ***Journals are always discoverable for court purposes and officers must remember to keep the language and the content at a professional standard.***

Journaling will:

- Strengthen the learning process.
- Identify areas for improvement.
- Provide a written opportunity to debrief learning moments.
- Facilitate creative thinking and self-evaluation.
- Revisit problem-based learning processes and their application to supervision activities.

<p>Journaling</p> <p>Journaling is an essential process for reinforcing daily learning. Topics for journaling include: strengths and areas for improvement, debriefings on calls for service, and dialogue on selected PBL exercises.</p>
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COACHING AND EVALUATION PROCESS

The Reno Model allows the PTO various opportunities to teach and coach the trainee. Although the evaluation will be a component of the process, the daily, weekly and phase activities exist to support the successful training of new officers rather than the termination of the marginal few.

Presentence Investigation Exercise (PIE)

The trainee's first assignment, called the *Presentence Investigation Exercise*, is assigned at the beginning of Phase A and extends the entire length of the training period. ***This project replaces the Neighborhood Portfolio Exercise used in police PTO programs.*** The PIE is designed to be an exercise which will potentially require application of all competencies at some point. The trainee is assigned a Presentence Investigation (PSI) in week one of PTO, and given only the information we would be receiving upon notice from the Court. The trainee will have the entire duration of PTO to perform all appropriate investigations, write the report, and submit it to his/her PTO. When the trainee identifies resources, interviews, or information he/she needs to access in order to complete the project, those resources will be made available. PTO's will be available to role play as the offender, victim, or any other individual the trainee determines he/she may need to interview. The trainee should use journaling, PBLEs, CTRs, and other activities as support material for the PIE. PTO's will role play anyone the trainee identifies as requiring an interview. When the trainee completes their PSI, he/she will present it to the PTO for review, as well as the Training Supervisor. The PSI will be made available to the BOE. After presenting the PIE, the trainee completes the PIE Assignment form after debriefing with their trainer (See Appendix A, page 134).

Weekly Coaching and Training Reports (CTR)

PTOs do not complete daily evaluation forms. Instead, the PTO and the trainee each complete weekly Coaching and Training Reports (CTRs) that evaluate the trainee's performance. The weekly CTR template follows this section, and begins on page 31. A CTR contains 15 core competency areas for review and comments by both the trainee and the trainer. The CTR process calls for the trainee to write more and the PTO to write less than in traditional training models. Also, the trainee takes more responsibility for learning while the PTO spends more time coaching and teaching and less time evaluating.

Because parole and probation activities do not typically conform to regular patterns, different activities will naturally occur at all phases of training. If an incident occurs in one phase that relates to another phase – for example a high risk arrest occurs during basic office activities – the PTO may choose to use that incident for the weekly CTR. This is one of the advantages of a flexible model. The weekly coaching and training report has five steps:

1. The trainee and the trainer note their daily activities in their individual journals.
2. At the end of each week the trainee and the PTO each select an event or events from the previous week that pertains to the substantive topic area. If a significant incident did not occur during that week's events, the PTO may choose to pose a hypothetical incident.

3. The trainee then writes out a brief description of the event or events on the weekly coaching and training report. This “narration” should be brief and outline only the key identifying elements.
4. The trainee will comment on all core competencies in the CTR evaluation. The material covered during that week’s chosen incident highlights what was learned and what remains to be learned. The trainee should discuss his/her learning, rather than simply narrating the incident.
5. The PTO will review the trainee’s comments and will add his/her own comments and provide feedback and guidance where appropriate.

At the conclusion of each phase of training, the trainer and the trainee should review the weekly CTRs to determine what was done well and what areas require attention or improvement. **The template for the weekly CTR follows on the next page, and two example reports can be found at the end of the manual (Appendix B, page 131.)**

Parole & Probation Training Officer Program
Weekly Coaching and Training Report
Phase ___ Week ___

PTO/PTE:

Trainee:

Date:

INCIDENT RESPONSE NARRATIVE:

___ TRAINEE SELECTED INCIDENT/INCIDENTS

___ PTO/PTE SELECTED INCIDENT/INCIDENTS

DATE OF INCIDENT/INCIDENTS:

NARRATIVE: (write a brief description of the incident or incidents)

CORE COMPETENCY DETAIL:

Situational Awareness: A1 B1 C1 D1:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Conflict Resolution: A2 B2 C2 D2:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Officer Safety/Use of Force: A3 B3 C3 D3:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Officer Authority, Conduct, and Ethics: A4 B4 C4 D4:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Report Writing: A5 B5 C5 D5:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Leadership: A6 B6 C6 D6:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Problem-Solving Skills: A7 B7 C7 D7:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Case Management: A8 B8 C8 D8:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Diversity/ Specialization/ Responsivity: A9 B9 C9 D9:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Legal Guidelines: A10 B10 C10 D10:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Individual Rights: A11 B11 C11 D11:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Communication Skills: A12 B12 C12 D12:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Decision Making: A13 B13 C13 D13:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Emotional Intelligence, Health and Wellness: A14 B14 C14 D14:

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Grit: A15 B15 C15 D15

Trainee's Comments: What did you learn? What do you still need to know?

PTO/PTE Comments: What areas of trainee performance need improvement?

Additional Comments:

TRAINEE: _____

PTO/PTE: _____

PROBLEM-BASED LEARNING EXERCISES (PBLE)

PTOs will use the problem-based learning exercises as the primary teaching method with trainees. While learning will occur during daily activities, the Problem-Based Learning Exercises will develop the trainee's problem-solving skills. This manual provides one sample Problem-Based Learning Exercise for each phase of training (see Chapters 4-7).

Each PBLE is designed specifically for the substantive task of that phase. In this model, the PBLEs build on each other, with every subsequent PBLE requiring the use of the knowledge obtained in the previous phase.

In the *problem-based learning exercises* provided, a number of potential responses are available to the trainee. There is no *one, right* answer. In every instance, the learning will cover a variety of departmental procedures, legal topics, and individual skills. The trainee is expected to utilize the problem-solving process as he/she works through the problem or scenario. The trainee proceeds through the learning process by listing initial ideas, stating known facts, identifying learning issues by asking questions and gathering material, and suggesting possible action plans. The PTO and trainee are encouraged to debrief the PBLEs together. However, because the PBLEs are part of formal training, written documentation of PBLE completion must be submitted to the PTO by the end of each phase. Failure to complete a PBLE by the end of a phase may be grounds for prescriptive training or delay of the next phase.

PRESCRIPTIVE TRAINING

Prescriptive training is a trainee-designed action plan that will be used to address specific training deficiencies. Trainees who are having difficulties comprehending and applying training in a given core competency or competencies, should have a prescriptive training plan designed.

Prescriptive training plans should be designed following a process to identify the root cause of the training deficiency. The following outline can be used to design a prescriptive training plan:

- **Describe** the performance or behavior deficiency in accordance with the performance outcomes in the applicable phase(s).
- **Identify** the cause of the deficiency.
- **Determine** on what level of Bloom's Taxonomy the problem is occurring (knowledge, application, evaluation).
- **Analyze** the environmental conditions, emotional intelligence, learning vs. teaching styles and self-assessment by the trainee.

Considerations to assist the trainee may include; reducing the stress of the training program, a fresh point of view (PTO change), a dedicated training exercise, a problem based learning exercise, mentoring or peer assistance, performance improvement plans, and delay/suspension of phase progress.

Include the trainee's input in the prescription training plan. Trainees need to have input with the prescriptive training plan to assist trainers in identifying the individual trainee's learning style. It is the goal of the prescriptive training plan to assist trainees with achieving their own learning objectives. (See Prescriptive Training examples in Appendix C, page 151)

The training plan should include a timeline or concrete goals for achievement. It can be for an acute problem and therefore likely short in duration, or a larger issue with an ongoing plan of improvement. Regardless, the plan should specifically outline what behaviors and improvements are expected. Again, trainee collaboration with these components of the training plan is important to ownership of the progress expected from the trainee. The trainee's progress on the prescriptive training plan should be addressed on subsequent CTRs until targeted improvements or goals have been achieved.

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

CHAPTER 4

PHASE A: BASIC OFFICE ACTIVITIES

- Phase A: Basic Office Activities
- Problem-Based Learning Exercise #1: Resources
- Phase A: Weekly Coaching and Training Report

This phase lasts 6 weeks and deals with incident responses for basic office activities.

Core Competency	Basic Office Activities
Situational Awareness	A1
Conflict Resolution	A2
Officer Safety/Use of Force	A3
Officer Authority, Conduct, Ethics	A4
Report Writing	A5
Leadership	A6
Problem-Solving Skills	A7
Case Management	A8
Diversity/ Specialization/ Responsivity	A9
Legal Guidelines	A10
Individual Rights	A11
Communication Skills	A12
Decision Making	A13
Emotional Intelligence, Health and Wellness	A14
Grit	A15
Learning Activities Learning Matrix Neighborhood Portfolio Exercise Journaling Problem-Based Learning Exercise Evaluation Activities Weekly Coaching and Training Reports	

**BASIC OFFICE ACTIVITIES
A-CELL
TRAINING PHASE FOCUS ACTIVITIES**

PHASE	TRAINEE	PTO		
ACTIVITIES	DATE	DATE	DATE	DATE
1. FILE ORGANIZATION				
2. TRAVEL PERMITS				
3. OFFICE VISITS				
4. CHRONO ENTRY				
5. EMAIL MANAGEMENT				
6. PSC ASSESSMENTS				
7. EXPOSURE TO LSCMI				
8. CRIMINOGENIC RISK FACTORS				
9. COURT ORDERS				
10. SUPERVISORY AUTHORITY				
11. DOC400/OMS				
12. 'I' AND 'S' DRIVE				
13. MERGE DOCUMENTS				
14. SUPERVISION FEES				
15. RAPPORT BUILDING				
16. ORS- AUTHORITY				
17. ATTENDING PV HEARINGS				
18. VIOLATION REPORTS				
19. SANCTION GRID				
20. SENTENCING GUIDELINES				
21. COMMUNITY PARTNERSHIPS				
22. INTEROFFICE INTERACTION				
23. ESCORTING OFFENDERS				
24. JOURNALING				
25. DOC MODULES				
26. VOICEMAIL MANAGEMENT				
27. LEDS				
28. JAIL PROTOCOL				
29. POLICE REPORTS				

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A1 | SITUATIONAL AWARENESS

Awareness of surroundings, people, sounds, or other indicators of potential risk, accommodation to surroundings/environment (clothing, posture, communication), professionalism, awareness of public image, geographical awareness, environmental elements offering cover/concealment, escape routes, body and vehicle positioning, backstop and beyond.

PERFORMANCE OUTCOMES

1. The trainee will identify common factors relevant to situational awareness in an office setting.
2. The trainee will demonstrate the proper level of awareness in an office setting.
3. The trainee will assess and explain situational awareness in an office setting.

RESOURCE MATERIALS

- Survival Skills Instructors
- PP Training Officer
- PP Training Supervisors
- Trainee manual
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A2 | CONFLICT RESOLUTION

Using verbal skills to resolve conflict, defusing violent situations, crisis intervention, facilitating collaboration, developing interpersonal relationships, using dialog to resolve situations, motivational interviewing to reduce resistance, conflicting responsibilities, awareness of engagement in collusion, self-awareness/regulation in conflict situations.

PERFORMANCE OUTCOMES

1. The trainee will identify the various techniques to resolve conflict in an office setting.
2. The trainee will demonstrate the use of various techniques to resolve conflicts in an office setting.
3. The trainee will explain the method of conflict resolution he/she chose to use during an office incident.

RESOURCE MATERIALS

- County APM
- Agency policy
- Supplemental Reading
- Employee Assistance Program (EAP)
- Survival Skills Instructors
- PP Training Officers
- PP Training Supervisors
- Trainee manual

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A3 OFFICER SAFETY/ USE OF FORCE

Officer presence, Use of contact/cover principles, lawful application of use of force options, arrests and transport, maintaining and securing equipment, utilization of methods and training opportunities to regulate stress and improve skill performance under duress, handling and identification of hazardous materials, use of PPE, conducting searches.

PERFORMANCE OUTCOMES

1. The trainee will identify use of force issues in an office setting.
2. The trainee will demonstrate sound officer safety tactics and adapt the use of force options in an office setting.
3. The trainee will assess and explain decisions related to officer safety and any level of force they used to resolve a confrontation in an office setting.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Defensive Tactics Lesson Plan
- Agency policy
- Survival Skills Instructors
- DPSST
- Departmental Training Videos
- PP Training Officers
- PP Training Supervisors
- Trainee Manual
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A4 OFFICER AUTHORITY, CONDUCT, AND ETHICS

State statutes, administrative rule, agency policy, general orders, organizational philosophy, county administrative procedures, agency brand related specifically to PO duties, knowledge of the scope and authority of the position, displaying and maintaining professional behavior on and off duty, exhibiting humility, respecting autonomy of the position.

PERFORMANCE OUTCOMES

1. The trainee will recognize ethical boundaries as they relate to officer authority and conduct.
2. The trainee will apply policies, statutes, and philosophies related to officer conduct and authority in an office setting, and demonstrate ethical behavior at all times.
3. The trainee will explain the rationale behind decisions, responsibilities and guidelines related to officer conduct and authority.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Oregon Administrative Rule
- County Administrative Procedures Manual
- Agency Policies
- Agency Brand
- Trainee Manual
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
- DPSST Code of Ethics
- DPSST Ethics Bulletin
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A5 REPORT WRITING

Produce clear, concise and grammatically correct reports, include appropriate content, individualize recommendations, use appropriate report forms, journaling, note-taking, CTR completion, proper use of DOC400 and OMS, presentence investigations, report timelines.

PERFORMANCE OUTCOMES

1. The trainee will identify any and all pertinent information to complete the report writing process in a timely manner.
2. The trainee will complete all required documentation and any other related information concerning the report writing process in a timely, correct manner.
3. The trainee will assess a chrono and a violation report to ensure a basic office incident is documented correctly and thoroughly.

RESOURCE MATERIALS

- Agency policy
- Supplemental Reading
- Trainee Manual
- Mock files
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
-

**PHASE A
BASIC OFFICE ACTIVITIES**

CORE COMPETENCY

- A6 | LEADERSHIP

Influencing people to solve their own problems, engage in peer assistance, enhance teamwork, creating community partnerships, ethical behavior, role modeling and mentoring, seeing others/adjusting efforts/measuring impact (SAM), investment in agency and county, discretionary effort, seeking opportunity for professional development and contribution.

PERFORMANCE OUTCOMES

1. The trainee will define and explain leadership skills or traits involved in their role with the organization.
2. The trainee will demonstrate leadership traits in all situations.
3. The trainee will assess which leadership skills he/she is applying to an individual situation and how the leadership skill affects the situation.

RESOURCE MATERIALS

- Code of Conduct
- Agency Brand
- Law Enforcement Code of Ethics
- PP Training Officer
- PP Training Supervisor
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A7 | PROBLEM-SOLVING SKILLS

Taking initiative to identify problems and solutions independently, exploring outcomes and impacts, utilizing and applying resources, using the PBL process, prioritizing workload, identify and address stages of change, applying the risk principle.

PERFORMANCE OUTCOMES

1. The trainee will describe the steps to solve a problem in the office using the problem-based learning model.
2. The trainee will demonstrate the ability to work through a wide variety of ideas and arrive at solutions to problems.
3. The trainee will support a problem solving solution and asses the effectiveness of the solution.

RESOURCE MATERIALS

- Community Organizations
- Trainee manual
- DOC 400
- PP Training Officer
- PP Training Supervisor
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A8 | CASE MANAGEMENT

Identify risk, needs, and responsivity factors, make referrals to appropriate resources, stage of change, swift and appropriate violation responses, use of incentives, assigning homework, applying the risk principle, develop action steps, case planning based on risk factors, utilizing cognitive behavioral interventions, office visit structure.

PERFORMANCE OUTCOMES

1. The trainee will identify relevant case management factors in a comprehensive offender file.
2. The trainee will apply appropriate case management techniques to the supervision of an offender.
3. The trainee will explain the rationale for case management techniques of any given offender.

RESOURCE MATERIALS

- Agency policy
- DOC 400 and OMS
- Case files
- Trainee Manual
- Department of Corrections
- PP Training Officer
- PP Training Supervisor
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A9 | DIVERSITY/ SPECIALIZATION/ RESPONSIVITY

Recognize and respond to social, economic, and linguistic differences, dealing with special needs groups, understand impact of criminal culture, identification of relevant barriers and influences, trauma-informed approaches, risk assessment for specialized populations.

PERFORMANCE OUTCOMES

1. The trainee can identify and describe a diverse situation, population and/or responsivity factor.
2. The trainee will demonstrate his/her knowledge of diversity and apply it during the course of his/her duties.
3. The trainee will assess which circumstances pose diversity or responsivity issues during office interactions.

RESOURCE MATERIALS

- Agency Policy
- County APM
- PO Specialists
- University of Oregon
- Behavioral Health
- Department of Human Services
- PP Training Officer
- PP Training Supervisor
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A10 | LEGAL GUIDELINES

Sentencing Guidelines, Criminal code, Administrative Rules, conditions of supervision, supervisory authorities, sanctioning grids, special conditions resulting from risk assessment and case plan.

PERFORMANCE OUTCOMES

1. The trainee will explain the appropriate use of legal guidelines related to case management in an office setting.
2. The trainee will apply knowledge of legal guidelines applicable to case management in an office setting.
3. The trainee will explain his/her legal authority as it relates to case management in an office setting.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Oregon Administrative Rule
- Case files
- District Attorney
- Mock Files
- Trainee Manual
- United States Constitution
- Case Law
- PP Training Officer
- PP Training Supervisor
- Department of Corrections

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A11 | INDIVIDUAL RIGHTS

Fair and equitable treatment of people based on the US Constitution, knowledge of individual rights while in custody, Miranda rights, knowledge of an individual's rights during a violation proceeding, rights regarding personal property, search and seizure, situational empathy.

PERFORMANCE OUTCOMES

1. The trainee will identify an individual's rights in an office setting.
2. The trainee will honor an individual's rights in an office setting.
3. The trainee will assess an individual's rights during an office incident.

RESOURCE MATERIALS

- Agency Policy
- Code of Conduct
- Law Enforcement Code of Ethics
- Oregon Revised Statutes
- Case Law
- United States Constitution
- Oregon Administrative Rule
- District Attorney
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A12 | COMMUNICATION SKILLS

Professional and appropriate communication with the public, stakeholders, co-workers, and offenders, procedures for using the police radio, tactical communication, verbal presence, motivational interviewing, building rapport, communicating with humility, effective writing and note taking, active listening, and knowledge of the proper release of information procedures.

PERFORMANCE OUTCOMES

1. The trainee will identify proper interpersonal communication with the general public, co-workers, and offenders.
2. The trainee will demonstrate proper interpersonal communication at all times.
3. The trainee will assess the effectiveness of his/her communication skills in an office setting.

RESOURCE MATERIALS

- Agency Policy
- Dispatch Center
- Additional Reading
- Department of Corrections
- Internet
- Reports
- Department Instructors
- PP Training Officer
- PP Training Supervisor

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A13 | DECISION MAKING

Judgment, organization, prioritization, timeliness, use of problem-solving model, critical thinking, confidence in decision, awareness of impact, ownership of decision, recognition of discretion, recommendations in reports.

PERFORMANCE OUTCOMES

1. The trainee will identify when a decision needs to be made in basic office situations.
2. The trainee will make timely, safe, and legal decisions in basic office situations.
3. The trainee will explain his/her decisions in basic office situations and assess the outcomes of those decisions.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Agency Brand
- PP Training Officer
- PP Training Supervisor

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A14 | EMOTIONAL INTELLIGENCE, HEALTH AND WELLNESS

Awareness of situations that cause personal stress, ability to exert self-control and make rational decisions, ability to identify area in need of improvement, assessing mental alertness and self-confidence, awareness of personal biases, self-motivation. Awareness of mindset (i.e. inward vs. outward). Ability to show empathy, seeing others as people who matter “like I matter.” Maintaining balance and behaving with humility. Identification of and engagement in components that will improve overall wellness, performance, and increase resilience, knowledge of resources.

PERFORMANCE OUTCOMES

1. The trainee will identify lifestyle stressors, as well as self-awareness, self-regulation, self-motivation, and empathy.
2. The trainee will demonstrate the ability to identify stress in his/her lifestyle, and practice self-awareness, self-regulation, self-motivation, and empathy while dealing with basic office activity.
3. The trainee will assess his/her lifestyle stressors, self-awareness, self-motivation, self-regulation, and empathy while engaged in a basic office activity.

RESOURCE MATERIALS

- Employee Assistance Program
- Lane County Intranet
- Athletic Clubs
- Live Well Center
- Gillmarten and Associates / Emotional Survival
- PP Training Officers
- PP Supervisors
- Peer Support
-
-

PHASE A BASIC OFFICE ACTIVITIES

CORE COMPETENCY

- A15 | GRIT

Perseverance through challenges, problem solving barriers, maintaining composure in challenging situations, conviction to succeed, receipt of feedback with humility and determination, not giving excuses but providing solutions, embracing concept of “failing forward”, pushing through physically and emotionally difficult training requirements

PERFORMANCE OUTCOMES

4. The trainee will identify challenges or barriers to success, as well as possible solutions.
5. The trainee will demonstrate the willingness to learn and conviction to succeed in difficult circumstances.
6. The trainee will evaluate effectiveness of solutions for identified challenges.

RESOURCE MATERIALS

- PP Training Officer
- PP Training Supervisors
- Trainee manual
- Peer Support
- Internet videos, reading materials
- Sports psychology

Problem-Based Learning Exercise #1

Community Resources

You are a new PO assigned a caseload of general offenders, all with different needs (i.e. treatment programs, housing, employment, food, etc.). In order to respond effectively to your clients, you must know about the resources available in your community. Create a “desk guide” to help you supervise this caseload.

Consider the following:

- What are the limitations of each resource?
- What makes someone eligible/ineligible to receive the service?
- How available is the resource?
- What steps must someone take to receive the resource?

Ideas - Record initial responses to the problem. What are possible ways you can deal with this task? Explain them to your police training officer (PTO).

- What are your initial thoughts on solving this problem?
- What are the issues?

Facts - List all of the known facts about the problem. For example, there are many different types of different client needs.

- What do you know?

Learning Issues - Identify the relevant content from the learning matrix for each decision. For example, what do you know about case management and how it applies to resource allocation?

- What do you need to know to solve this problem?
- Where can you find it?

Action Plans – What can you do to address this problem?

- How do you compile the information?
- What format should it be in?

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

You will present your findings to your PTO on _____

The method of presentation will be some type of written/hardcopy product.

PROBLEM-BASED LEARNING EXERCISE #1

Basic Office Activities: Community Resources

Trainee Name:

Date:

1. What did you learn from this community problem? Describe the core competencies that you developed during this exercise.

Training officer comments:

2. Did you initially formulate assumptions (ideas) that you later realized would not work? Explain.

Training officer comments:

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

Training officer comments:

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

Training officer comments:

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

Training officer comments:

Follow-Up Comments for Question 5:

Date:

Chapter 5

PHASE B: BASIC FIELD ACTIVITIES

- Phase B: Basic Field Activities
- Problem-Based Learning Exercise #2: Home visit, marijuana violation
- Phase B: Weekly Coaching and Training Report

This phase lasts 6 weeks and deals with incident responses for basic field activities.

Core Competency	Basic Field Activities
Situational Awareness	B1
Conflict Resolution	B2
Officer Safety/ Use of Force	B3
Officer Authority, Conduct, & Ethics	B4
Report Writing	B5
Leadership	B6
Problem-Solving Skills	B7
Case Management	B8
Diversity/ Specialization/ Responsivity	B9
Legal Guidelines	B10
Individual Rights	B11
Communication Skills	B12
Decision Making	B13
Emotional Intelligence, Health and Wellness	B14
Grit	B15
Learning Activities Learning Matrix Neighborhood Portfolio Exercise Journaling Problem-Based Learning Exercise Evaluation Activities Weekly Coaching and Training Reports	

**BASIC FIELD ACTIVITIES
B-CELL
TRAINING PHASE FOCUS ACTIVITIES**

PHASE _____ TRAINEE _____ PTO _____

ACTIVITIES	DATE	DATE	DATE	DATE
1. HOME VISIT				
2. IRT INVESTIGATION				
3. FIELD INVESTIGATIONS				
4. COMMUNITY PARTNERSHIPS				
5. SPONSORS				
6. RADIO COMMUNICATION				
7. LODGING PROPERTY				
8. EQUIPMENT FAMILIARIZATION				
9. USE OF FORCE				
10. FLEET SERVICES				
11. JOURNALING				
12. COLLATERAL CONTACTS				
13. ARREST AUTHORITY				
14. JAIL LODGING				
15. TACTICAL COMMUNICATION				
16. OBSERVATION SKILLS				
17. VOICE CONTROL/COMMANDS				
18. CONTACT/COVER CONCEPTS				
19. BOOKING PROCESS				
20. GEOGRAPHIC AWARENESS				
21. DETAINERS				
22. MIRANDA				
23.				
24.				
25.				
26.				

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B1 | SITUATIONAL AWARENESS

Awareness of surroundings, people, sounds, or other indicators of potential risk, accommodation to surroundings/environment (clothing, posture, communication), professionalism, awareness of public image, geographical awareness, environmental elements offering cover/concealment, escape routes, body and vehicle positioning, backstop and beyond.

PERFORMANCE OUTCOMES

1. The trainee will identify common factors relevant to situational awareness in a field setting.
2. The trainee will demonstrate the proper level of awareness in a field setting.
3. The trainee will assess and explain situational awareness in a field setting.

RESOURCE MATERIALS

- Survival Skills Instructors
- PP Training Officer
- PP Training Supervisors
- Trainee manual

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B2 | CONFLICT RESOLUTION

Using verbal skills to resolve conflict, defusing violent situations, crisis intervention, facilitating collaboration, developing interpersonal relationships, using dialog to resolve situations, motivational interviewing to reduce resistance, conflicting responsibilities, self-awareness/regulation in conflict situations.

PERFORMANCE OUTCOMES

1. The trainee will identify the available conflict resolution options during basic field contacts.
2. The trainee will demonstrate the ability to resolve conflict in basic field contacts while minimizing the risk of escalation.
3. The trainee will summarize and explain the methods of conflict resolution he/she chose to use during basic field contacts.

RESOURCE MATERIALS

- County APM
- Agency policy
- Supplemental Reading
- Employee Assistance Program (EAP)
- Survival Skills Instructors
- PP Training Officers
- PP Training Supervisors
- Trainee manual
-

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B3 OFFICER SAFETY/ USE OF FORCE

Officer presence, Use of contact/cover principles, lawful application of use of force options, arrests and transport, maintaining and securing equipment, utilization of methods and training opportunities to regulate stress and improve skill performance under duress, handling and identification of hazardous materials, use of PPE, conducting searches.

PERFORMANCE OUTCOMES

1. The trainee will identify use of force issues relevant to field contacts.
2. The trainee will demonstrate sound officer safety tactics and adapt use of force options for field contacts.
3. The trainee will assess and explain decisions related to officer safety and any level of force he/she used to resolve a field conflict.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Defensive Tactics Lesson Plan
- Agency policy
- Survival Skills Instructors
- DPSST
- Departmental Training Videos
- PP Training Officers
- PP Training Supervisors
- Trainee Manual
- DPSST Code of Ethics
- DPSST Ethics Bulletin

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B4 OFFICER AUTHORITY, CONDUCT, AND ETHICS

State statutes, administrative rule, agency policy, general orders, organizational philosophy, county administrative procedures, agency brand related specifically to PO duties, knowledge of the scope and authority of the position, displaying and maintaining professional behavior on and off duty, exhibiting humility, respecting autonomy of the position.

PERFORMANCE OUTCOMES

1. The trainee will recognize ethical boundaries as they relate to officer authority and conduct.
2. The trainee will apply policies, statutes, and philosophies related to officer conduct and authority in a field setting, and demonstrate ethical behavior at all times.
3. The trainee will explain the rationale behind decisions, responsibilities and guidelines related to officer conduct and authority.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Oregon Administrative Rule
- County Administrative Procedures Manual
- Agency Policies
- Agency Brand
- Trainee Manual
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
- DPSST Code of Ethics
- DPSST Ethics Bulletin
-

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B5 | REPORT WRITING

Produce clear, concise and grammatically correct reports, include appropriate content, individualize recommendations, use appropriate report forms, journaling, note-taking, CTR completion, proper use of DOC400 and OMS, presentence investigations, report timelines.

PERFORMANCE OUTCOMES

1. The trainee will identify reports specific to field work.
2. The trainee will demonstrate how to complete a report specific to field work.
3. The trainee will review the report to ensure field work is documented correctly.

RESOURCE MATERIALS

- Agency policy
- Supplemental Reading
- Trainee Manual
- Mock files
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
-

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B6 | LEADERSHIP

Influencing people to solve their own problems, engage in peer assistance, enhance teamwork, creating community partnerships, ethical behavior, role modeling and mentoring, investment in agency and county, discretionary effort, seek opportunity for professional development and contribution.

PERFORMANCE OUTCOMES

1. The trainee will define and explain leadership skills or traits involved in his/her role with the organization.
2. The trainee will demonstrate leadership traits in all situations.
3. The trainee will assess which leadership skills they are applying to an individual situation and how the leadership skill affects the situation.

RESOURCE MATERIALS

- Code of Conduct
- Agency Brand
- Law Enforcement Code of Ethics
- PP Training Officer
- PP Training Supervisor
-
-

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B7 | PROBLEM-SOLVING SKILLS

Taking initiative to identify problems and solutions independently, exploring outcomes and impacts, utilizing and applying resources, using the PBL process, prioritizing workload, identify and address stages of change, applying the risk principle.

PERFORMANCE OUTCOMES

1. The trainee will describe appropriate decision-making and problem-solving skills in basic field contacts, including application of the risk principle
2. The trainee will solve problems using appropriate methods in basic field contacts.
3. The trainee will assess the effectiveness of the solution applied in a field setting.

RESOURCE MATERIALS

- Community Organizations
- Trainee manual
- DOC 400
- PP Training Officer
- PP Training Supervisor
-
-

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B8 CASE MANAGEMENT

Identify risk, needs, and responsivity factors, make referrals to appropriate resources, stage of change, swift and appropriate violation responses, use of incentives, assigning homework, applying the risk principle, develop action steps, case planning based on risk factors, utilizing cognitive behavioral interventions, office visit structure.

PERFORMANCE OUTCOMES

1. The trainee will identify case management factors in an offender record relevant to field work.
2. The trainee will apply appropriate case management techniques to the supervision of an offender.
3. The trainee will explain the rationale for case management techniques of any given offender in a field setting.

RESOURCE MATERIALS

- Agency policy
- DOC 400 and OMS
- Case files
- Trainee Manual
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B9 | DIVERSITY/ SPECIALIZATION/ RESPONSIVITY

Recognize and respond to social, economic, and linguistic differences, dealing with special needs groups, understand impact of criminal culture, identification of relevant barriers and influences, trauma-informed approaches, risk assessment for specialized populations.

PERFORMANCE OUTCOMES

1. The trainee will identify diversity, specialized, and responsivity issues relevant to basic field contacts.
2. The trainee will demonstrate the ability to perform field contacts without personal bias.
3. The trainee will assess which circumstances pose diversity issues during a basic field contact.

RESOURCE MATERIALS

- Agency Policy
- County APM
- PO Specialists
- University of Oregon
- Behavioral Health
- Department of Human Services
- PP Training Officer
- PP Training Supervisor

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B10 | LEGAL GUIDELINES

Sentencing Guidelines, Criminal code, Administrative Rules, conditions of supervision, supervisory authorities, sanctioning grids, special conditions resulting from risk assessment and case plan.

PERFORMANCE OUTCOMES

1. The trainee will explain the appropriate use of legal guidelines related to case management in basic field contacts.
2. The trainee will apply his/her knowledge of legal guidelines applicable to case management to basic field contacts.
3. The trainee will explain his/her legal authority as it relates to case management in a basic field contact.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Oregon Administrative Rule
- Case files
- District Attorney
- Mock Files
- Trainee Manual
- United States Constitution
- Case Law
- PP Training Officer
- PP Training Supervisor
- Department of Corrections

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B11 | INDIVIDUAL RIGHTS

Fair and equitable treatment of people based on the US Constitution, knowledge of individual rights while in custody, Miranda rights, knowledge of an individual's rights during a violation proceeding, rights regarding personal property, search and seizure, situational empathy.

PERFORMANCE OUTCOMES

1. The trainee will identify an individual's rights in a basic field contact.
2. The trainee will honor an individual's rights in a basic field contact.
3. The trainee will assess an individual's rights during a basic field contact.

RESOURCE MATERIALS

- Agency Policy
- Code of Conduct
- Law Enforcement Code of Ethics
- Oregon Revised Statutes
- Case Law
- United States Constitution
- Oregon Administrative Rule
- District Attorney
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B12 | COMMUNICATION SKILLS

Professional and appropriate communication with the public, stakeholders, co-workers, and offenders, procedures for using the police radio, tactical communication, verbal presence, motivational interviewing, building rapport, communicating with humility, effective writing and note taking, active listening, and knowledge of the proper release of information procedures.

PERFORMANCE OUTCOMES

1. The trainee will describe the many different types of communication skills used during a basic field contact.
2. The trainee will demonstrate communication skills during a basic field contact.
3. The trainee will assess the effectiveness of the communication skills used during a basic field contact.

RESOURCE MATERIALS

- Agency Policy
- Dispatch Center
- Additional Reading
- Department of Corrections
- Internet
- Reports
- Department Instructors
- PP Training Officer
- PP Training Supervisor

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B13 | DECISION MAKING

Judgment, organization, prioritization, timeliness, use of problem-solving model, critical thinking, confidence in decision, awareness of impact, ownership of decision, recognition of discretion, recommendations in reports.

PERFORMANCE OUTCOMES

1. The trainee will identify when a decision needs to be made in basic field situations.
2. The trainee will make timely, safe, and legal decisions in basic field situations.
3. The trainee will explain his/her decisions in basic field situations and assess the outcomes of those decisions.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Agency Brand
- PP Training Officer
- PP Training Supervisor

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B14 | EMOTIONAL INTELLIGENCE, HEALTH AND WELLNESS

Awareness of situations that cause personal stress, ability to exert self-control and make rational decisions, ability to identify area in need of improvement, assessing mental alertness and self-confidence, awareness of personal biases, self-motivation, ability to empathize with offenders and others. Maintaining balance and behaving with humility. Identification of and engagement in components that will improve overall wellness, performance, and increase resilience, knowledge of resources.

PERFORMANCE OUTCOMES

1. The trainee will identify what stressors affect his/her performance, self-awareness and, self-regulation during basic field contacts
2. The trainee will apply self-awareness, self-regulation, and examine his/her lifestyle stressors.
3. The trainee will assess lifestyle stressors, self-awareness, self-regulation and empathy while engaged in basic field contacts.

RESOURCE MATERIALS

- Employee Assistance Program
- Lane County Intranet
- Athletic Clubs
- Live Well Center
- Gillmarten and Associates / Emotional Survival
- PP Training Officers
- PP Supervisors
- Peer Support

PHASE B BASIC FIELD ACTIVITIES

CORE COMPETENCY

- B15 | GRIT

Perseverance through challenges, problem solving barriers, maintaining composure in challenging situations, conviction to succeed, receipt of feedback with humility and determination, not giving excuses but providing solutions, embracing concept of “failing forward”, pushing through physically and emotionally difficult training requirements

PERFORMANCE OUTCOMES

7. The trainee will identify challenges or barriers to success, as well as possible solutions.
8. The trainee will demonstrate the willingness to learn and conviction to succeed in difficult circumstances.
9. The trainee will evaluate effectiveness of solutions for identified challenges.

RESOURCE MATERIALS

- PP Training Officer
- PP Training Supervisors
- Trainee manual
- Peer Support
- Internet videos, reading materials
- Sports psychology

PROBLEM-BASED LEARNING EXERCISE #2

General Conditions of Supervision

In order to effectively supervise offenders, you must know your authority, where it comes from, and how to apply it. Without a thorough understanding of your authority, decision-making is not only challenging, but heavy with liability. In Oregon, much of that authority is defined by the General Conditions of probation, as outlined in Oregon Revised Statute 137.540. Your task is twofold:

- 1) Be able to recite, BY MEMORY, General Conditions (a) through (m), (o), and (q).*

- 2) Give a brief example of a situation where each condition might apply, or what action each condition would allow you to take, as the supervising officer.*

Remember, this is an ill-structured problem, and does not have a specific solution.

You will present your findings to your PTO on _____.

In all other Problem-Based Learning Exercises, the trainee, in consultation with the PTO, determines the best method to present solutions to this problem. However, in this exercise, the method of presentation will be a verbal recitation of the conditions, in addition to a written summary of their application.

PROBLEM-BASED LEARNING EXERCISE #2

General Conditions of Supervision

Trainee Name:

Date:

1. What did you learn from this activity? Describe which core competencies you developed during this exercise.

Training officer comments:

2. Evaluate your own problem-solving process regarding the interpretation of conditions, finding answers to questions and devising your response.

Training officer comments:

3. Identify the general conditions or areas of learning that you should explore further, as well as a specific plan to do so.

Training officer comments:

Follow-Up Comments:

Date:

CHAPTER 6

- **Mid-Term Evaluation**

MID-TERM EVALUATION

The mid-term evaluation is the first formal independent evaluation of the trainee. The trainee transfers from his/her PTO to a P&P Training Evaluator (PTE) and participates in a mid-term evaluation to determine progress. This evaluation lasts one week.

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

Following a successful mid-term evaluation, the trainee moves into Phase C (Advanced Office Activities) and works with a different PTO than in Phase A and B. At this point, the Program Coordinator will ensure that copies of all reports and evaluations regarding the trainee's progress are available to the designated C & D phase training officer.

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

PERFORMANCE OUTCOMES

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Parole and probation trainees throughout the training program use Performance Outcomes. Performance Outcomes are designed as goals for trainees to achieve during the training program. Performance Outcomes are designed in three levels, knowledge, application, and evaluation. Performance Outcomes are in no way to be used as a checklist by parole and probation trainee evaluators. Training evaluators will use Performance Outcomes as a guide to assess the trainee's overall performance during the mid-term or final evaluation period.

**Parole and Probation Training Officer Program
Midterm Evaluation Report**

PTO/PTE: _____

Trainee: _____

Date: _____

Evaluation Term: _____

CORE COMPETENCY DETAIL

1. **Situational Awareness:**
2. **Conflict Resolution:**
3. **Officer Safety/ Use of Force:**
4. **Officer Authority, Conduct, & Ethics:**
5. **Report Writing:**
6. **Leadership:**
7. **Problem-Solving Skills:**
8. **Case Management:**
9. **Diversity/ Specialization/ Responsivity:**
10. **Legal Guidelines:**
11. **Individual Rights:**

- 12. **Communication Skills:**
- 13. **Decision Making:**
- 14. **Emotional Intelligence, Health and Wellness**
- 15. **Grit**

Areas for continued improvement:

PTE

Trainee

Chapter 7

PHASE C: ADVANCED OFFICE ACTIVITIES

- Phase C: Advanced Office Activities
- Problem-Based Learning Exercise #3: LSCMI and case planning
- Phase C: Weekly Coaching and Training Report

This phase lasts 6 weeks and deals with incident responses for advanced office activities.

Core Competency	Advanced Office Activities
Situational Awareness	C1
Conflict Resolution	C2
Officer Safety/ Use of Force	C3
Officer Authority, Conduct, & Ethics	C4
Report Writing	C5
Leadership	C6
Problem-Solving Skills	C7
Case Management	C8
Diversity/ Specialization/ Responsivity	C9
Legal Guidelines	C10
Individual Rights	C11
Communication Skills	C12
Decision Making	C13
Emotional Intelligence, Health and Wellness	C14
Grit	C15
Learning Activities Learning Matrix Neighborhood Portfolio Exercise Journaling Problem-Based Learning Exercise Evaluation Activities Weekly Coaching and Training Reports	

ADVANCED OFFICE ACTIVITIES

C-CELL

TRAINING PHASE FOCUS ACTIVITIES

PHASE _____ TRAINEE _____ PTO _____

ACTIVITIES	DATE	DATE	DATE	DATE
1. OFFICE ARRESTS				
2. CONDUCTING LSCMI ASSESSMENTS				
3. CASE PLANS				
4. RESISTANT OR HOSTILE OFFICE VISITS				
5. SANCTIONS				
6. MOTIVATIONAL INTERVIEWING				
7. NAVIGATING STAGES OF CHANGE				
8. INTERSTATE COMPACT				
9. COURTROOM TESTIMONY				
10. MORRISSEY HEARINGS				
11. OFFENDER SEARCHES				
12. LODGING PROPERTY				
13. PRESENTENCE INVESTIGATIONS				
14. VIOLATION REPORTS				
15. SANCTIONS				
16. RAPPORT BUILDING				
17. SPECIALIZATIONS				
18. IRT'S				
19. CULTURAL DIFFERENCES				
20. EVIDENTIARY RULES				
21. CREATIVE THINKING				
22. DE-ESCALATION				
23. ELECTRONIC MONITORING				
24. USE OF FORCE REPORT				
25. EARNED DISCHARGE				
26.				
27.				
28.				

PHASE C
ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C1 | SITUATIONAL AWARENESS

Awareness of surroundings, people, sounds, or other indicators of potential risk, accommodation to surroundings/environment (clothing, posture, communication), professionalism, awareness of public image, geographical awareness, environmental elements offering cover/concealment, escape routes, body and vehicle positioning, backstop and beyond.

PERFORMANCE OUTCOMES

1. The trainee will identify factors relevant to situational awareness in an office setting, including office arrests and searches.
2. The trainee will demonstrate the proper level of awareness in office arrests and searches.
3. The trainee will assess and explain situational awareness factors specific to office arrests and searches.

RESOURCE MATERIALS

- Survival Skills Instructors
- PP Training Officer
- PP Training Supervisors
- Trainee manual

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C2 | CONFLICT RESOLUTION

Using verbal skills to resolve conflict, defusing violent situations, crisis intervention, facilitating collaboration, developing interpersonal relationships, using dialog to resolve situations, motivational interviewing to reduce resistance, conflicting responsibilities, self-awareness/regulation in conflict situations.

PERFORMANCE OUTCOMES

1. The trainee will identify conflict and situations that can create conflict while in an office setting.
2. The trainee will apply and demonstrate appropriate communication and problem-solving skills to resolve conflict.
3. The trainee will explain the methods of conflict resolution he/she used during an office interaction.

RESOURCE MATERIALS

- County APM
- Agency policy
- Supplemental Reading
- Employee Assistance Program (EAP)
- Survival Skills Instructors
- PP Training Officers
- PP Training Supervisors
- Trainee manual

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C3 OFFICER SAFETY/ USE OF FORCE

Officer presence, Use of contact/cover principles, lawful application of use of force options, arrests and transport, maintaining and securing equipment, utilization of methods and training opportunities to regulate stress and improve skill performance under duress, handling and identification of hazardous materials, use of PPE, conducting searches.

PERFORMANCE OUTCOMES

1. The trainee will define and describe use of force alternatives in an office arrest.
2. The trainee will safely apply and demonstrate the reasonable amount of force necessary to resolve an office situation safely.
3. The trainee will assess and explain the level of force they used to effect an office arrest.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Defensive Tactics Lesson Plan
- Agency policy
- Survival Skills Instructors
- DPSST
- Departmental Training Videos
- PP Training Officers
- PP Training Supervisors
- Trainee Manual
-
-

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C4 OFFICER AUTHORITY, CONDUCT, AND ETHICS

State statutes, administrative rule, agency policy, general orders, organizational philosophy, county administrative procedures, agency brand related specifically to PO duties, knowledge of the scope and authority of the position, displaying and maintaining professional behavior on and off duty, exhibiting humility, respecting autonomy of the position.

PERFORMANCE OUTCOMES

1. The trainee will recognize ethical boundaries as they relate to officer authority and conduct.
2. The trainee will apply policies, statutes, and philosophies related to officer conduct and authority in an office setting, and demonstrate ethical behavior at all times.
3. The trainee will explain the rationale behind decisions, responsibilities and guidelines related to officer conduct and authority.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Oregon Administrative Rule
- County Administrative Procedures Manual
- Agency Policies
- Agency Brand
- Trainee Manual
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
- DPSST Code of Ethics
- DPSST Ethics Bulletin
-

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C5 | REPORT WRITING

Produce clear, concise and grammatically correct reports, include appropriate content, individualize recommendations, use appropriate report forms, journaling, note-taking, CTR completion, proper use of DOC400 and OMS, presentence investigations, report timelines.

PERFORMANCE OUTCOMES

1. The trainee will describe how and where to document advanced office activities.
2. The trainee will demonstrate the ability to document advanced office activities as mandated by department policy and practice.
3. The trainee will assess a case plan and LSCMI assessment to ensure an incident is documented correctly.

RESOURCE MATERIALS

- Agency policy
- Supplemental Reading
- Trainee Manual
- Mock files
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
-

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C6 | LEADERSHIP

Influencing people to solve their own problems, engage in peer assistance, enhance teamwork, creating community partnerships, ethical behavior, role modeling and mentoring, investment in agency and county, discretionary effort, seek opportunity for professional development and contribution.

PERFORMANCE OUTCOMES

1. The trainee will identify and describe the leadership skills that are necessary to perform advanced office activities.
2. The trainee will demonstrate leadership principles when carrying out advanced office activities by role modeling for other officers.
3. The trainee will assess which leadership skills he/she is applying to an individual situation and how the leadership style affects a situation.

RESOURCE MATERIALS

- Code of Conduct
- Agency Brand
- Law Enforcement Code of Ethics
- PP Training Officer
- PP Training Supervisor
-

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C7 | PROBLEM-SOLVING SKILLS

Taking initiative to identify problems and solutions independently, exploring outcomes and impacts, utilizing and applying resources, using the PBL process, prioritizing workload, identify and address stages of change, applying the risk principle.

PERFORMANCE OUTCOMES

1. The trainee will identify problems frequently encountered in performing advanced office activities.
2. The trainee will demonstrate the ability to work through a wide variety of ideas and arrive at solutions to problems.
3. The trainee will assess the effectiveness of solutions to a variety of problems frequently encountered in advanced office activities.

RESOURCE MATERIALS

- Community Organizations
- Trainee manual
- DOC 400
- PP Training Officer
- PP Training Supervisor
-

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C8 | CASE MANAGEMENT

Identify risk, needs, and responsivity factors, make referrals to appropriate resources, stage of change, swift and appropriate violation responses, use of incentives, assigning homework, applying the risk principle, develop action steps, case planning based on risk factors, utilizing cognitive behavioral interventions, office visit structure.

PERFORMANCE OUTCOMES

1. The trainee will list and identify case management implications from an LSCMI assessment.
2. The trainee will apply case management strategies through case planning and targeting stages of change.
3. The trainee will explain the long-term supervision plan of any given offender based on LSCMI assessment and via case planning.

RESOURCE MATERIALS

- Agency policy
- DOC 400 and OMS
- Case files
- Trainee Manual
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C9 | DIVERSITY/ SPECIALIZATION/ RESPONSIVITY

Recognize and respond to social, economic, and linguistic differences, dealing with special needs groups, understand impact of criminal culture, identification of relevant barriers and influences, trauma-informed approaches, risk assessment for specialized populations.

PERFORMANCE OUTCOMES

1. The trainee will identify different needs of diverse populations and special needs groups.
2. The trainee will demonstrate empathy towards diverse populations and special needs groups.
3. The trainee will assess which situations pose diversity and responsivity issues.

RESOURCE MATERIALS

- Agency Policy
- County APM
- PO Specialists
- University of Oregon
- Behavioral Health
- Department of Human Services
- PP Training Officer
- PP Training Supervisor

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C10 LEGAL GUIDELINES

Sentencing Guidelines, Criminal code, Administrative Rules, conditions of supervision, supervisory authorities, sanctioning grids, special conditions resulting from risk assessment and case plan.

PERFORMANCE OUTCOMES

1. The trainee will define legal guidelines as they apply to many different advanced office activities.
2. The trainee will apply his/her knowledge of legal guidelines relevant to advanced office activities.
3. The trainee will explain the relevance of various legal guidelines as they relate to advanced office activities.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Oregon Administrative Rule
- Case files
- District Attorney
- Mock Files
- Trainee Manual
- United States Constitution
- Case Law
- PP Training Officer
- PP Training Supervisor
- Department of Corrections

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C11 | INDIVIDUAL RIGHTS

Fair and equitable treatment of people based on the US Constitution, knowledge of individual rights while in custody, Miranda rights, knowledge of an individual's rights during a violation proceeding, rights regarding personal property, search and seizure, situational empathy.

PERFORMANCE OUTCOMES

1. The trainee will define and identify specific case law, policies, and criminal laws as they pertain to custodial and non-custodial contacts.
2. The trainee will apply and demonstrate his/her ability to relate to specific court cases, laws, and policies to custodial and non-custodial contacts.
3. The trainee will support his/her actions through established court cases, laws, and policies.

RESOURCE MATERIALS

- Agency Policy
- Code of Conduct
- Law Enforcement Code of Ethics
- Oregon Revised Statutes
- Case Law
- United States Constitution
- Oregon Administrative Rule
- District Attorney
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C12 | COMMUNICATION SKILLS

Professional and appropriate communication with the public, stakeholders, co-workers, and offenders, procedures for using the police radio, tactical communication, verbal presence, motivational interviewing, building rapport, communicating with humility, effective writing and note taking, active listening, and knowledge of the proper release of information procedures.

PERFORMANCE OUTCOMES

1. The trainee will identify components of motivational interviewing and building rapport.
2. The trainee will apply motivational interviewing to effect offender motivation and stage of change.
3. The trainee will assess the effectiveness of his/her communication skills while engaged in advanced office activities.

RESOURCE MATERIALS

- Agency Policy
- Dispatch Center
- Additional Reading
- Department of Corrections
- Internet
- Reports
- Department Instructors
- PP Training Officer
- PP Training Supervisor

**PHASE C
ADVANCED OFFICE ACTIVITIES**

CORE COMPETENCY

- C13 | DECISION MAKING

Judgment, organization, prioritization, timeliness, use of problem-solving model, critical thinking, confidence in decision, awareness of impact, ownership of decision, recognition of discretion, recommendations in reports.

PERFORMANCE OUTCOMES

1. The trainee will identify possible courses of action in advanced office situations.
2. The trainee will exercise independent judgment in advanced office situations.
3. The trainee will explain the rationale behind his/her decisions in advanced office situations and evaluate the effectiveness of those decisions.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Agency Brand
- PP Training Officer
- PP Training Supervisor

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C14 | EMOTIONAL INTELLIGENCE, HEALTH AND WELLNESS

Awareness of situations that cause personal stress, ability to exert self-control and make rational decisions, ability to identify area in need of improvement, assessing mental alertness and self-confidence, awareness of personal biases, self-motivation, ability to empathize with offenders and others. Maintaining balance and behaving with humility. Identification of and engagement in components that will improve overall wellness, performance, and increase resilience, knowledge of resources.

PERFORMANCE OUTCOMES

1. The trainee will identify and examine methods to deal with stress as it relates to the long-term interaction and relationship with offenders.
2. The trainee will demonstrate the ability to assess lifestyle stressors, self-awareness, self-regulation, self-motivation and empathy while working with offenders.
3. The trainee will assess his/her lifestyle stressors, self-awareness, self-motivation, self-regulation, and empathy while engaged in advanced office activities.

RESOURCE MATERIALS

- Employee Assistance Program
- Lane County Intranet
- Athletic Clubs
- Live Well Center
- Gillmarten and Associates / Emotional Survival
- PP Training Officers
- PP Supervisors
- Peer Support

PHASE C ADVANCED OFFICE ACTIVITIES

CORE COMPETENCY

- C15 | GRIT

Perseverance through challenges, problem solving barriers, maintaining composure in challenging situations, conviction to succeed, receipt of feedback with humility and determination, not giving excuses but providing solutions, embracing concept of “failing forward”, pushing through physically and emotionally difficult training requirements

PERFORMANCE OUTCOMES

10. The trainee will identify challenges or barriers to success, as well as possible solutions.
11. The trainee will demonstrate the willingness to learn and conviction to succeed in difficult circumstances.
12. The trainee will evaluate effectiveness of solutions for identified challenges.

RESOURCE MATERIALS

- PP Training Officer
- PP Training Supervisors
- Trainee manual
- Peer Support
- Internet videos, reading materials
- Sports psychology

PROBLEM-BASED LEARNING EXERCISE #3

Advanced Office Activities

Case Plan

You are supervising an offender, Jane Smith, on supervision for Assault III and Disorderly Conduct. According to the police report, upon becoming intoxicated at a local bar with some friends, the offender physically resisted the bartender and bouncer when they attempted to remove him from the bar. During the fight, she hit the bartender with a pool cue.

Smith is 22 years old and scores high on the LS/CMI. She lives with her mother and stepfather, has her GED, and is unemployed. At your last home visit, you saw a paper bag full of empty beer cans, which she explained as belonging to her stepfather. There was also a distinct smell of marijuana in the house.

In addition to any violations you may have noted during your last home visit, you've learned from her mother that Jane spends her days watching movies with friends on the couch.

Discuss this with your PTO and suggest possible case planning strategies for this offender.

Consider:

- *What have you learned in the last two problem-based learning exercises?*
- *What are your short and long term goals with Jane?*

Ideas - *Record initial responses to the problem. What are two possible ways that you can deal with this situation? Explain them to your PTO.*

- *What are your initial thoughts on solving this problem?*
- *What are the issues?*

Facts - *List all of the known facts about the problem. For example, offender has not been job searching.*

- *What do you know?*

Learning Issues - *What do I need to know to solve this problem? For example, what do you think the relevant criminogenic risk factors are here? What stage of change is she in?*

- *What do you need to know to solve this problem?*
- *Where can you find it?*
- *What resources are available to solve this problem?*

Action Plans – What can you do to address this problem?

- What interventions are available?
- Does Jane have any strength-based factors working in her favor?

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

You will present your findings to your PTO on _____.

The method of presentation will be _____.

The trainee, in consultation with the PTO, determines the best method to present solutions to this problem.

These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from work with your PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #3

Advanced Office Activities: Office Visit

Trainee Name:

Date:

1. What did you learn from this problem? Describe the core competencies that you developed during this exercise.

Training officer comments:

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

Training officer comments:

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

Training officer comments:

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

Training officer comments:

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

Training officer comments:

Follow-Up Comments for Question 5:

Date:

CHAPTER 8

PHASE D: ADVANCED FIELD ACTIVITIES

- Phase D: Advanced Field Activities
- Problem-Based Learning Exercise #4: Planned Field Arrest/Search, firearm violation
- Phase D: Weekly Coaching and Training Report

This phase lasts 6 weeks and deals with incident responses for advanced field activities.

Core Competency	Advanced Field Activities
Situational Awareness	D1
Conflict Resolution	D2
Officer Safety/ Use of Force	D3
Officer Authority, Conduct, & Ethics	D4
Report Writing	D5
Leadership	D6
Problem-Solving Skills	D7
Case Management	D8
Diversity/ Specialization/ Responsivity	D9
Legal Guidelines	D10
Individual Rights	D11
Communication Skills	D12
Decision Making	D13
Emotional Intelligence, Health and Wellness	D14
Grit	D15
Learning Activities Learning Matrix Neighborhood Portfolio Exercise Journaling Problem-Based Learning Exercise Evaluation Activities Weekly Coaching and Training Reports	

**ADVANCED FIELD ACTIVITIES
D – CELL
TRAINING PHASE FOCUS ACTIVITIES**

PHASE _____ TRAINEE _____ PTO _____

ACTIVITIES	DATE	DATE	DATE	DATE
1. FIELD ARRESTS				
2. FIELD SEARCHES				
3. COLLABORATION WITH LAW ENFORCEMENT				
4. ILLEGAL SUBSTANCE FAMILIARIZATION				
5. WEAPON HANDLING (MAKING A WEAPON SAFE)				
6. LODGING PROPERTY				
7. DEALING WITH MULTIPLE OFFENDERS				
8. RADIO COMMUNICATION				
9. SPECIAL INFORMATION REPORT WRITING				
10. AWARENESS OF PUBLIC IMAGE				
11. WARRANT CONFIRMATION				
12. DE-ESCALATION				
13. USE OF FORCE REPORTS				
14. EVENING FIELD WORK				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

**PHASE D
ADVANCED FIELD ACTIVITIES**

CORE COMPETENCY

- D1 | SITUATIONAL AWARENESS

Awareness of surroundings, people, sounds, or other indicators of potential risk, accommodation to surroundings/environment (clothing, posture, communication), professionalism, awareness of public image, geographical awareness, environmental elements offering cover/concealment, escape routes, body and vehicle positioning, backstop and beyond.

PERFORMANCE OUTCOMES

1. The trainee will identify common factors relevant to situational awareness in a high risk field contact.
2. The trainee will demonstrate the proper level of awareness in a high risk field contact.
3. The trainee will assess and explain situational awareness relevant to a high risk field contact.

RESOURCE MATERIALS

- Survival Skills Instructors
- PP Training Officer
- PP Training Supervisors
- Trainee manual

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D2 | CONFLICT RESOLUTION

Using verbal skills to resolve conflict, defusing violent situations, crisis intervention, facilitating collaboration, developing interpersonal relationships, using dialog to resolve situations, motivational interviewing to reduce resistance, conflicting responsibilities, self-awareness/regulation in conflict situations.

PERFORMANCE OUTCOMES

1. The trainee will identify conflicts that can occur during an advanced field activity.
2. The trainee will use conflict resolution skills to resolve conflicts during advanced field activities.
3. The trainee will explain the method of conflict resolution he/she chose to use during an advanced field activity.

RESOURCE MATERIALS

- County APM
- Agency policy
- Supplemental Reading
- Employee Assistance Program (EAP)
- Survival Skills Instructors
- PP Training Officers
- PP Training Supervisors
- Trainee manual

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D3 OFFICER SAFETY/ USE OF FORCE

Officer presence, Use of contact/cover principles, lawful application of use of force options, arrests and transport, maintaining and securing equipment, utilization of methods and training opportunities to regulate stress and improve skill performance under duress, handling and identification of hazardous materials, use of PPE, conducting searches.

PERFORMANCE OUTCOMES

1. The trainee will describe the common use of force and safety considerations relevant to a high risk field activity.
2. The trainee will demonstrate the proper use of force technique necessary to safely resolve a high risk field activity.
3. The trainee will assess and explain the level of force used during a high risk field activity.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Defensive Tactics Lesson Plan
- Agency policy
- Survival Skills Instructors
- DPSST
- Departmental Training Videos
- PP Training Officers
- PP Training Supervisors
- Trainee Manual
-

**PHASE D
ADVANCED FIELD ACTIVITIES**

CORE COMPETENCY

- D4 OFFICER AUTHORITY, CONDUCT, AND ETHICS

State statutes, administrative rule, agency policy, general orders, organizational philosophy, county administrative procedures, agency brand related specifically to PO duties, knowledge of the scope and authority of the position, displaying and maintaining professional behavior on and off duty, exhibiting humility, respecting autonomy of the position.

PERFORMANCE OUTCOMES

1. The trainee will recognize ethical boundaries as they relate to officer authority and conduct.
2. The trainee will apply policies, statutes, and philosophies related to officer conduct and authority in a field setting, and demonstrate ethical behavior at all times.
3. The trainee will explain the rationale behind decisions, responsibilities and guidelines related to officer conduct and authority.

RESOURCE MATERIALS

- Oregon Revised Statutes
- Oregon Administrative Rule
- County Administrative Procedures Manual
- Agency Policies
- Agency Brand
- Trainee Manual
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
- DPSST Code of Ethics
- DPSST Ethics Bulletin
-

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D5 REPORT WRITING

Produce clear, concise and grammatically correct reports, include appropriate content, individualize recommendations, use appropriate report forms, journaling, note-taking, CTR completion, proper use of DOC400 and OMS, presentence investigations, report timelines.

PERFORMANCE OUTCOMES

1. The trainee will describe how to construct a report in an objective, concise, and accurate manner.
2. The trainee will demonstrate his/her ability to select and complete the appropriate report for a specific incident in a timely, chronological, grammatically correct manner.
3. The trainee will assess a report to ensure an advanced field activity is documented correctly.

RESOURCE MATERIALS

- Agency policy
- Supplemental Reading
- Trainee Manual
- Mock files
- PP Training Officers
- PP Training Supervisors
- Department of Corrections
-

**PHASE D
ADVANCED FIELD ACTIVITIES**

CORE COMPETENCY

- D6 | LEADERSHIP

Influencing people to solve their own problems, engage in peer assistance, enhance teamwork, creating community partnerships, ethical behavior, role modeling and mentoring, investment in agency and county, discretionary effort, seek opportunity for professional development and contribution.

PERFORMANCE OUTCOMES

1. The trainee will define the leadership skills used while engaged in advanced field activities.
2. The trainee will demonstrate leadership during an advanced field activity.
3. The trainee will assess which leadership skills he/she is applying to an individual situation and how the leadership style affects the situation.

RESOURCE MATERIALS

- Code of Conduct
- Agency Brand
- Law Enforcement Code of Ethics
- PP Training Officer
- PP Training Supervisor
-

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D7 | PROBLEM-SOLVING SKILLS

Taking initiative to identify problems and solutions independently, exploring outcomes and impacts, utilizing and applying resources, using the PBL process, prioritizing workload, identify and address stages of change, applying the risk principle.

PERFORMANCE OUTCOMES

1. The trainee will define the components of the problem-solving model as they relate to an advanced field activity.
2. The trainee will use available information and apply reasonable ideas to solve each situation encountered.
3. The trainee will support a problem-solving solution and assess the effectiveness of the solution in an advanced field activity.

RESOURCE MATERIALS

- Community Organizations
- Trainee manual
- DOC 400
- PP Training Officer
- PP Training Supervisor
-

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D8 | CASE MANAGEMENT

Identify risk, needs, and responsivity factors, make referrals to appropriate resources, stage of change, swift and appropriate violation responses, use of incentives, assigning homework, applying the risk principle, develop action steps, case planning based on risk factors, utilizing cognitive behavioral interventions, office visit structure.

PERFORMANCE OUTCOMES

1. The trainee will identify case management factors in an offender record relevant to an advanced field activity.
2. The trainee will apply appropriate case management techniques to planning for an advanced field activity.
3. The trainee will explain the rationale for case management techniques of any given offender in a field setting.

RESOURCE MATERIALS

- Agency policy
- DOC 400 and OMS
- Case files
- Trainee Manual
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D9 | DIVERSITY/ SPECIALIZATION/ RESPONSIVITY

Recognize and respond to social, economic, and linguistic differences, dealing with special needs groups, understand impact of criminal culture, identification of relevant barriers and influences, trauma-informed approaches, risk assessment for specialized populations.

PERFORMANCE OUTCOMES

1. The trainee will identify diversity, specialized, and responsivity issues relevant to an advanced field activity.
2. The trainee will make a plan to address diversity, specialized, and responsivity issues when conducting an advanced field activity.
3. The trainee will assess which situations pose cultural diversity issues during an advanced field activity.

RESOURCE MATERIALS

- Agency Policy
- County APM
- PO Specialists
- University of Oregon
- Behavioral Health
- Department of Human Services
- PP Training Officer
- PP Training Supervisor

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D10 | LEGAL GUIDELINES

Sentencing Guidelines, Criminal code, Administrative Rules, conditions of supervision, supervisory authorities, sanctioning grids, special conditions resulting from risk assessment and case plan.

PERFORMANCE OUTCOMES

1. The trainee will explain the appropriate use of legal guidelines applicable to advanced field activities.
2. The trainee will apply his/her knowledge of relevant legal guidelines in advanced field activities.
3. The trainee will explain his/her legal authority as it relates to advanced field activities.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Oregon Administrative Rule
- Case files
- District Attorney
- Mock Files
- Trainee Manual
- United States Constitution
- Case Law
- PP Training Officer
- PP Training Supervisor
- Department of Corrections

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D11 | INDIVIDUAL RIGHTS

Fair and equitable treatment of people based on the US Constitution, knowledge of individual rights while in custody, Miranda rights, knowledge of an individual's rights during a violation proceeding, rights regarding personal property, search and seizure, situational empathy.

PERFORMANCE OUTCOMES

1. The trainee will identify individual rights in relevant Constitutional law, Miranda, and case law while dealing with people during advanced field contacts.
2. The trainee will demonstrate his/her knowledge of relevant Constitutional rights, Miranda, search and seizure, and case law during advanced field contacts.
3. The trainee will summarize his/her knowledge of individual rights and assess an individual's rights while dealing with people during an advanced field contact.

RESOURCE MATERIALS

- Agency Policy
- Code of Conduct
- Law Enforcement Code of Ethics
- Oregon Revised Statutes
- Case Law
- United States Constitution
- Oregon Administrative Rule
- District Attorney
- Department of Corrections
- PP Training Officer
- PP Training Supervisor

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D12 | COMMUNICATION SKILLS

Professional and appropriate communication with the public, stakeholders, co-workers, and offenders, procedures for using the police radio, tactical communication, verbal presence, motivational interviewing, building rapport, communicating with humility, effective writing and note taking, active listening, and knowledge of the proper release of information procedures.

PERFORMANCE OUTCOMES

1. The trainee will define various communication skills that are needed while performing advanced field activities.
2. The trainee will demonstrate effective and appropriate communication skills while performing advanced field activities.
3. The trainee will assess the effectiveness of his/her communication skills during an advanced field activity.

RESOURCE MATERIALS

- Agency Policy
- Dispatch Center
- Additional Reading
- Department of Corrections
- Internet
- Reports
- Department Instructors
- PP Training Officer
- PP Training Supervisor

**PHASE D
ADVANCED FIELD ACTIVITIES**

CORE COMPETENCY

- D13 | DECISION MAKING

Judgment, organization, prioritization, timeliness, use of problem-solving model, critical thinking, confidence in decision, awareness of impact, ownership of decision, recognition of discretion, recommendations in reports.

PERFORMANCE OUTCOMES

1. The trainee will identify possible courses of action in advanced field situations.
2. The trainee will exercise prompt and independent judgment in advanced field situations.
3. The trainee will explain the rationale behind his/her decisions in advanced field situations and evaluate the effectiveness of those decisions.

RESOURCE MATERIALS

- Agency Policy
- Oregon Revised Statutes
- Agency Brand
- PP Training Officer
- PP Training Supervisor

PHASE D ADVANCED FIELD ACTIVITIES

CORE COMPETENCY

- D14 | EMOTIONAL INTELLIGENCE, HEALTH AND WELLNESS

Awareness of situations that cause personal stress, ability to exert self-control and make rational decisions, ability to identify area in need of improvement, assessing mental alertness and self-confidence, awareness of personal biases, self-motivation, ability to empathize with offenders and others. Maintaining balance and behaving with humility. Identification of and engagement in components that will improve overall wellness, performance, and increase resilience, knowledge of resources.

PERFORMANCE OUTCOMES

1. The trainee will identify stress-related incidents and maintain professionalism in all contacts.
2. The trainee will apply effective time management of workload, and maintain a healthy balance between work and personal life.
3. The trainee will assess his/her lifestyle and stressors, self-awareness, self-regulation, self-motivation and empathy while engaged in an advanced field activity.

RESOURCE MATERIALS

- Employee Assistance Program
- Lane County Intranet
- Athletic Clubs
- Live Well Center
- Gillmarten and Associates / Emotional Survival
- PP Training Officers
- PP Supervisors
- Peer Support

**PHASE D
ADVANCED FIELD ACTIVITIES**

CORE COMPETENCY

- D15 | GRIT

Perseverance through challenges, problem solving barriers, maintaining composure in challenging situations, conviction to succeed, receipt of feedback with humility and determination, not giving excuses but providing solutions, embracing concept of “failing forward”, pushing through physically and emotionally difficult training requirements

PERFORMANCE OUTCOMES

13. The trainee will identify challenges or barriers to success, as well as possible solutions.
14. The trainee will demonstrate the willingness to learn and conviction to succeed in difficult circumstances.
15. The trainee will evaluate effectiveness of solutions for identified challenges.

RESOURCE MATERIALS

- PP Training Officer
- PP Training Supervisors
- Trainee manual
- Peer Support
- Internet videos, reading materials
- Sports psychology

PROBLEM-BASED LEARNING EXERCISE #4

Advanced Field Activities

Field Arrest/Search

A number of months have passed since you handled Jane Smith's last violations (see PBLEs #2 & 3). Things seem to be going well, Smith has since reported for two office visits and you've been working through some Carey Guides with her. She just recently entered treatment, but still spends time with friends that you have assessed as being problematic in her life.

You receive a phone call from her mother, who reports that she just drove by Jane's car in the parking lot of the neighborhood bar. She went into her room when she got home and found a firearm on the floor, along with a couple empty liquor bottles. She wants you to come get the firearm from the house and do something about her daughter.

Discuss this with your PTO and suggest possible solutions to this problem.

Ideas - *Respond and record initial responses to the problem. What are two separate possible ways you can deal with this situation? Explain them to your PTO.*

- *What are your initial thoughts on solving this problem?*
- *What are the issues?*

Facts - *List all of the known facts about the problem. For example, there are ongoing problems with alcohol, offender is not currently in the house, etc.*

- *What do you know?*

Learning Issues - *Identify the relevant content from the learning matrix for each decision. For example, what are the offender's rights regarding search, can the mother grant consent to search her bedroom?*

- *What do you need to know to solve this problem?*
- *Where can you find it?*
- *What resources are available to solve this problem?*

Action Plans – *What can you do to solve or reduce this problem?*

- *Do you make arrests?*
- *Do you go to the home when he's there, or do you contact her at the bar?*

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

You will present your findings to your PTO on_____.

The method of presentation will be _____.

The trainee, in consultation with the PTO, determines the best method to present solutions to this problem.

These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from work with your PTO, or other methods that best suit your abilities.

PROBLEM-BASED LEARNING EXERCISE #4

Advanced Field Activities: Field Arrest/Search

Trainee Name:

Date:

1. What did you learn from this community problem? Describe the core competencies that you developed during this exercise.

Training officer comments:

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

Training officer comments:

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

Training officer comments:

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

Training officer comments:

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

Training officer comments:

Follow-Up Comments for Question 5:

Date:

CHAPTER 9

- **Performance Outcomes**
- **Final Term Evaluation**

FINAL TERM EVALUATION

Final Term Evaluation

The trainee transfers to a PTE to participate in the final evaluation to determine his or her progress before assuming a solo caseload assignment. The PTE will refer to the phased *Performance Outcomes* as a basis for the evaluation. The duration of the final phase evaluation is one week.

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

If the trainee successfully completes the final phase evaluation, he or she may be required to participate in a program exit interview with the Board of Evaluators. This allows for a review of trainee progress, PTO performance, and effectiveness of the program. The trainee presents the PIE before moving into Ghost Phase.

PERFORMANCE OUTCOMES

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Parole and probation trainees throughout the training program use Performance Outcomes. Performance Outcomes are designed as goals for trainees to achieve during the training program. By using the information contained in the learning matrix and applying it in the daily activities, trainees will get a holistic approach to policing. Performance Outcomes are designed in three levels, knowledge, application, and evaluation. Performance Outcomes are in no way to be used as a checklist by parole and probation trainee evaluators. Training evaluators will use Performance Outcomes as a guide to assess the trainee's overall performance during the mid-term or final evaluation period.

**Parole & Probation Training Officer Program
Final Evaluation Report**

PTO/PTE: _____

Trainee: _____

Date: _____

Evaluation Term: _____

CORE COMPETENCY DETAIL

1. **Situational Awareness:**
2. **Conflict Resolution:**
3. **Officer Safety/ Use of Force:**
4. **Officer Authority, Conduct and Ethics:**
5. **Report Writing:**
6. **Leadership:**
7. **Problem-Solving Skills:**
8. **Case Management:**
9. **Diversity/ Specialization/ Responsivity:**
10. **Legal Guidelines:**
11. **Individual Rights:**

- 12. **Communication Skills:**
- 13. **Decision-Making:**
- 14. **Emotional Intelligence, Health and Wellness:**
- 15. **Grit:**

Areas for continued improvement:

PTE

Trainee

APPENDIX A

FINAL PRESENTENCE INVESTIGATION EXERCISE

This form is completed by the trainee and the police training officer after the final presentation in week _____.

Trainee Name:

Date:

1. What did you learn from this exercise? Describe the core competencies that you developed during this exercise.

PP training officer comments:

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

PP training officer comments:

3. Evaluate your own efforts in developing this project. How will this exercise assist your supervision of offenders in the future?

PP training officer comments:

4. What competencies, skills, resources, and knowledge did you acquire during the development of this exercise? How might you share the information?

PP training officer comments:

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

PP training officer comments:

Appendix B

Parole & Probation Training Officer Program Weekly Coaching and Training Report Phase B Week 5

PTO/PTE: [REDACTED]

Trainee: Jones

Date: 5/2/2017

INCIDENT RESPONSE NARRATIVE:

TRAINEE SELECTED INCIDENT/INCIDENTS

PTO/PTE SELECTED INCIDENT/INCIDENTS

DATE OF INCIDENT/INCIDENTS:

NARRATIVE:

5/1/2017: Today I conducted 2 LSCMI's on PTO's caseload then went to main office and conducted 2 intake office meetings and 2 warrants.

5/2/2017: Today I went out with another PTO and conducted several home visits and one investigation of residence.

5/3/2017: Today I did Tactical Medical procedures and a scenario for training.

5/5/2017: I served sanctions/N.O.R at the LCAC. Conducted several home visits.

CORE COMPETENCY DETAIL:

Situational Awareness: B1:

Trainee's Comments: This week with the multiple home visits I made my sure that I was positioned in safe area during initial contact at entrances. There are often many windows near doorways so I tried to move to a more advantageous area. I stood in areas that did not put me in clear vision for clients or residents. I also tried to determine if anyone was home by looking for lights on through windows, movement, cars, or sounds emitting from inside.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones has really excelled at using his positioning in the field to be as safe as possible. He regularly makes sure that his approach incorporates awareness with caution. At an investigation I noticed Jones take a few seconds to look around the property prior to knocking on the door. This allowed him to have a better perception of an unknown property.

I have noticed Jones use the same precautions while meeting with clients in an office setting. Jones appears comfortable when escorting clients from the lobby to his cubicle. He follows behind at a safe distance while maintaining control of the client.

Conflict Resolution: B2:

Trainee's Comments: This week I utilized motivational interviewing to conduct LSCMI's and office visits on my clients. I tried to develop some discrepancies in the things clients expressed that they want and their recent actions or convictions. Some of them stated contrary things such as not having ever had an alcohol problem but having a conviction of a DUII. So in that case I rolled with their resistance and said ok. I did not want to argue cause that is not very helpful for rapport in office visits. I certainly expressed empathy and supported statements that were showing self-efficacy.

PTO/PTE Comments: What areas of trainee performance need improvement?

I was pleased to see that Jones did not engage in/develop discrepancy during his intake office visit. The purpose of this visit was to develop some sort of rapport and establish roles. This would have been very difficult had Jones engaged the client in his cognitive deficiency. Eventually these distortions will need to be addressed through researched based interventions.. The initial intake office visit is probably NOT the time to engage in this dialogue. Jones continues to use common sense in these types of situations. This will serve him well moving forward.

Use of Force: B3:

Trainee's Comments: With the training this week I used cover and concealment when conducting the scenario at the fire house. I used the car and moved an injured co-worker behind a car for cover behind the engine block. The force was lethal during this training due to the offender shooting immediately as we arrived on scene. I did learn the importance to secure the weapon if the officer is posing a threat to other officers in the area. If he could have provided some cover fire and the officers around remained safe I may have let him.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones was VERY engaged during this scenario. I was pleased to see that he took the scenario seriously and played a very important role in treating the wounded officer. Jones immediately understood that he was dealing with a deadly force scenario and responded appropriately. Jones had not had the opportunity to draw or point a firearm at another person prior to this training. Jones understands that pointing a gun at somebody is a very serious display/use of force. Jones understands that pointing a gun at a person requires justification for the use of deadly force. A gun can impede our ability to go hands on when necessary if deadly force is NOT justified. Jones and I discussed that a deadly force situation can also change at a moment's notice. Just because deadly force is justified at one moment in time, does not mean that the threat's compliance cannot change and warrant a different level of force to control the situation. This scenario was very helpful in Jones' learning process.

Officer Authority, Conduct, and Ethics: B4:

Trainee's Comments: My conduct this week has been professional and I have had made ethically sound decisions. I know my authority is limited to clients under supervision for the most part. I am always aware that anyone can become a threat or a victim at any moment's notice.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones and I discussed/role played a situation where a non-supervised person with a warrant was located during a home visit. Jones was able to articulate that he does NOT have authority over the individual that is not on supervision. Jones understands that he has a duty to try to have the warrant served through a partner agency. Jones was able to articulate the use of code-1 cover from dispatch to assist in making the warrant arrest. Jones and I also discussed his ability to detain someone not on supervision in exigent circumstances where safety could be jeopardized.

Report Writing: B5:

Trainee's Comments: This week I have managed to survive writing reports with limited access to DOC, LEDS, and OMS. I have learned this week on writing sanctions not to forget any details or it may get sent back. The way I have done some of the sanctions in the past prevented me from forgetting to enter dates, code, and unit numbers on them.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones has slowly improved in his ability to finalize reports with minimal spelling, grammar, and punctuation errors. It is important for him to remember to use commas in breaking up long sentences when appropriate. It is apparent that Jones is proofreading his reports prior to submission. I will urge him to continue this practice.

Leadership: B6:

Trainee's Comments: This week I talked with a 3rd grade girl who wanted to meet me when I was out doing home visits. Her mother came outside and asked if she could and I said sure. So we briefly talked and I felt that it was a good experience for the both of us. I think often law enforcement can get a bad reputation and some think of them as being not nice. Hopefully this can be a benefit for the young girl in the way she thinks of L.E.

PTO/PTE Comments: What areas of trainee performance need improvement?

I am very happy that Jones used this scenario for the LEADERSHIP competency. The way that the public views our agency can have a large impact on our ability to do our job. It affects funding, community cooperation, and support in our agency's mission. Jones accomplished all of these things by taking a few minutes to make a young girl feel special. This may have a large impact on the young girl's belief system, including her view of law enforcement. I will encourage Jones to continue to invest in these small opportunities that bring positive light to our agency.

Problem-Solving Skills: B7:

Trainee's Comments: This week I addressed issues on my caseload that I needed to prior to creating warrants. I wanted to exhaust all means of contacting clients before they were to be arrested. I would rather give them a shot at being successful at supervision through their compliance than the other way.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones has learned that to allege behavior level III for absconding, exhausting all means to locate the client is critical. Jones and I have been putting this to practice in the office and field. Jones has utilized the phone, attempted home visits, and even collateral contacts to establish that a client is absconding.

Jones has continued to problem solve his way through the various new files on his caseload. The goal has been to find a way to bring each of the clients into compliance. Jones has accomplished this by requesting warrants, scheduling future appointments, and completing intake appointments. Jones was able to find 6 clients on his caseload that required some type of action to be brought into compliance.

Another example of problem solving occurred when Jones and I attempted to have a client charged with violation of a restraining order for contacting the victim. The client and victim live in the city of Springfield, but the crime actually occurred in Eugene. After calling for cover from Springfield Police, it was found that the crime was not committed in their jurisdiction. Jones then contacted Eugene Police, who met us at the jail to add charges.

Overall, Jones is doing a good job of utilizing his problem solving skills when he does not have the knowledge or information about the situation. I have really been trying to empower Jones in problem solving his way through situations instead of just providing the answers. While sometimes frustrating, this will aid in retention for him in the long run.

Case Management: B8:

Trainee's Comments: Starting a caseload I have realized the barriers that some of my clients have. I have a few that are in contemplative stage of change but most are struggling to see a wrong in their ways. I hope to give clients resources and treatment to assist them and push them through some changing. As soon as I run some LSCMI's on my clients I will be able to start managing my caseloads better.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones and I have discussed the principal "drivers" or criminogenic needs that affect a client's behavior. Jones understands that addressing a drug or alcohol problem may require him to direct his initial focus on one of these important areas such as; attitude/orientation, companionship, or anti-social pattern. I believe that Jones understands the need to prioritize these needs, rather than just addressing the low hanging fruit. This was evident during Jones's presentation of the PBLE for

phase B.

Jones has been utilizing/referencing the LS/CMI manual when completing assessments for risk/need. I will encourage Jones to continue this practice to ensure fidelity for his case plans.

Jones will be starting to incorporate goals and strategies into his client's case plans after completing the LS/CMI. Jones and I have discussed the importance of using the client's goals in coordination with a primary criminogenic need to attain buy in.

After completing several intake office visits with clients from his case load, I asked Jones what went well. Jones was able to articulate the following strengths in those meetings:

- ***Effective role establishment of the client and PO.
- ***Rapport building.
- ***Organization of presenting information during this initial office visit.

I also observed the following strengths:

- ***Verification of contact information.
- ***Jones highlighted HONESTY as an important requirement between him and the client.
- ***Verified complete understanding of the court ordered conditions.
- ***Assigned homework to get information/gage compliance.
- ***Rolled with resistance when client stated "I don't usually do supervision."

Jones learned about initiating PSC assessments, then overriding them with the proper risk assessment tool. Jones practiced doing this on a couple clients on my DV caseload.

Diversity/ Specialization/ Responsivity: B9:

Trainee's Comments: I have witnessed recently some special needs clients that my PTO has that must be handled differently. Mental health issues make our job often a big challenge. Being able to communicate with them and get them to understand our ways can seem like a foreign language to them. We have to try our best to assist them and use resources for further help if necessary. Every one of our clients is unique and a different type of enigma that we must learn and understand in order to help.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones was again able to witness presenting information or directives to clients with mental health concerns. Jones and I have discussed the need to change or vary our presentation of information to ensure understanding/ability to comply. We discussed the need to meet our clients "where they are at." The ability to alter our presentation can help them to stay focused on the important information being relayed. I believe that Jones understands the importance of gauging our clients' mental state and working with them effectively, according to where they are at.

Legal Guidelines: B10:

Trainee's Comments: This week I had a client who had a special condition of no contact with his

children except written permission from P.O. This is new to me but I had some assistance from another P.O and directed him to come up with a safety plan. The client will submit a plan with his treatment provider and I will go from there. The last thing I would want to do is allow my client to violate his special conditions.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones has been exposed to several instances of dealing with special conditions issue by the court due to my domestic violence caseload. Jones understands the difference between a no-contact violation (parole/probation condition), and violation of a restraining order (court order). Jones has dealt with both of these situations. Jones understands that local law enforcement can be limited in responding to no-contact violations of supervision. Sometimes the police are not aware of these conditions. Jones has been able to see protective orders displayed in LEDS which allow law enforcement to act immediately. Jones understands the importance of recommending restraining orders when persons need the immediate protection of law enforcement officers.

Jones has also been exposed to the use of safety planning when allowing contact with persons where there is the risk of danger to another person. Safety plans enable both parties to understand the parameters of the contact. They also hold our offenders accountable if they choose to violate the conditions of the plan.

Individual Rights: B11:

Trainee's Comments: This week I learned about the importance of including the Miranda Rights when communicating with my clients. Even though there may not be a new crime that I suspect them of it will protect anything that they say that is incriminating. I have a copy that I got recently and keep it in my body armor for use in the field.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones now has a laminated Miranda warning card that will allow him to present the information properly when required/needed. Jones will also be able to reference the card in court testimony if there is question about how the information was presented. Jones understands that he **MUST** provide this information whenever the possibility of a new crime is presented. These rights have to be relayed prior to asking the client any questions that could result in incrimination.

On 4/26/17 Jones was able to witness the Miranda rights being delivered to a client prior to questioning. This was regarding an alleged restraining order violation that was referred to another agency for added charges.

Officer Safety: B12:

Trainee's Comments: This week with the informative training of tactical medical I learned some valuable things. One thing was how to move an injured officer safely and how to prevent further injury or death. I enjoyed learning how we could still have the injured officer assist us with cover fire or radio communication. Safety is always the most important this to consider when we are

conducting our jobs and this training was a great learning opportunity for that.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones and PO Otley did a great job of navigating the tac-med scenario. PO Otley provided cover as Jones utilized the movement skills learned at the armory to get the injured officer to safety. Jones was very proficient in applying the tourniquet and assessing for other injuries. I was most pleased to see that Jones took an active role during the scenario, despite his limited experience. Jones was given constructive feedback involving increased communications between him and his partner. This specifically applied to movement while providing cover.

I have witnessed Jones approach clients/potential threats in several situations. He has shown proficiency in maintaining an athletic stance/approach, coupled with his hands being above his waist. Jones also utilizes an off centerline technique when moving into an escort hold in preparation for handcuffing during arrests.

Communication Skills: B13:

Trainee's Comments: This week with more interaction with my clients and the radio I have increased my knowledge of being direct in communicating. Without being disrespectful I curtailed some conversations I have had with clients back to the specifics of my questions. Sometimes I allow clients to vent when I know a client has something to discuss but other times I try to make sure the conversation stays close to our topic at hand.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones continues to improve in his radio communication with dispatch. I did not notice dispatch having trouble understanding his transmissions this week. The act of pausing before and after transmissions seems to have remedied this problem from earlier in phase B.

Jones appears to be fairly quiet by nature. Jones and I have discussed the need for him to step out of his shell and be more vocal when giving instructions/directives. Jones understands that we cannot assume that clients understand instructions/directives. These directions have to be verbalized at an elementary level to ensure understanding by the client. I have urged Jones to over-exaggerate his directions verbally, even in a very simple context. For example, we practiced telling someone how to get from point A to point B. Jones professed his willingness to continue to become more proficient in this area of communication.

Decision Making: B14:

Trainee's Comments: With my decisions this week I have had good opportunities to learn when to write a warrant or not to. I have tried to find ways to communicate with my clients and then if that fails, go from there. My decisions are to be sure to be able to validate my warrants and not just write up as an easier way to solve a problem.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones still appears to be confident when making decisions about his caseload. Jones seems to weigh each decision carefully prior to making impulsive decisions. I have helped Jones problem solve his way through decisions when he does not have all of the information. Jones appears to be learning to utilize various resources that allow him to make sound decisions on his own. Jones continues to be confident in his decision making process due to this effort.

Eventually, Jones will be tested on decision making without the luxury of time. His training and experience will help in aiding him through this process. I will encourage Jones to be confident when making these decisions as well.

Lifestyle Stressors, Self-Awareness: B15:

Trainee's Comments: This week I have felt some stressors in making sure I have all my required gear, files, and paper work. When traveling to and from two different offices it creates a stressful situation to not forget things and having time for case management. For me I like to be prepared as much as possible for what is in store for my future and other options as well. I have been able to get things done for the most part but do look forward to having time to get things caught up.

PTO/PTE Comments: What areas of trainee performance need improvement?

Jones has been introduced to the stress associated with managing a case load of rapidly evolving situations. So far, he seems to be handling this stress well. Jones has been tested in several forms of stress this week. Some of these include:

- ***Being able to stop working on a current assignment to deal with higher priority situation.
- ***Ensuring that he has all of his duty gear when not always readily accessible. This is due to traveling and working between offices. Jones has learned that he should ALWAYS be reachable by cell phone.
- ***Multi-tasking to ensure maximum efficiency with time allowed.

Jones will be further tested in these stressors as his case load grows in the upcoming weeks/months.

*******Strongest competency of the week*******

Case management: Jones has truly embraced the process of case planning with clients at the initial stages of their supervision. I have witnessed Jones conduct several intake office visits where establishment of roles has been achieved. Jones is also proficient at getting as much information as possible from these new clients using his motivational interviewing skills.

TRAINEE: _____

PTO/PTE: _____

**Parole & Probation Training Officer Program
Weekly Coaching and Training Report
Phase D Week 1**

PTO/PTE: [REDACTED]

Trainee: [REDACTED] Jones

Date: 5/18/2017

INCIDENT RESPONSE NARRATIVE:

TRAINEE SELECTED INCIDENT/INCIDENTS

PTO/PTE SELECTED INCIDENT/INCIDENTS

DATE OF INCIDENT/INCIDENTS:

NARRATIVE: (write a brief description of the incident or incidents)

Carey Guide and BITS training, office visits, LS/CMI, doing a sex offender treatment referral, following up with law enforcement on recent cases, completing STTL investigations and a denial, preparing for a detainer arrest, dealing with the jail not housing my offender, taking the offender to the hospital, figuring out a game plan for that offender, making list of warrants for next week.

CORE COMPETENCY DETAIL:

Situational Awareness: D1:

Trainee's Comments: What did you learn? What do you still need to know?

When figuring out where to take my offender who needed to go to the hospital from the jail. PO Brunsmann and I discussed the different hospitals in the areas. When the offender chose which he wanted to go to, we loaded him up and took him there. I didn't know where this particular hospital was and also realized I really only knew where one was located.

I need to make a list of the hospitals in Lane County and it would be a good idea to keep an address/phone number for them as well. I think it would be a good idea to keep this in a note in my phone.

PTO/PTE Comments: What areas of trainee performance need improvement?

I think this whole arrest/ordeal was a good lesson for you. Knowing community resources is an important piece of the puzzle for situational awareness. As far as decision making goes, why did you decide to take him to his hospital of his choice versus the one you knew of (the University

Hospital which I'm guessing was the closest)?

Trainee's Comments: We decided to take him to the hospital of his choice for a couple of reasons. First, he mentioned he went to a different hospital earlier in the day and didn't have a good experience. He was adamant he didn't want to go to that one and we wanted to respect that. Second, I thought this could help build some rapport/trust back in our relationship because I was listening to how he felt and what he wanted.

Conflict Resolution: D2:

Trainee's Comments: What did you learn? What do you still need to know?

I definitely got some practice using my verbal skills to reduce the conflict during the arrest this week. On top of the offender upset about going to jail, his mental health concerns added on to the conflict because it was hard to communicate with the offender. I practiced redirecting the conversation and keeping a calm tone throughout our interactions which I believe helped.

I need to work on developing my motivational interviewing skills when it comes to dealing with conflict. In this situation, I would've liked my reflections and open ended questions to be better.

PTO/PTE Comments: What areas of trainee performance need improvement?

Using Motivational Interviewing can be an important part of our job to create cognitive dissonance in offenders and making them realize what they want doesn't come out of their criminal behaviors works on a large portion of who we supervise. Using open ended questions may actually not actually be the best thing for persons that have a mental illness, especially schizophrenia or persons with severe anxiety. Open ended questions can cause more anxiety or allow them to go on long rants that do not add up to what the question was. Also, even though there are always caveats, a good rule of thumb for someone with schizophrenia or anxiety is to have one person ask the questions. Multiple people talking and asking questions can be overwhelming.

Use of Force: D3:

Trainee's Comments: What did you learn? What do you still need to know?

While walking an offender to the caged car after an arrest, he was agitated and not following my directives well. He kept turning back to talk to other PO's around us and would try to look backward rather than forward. I had to use minimal force to keep him forward which I did by keeping control of his arm and pushing his should forward.

I would like to take some time with my PTO and discuss situations that would call for use of force and what use would be most appropriate. I think this would be a good activity to do while in the car during field work.

PTO/PTE Comments: What areas of trainee performance need improvement?

Please take some time this week (while in the field with Kim on 6/1/17) to have this conversation and write about it in this current week's (CTR Phase D; week 3)

The amount of directing and “force” used to keep the offender moving in the right direction and on his way to the cage car sounds appropriate.

Officer Authority, Conduct, and Ethics: D4:

Trainee’s Comments: What did you learn? What do you still need to know?

When the jail wouldn’t house my offender, I had the options of letting him go out front or doing a courtesy transport to a hospital. Keeping in mind officer ethics and professional behavior, I decided a courtesy transport would be the best option. I felt this went in line with what I thought the right decision was and also helped build some rapport with the client, who was appreciative of the transport.

When faced with situations that test my ethics or professionalism, I need to continue to make wise choices and choices that I stand by.

PTO/PTE Comments: What areas of trainee performance need improvement?

Keep up the good work with officer presence. You have gotten some good feedback in the last two weeks about stepping up for arrests and using officer presence when dealing with difficult offenders or doing home investigations. Remember, the worst decision is to just do nothing. Make a decision and act on it.

Report Writing: D5:

Trainee’s Comments: What did you learn? What do you still need to know?

While preparing for an arrest, I had filled out a detainer. I also had the sanction with me, so I brought that into the arrest room with the rest of the paperwork. PO Brunsmann questioned this and informed me that since the sanction was printed and ready to go, I didn’t need the detainer. I was under the impression that if we arrested someone without a warrant, a detainer needed to be placed on them. I learned that if the sanction is ready and can be served and given to jail staff during booking, then there’s no need for a detainer.

I have found that while I keep up on my journal notes for the day, I’ve been falling behind on completing my actual journal entry. I typically get it done within a few days, but I want to make sure I’m keeping an accurate journal.

PTO/PTE Comments: What areas of trainee performance need improvement?

The only area that we needed to debrief on this last week was a blue custody sheet. Make sure the focus of the written report on page 2 is how the offender was identified so the jail knows how we know this is the person on the warrant/custody sheet. Asking them to verify personal information and recording it is important. Also stating how you know this person and can identify them from working with them in the past and what work you do can be very helpful info. Other than this I have no issues in the reports I have seen over this CTR week.

Leadership: D6:

Trainee's Comments: What did you learn? What do you still need to know?

This week I took some time to reach out to the new employees. I sent them an email telling them my door was always open if they had questions or just needed to talk to someone. I understand that it can be easier to relate to the newer employees because they recently went through what you're going through. Once they're done with NEOP, I'll hopefully get the chance to catch them in the office and start developing a professional relationship with them.

I would like to work on building more relationships with community partners. I had the opportunity to get to know some Sponsors employees and would like to continue developing that professional relationship.

PTO/PTE Comments: What areas of trainee performance need improvement?

So what is your plan to develop community partnerships, especially those at Sponsors?

Trainee Comments: I think just reaching out and connecting with them about mutual clients is the best thing to do right now. Especially at trainings, I've been making sure to talk with staff from Sponsors and getting to know them a little better. With the training at the Oaks, they gave us a tour and I made it a point to speak with the staff and ask questions to show my interest in the program. Another thing that might be good is stopping and talking with staff at Sponsors while going out there for home visits.

Problem-Solving Skills: D7:

Trainee's Comments: What did you learn? What do you still need to know?

When dealing with the arrest on Tuesday, we learned that the jail wouldn't house the offender. I had to think about what my options were and which would be the best one in the situation. The offender was clearly already upset that he was at the jail and I felt that just letting him out front wasn't a great idea because it could only further agitate him. I decided to do a courtesy transport and felt like this built some rapport with him.

After the situation on Tuesday, I began to think about what resources I could refer the offender to that would address his mental health needs. I need to know more about the mental health resources within the community.

PTO/PTE Comments: What areas of trainee performance need improvement?

Often we have to do a Cost benefit Analysis when making decisions over our caseload. There are benefits to the offender, benefits to ourselves, and benefits to the community that we have to weigh. In your case and debriefing this incident with you and PTO Brunsmann, taking the offender to the hospital when the jail would not accept was a benefit to both the offender and the community in lieu of jail, even though there may have been a little added work for you. Nice work.

Case Management: D8:

Trainee's Comments: What did you learn? What do you still need to know?

I referred one of my offenders to Emergence to get an evaluation for treatment. Apparently

the email on the referral form is wrong. I contacted Kindi and was able to get the right email to send referrals to. This will help me out now in the future because I have a few referrals in the upcoming weeks.

I need to continue working on developing case plans with my offenders and focusing on my highest risk ones first.

PTO/PTE Comments: What areas of trainee performance need improvement?

Good catch on the Emergence referral email being wrong. Now, as we discussed further, take the next step and get the info to our FAUG reps so they can evaluate and make the change on our Merge Docs. That is a good step to showing leadership by actively catching a problem for the office and then following through to fix it for everyone.

It is nice to see though that you have enough community partnership in place that you were able to contact someone directly from Emergence and get the right info for your referral.

Diversity/ Specialization/ Responsivity: D9:

Trainee's Comments: What did you learn? What do you still need to know?

When the offender came in on Tuesday that was being arrested, his behavior was completely different than I had seen before. I was taken back a bit because I was unsure if he was acting differently from drugs or because of mental health issues. After observing him, I realized it was mental health. This gave me the chance to adjust my approach and work through the communication problems we were having.

Again, I need to learn what resources are within the community that I can refer my mental health offenders to.

PTO/PTE Comments: What areas of trainee performance need improvement?

Write down 4 places where you can send a referral for Mental Health in Lane County, their contact info, and (if applicable) what populations can be referred there:

- 1) Lane County Behavioral Health (541)682-3608: 2411 Martin Luther King Jr Blvd Eugene, OR 97401
- 2) Laurel Hill Center (541)485-6340: 2145 Centennial Plaza Eugene, OR 97401
- 3) Willamette Family Treatment (541)762-4300: 195 W 12th Ave Eugene, OR 97401
- 4) PeaceHealth Sacred Heart Medical Center (541)686-7300: 1255 Hilyard St Eugene, OR 97401

Legal Guidelines: D10:

Trainee's Comments: What did you learn? What do you still need to know?

I had someone bring in a protection order against one of my offenders. They brought it with the assumption that I could serve it. I learned that in my position here, I am not allowed to serve any kind of papers. This could also diminish some rapport we've built up with our offenders.

I plan to take some time next week to speak with my PTO about how warrants work in regards to someone's supervision pausing or expiring that way I'm clear on everything.

PTO/PTE Comments: What areas of trainee performance need improvement?

Although we are in law enforcement, ORS 107.720 speaks directly to the process of reporting the petition to the County Sheriff, which may include an affidavit. After it is delivered to the Sheriff there is law in place about getting it entered into the appropriate law enforcement database including LEDS and NCIC. For us it is easier and more streamlined to let the Sheriff's Office serve and enter this and act as a broker for contact through office visits or last known addresses.

Individual Rights: D11:

Trainee's Comments: What did you learn? What do you still need to know?

I took property from my offender during the office arrest. He had a knife which I decided to take to evidence to be destroyed. I felt this was the best option after he had threatened his roommate over the weekend and was having mental health issues. Since he wasn't booked into the jail, I learned that he has the right to get the knife back. I plan to give it to him at our next office visit. It is currently in two bags and I plan to give it to him outside of the building for safety measures.

I would like to get clarification on what size of knife offenders can have. It's my impression that they can have an ordinary pocket knife, but I'm unsure about blade length.

PTO/PTE Comments: What areas of trainee performance need improvement?

It is not because he wasn't booked into the jail that he had the right to getting the knife back. It's because it didn't fall under a violation or a "dangerous weapon" at this time due to the length, the opening capability, and not being double sided for blades. This falls under Individual Rights and also Legal Guidelines. In looking at the totality of the circumstances, he would not sign for the destruction of the knife. Did he specifically threaten the roommate with a knife or in using a knife? As then there may be grounds to keep the knife from him under ORS 161.015 which states a Dangerous Weapon is any instrument that under the circumstances it is used or threatened to be used is a Dangerous Weapon if it is readily capable of causing death or serious physical injury (a pocket knife can do that). One of the best resources we have is ORS. ORS 166.360 clearly outlines the blade length. Please write it below:

"Any dirk, dagger, ice pick, slingshot, metal knuckles or any similar instrument or knife, other than an ordinary pocketknife with a blade less than four inches in length, the use of which could inflict upon a person or property."

Officer Safety: A12 B12 C12 D12:

Trainee's Comments: What did you learn? What do you still need to know?

On the way back from doing the courtesy transport to the hospital, PO Brunsmann and I talked about one con to the situation. We weren't wearing any duty gear, and all I had on me was a pair of handcuffs and a key. I acknowledged that it was a disadvantage to be out (especially in a caged car) without any kind of gear. We talked about the pros and cons of being fully geared up during an office arrest as well.

Looking at the core competency form, it lists being able to identify hazardous materials. I need to speak with my PTO about this and discuss what hazardous materials we may come across and what steps do we take when handling it.

PTO/PTE Comments: What areas of trainee performance need improvement?

I am glad to hear you realized that not having any duty gear/use of force options to enact an office arrest is a safety issue. We have a policy on planned field arrests and what we need to wear, but none on office arrests. However, I would posit that anything that can happen in the field on a planned arrest could also happen in the office on any arrest, planned or not. At a minimum you should have one use of force along with your cuffs and keys. I would say that the arrest, once it was decided the jail would not take him and then the decision was made to give him a courtesy transport to the hospital is the perfect situation for realizing that the jail may not always take someone and as the situation evolves, we can place ourselves in a position where more use of force options are needed. A good rule of thumb would be to have all duty gear of when affecting an office arrest.

Communication Skills: A13 B13 C13 D13:

Trainee's Comments: What did you learn? What do you still need to know?

At the Carey Guide training, I got into a group with some staff from Sponsors during an activity. This gave me the opportunity to get to know them a little better and also have them get to know me. I'd spoken with them a few times on the phone so it was good to put a face to the name. We spent some time telling each other how we do the LS/CMI assessments and the intervention tools. It was good to see what's going on with both sides that the offender deals with.

I need to think about situations where it's appropriate to use motivational interviewing in the field.

PTO/PTE Comments: What areas of trainee performance need improvement?

No issues on this. Your communications with me have been solid, and you did fine at the BITS/Carey Guide Training.

Decision Making: A14 B14 C14 D14:

Trainee's Comments: What did you learn? What do you still need to know?

Using the arrest example again, I was faced with a situation that had many different possible solutions. I had to use my judgement to decide what was best for the situation and make sure I was confident in the decision. Ultimately I believe we definitely made the right choice and it had a good impact on the offender.

I would like to continue making sure I prioritize my workload for the day and accomplish the most important tasks first.

PTO/PTE Comments: What areas of trainee performance need improvement?

This was a hard situation with many evolving factors. No additional comments as we have

discussed this at length in other Competencies.

Lifestyle Stressors, Self-Awareness: A15 B15 C15 D15:

Trainee's Comments: What did you learn? What do you still need to know?

Before my office arrest, I spent some time debriefing my arrest team on everything. I made sure to tell them about the offender's last police contact and the nature of it, if he has any prior assaults that I'm aware of, and how I thought the offender would react. I also delegated roles and made sure we knew who was doing what before he was called into the room.

When thinking about my personal life and about what could improve it (ie stress, confidence, mental alertness, etc), I recognized that a gym membership would be something I would benefit from. Since I live in Corvallis, I can't take advantage of the free membership to Court Sports. I plan on signing up Friday to a gym near my house.

PTO/PTE Comments: What areas of trainee performance need improvement?

I heard your team briefing went very well and was thorough. I also heard the assignment of roles went smoothly.

The effects and benefits of exercise on stress have been well documented. I fully encourage you to find self-enhancing hobbies that you enjoy and a way to exercise regularly.

Nice work on finding the answers to the questions you asked yourself in the CTR and the additions I asked for. You have good problem-solving and research skills.

TRAINEE: _____

PTO/PTE: _____

APPENDIX C

PRESCRIPTIVE TRAINING PLAN

Prescriptive Training [REDACTED] Phase C

Throughout the course of [REDACTED] training and evaluation he has had some difficulties making decisions/problem solving. When he makes one it is a sound, thought-out decision, however, he usually wants to talk out a problem before attempting it on his own. He often “polls the office” on issues. He will ask multiple people, mainly non-PTO’s, their opinion on an issue. An example would be whether to allow a person on supervision with firearms in the home. At the end of the discussion, I asked what his decision would be and he did not know. In this line of work he needs to be able to make decisions without asking many people their opinion to come to his own conclusion. He also needs to work through the problem and come up with one or more solutions before asking a PTO for help. We have discussed this issue several times.

He has identified a couple of reasons why this is happening: Prior training, not wanting to fail and prior work experience. During our discussion on this topic he admitted that failing to make the decision was the problem and was open minded and willing to work on a change. His attitude during this conversation was very good and he appears to honestly want to figure it out so it will not hold him up in the future.

I am not requesting any time away from his normal training for this to be completed. He will show improvement in this by following the performance outcomes.

PERFORMANCE OUTCOMES:

- 1) [REDACTED] will come up with a plan on what his decision making process is/will be.
- 2) [REDACTED] will provide this plan in writing to his PTO by end of business on 9/16/15.
- 3) When presented with a problem or task [REDACTED] will use this plan before contacting anyone for help. If he cannot find the answer on his own he will contact his PTO and explain the process he went through along with his ideas.

Prescriptive Training Plan

Competency: Use of force

I will know that I am proficient in this area when I can discuss the various uses of force and when they are applicable in a situation. I will be able to use force up to and including hands on tactics comfortably and without hesitation.

Resources:

Experience in the office and in the field

- Volunteer to assist in arrests
- Look for opportunities to be part of an arrest team in the field
- Talking to other officers about their experiences

DPSST Basic Academy

Role playing exercises

- Ask members of the DT team to do trainings with me

Task to accomplish: Complete a 30 minute block of instruction, including hands on practice on cooperative handcuffing within the next two weeks. Survival Skills instructor PO [REDACTED] will assist in this training.

Competency: Officer Safety

I will know that I am proficient in this area when I am able to exit various situations and feel that I have handled them in a safe manner while being able to talk about other options and how I would have ensure safety if the situation had changed.

Resources:

Experience in the office and in the field

- Talk through situations with my PTO to see perspectives that I am not aware of
- Volunteer to assist in arrests
- Receiving coaching and advice from more experienced officers

DPSST Basic Academy

Role playing exercises

- Ask members of the DT team to do trainings with me
-

Task to accomplish: Complete a 30 minute block of instruction on pat down searches. A survival skills instructor will assist in this training. The training will be completed within the next two weeks.

Appendix D

Parole and Probation Training Officer Program Evaluation Report

PTO/PTE: [REDACTED]
Trainee: [REDACTED]
Date: 11/18/15
Evaluation Term: Midterm (covering Phases A and B)

CORE COMPETENCY DETAIL

2. Situational Awareness:

[REDACTED] is at a knowledge level in this area. In the office she is aware of what is going on around her cubicle and has not failed to respond to coworkers in need of any assistance. She escorts offenders to and from her office with no issues. While in the field, it is clear that [REDACTED] is not comfortable with the Eugene/Springfield area. During our field evaluation day there were numerous times where she did not know where she was. She did utilize her phone when she was not given directions on how to get to an address.

2. Conflict Resolution:

[REDACTED] is working at a knowledge level. During an office visit she had a hard time controlling the direction of the visit. A verbal power struggle ensued and [REDACTED] had a difficult time dealing with this offender. [REDACTED] started a task that she did not complete during the visit and had numerous instances where her volume of her speech was raised. She did redirect and refocus the offender several times.

A check of the CTR's from phase A and a couple that were available from phase B showed that [REDACTED] has been exposed to different settings where different styles were used to resolve a situation.

3. Use of Force:

[REDACTED] is deficient in this area. PTO [REDACTED] evaluated [REDACTED] on handcuffing and pat down search of a female being taken into custody. [REDACTED] notes indicated that [REDACTED] did not have her cuffs charged and used her fingers to open them. She did not do a good job when searching the thigh and groin area of the offender. It was noted that she was somewhat timid and failed to remove the offender's jewelry.

During a review of the available CTR's it appears [REDACTED] has not had many opportunities to practice this skills other than table top discussions. A prescriptive training plan will accompany this evaluation in order to address this competency.

4. Officer Authority and Conduct:

██████ is at a knowledge level in this area. We had a discussion about the different types of cases and who has authority and why. She was a little confused with some of the process but was able to verbalize understanding.

A review of CTR's shows some instances where ██████ requested a warrant on expired cases. It was explained to her why it is important to check on expiration dates when dealing with officer authority.

5. Report Writing:

██████ is at an application level for this area. She completed two intra office transfers forms which were accurate and complete. She also chrono'd all the interactions this week. Her notes were detailed, well organized and free from errors.

6. Leadership:

██████ is at knowledge level for this area. She is a new PO and has not been in a position to take on any leadership roles during the week of evaluation. She did take charge of organizing and navigating our afternoon in the field. As her training progresses this is an area where ██████ needs to take initiative when opportunities arise or create opportunities for learning and practice.

7. Problem-Solving Skills:

██████ is at an application level in this area. She was tasked with two files on day one to figure out what needed to be done. She completed the tasks successfully. She had some trouble managing and prioritizing what needed to be done and why when faced with several office visits stacked up. Her initial answer was to delegate some of the duties to the PTE, but when it became apparent that this was not a viable option she completed all tasks.

8. Case Management:

██████ is at an application level in this area. She is able to complete an LS/CMI assessment, work through the case plan screens and chronos to develop a plan of action for each offender. She completed one LS/CMI and several office visits this week. She was able to organize home visits and complete them in an efficient manner. ██████ excels in some areas of case management but still has to learn balancing time constraints and prioritization of areas to focus on. One example of this was the time it took to complete an assessment interview being less than the time to complete an office visit.

9. Diversity/ Specialization/ Responsivity:

██████ is at knowledge level in this area. On several occasions she offered her own opinions about things regarding offenders' lives that were not productive. ██████ made a comment about an offender's relationship with his much older sister, being more like a cousin than a sister. The offender took offense to this comment. The population we supervise is diverse and although we may not agree with their beliefs, values and environmental factors we must use proper tact when working with them in the change process.

10. Legal Guidelines:

██████ is at the knowledge level in this area. ██████ is familiar with the sentencing and sanction grid but has not utilized it enough at this point in her training. She has a good grasp of the general conditions of supervision and can explain what they mean. Due to her knowledge of case planning she has a good grasp of how to utilize a case plan to add a condition.

11. Individual Rights:

██████ did not display any behavior during evaluation week that would pose any concern in this area. A review of the CTR's did not identify this competency as a deficient or problem area.

12. Officer Safety:

██████ is deficient in this area. During home visits she was tasked with being the cover officer. Her approach in this role was not at the knowledge level, as it was clear that she was unsure of what she needed to do. While inside a residence she left people unattended and followed me upstairs. She did realize this and corrected herself midway through. These deficiencies were corrected after a few visits as it posed a risk to both officers. A debrief and examples were given to ██████ to help correct this area.

As noted in use of force improving her officer presence, practical application of search methods and contact/cover concepts are in need of improvement. More work on this competency will also be addressed in the corresponding prescriptive training plan.

13. Communication Skills:

██████ is at the knowledge level in this area. She is at the application level in some aspects of this competency such as written and verbal communication with community partners, the public and coworkers. She utilizes the OARS of communication very well. She had some instances with offenders where she did maintain good control of these skills and yelled "no" repeatedly to an offender in almost a tunnel vision moment.

██████ radio communication is good. She had moments where she cut her transmissions off but utilized the feedback she received and corrected the problem. ██████ had some phonetic alphabet miscues and should put these and the 10 Code language to memory. ██████ failed to call out for a code 10 meal break until prompted. She stated another PTO instructed her not to do this. Discussed with ██████ the reasons why we do and how this is procedure that she needs to follow.

14. Ethics:

██████ is at an application level in this area. She has arrived on time to work and does not abuse the flexibility for breaks and lunches. She has taken on extra work such as filing paperwork and then correcting said filing. She carries herself in an acceptable manner and has avoided some of the office banter.

15. Self-awareness/Self-regulation:

██████ is at an evaluation level of this area. ██████ has moved to this area but travels a lot to visit family. She has a horse to take care of which is sick at the moment. She spends most of her lunch breaks visiting her dog to take care of them. She has managed a tough situation fairly well. She has offered up that she is not sleeping well and has been sick. Having a balance of work and personal life is crucial to lasting in this type of occupation. Listen to your body to stay healthy, rested and stress-free.

Areas for continued improvement:

As noted [REDACTED] could benefit from hands on training in the areas of use of force and officer safety, specifically person control and searches of persons. This should include handcuffing methods and lead and cover officer roles. [REDACTED] could benefit from more exposure to arrests in the office and in the field. The experience and opportunities that come with Phase C should also increase her level of performance when it comes to office activities such as Legal Guidelines, Individual Rights, Case Management and Communication Skills..

PTE

Trainee

APPENDIX E

PTO Office Observation

Trainee:

Observed by:

Date/Time:

Phase: A B C D

	<i>In my observation of the PO interaction with the client, the PO:</i>
	01. Had a plan for the interview/ meeting?
	02. Office prepared, had file ready, DOC/OMS open, was able to locate relevant information?
	03. Followed office visit structure (i.e. Check-in, review, intervention, homework)?
	04. Asked appropriate questions (i.e. open-ended, without judgment)?
	05. Appropriately followed up with the client on responses with questions?
	06. Talked to the client in a non-judgmental, non-condescending, or non-threatening tone?
	07. Focused on the client's behaviors, not the individual?
	08. Demonstrated awareness of risk factors, case plan?
	09. Used positive reinforcement and/or affirmations?
	10. Addressed non-compliant behavior appropriately?
	11. Taught a skill or used an intervention? Role play?
	12. Ended meeting with a clear understanding of expectations/homework for the client?
	13. Has developed a professional alliance/rapport with the client? Demonstrated empathy?
	14. Practiced good office safety protocols?
<p><i>Competencies Observed:</i></p> <p><input type="checkbox"/> Situational Awareness _____</p> <p><input type="checkbox"/> Conflict Resolution _____</p> <p><input type="checkbox"/> Use of Force _____</p> <p><input type="checkbox"/> Authority/Conduct/Ethics _____</p> <p><input type="checkbox"/> Report Writing _____</p> <p><input type="checkbox"/> Leadership _____</p> <p><input type="checkbox"/> Problem Solving _____</p> <p><input type="checkbox"/> Case Management _____</p> <p><input type="checkbox"/> Diversity/Specialization/Responsivity _____</p> <p><input type="checkbox"/> Legal Guidelines _____</p> <p><input type="checkbox"/> Individual Rights _____</p> <p><input type="checkbox"/> Officer Safety _____</p> <p><input type="checkbox"/> Communication Skills _____</p> <p><input type="checkbox"/> Decision Making _____</p> <p><input type="checkbox"/> Lifestyle Stressors _____</p>	

APPENDIX F

PTO Field Observation

Trainee:

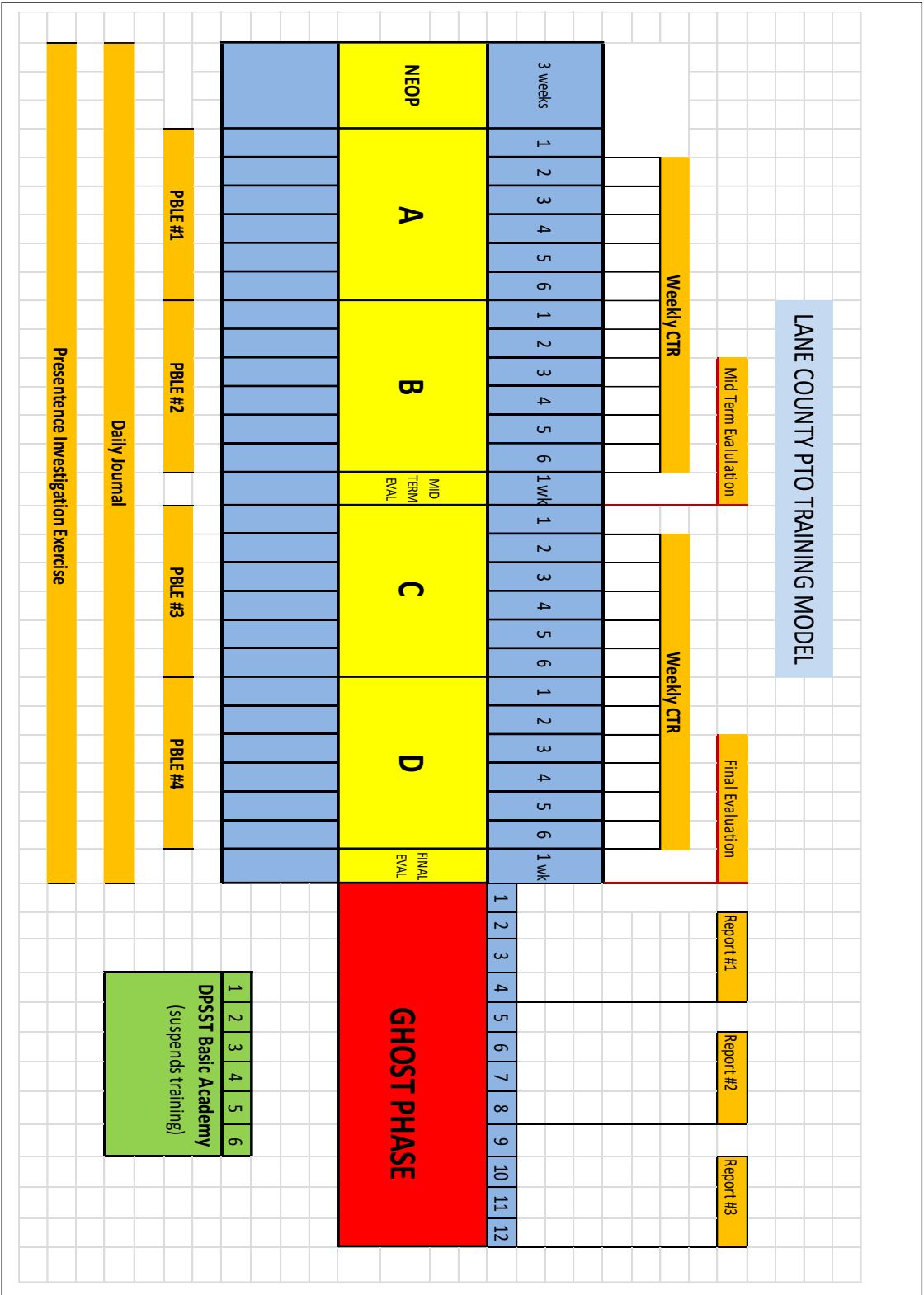
Observed by:

Date/Time:

Phase: A B C D

<i>Field Work</i>	
Field Performance	01. Prioritizes or has a plan for field activities? 02. Drives safely and demonstrates geographic awareness? 03. Properly assess situation? 04. Determines appropriate course of action? 05. Maintains a calm and self-controlled demeanor? 06. Maintains/restores control in situations and takes command? 07. Is professional and/or establishes rapport with all subjects? 08. Communicates effectively with field partners and/or law enforcement? 09. Field activities are performed thoroughly and deliberately, with a purpose?
Safety	10. Controls subjects movements and maintains eye sight? 11. Is aware of surroundings and positioning? 12. Foresees dangerous situations and prepares for them? 13. Makes prompt and effective decisions? 14. Selects the proper level of force for the given situation? 15. Maintains and possesses personal safety equipment?
Radio	16. Uses proper radio etiquette?
<p><i>Competencies Observed:</i></p> <input type="checkbox"/> Situational Awareness _____ <input type="checkbox"/> Conflict Resolution _____ <input type="checkbox"/> Use of Force _____ <input type="checkbox"/> Authority/Conduct/Ethics _____ <input type="checkbox"/> Report Writing _____ <input type="checkbox"/> Leadership _____ <input type="checkbox"/> Problem Solving _____ <input type="checkbox"/> Case Management _____ <input type="checkbox"/> Diversity/Specialization/Responsivity _____ <input type="checkbox"/> Legal Guidelines _____ <input type="checkbox"/> Individual Rights _____ <input type="checkbox"/> Officer Safety _____ <input type="checkbox"/> Communication Skills _____ <input type="checkbox"/> Decision Making _____ <input type="checkbox"/> Lifestyle Stressors _____	

Appendix G



Appendix H

COMPARISON OF TRADITIONAL FTO MODELS AND THE PTO MODEL

STRUCTURE OF PROGRAM	TRADITIONAL FTO MODELS	PTO MODEL
1. Commitment from Chief Executive	Unqualified	Same
2. Location of Program Control	Patrol Division	Same
3. Responsibility for Program (Rank)	Lieutenant reports to Division Chief. Others are excluded.	Supervisor reports to Division Manager. Others are excluded.
4. Highest Level of Participation	Division Manager, Division Lieutenant, Training Officer.	Division Manager, Supervisor, Training Officer, others as needed.
5. Program Duration	21 weeks training and evaluation	2 weeks New Employee Orientation 24 weeks training 2 weeks evaluation 12 weeks Ghost Phase (Lane Co.)
6. Limbo Period(s)	First four weeks of program. 1 st week is virtual <i>ride along</i> , 2 nd is training & feedback. No evaluation in Limbo.	Trainee doesn't start receiving own cases until Phase B (approx. 8 weeks).
7. Rating Frequency	Daily, other than in Limbo period.	Weekly Coaching and Training Reports by the trainee and the police training officer (PTO), mid/final phase evaluations, Problem-Based Learning Exercises, NPE.
8. Deployment Status of Trainee	Never assigned beyond control of FTO; call requiring 2 officers results in 2 nd unit dispatched.	Same- Trainee learns on PTO's caseload. Does not receive autonomy on own caseload until after completion of PTO
9. Shift Assignment	Rotated for exposure to cross-section of service demands, citizens, and community.	Trainees remain on same shift as PTO.
10. Holdover Policy (Extension of Stay in Program)	Yes, only if problem is one that can be corrected.	Program is flexible and includes remedial training as integral component. <i>Failing forward</i> concept is central to training philosophy.
11. Compensation & Recognition	5%	5% while trainer is assigned a trainee
12. Geographic Location for Assignment	Various Patrol Districts, continuous exposure to FTOs.	N/A for Parole & Probation, other than possible assignment to PTO in geographic field office

13. Trainee Task List a.k.a.: Weekly Training Guide, Rookie Book	Broken into week-by-week segments.	Learning matrix consisting of core competencies that allow for flexibility in learning opportunities; trainee manual																
14. Periodic Objective Tests	Weekly, on previous week's material in Task List (Training Guide).	On-going problem-based learning exercises, mid & final phase evaluations & reports.																
15. Post-academy Training	In-house Trainee Training Course following graduation from regional training center.	Field training begins at inception of employment, through academy and following.																
16. The Validity Issue	Demand answered by Daily Performance Evaluation (D.O.R.)	Training criteria are based on PTO police model and modified for P&P. Training process evaluated by BOE.																
17. The Reliability Issue	Demand answered by Daily Performance Evaluation (D.O.R.)	Reliability enhanced by continuity of training and evaluation, commitment of the PTO and adult learner, and independent evaluators.																
18. Accreditation Standards	San Jose Model used as foundation for accreditation standard.	Exceeds accreditation standards.																
19. Rotation Between FTO's	FTO (21 week program) <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>1ST</u></td> <td style="text-align: center; padding: 0 10px;"><u>2ND</u></td> <td style="text-align: center; padding: 0 10px;"><u>3RD</u></td> <td style="text-align: center; padding: 0 10px;"><u>4TH</u></td> </tr> <tr> <td style="text-align: center;">(4)+5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> </tr> </table>	<u>1ST</u>	<u>2ND</u>	<u>3RD</u>	<u>4TH</u>	(4)+5	5	5	2	PTO (28 week program) + Ghost Phase <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>A,B</u></td> <td style="text-align: center; padding: 0 10px;"><u>MTE</u></td> <td style="text-align: center; padding: 0 10px;"><u>C,D</u></td> <td style="text-align: center; padding: 0 10px;"><u>FTE</u></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> <td style="text-align: center;">1</td> </tr> </table> Midterm PTE is PTO for Phase C. Final PTE is PTO for Ghost Phase.	<u>A,B</u>	<u>MTE</u>	<u>C,D</u>	<u>FTE</u>	6	1	6	1
<u>1ST</u>	<u>2ND</u>	<u>3RD</u>	<u>4TH</u>															
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<u>A,B</u>	<u>MTE</u>	<u>C,D</u>	<u>FTE</u>															
6	1	6	1															
20. "Evaluation Only" Phase	Last two weeks of the program. No training, but feedback follows each assignment.	One week Mid-Term Evaluation and 2 week Final Term Evaluation completed by independent evaluator. Evaluation is primary purpose, but learning continues.																
21. Weekly Meetings (a.k.a.: Weekly Evaluation Sessions)	10-plan and team policing approach allows for overlap shift and minimal overtime expense.	Same																
22. Supervisory & Management Review of FTO Performance and Trainee Progress	Essential to ensure objectivity & standardization.	Same + Board of Evaluators (BOE) Weekly supervisor meetings																
23. Multiple Levels and Methods of Performance Evaluation	D.O.R. by FTO, S.W.R. by supervisor. Weekly Report Form. End of Phase Report. Weekly Tests and FTO Worksheet.	Multiple levels and methods for application of training include: daily journaling, weekly coaching & training reports, PBLEs, NPE exercises, learning matrix, evaluation phases, and BOE.																
24. Functional Termination Authority	Vested in the FTOs and their immediate supervisor.	PTO, Board of Evaluators, and Program Coordinator																

25. Criteria and Method Used to Select FTOs	Volunteers desired. Application, Oral Board Interview, supervisor's recommendation, experience as teacher/supervisor, performance and attendance records reviewed, police experience, positive role model, good communications skills.	Police Training Officers (PTOs) and Police Training Evaluators (PTEs) selected based upon community skills, problem-solving skills, knowledge of resources, interest in adult learning techniques, prior training and operational experience
26. Training FTO Program Personnel	5-day course for FTOs & supervisors. Emphasis on evaluation, documentation, learning, feedback, behavior, motivation, liability, supervision.	40-hour course emphasizing PBL, COPPS, adult learning, program structure application and evaluation, liability, leadership, ethics.
27. Supervisor & Command Staff Training and Selection	Similar to that of FTO.	Same as that of PTOs and PTEs.
28. Evaluation of FTO	By trainee at end of each rotation. By supervisor quarterly and annually.	Conducted by PTO supervisor, BOE, and trainee.

Adapted from "Key Elements" as first developed by Robert A. Allen and Michael D. Roberts, Ph.D., revised by Glenn F. Kaminsky, 1991, 1994, 1997