

City of Virginia Beach Police Department

Police Training Officer Field Guide



A Guide for Department Police Training Officers

- Methods for documenting and completing probationary police training

*This Field Guide is Prepared and Updated by the Virginia Beach
Police Department Professional Development and Training,
Under the Approval of the Chief of Police*

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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. COPPS lies at the heart of contemporary policing. The problem-solving process, which is the core of COPPS, 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 for resolving community problems.

A common concern voiced by police executives in COPPS implementation involves training, especially the training of new officers. This manual presents a Police Training Officer (PTO) program for new officers, which incorporates contemporary adult educational methods and a version of problem-based learning (PBL) 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 set of many skills needed in contemporary policing. This manual focuses on the officer's learning capacity and problem-solving skills as opposed to his or her rote performance capabilities. This manual offers agencies an invaluable tool for helping trainees learn 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: lack of fundamental change and the protection against liability. There was strong criticism that field-training programs had not changed significantly during 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 police executives recognized was liability protection. Traditional FTO programs exist largely for the purpose of limiting an agency's liability due to poor training or lack of training. The design of these programs addressed the issue of liability often at the expense of effective learning opportunities. Legal research indicates that police agencies' concern about liabilities is largely unfounded. There have been very few court cases to justify a focus on documentation and evaluation. An emphasis on effective training reaps more benefits and provides the protection against liability that agencies continue to seek. In short, this model speaks to both identified themes, incorporating contemporary COPPS concepts and guarding against liability through an emphasis on training.

A New Model

Researchers and police practitioners developed this manual to identify the key areas required in a contemporary training program. Administrators, training officers, and other law enforcement officers from across the country participated in all stages of this program's development. Project staff met with experts from various disciplines, conducted a nationwide survey of more than 400 police agencies, and reviewed dozens of police training manuals. Researchers also examined field training from numerous police agencies across the United States and Canada.

PBL is well grounded in the fields of medicine and education, where it facilitates 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 apply 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 to fulfill their expanded role. It also 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 — thinking that the PTO model encourages.

BOE	Board of Evaluators
COPPS	Community-Oriented Policing and Problem Solving
CPTED	Crime Prevention Through Environmental Design
CTR	Coaching and Training Report
LAP	Learning Activity Package
NPE	Neighborhood Portfolio Exercise
PBL	Problem-Based Learning
PBLE	Problem-Based Learning Exercise
PTE	Police Training Evaluator
PTO	Police Training Officer
PTS	PTO Sergeant
SARA	Scanning, Analysis, Response, Assessment

Frequently Asked Questions about the 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 rely on training officer evaluations to modify new officers' behavior and to protect the agency from liability, but do so at the expense of effective training. Evaluation and liability concerns are important, but by focusing on the trainee's needs, agencies will not only improve performance, they will also protect themselves from training-related liability.

Why change the name?

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

How do we evaluate trainees during this program?

Evaluation takes place in a number of ways, including the following:

- Informal assessment of daily activities through completing daily journal entries and dialogue
- Monthly Coaching and Training Reports (CTRs)
- Problem-Based Learning Exercises (PBLEs) in two of the four phases
- Neighborhood Portfolio Exercise (NPE)
- Week-long Mid-Term Evaluation
- Two week Final Evaluation
- Board of Evaluators' (BOE) assessment of trainee

What happens if the trainee fails to progress during training?

Adults learn at different rates and in various ways. Several strategies can be used 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 for each trainee.

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 the use of reading and research assignments called Learning Activity Packages (LAPs), additional Problem-Based Learning Exercises, and focused training in areas in which the recruit experiences difficulty. If all training resources fail, the department has documentation developed throughout the process to terminate the employee.

Is this just touchy-feely stuff that ignores real police work?

Define real police work. Is it catching bad guys, handing out speeding tickets, and breaking up bar fights? The Reno PTO program teaches officers to do those things. Is real policing dealing with gangs, helping victims, and going to court? If that is your definition, then this model will serve that purpose. No matter how you define real police work, this training program will help trainees perform their duties and responsibilities in the most effective way possible.

So how does it work on a day-to-day basis? The trainee and trainer answer calls, patrol their beat, 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 recruit to think critically and develop partnerships within the community.

THIS MODEL INCLUDES THESE ESSENTIAL ELEMENTS:

- Trainees must apply the learning matrix in each element of the program
- Trainees must complete daily journal entries
- Trainees must complete Coaching and Training Reports (CTRs)
- Trainees must complete a Problem-Based Learning Exercise (PBLE) through phase A and B of the training
- Trainees must perform a Neighborhood Portfolio Exercise (PTE) throughout the PTO program

Objectives of the PTO Program

- To formulate learning opportunities for new officers that meet or exceed the training needs of both the community and the department
- To develop and enhance the trainee's learning from the academy within the community environment through a series of real-life problem-solving activities
- To foster a growing independence from the Police Training Officer over the course of the program
- To produce graduates of the training program who are capable of providing responsible, community focused police services
- To prepare trainees to use a problem-solving approach throughout their careers by employing problem-based learning training
- To promote the practice of using community members as partners in problem solving
- To design fair and consistent evaluations that address a trainee's skills, knowledge, application, and ability to problem solve effectively

	Coaching & Training Reports (CTRs)	Problem-Based Learning Exercises (PBLEs)	Neighborhood Portfolio Exercise (NPE)
When completed:	Due by the end of each phase. 4 total reports	Given on the first day of a phase for completion on the last day of the phase. 2 total exercises	Given on the first day of training for completion at the end of training. 1 total exercise
Description on:	p. 21	p. 9, 21	p. 17
Form on:	Phase A example Phase B example Phase C example Phase D example	Exercise #1 Exercise #2 Exercise #3 Exercise #4	

Chapter 1

Problem-Based Learning

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. It is a learner-centered teaching model that uses 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 or she expresses ideas about resolving the problem, lists known facts, decides what information to use (including naming sources for that learning) and develops an action plan to solve the problem. Several evaluation methods follow the process to determine success or failure of the action plan.

The 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. Most important, the trainee learns to enlist the community as group members in his or her learning process.

Clearly, it is critically important that trainees know and apply the proper procedures for responding to daily calls for service, violent crimes, and serious traffic incidents. Yet, it is equally important for trainees to understand how to look at such problems in a broader community 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 street 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. These are the hallmarks of good police work.

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 policing 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 one Problem-Based Learning Exercise during phase A and B of training. He or she works on this exercise throughout the phase. 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 or her solutions to the Problem-Based Learning Exercise.

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 Coaching and Training Reports. Early during each phase, establish the process of journaling on each day's response to activities utilizing the Substantive Topic of that phase. The PTO and trainee will review the totality of the phase for the Coaching and Training Report. The trainee completes a Coaching and Training Report detailing his or her performance during the phase. The trainee must identify how every core policing competency featured in this model applies to that phase. The PTO comments on the trainee's progress using the same Coaching and Training Report. Both the PTO and trainee's CTR comments should identify and address the same areas of strengths and weaknesses; this will ensure documentation for the understanding of learning and identified deficiencies.

What is noted in the CTR are improvements, sustained skill sets, or the decline of skills in the core competencies.

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 the right 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 to become capable and competent problem solvers. For years, professions 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 police 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 undertake. The following steps are the basis of the problem-solving style:

- The PTO presents the trainee with a real-life problem
- The trainee works with the problem and considers initial ideas
- The trainee identifies what he or she knows about the problem
- The trainee identifies what he or she needs to know about the problem and seeks information from available resources, including relevant community sources
- The trainee develops an action plan based on his or her research
- The trainee evaluates his or her performance and learns to transfer the new knowledge to future problems

Failing Forward

Many of our greatest discoveries occur when we fail. Contemporary police writers and leaders call this *failing forward*. Policing agencies want to minimize mistakes and provide high-quality police services. By using PBL, new police 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. This does not absolve the PTO of the responsibility to intervene if the trainee is about to make a mistake of a serious nature.

Problem-Based Learning Exercise (PBLE)

Problem-based learning in policing has unique characteristics. A key difference lies in how police trainees will establish learning groups. In other training environments, groups of students come together to form learning cohorts. They collaborate to develop an end product that will help solve the problem they receive from the instructor. In this model, however, the trainees and PTOs will form a slightly different unit. The PTO helps the trainee to use members of the community as part of his or her problem-solving team. This community learning facilitates the involvement of those individuals most invested in community problems. In this model, community learning is accomplished through the PBLE.

Using Problem-Based Learning Exercises as a Teaching Method

PTOs will use the Problem-Based Learning Exercises as a primary teaching method with trainees. While learning will occur during daily police activities, the PBLEs will develop the trainee's problem-solving skills in a static environment.

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.

Trainees must learn to analyze complex problems as they appear in real life. The program structure of the PTO model allows the trainee and trainer to proceed using daily policing activities. The trainee receives Problem-Based Learning Exercises from the PTO that he or she must complete within a three-week training phase. Throughout training, the trainee and PTO respond to calls for service and perform routine police activities. These activities provide the necessary background information to complete the training phase and weekly assignments.

CAUTION WHEN DESIGNING PBLEs

PTOs and training staff should exercise caution when developing ill-structured problems, as these problems are difficult to formulate. Improperly structured problems can undermine the learning outcomes for the trainee. Problems should be multi-faceted, have a variety of options for resolution, and call for the trainee to perform specific actions directed at solving the problem.

Chapter 2

Recruit and Certified Program Structure

Introduction

The PTO program covers two primary training areas: Substantive Topics and Core Competencies. The length of the Recruit PTO program is 16 consecutive weeks, which includes one week of integration, 12 weeks of training (four, 3-week phases), and three weeks of evaluation. The Certified PTO program is 12 weeks, which includes one week of integration, 8 weeks of training (four, 2-week phases), and three weeks of evaluation. During this period, the certified officer will attend required courses identified by PD&T. The PTS has the option of extending a certified Officer to the full 16 week PTO session without remediation. This will be determined on a case by case basis taking into consideration the particular officers training and experience. Before entering the PTO program, trainees will receive instruction in Community-Oriented Policing and Problem Solving and Problem-Based Learning. This instruction takes place in the academy prior to training.

Substantive Topics

The most common police activities include enforcing local policies and laws, responding to critical incidents, patrol procedures, and the investigation of domestic violence and other crimes. In this manual, each of these policing activities is encapsulated into four areas called Substantive Topics:

1. Patrol Activities
2. Non-Emergency Incident Response
3. Emergency Incident Response
4. Criminal Investigation

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this Field Guide cannot provide specific, detailed procedures for every possible police situation. However, the program provides flexibility to accommodate the department's and trainees needs. These Substantive Topics are broad enough to incorporate any new concerns that a community may encounter. In the learning matrix described in the next few pages, the PTO can elect to include areas of instruction that are unique to their precinct or other policing issues that may arise in the future.

Core Competencies

Core Competencies represent the activities that officers commonly engage in during the daily performance of their duties. This manual groups policing activities into 12 Core Competencies:

1. Police Vehicle Operations
2. Conflict Resolution/Communication Skills
3. Use of Force
4. Local Procedures, Policies, Laws and Organizational Philosophies
5. Report Writing
6. Leadership
7. Problem-Solving Skills
8. Community-Specific Problems/Cultural Diversity and Special Needs Groups
9. Legal Authority/Individual Rights
10. Officer Safety
11. Ethics
12. Lifestyle Stressors/Self Awareness/Self-Regulation

The Learning Matrix

The Substantive Topics and the Core Competencies 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 proper use of the matrix. 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, each corresponding with a phase of training. These areas are: Patrol Activities, Non-Emergency Incident Response, Emergency Incident Response, and Criminal Investigation.

The matrix lists the Core Competencies that are required of officers in most situations. The content of each cell within the matrix will reflect the department's local procedures, policies, laws, and philosophies for dealing with policing activities. PTOs for the department have loaded the matrix cells with agency procedures and policies during the PTO Training.

For example, Cell A1 deals with vehicle operations during a Patrol Activities incident. If the department has two different procedures for vehicle operations, for example, defensive driving and vehicle stops, officers building the department's matrix would label those procedures "A1." Cell A1 would contain two sets of procedures and desired outcomes. At the conclusion of the labeling process, each department should have included all relevant policies and procedures into the matrix. This matrix-building exercise occurs during the training program for PTOs.

The matrix cells also include performance outcomes that police trainees need to exhibit by the completion of the PTO program. Each cell of the learning matrix contains a number of required skills, police procedures, responsibilities, and learning outcomes.

During the course of training, the trainee and the PTO will maintain a journal on their activities while handling calls for service. The trainee will refer to the matrix cells in journal entries and throughout the training program to ensure he or she is learning the appropriate skills and achieving the outcomes required. During the Mid-Term and Final Evaluations, the PTOs will evaluate the trainee using the learning matrix outcomes.

The matrix serves to demonstrate interrelationships between Core Competencies and daily police activities. Recognizing how Core Competencies apply to daily activities will help new police officers to think more holistically.

**Virginia Beach Police Department
Police Training Officer Program
The Learning Matrix**

CORE COMPETENCIES	PHASE A Patrol Activities	PHASE B Non-Emergency Incident Response	PHASE C Emergency Incident Response	PHASE D Criminal Investigation
Police Vehicle Operations	<u>A1</u>	<u>B1</u>	<u>C1</u>	<u>D1</u>
Conflict Resolution/Communication Skills	<u>A2</u>	<u>B2</u>	<u>C2</u>	<u>D2</u>
Use of Force	<u>A3</u>	<u>B3</u>	<u>C3</u>	<u>D3</u>
Local Procedures, Policies, Laws, Organizational Philosophies	<u>A4</u>	<u>B4</u>	<u>C4</u>	<u>D4</u>
Report Writing	<u>A5</u>	<u>B5</u>	<u>C5</u>	<u>D5</u>
Leadership	<u>A6</u>	<u>B6</u>	<u>C6</u>	<u>D6</u>
Problem-Solving Skills	<u>A7</u>	<u>B7</u>	<u>C7</u>	<u>D7</u>
Community-Specific Problems/ Cultural Diversity/Special Needs Groups	<u>A8</u>	<u>B8</u>	<u>C8</u>	<u>D8</u>
Legal Authority/ Individual Rights	<u>A9</u>	<u>B9</u>	<u>C9</u>	<u>D9</u>
Officer Safety	<u>A10</u>	<u>B10</u>	<u>C10</u>	<u>D10</u>
Ethics	<u>A11</u>	<u>B11</u>	<u>C11</u>	D11
Lifestyle Stressors/Self-Awareness/ Self-Regulation	<u>A12</u>	<u>B12</u>	<u>C12</u>	<u>D12</u>

Learning Activities: Introduction and use of Learning Matrix
 Daily Journal Entry
 Introduction and continued work on Neighborhood Portfolio Exercise – All Phases

Evaluation Activities: Coaching and Training Report – All Phases
 Problem-Based Learning Exercise – Phase A and B only

Program Steps: Orientation, Integration, Phases A and B, Phases C and D

The training steps of the PTO program are detailed below. A one-week Integration phase acclimates the trainee to the street and four 3-week training phases are the bulk of the training. The other three weeks of the program—the Mid-Term and Final Evaluations—are outlined in the subsequent section on the Coaching and Evaluation Process.

Orientation

Before entering the PTO program, the trainee needs to understand its steps and philosophies. Familiarization with the program will take place in the academy. The PTO program introduction will consist of by not limited to the following:

Introduce trainees to the PTO program.

This introduction will provide the trainee with a clear understanding of the learning process, training phases, and evaluation processes.

Introduce Learning Activity Packages (LAPs).

Learning Activity Packages help trainees who are struggling with a particular area of training. LAPs can be used to introduce trainees to specialized areas, to supplement learning, or remedy problems. The following are examples of subjects that agencies can incorporate into LAPs:

- The agency's organizational structure and history
- Domestic violence policies
- Leadership, ethics and emotional intelligence qualities
- The judicial process
- Community orientation
- Communication and dialogue

Integration

Newly hired Certified Officers will have an integration week. The Recruit PTO model includes a period of adjustment for the trainee before phased training begins. The Integration phase lasts one week and is designed to prepare the trainee to

- Report for duty
- Acquire necessary equipment
- Become familiar with the organization
- Begin developing relationships within the organization and
- Reinforce the PTO problem-based learning processes, including evaluations

The trainee does not receive an evaluation during the Integration phase. This is the time for the trainee to acclimate to a new environment while under the PTO's supervision.

Phase A - Patrol Activities

Phase A is the initial training and learning experience for the trainee and lasts for three weeks. The Substantive Topic in this phase is Patrol Activities.

Phase B - Non-Emergency Incident Response

Phase B is the second training and learning experience for the trainee. It also lasts for three weeks and covers the Substantive Topic of Non-Emergency Incident Response.

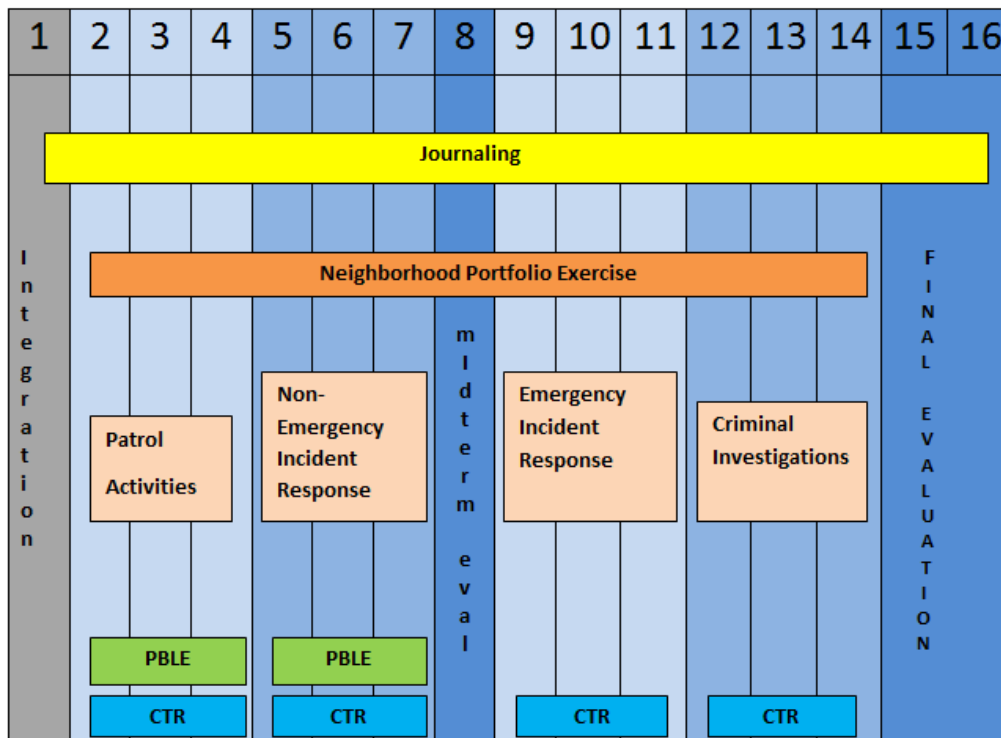
Phase C - Emergency Incident Response

Phase C is the third training and learning experience for the trainee. It lasts for three weeks as well. The Substantive Topic in this phase is Emergency Incident Response.

Phase D - Criminal Investigation

The final phase of training and learning is Phase D. The duration of Phase D is three weeks. The Substantive Topic in this phase is Criminal Investigation.

PTO Course Structure



Certified PTO Course Structure

1	2	3	4	5	6	7	8	9	10	11	12
Journaling											
I n t e g r a t i o n	Patrol Activities		Non-Emergency Incident Response		m i d t e r m e v a l u a t i o n	Emergency Incident Response		Criminal Investigations		F I N A L E V A L U A T I O N	
	PBLE		PBLE			PBLE		PBLE			
	CTR		CTR			CTR		CTR			

Daily Journal Entry

Trainees will maintain 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 in which learning has or has not occurred during a shift. The trainee will also use his or her journal to keep track of information needed for PBLEs, CTRs and the NPE. Journals are not part of the evaluation process. Journals are discoverable for court purposes and officers must remember to keep the language and the content at a professional standard.

Journal work will

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

DPA Process

1. Describe
2. Personalize
3. Act or Apply

The trainee begins by briefly describing the incident to be journaled. The narrative is limited to only enough information to refresh the incident in the writer's mind. The next step is the Personalization. This is the most important element in journal writing. The trainee must honestly and accurately discuss their performance, decision-making, and recognition of their own learning needs. In other words, they must reflect on where they are, and where they need to be with their current knowledge and skills. The final component is the Action or Application. This is a learning plan, goal or action necessary for a positive outcome. The trainee should describe what is being learned, how it will be learned, when it will be learned and how the learning will be demonstrated to the PTO.

Coaching and Evaluation Process

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

Neighborhood Portfolio Exercise (NPE)

The trainee's first assignment, called the Neighborhood Portfolio Exercise, extends the entire length of the training period. The trainee develops a detailed geographical, social, and cultural understanding of the area where he or she works and then presents the report to the NPE Presentation Board.

The Neighborhood Portfolio Exercise is designed to give the trainee a sense of the community where he or she will work, and to encourage the trainee to develop community contacts that are critical when practicing the COPPS philosophy. Trainees working on their NPE should focus on the proper demonstration of the PBL Process while attempting to affect and implement change in the selected area of concern.

Examples of the components of the Neighborhood Portfolio Exercise include, but are not limited to, the following:

- Geographical and demographic characteristics of the area of responsibility
- Identification of the various neighborhoods and cultural communities in the area of responsibility
- Crime problems
- Historical
- Current trends
- Relationships to other crime trends
- Quality of life issues impacting the area of responsibility
- Problem-solving efforts
- Historical
- Current
- Relationships to other problem-solving efforts
- Community Groups and Neighborhood Advisory Committees
- Resources Template
- Law enforcement resources
- Government resources
- Community resources

- Business and private resources
- Other officer's observations and recommended plans of action

Small neighborhoods, shopping centers, neighborhood parks, and other similar examples should be used. What should be avoided are traffic intersections, or other problems that do not involve residents or employees. This exercise requires that the trainee interact with citizens who are stakeholders. Careful consideration should be used to avoid too large of an area. Large neighborhoods, large malls, and zones would require far too much time for the trainee to gather the information required in this exercise.

One of the goals of the NPE is to make citizen contacts to determine what the problems of the area are. Crime may be the primary focus of the police department, but may not be the focus of a resident that lives in a particular neighborhood. Therefore, trainees should be encouraged to select a neighborhood or area first, not a problem. Once the neighborhood is established, then the trainee works through the PBL process (ideas, known facts, learning issues, etc.). Through citizen contacts and personal observations, he or she develops a list of problems and possible solutions for the action plan.

Assigned NPE Problem

By speaking to members of the community and fellow officers you must generate a list of problems facing the community that are relevant to both the community and the police. Your sergeant has given you 15 weeks to gather the information and present your NPE. Your fellow officers and possibly some members of that community will be present for the briefing. The sergeant and the members of the audience will evaluate the quality, depth, and accuracy of the material you present. You may choose a method of presentation that best suits your abilities.

The PTO and/or the PTO Sergeant can assign the trainee a neighborhood, area, or area of concern for the NPE. The PTO Sergeant should be cognizant of prior NPEs when assigning new trainees an NPE. PTO Sergeants should consider avoiding duplication of assignments. In order to assist with the facilitation of the NPE, PTO sergeants are encouraged to assign trainees to a PTO that is assigned to the COP squad for Phase C or D if possible. The PTS can assign two trainees to a problem for a more comprehensive product however; group projects will be limited to no more than two trainees. Each trainee will be responsible to present their results and level of learning equally. Should the NPE board feel one trainee has not performed to the level of their chosen partner, the board may request the group be split and require them to present their individual efforts. This type of request will be based on various circumstances, such as but not limited to, individual effort and PTO/PTS observations of a lack of effort. The NPE serves as an excellent problem-solving model for precinct patrol functions. The final NPE product shall be presented to the NPE Presentation Board prior to the final evaluation week.

Neighborhood Portfolio Exercise (NPE) Presentation Board

The Neighborhood Portfolio Exercise Presentation Board is an independent evaluation board convened to evaluate a trainees NPE presentation during their Phase D of training. This board shall consist of, but is not limited to, the following:

- Police Training Officer Coordinator (MPO and/or Sgt.- LETA staff)
- Precinct Training Lieutenant (Not from precinct of trainee)
- Precinct Police Training Sergeant (Not from precinct of trainee)
- Police Training Officer (Not from precinct of trainee)
- Police Training Officer (Not from precinct of trainee)

Police Training Sergeant's and PTO's from the respective trainees precinct should be encouraged to sit in and observe the NPE presentations.

The Presentation Board will have a set structure designed to provide the trainee with constructive evaluation designed to maintain the adult learning methodology. The Board will be administered by the PTO Training Director (Lieutenant), or designee (LETA staff). The officer appearing before the Board will have the opportunity to present their NPE. The officer will then be excused from the proceeding to allow the Board members to confer. After the Board has made their determination, the trainee will return to the Board and be given its decision and any constructive criticism. The final decision of the Board will be made by majority rule.

Neighborhood Portfolio Exercise presentations will be scheduled to occur during the trainees Phase D of training, prior to the beginning Final Certification. The dates and times of the presentations will be determined by PD&T.

The NPE will be graded according to the VBPD NPE rubric. The NPE Presentation Board will assign a grade of NA: Not achieved, A: Achieved, S: Superior, Or E: Exemplary to all presentations. A trainee, who receives a score of Not Achieved, **will remain in PTO training** until the NPE is re-presented and a minimum score of Achieved is acquired. There will not be a minimum time, but a maximum three week extension will be given to the trainee to re-present his/her project to the board. If the project is not re-presented within this time period, the Board of Evaluators (BOE) will be convened to make a recommendation on the trainee's status.

A LETA Staff member or designee shall be present for all NPEs that are represented, notwithstanding any previous arrangements made by the Police Training Officer Coordinator and the trainees Police Training Sergeant.

A trainee in remediation training shall NOT work on their NPE during their remediation phase of training, unless specifically approved to do so by their Police Training Sergeant or Lieutenant.

**Virginia Beach Police Department
Neighborhood Portfolio Exercise Rubric**

Task	Not Achieved	Achieved	Superior	Exemplary
Identification of problems in selected area	Identified one or more problems with one classification	Identified multiple problems in two classifications	Identified multiple problems in three classifications	Identified multiple problems with clear & proper understanding of classifications as criminal, social and civil
Problem-Based Learning (PBL)	No PBL Methods utilized	Utilized the 5 step PBL process during development of project with no analysis of problems	Utilized the 5-step PBL process during development of project and conducted analysis of problems	Utilized 5-step PBL process for each problem identified and conducted thorough analysis of each
Problem Solving	Minimal Effort towards problem solving	Interacted freely and presented relevant viewpoints for group to consider	Provided critical analysis to solve problem	Provided critical analysis to solve problem and evaluated problem solving process
Identified resources available to assist in solving problems	Identify resources, but did not consult or gain assistance from that resource	Identified, consulted, and utilized minimal resources in some parts of their problem solving plan	Identified multiple resources, consulted their assistance, and utilized resource as part of action plan	Identified, consulted, and utilized multiple resources, which were not predictable and represented forward thinking
Action Plan	Developed action plan but no implementation	Developed action plan and implemented minimal parts of plan	Developed and implemented a holistic plan involving multiple resources and problem solving techniques	Developed and implemented action plan as well as an evaluation and follow up process for the action plan
Deliver 20-minute presentation on material utilizing Multiple Intelligence learning styles	Poorly presented material with numerous spelling, grammar and structural errors	Presentation utilized, at a minimum, two learning techniques/ media formats, containing no spelling or grammatical errors	Presentation utilized, at a minimum, three learning techniques and media formats, containing no spelling or grammatical errors	Presentation utilized, at a minimum three learning techniques and media formats, presented in a way which captures the audience attention.

Neighborhood Portfolio Exercise (NPE) Rubric

A rubric is an evaluation tool: an explicit summary of the criteria for assessing a particular assignment. The rubric shows levels of potential achievement for each criterion necessary for the task. Utilizing a rubric produces assessments that are far more detailed than a single holistic grade and notes the level of achievement for each of the criteria. The NPE Rubric is reviewed in the academy and should be utilized while completing NPE assignment so you have a clear depiction of expectations.

Coaching and Training Reports (CTRs)

PTOs do not complete daily evaluation forms. Instead, the PTO and the trainee each complete Coaching and Training Reports (CTRs) that evaluate the trainee's performance. A CTR contains 12 Core Competency areas for comments by both the trainee and the PTO. The CTR process calls for the trainee to write more and the PTO to write less than in traditional training models. Further, the trainee takes more responsibility for learning, while the PTO spends more time coaching and teaching, and less time evaluating.

The Coaching and Training Report has six steps:

The trainee and the PTO note their daily activities in their individual journals. Early during each phase, the trainee and PTO together begin to select incidents that the trainee performed, that pertain to the Substantive Topic of that phase (ex. Patrol Activities).

The trainee will comment on all Core Competencies in the CTR evaluation as they relate to an incident. The material covered highlights what was learned and what remains to be learned. The trainee should discuss his or her learning, rather than simply narrating the incident.

The PTO will review the trainee's comments and will add his or her own comments and provide feedback and guidance as appropriate.

During the continuation of the phase, further incidents will be chosen that relate to the core competencies. What is noted are improvements, sustained skill sets, or the decline of skills in the core competencies.

Because police work does not conform to regular patterns, different activities will naturally occur at all phases of training. The PTO model has the advantage of being flexible. If an incident occurs in one phase that relates to another phase—for example, a PTO and trainee respond to a domestic violence situation involving home invasion and assault during the Patrol Activities phase—the PTO may choose to take advantage of the learning opportunity and use the incident for a CTR on Criminal Investigation.

Problem-Based Learning Exercise (PBLE)

In addition to learning during daily patrol activities, a second form of training will use the Problem-Based Learning Exercises. Examples can be found in the department's V- drive in the PTO file.

There are four Problem-Based Learning Exercises the trainee will work through. The first two will be presented in the academy setting with precinct PTO's facilitating the recruits learning. The final two will be presented during phase A and phase B of police training. For example, in Phase A, the first problem calls for the trainee to work through a wide range of possible outcomes when responding to Disorderly Youths in the Park. 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 two possible action plans.

The PTO encourages the trainee to listen to their concerns, guidance, and expertise. The PTO serves as both mentor and guide to the trainee as he or she moves through this process.

Once presented with the Problem-Based Learning Exercise, the trainee follows these steps:

Ideas—Lists initial ideas for solving the problem. The trainee will later revisit these ideas to determine their validity in light of the new information he or she gains during the process.

Facts—Lists all of the known facts presented with the problem.

Learning Issues—The trainee asks, “What do I need to know to solve this problem?”

Action Plans—The trainee develops an action plan based on his or her research

Evaluation— At the end of each phase, the PTO will assess the trainee’s mastery of the subject material in that phase. The trainee and the trainer evaluate both the product and the process using the forms provided along with the PBLEs. The trainee presents his or her response to the problem in a number of different ways: verbally, in a written report, or as a formal presentation to the PTO. Part of the evaluation will focus on the trainee’s problem-solving and community-learning process.

Through each stage of the process, the PTO plays the vital role of counselor, facilitator, questioner and resource person.

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 his first solo shift:

In the last nine months, 16 minor motor vehicle accidents have occurred at the intersection of A&B streets, a largely commercial area. The officer learns that section of the city has no allocated budget for road improvement. Lighting is poor and on overcast days, sightlines across both streets are limited. Students from the nearby high school have been involved as either drivers or passengers in 11 of the 16 accidents.

The following process would occur during the next several weeks:

IDEAS

Following the PBL method, the officer creates a list of ideas for solving this problem that might include the following:

Apply to the city for better lighting regardless of the city’s planning budget

Create a safety awareness program at the school

Involve city maintenance in a plan to clear the sightlines

Involve the local business owners in a driver-awareness program for the benefit of customers and employees

Close one of the roads

KNOWN FACTS

The officer would then list the known facts, which would include the following:

Sixteen minor accidents in nine months (no injuries)

Poor visibility

Limited sightlines

Students involved

Near an industrial/commercial area at intersection A/B

LEARNING ISSUES

The officer considers what he or she needs to know and who comprises an effective cohort group.

Some issues to investigate and people to contact may include the following:

Who or what is usually at fault in the accident? Look for patterns. Source – Traffic Reports

What time of day? Source – Reports

Weather conditions? Source – Reports

Speed at impact? Source – Reports

Actions of driver? Sources – Local business owners and involved drivers, Reports

What activities bring the students to the location? Sources – Interviews, Motor Vehicle Reports

What safety awareness programs are currently in place? Source – School

At this point, after the officer researches the relevant learning issues, he or she considers the original list of ideas and eliminates those that are not appropriate for a resolution or reduction in the number of accidents (e.g., close one road).

ACTION PLAN

The officer may, depending upon what he or she learned, wish to consider the following actions:

- Employ Crime Prevention Through Environmental Design (CPTED) to create open sightlines
- Seek approval for more lighting
- Develop an awareness program at the school
- Increase police patrol in the area

EVALUATION

After an appropriate period of time, the officer evaluates the impact of his or her action plan and assesses the need for further action. The officer also evaluates his or her own learning during this period.

CONCLUSION

The new officer's training during the PTO program would foster this problem-solving approach to dealing with the series of accidents in the area. As the officer gains experience, he or she develops problem-solving skills. The PBL structure is a learning method that encourages and develops the necessary tools for the effective police practitioner.

Mid-Term Evaluation

Prior to the Mid-Term Evaluation, the PTO, the Police Training Evaluator (PTE) and the trainee meet to discuss the evaluation process. Then, as Phases A and B of the learning experience are complete, the trainee transfers to the PTE and participates in the Mid-Term Evaluation. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of that week's activities. If the trainee is experiencing difficulties and does not successfully complete the Mid-Term Evaluation, he or she will need to complete a remediation process. The BOE or PTO Staff may also recommend LAPs, PBLEs, or any other training option to help overcome deficiencies.

Learning Activity Packages (LAPs)

If a PTO recognizes either a deficiency in a trainee's skills or knowledge, or sees an opportunity to enhance learning, the trainer should use a Learning Activity Package. These learning tools will serve as a supplemental resource for PTOs and trainees to support a trainee's progress through the program.

PD&T and PTOs should identify consistent areas of weakness shown by trainees and new officers and prepare supplementary training material to address the training needs. The material in the LAP may include legal information, videos, training primers, policies, procedures, information from community partners and other materials relevant to the topic.

Final Evaluation

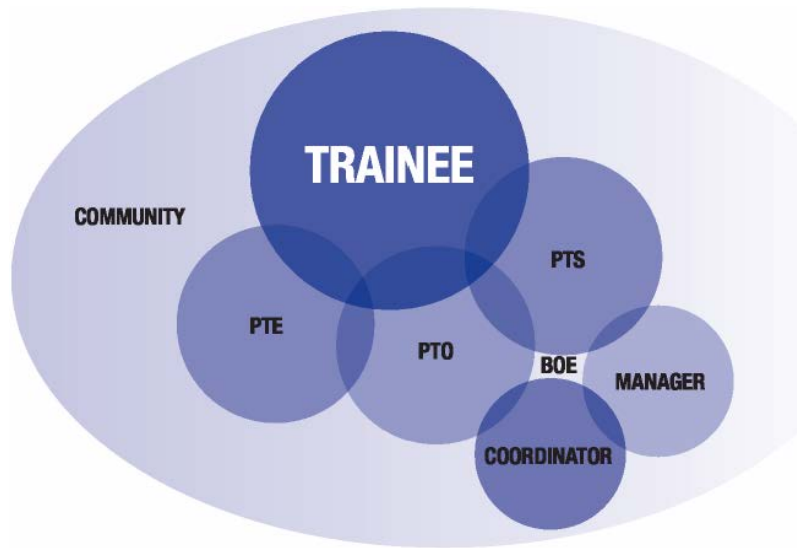
Before the final evaluation, the PTO, the PTE and the trainee meet again to discuss the evaluation process. During the Final Evaluation, the trainee transfers to the PTE. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of the evaluation period. If the trainee experiences difficulties and does not successfully complete the final evaluation, he or she may return to a remedial training phase. Remedial training may be accomplished through reentering phase training, or performing LAPs, PBLEs, and any other prescribed training that focuses on the deficiencies.

Chapter 3

Duties and Responsibilities

Duties and Responsibilities

This section describes the duties and responsibilities of key personnel in the program. Their tasks interrelate and are essential to the success of the program. As members of the PTO program, we must develop the necessary policies and procedures to support the leadership, administration and management of this program. In some cases, minor changes or additions to personnel to manage this program may be necessary to address the unique needs of the department.



Essential Personnel

PTO Training Director

The PD&T Training Director (Lieutenant) shall serve as the PTO Program Director. The PTO Program Director is responsible for developing and implementing the PTO program.

PTO Program Coordinator

The PTO Program Coordinator is responsible for managing and facilitating the program on a daily basis. This person maintains all program records and reports, helps coordinate regular PTO monthly meetings, and facilitates and schedules all training and evaluation phases. The PTO Program Coordinator is a PD&T staff member trained in Problem-Based Learning and the PTO Program.

PTO Sergeant (PTS)

PTO Sergeants (PTSs) are sergeants assigned to each of the four police precincts. The PTS will provide daily supervision and coaching to the PTO/trainee team and ensure that the needs of that learning team are met.

In the PTO program, the PTS will do the following:

- Participate in selecting and evaluating Police Training Officers and Police Training Evaluators
- Provide training in PBL to the PTOs and trainees
- Administer the program according to department regulations
- Meet regularly with the PTO and trainee. Monthly meetings should be conducted, usually at the end of each phase of training. One meeting will consist of the PTOs to discuss their trainees. The other will consist of the trainees to discuss their training.
- Keep the Program Manager and Coordinator informed of any unusual problems or activities related to the PTO/trainee team and the learning experience
- Complete all Remediation Plans

Police 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 Police Training Supervisors and Program Coordinator informed about any pertinent issues associated with the trainee and the learning experience.

During the training program, the PTO will do the following:

- Provide a learning environment for the trainee
- Act as a role model for the trainee
- Complete Coaching and Training Reports on a phase to phase basis
- Prepare material for the trainee, such as relevant community problems, within which the trainee frames his or her learning
- Assist the trainee with the NPE and PBLEs
- Advise and counsel the trainee through each of the problems provided
- Record the teaching and coaching experiences with the trainee and bring forward any persistent concerns to a Police Training Supervisor (PTS)
- Act in accordance with any organizational regulations regarding the training experience
- Maintain a training journal that documents the trainee's progress
- Attend Board of Evaluations (BOE) as necessary

Police Training Evaluator (PTE)

Police Training Evaluators are PTOs who have been selected as evaluators by the PTS. 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 evaluation periods: Mid-Term and Final Evaluations. The PTE will evaluate the trainee during the Mid-Term Evaluation on training received during Phases A and B. For the final phase of evaluation, the PTE will evaluate the trainee comprehensively on training received in Phases A through D.

The Board of Evaluators (BOE)

If at any time during a trainees training they are not meeting an acceptable level of competence for that phase of training, a PTO and/or PTS may request additional training before that trainee can successfully progress into the next phase of scheduled training. This remediation training can be assigned at the precinct level through the PTS, with notification made to the Commanding Officer of PD&T or the Police Training Officer Director, as well as the PTO Coordinator and human resources. The BOE should not be convened unless there are extenuating circumstances surrounding the training/learning of the trainee. If, after the three weeks of

remediation, the trainee still is not at an acceptable competence level, the PTO and/or PTS shall request the convening of the BOE to determine the best options for the trainee.

Once convened, the BOE will be administered by the PTO Training Director (Lieutenant), or designee (LETA staff). The Board will hear from the PTO (PTE) or the PTS, which will provide a summary of the trainee's performance during the training/remediation phases of the program. The PTS shall also prepare and present a BOE packet of all documentation that supports the performance of the trainee, to include but not limited to, all related journaling and CTR's.

The trainee will then have the opportunity to appear before the board to address and answer any questions presented to them. The trainee will then be excused from the proceeding to allow the board members to confer to make a majority rule recommendation to the Chief of Police. The trainee will be informed of the board's recommendation within 72 hours.

The BOE will be responsible for the following:

- Review all trainee and PTO performance as directed by the Program Director or Program Coordinator.
- 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.
- Provide a written recommendation to the PTO Training Director and Program Coordinator on what action to consider regarding training, remedial training, or termination of a trainee or PTO from the training program.
- Conduct an exit interview of each trainee for the purpose of assessing the overall training experience. At this time trainees will be provided with critiques to complete and return to the PTO Program Coordinator within 7 days.
- If needed, the PTO, PTE, or any program supervisor 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.

The Board of Evaluators will consist of the following personnel:

- Commanding Officer of PD&T or the Police Training Officer Director (Chairperson)
- Police Training Officer Coordinator (MPO and/or Sergeant)
- Precinct Police Training Officer Lieutenant (Not from Precinct of trainee /Officer)
- Precinct Police Training Sergeant (Not from Precinct of trainee /Officer)
- Police Training Officer Instructor (Not from Precinct of trainee /Officer)
- Police Training Officer (Not from Precinct of trainee /Officer)
- Human Resources Representative

Trainee's Responsibilities

Trainees entering a PTO program are responsible for the following:

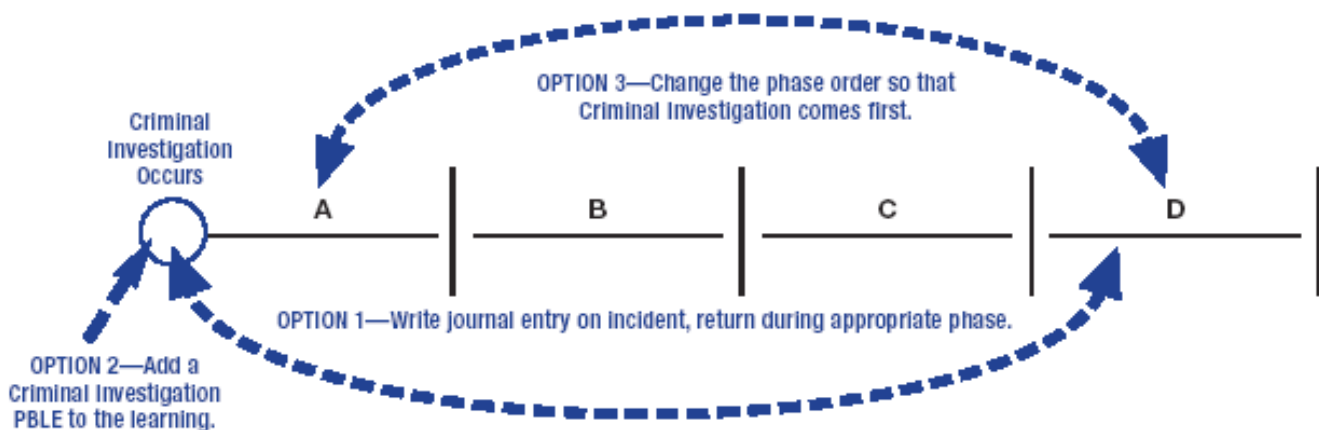
- Using the PBL Model—Trainees must actively use the PBL processes in training. These include the PBLs, the NPE, CTRs, the learning matrix, and any other activities determined by the agency.
- Learning—PTOs can teach and train but they can't make a trainee learn. Trainees must accept responsibility for their own learning as it applies to the job of policing, and take initiative in the learning process.
- Resourcefulness—Police trainees must learn how to use the many resources available to them inside and outside the agency.
- Self-Evaluation and Journal Work—Trainees will participate in self-evaluation and maintain a journal. 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.

Chapter 4

Certified Phase A: Weeks 2-3

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, a criminal investigation arises during the Non-Emergency Response phase—the PTO has three options:



- He or she can simply introduce the criminal investigation topic, and have the trainee document the main issues. The trainee can return to review the incident later during the appropriate phase in the training;
- Develop a new PBLE focusing on criminal investigation and follow the problem-based learning process; or,
- Enter the Criminal Investigation phase and move the Non-Emergency Response phase to later in the program. This is an extraordinary measure that should happen *very infrequently* when an unusual case offers a multitude of learning opportunities. The PTO and Program Coordinator should make the decision to switch phases together, and should only consider switching phases if the trainee and PTO are still very early in their current phase.
- The sections of the learning matrix corresponding to each phase of training are included below, as well as descriptions of suggested procedures, regulations, skills, and learning outcomes that apply to each cell in the matrix. Both trainers and PD&T will incorporate any additional procedures, regulations or skills as needed.
- Phase A and B contain an assigned Problem-Based Learning Exercise. If he or she wishes to do so, the PTO may develop other PBLEs using local circumstances as a secondary assignment in each phase. PBLE's and Evaluation forms can be found on the departments forms drive.

Recruits Phase A: Weeks 2-4

Certified Phase A: Weeks 1-2

Phase A: Patrol Activities

This phase is typically the introduction of many of the everyday activities that are being learned for the first time, outside of the environment of the training academy. Responding to calls for service, getting acquainted with the geography of the precinct, and learning the critical thinking tasks that are necessary to problem solve patrol activities are the main objectives of this phase. Each of the core competencies are evaluated with this in mind.

CELL A1

*Substantive Topic: **Patrol Activities***

*Core Competency: **Police Vehicle Operations***

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Pre-patrol inspection • Operating the vehicle while responding to low priority calls for service • Safely operating the vehicle while being aware of their geographical location • Vehicle positioning during traffic stops • Use of seat belt • Use of emergency equipment • Vehicle pursuits • MDT operations • Police communications • Traffic escorts • Prisoner transportation • Understanding emergency vehicle definition 	<ul style="list-style-type: none"> • G.O. 10.01 • G.O. 10.02 • G.O. 12.01 • G.O. 12.02 • G.O. 12.10 • T.B. 10-06 • T.B. 11-14 • T.B. 11-08 	<ul style="list-style-type: none"> • 10.6 • 10.8 • 10.18 • 10.44

CELL A2

Substantive Topic: Patrol Activities

Core Competency: Conflict Resolution/Communication Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Domestic violence calls • ECOs/TDOs • Courteous and professional with the public • Traffic accident investigations involving subsequent dispute • Neighborhood disputes • Requests to remove unwanted persons from private residences 	<ul style="list-style-type: none"> • Domestic Violence F.G. • Response to Mental Health F.G • T.B. 11-04 • T.B. 11-07 • T.B. 12-05 	<ul style="list-style-type: none"> • 10.69 • 10.70 • 10.71 • 10.72

CELL A3

Substantive Topic: Patrol Activities

Core Competency: Use of Force

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Passive resistant individuals • Active resistant individuals • Assaultive individuals • Timeliness of the application of force • Indecisive actions or lack of commitment by the trainee • Communication and dialogue in use of force situations • Ability to de-escalate the situation once force is applied • Appropriate recognition of injuries to suspect • BlueTeam use of force reporting 	<ul style="list-style-type: none"> • G.O. 5.01 • T.B. 11-01 • T.B. 11-02 • T.B. 11-02A • T.B. 11-02B 	<ul style="list-style-type: none"> • 10.20

CELL A4

Substantive Topic: Patrol Activities

Core Competency: Local Procedures, Policies, Laws, and Organizational Philosophies

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of various general orders & field guides • Elements of a legal arrest • Probable cause v. reasonable suspicion • Stop and frisk (Terry v. Ohio) • Misdemeanor arrests for crimes committed in officer’s presence • Misdemeanor arrests for crimes not committed in officer’s presence • Keeps abreast of current case law 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 6.01 • G.O. 6.07 • Other Various General Orders • Various Field Guides • Various Training Bulletins 	<ul style="list-style-type: none"> • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52 • 10.73 • 10.74 • 10.75 • 10.76 • 10.77

CELL A5

Substantive Topic: Patrol Activities

Core Competency: Report Writing

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • IBRs • Traffic crash investigations • Note taking/preliminary investigations • Field interviews • Summonses/Parking tags • DUI paperwork • Domestic assault paperwork • Proper selection and completion of various forms • Writing clear, concise, accurate and legible reports • Accuracy and completeness • Full narratives • Legibility and grammar 	<ul style="list-style-type: none"> • G.O. 6.05 • G.O. 7.01 • G.O. 11.03 • Domestic Violence F.G. • DUI F.G. • Field Reporting F.G. • T.B. 9-01 • T.B. 9-05 • T.B. 9-08 • T.B. 9-14 • T.B. 11-01 	<ul style="list-style-type: none"> • 10.1 • 10.2 • 10.11 • 10.68 • 10.86

CELL A6*Substantive Topic: Patrol Activities**Core Competency: Leadership*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Command presence • Influencing others to solve their own problems 	<ul style="list-style-type: none"> • G.O. 3.06 	<ul style="list-style-type: none"> • None

CELL A7*Substantive Topic: Patrol Activities**Core Competency: Problem-Solving Skills*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Planned patrols • COP/Community policing principles • Work with the precinct crime analyst • NPE process • PBLEs 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. 	<ul style="list-style-type: none"> • 10.57

CELL A8*Substantive Topic: Patrol Activities**Core Competency: Community-Specific Problems/Cultural Diversity/Special Needs Groups*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of other city agencies • Use of civic leagues • Use of crime analysis • Using crime prevention methods • Use of departmental specialty units • Chaplain or religious services • Crime prevention • Special event planning • Spot blight abatement • Common nuisance situations • Missing persons • Juvenile legal issues • Handling mentally ill subjects • ECO/TDO process • Homeless 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. • Response to Mental Health F.G. • T.B. 10-10 • T.B. 10-23 • T.B. 11-07 • Special Events Planning FG 	<ul style="list-style-type: none"> • 10.57 • 10.69 • 10.70 • 10.71 • 10.72 • 10.73 • 10.75 • 10.77

CELL A9

Substantive Topic: Patrol Activities

Core Competency: Legal Authority/Individual Rights

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Legal authority • Use of force • Taking police actions while off duty • Traffic law enforcement • Traffic direction and control • Abandoned vehicles inventory and towing procedures • Constitutional issues • 4th Amendment waivers • Search and seizure issues • Stop and Frisk (Terry v. Ohio) • Miranda warnings 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 5.01 • G.O. 6.01 • G.O. 6.07 • Other Various General Orders • Constitutional Issues F.G. • Other Various Field Guides • T.B. 10-16 • T.B. 11-04 	<ul style="list-style-type: none"> • 10.12 • 10.19 • 10.20 • 10.21 • 10.22 • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52

CELL A10

Substantive Topic: Patrol Activities

Core Competency: Officer Safety

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Situational awareness • Knowledge of exact location • Searching of prisoners • Role as a backup officer • Approaching vehicle on traffic stop • Listening to police radio • Other issues that may apply • Patrol Operations • Detainee and Prisoners • Traffic Operations 	<ul style="list-style-type: none"> • T.B. 09-09 • T.B. 11-08 • G.O. 11.16 • G.O. 14.01 • T.B. 11-09 • T.B. 11-14 • T.B. 13-07 	<ul style="list-style-type: none"> • 10.7

CELL A11

Substantive Topic: Patrol Activities

Core Competency: Ethics

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ethically sound decision making • Professionalism • On/Off duty behavior • Negative ethical decisions • Applying discretion in a credible manner 	<ul style="list-style-type: none"> • G.O. 1.05 	<ul style="list-style-type: none"> • 10.19 • 10.39

CELL A12

Substantive Topic: Patrol Activities

Core Competency: Lifestyle Stressors/Self-Awareness/Self-Regulation

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ability to decompress after stressful calls • Recognition of triggers • Self-appraises • Acceptance of responsibility • Acceptance of feedback • Appropriate time management 	<ul style="list-style-type: none"> • G.O. 2.10 	<ul style="list-style-type: none"> • None

PD-322A: Problem-Based Learning Exercise A - Patrol Activities (Death Investigation)

PD-321A: Phase A - (Coaching and Training Report)

Chapter 5

Recruit Phase B: Weeks 5-7

Certified Phase B: Weeks 4-5

Phase B: Non-Emergency Incident Response

This is the second phase of the PTO training. By now, the trainee should have a good feel for what the job of a police officer is. He/she should begin to use their prior experience in past calls to come up with solutions for future cases. The time it takes to complete subsequent paperwork should diminish throughout this phase. Each of the core competencies are evaluated with this in mind.

CELL B1

Substantive Topic: Non-Emergency Incident Response

Core Competency: Police Vehicle Operations

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Pre-patrol inspection • Operating the vehicle while responding to low priority calls for service • Safely operating the vehicle • Understanding of route efficiency • Vehicle positioning during traffic stops • Use of emergency equipment • MDT operations • Police communication • Prisoner transportation • Understanding emergency vehicle definition • Orientation of precinct/zone while driving • Obeys traffic laws • Police vehicle accidents • Response to calls for service • Use of seat belt by LEO 	<ul style="list-style-type: none"> • G.O. 10.01 • G.O. 10.02 • G.O. 12.01 • G.O. 12.02 • G.O. 12.10 • G.O. 11.16 • G.O. 14.01 • T.B. 10-06 	<ul style="list-style-type: none"> • 10.6 • 10.8 • 10.18 • 10.44 • 10.01 • 10.02

CELL B2

Substantive Topic: Non-Emergency Incident Response

Core Competency: Conflict Resolution/Communication Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Resolution tactics • Civil dispute procedure • Domestic assault investigations • Courteous and professional with the public • EPOs • Traffic accident investigations involving subsequent dispute • Neighborhood disputes • Requests to remove unwanted persons from private residences • Police radio communications • MDT messages • PA system • Courtroom testimony • Mental Health issues 	<ul style="list-style-type: none"> • Domestic Violence F.G. • Response to Mental Health F.G. • Constitutional Issues FG • G.O. 1.05 • G.O. 6.01 • G.O. 11.16 • G.O. 12.05 • T.B. 10-16 • T.B. 11-07 	<ul style="list-style-type: none"> • 10.69 • 10.70 • 10.71 • 10.72 •

CELL B3

Substantive Topic: Non-Emergency Incident Response

Core Competency: Use of Force

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Proxemics (body positioning, blading, environmental) • Passive resistant individuals • Active resistant individuals • Assaultive individuals • Timeliness of the application of force • Indecisive actions or lack of commitment by the trainee • Communication and dialogue in use of force situations • Ability to de-escalate the situation once force is applied • Appropriate recognition of injuries to suspect • BlueTeam use of force reporting • Tactical approaches for non-emergency situations • Officer presence • Taser/ Less Lethal 	<ul style="list-style-type: none"> • G.O. 5.01 • T.B. 11-01 • T.B. 11-02 • T.B. 11-02A 	<ul style="list-style-type: none"> • 10.20

CELL B4

Substantive Topic: Non-Emergency Incident Response

Core Competency: Local Procedures, Policies, Laws, and Organizational Philosophies

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of various general orders and field guides • Limitations of police powers • Red-light cameras • Evidence handling knowledge • Keeps abreast of current case law • Juvenile booking procedures • Notification of proper personnel (detectives, sergeants, animal control, etc.) 		<ul style="list-style-type: none"> • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52 • 10.73 • 10.74 • 10.75 • 10.76 • 10.77

CELL B5

Substantive Topic: Non-Emergency Incident Response

Core Competency: Report Writing

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • IBRs • Traffic crash investigations • Note taking/preliminary investigations • Field interviews • Summonses/Parking tags • Proper selection and completion of various forms • Felony case files • DUI paperwork • Accuracy and completeness • Full narratives • Legibility and grammar 	<ul style="list-style-type: none"> • G.O. 6.05 • G.O. 7.01 • G.O. 11.03 • Domestic Violence F.G. • DUI F.G. • Field Reporting F.G. • T.B. 11-01 • T.B. 12-04 • T.B. 12-07 	<ul style="list-style-type: none"> • 10.1 • 10.2 • 10.11 • 10.68 • 10.86 • 10.52

CELL B6

Substantive Topic: Non-Emergency Incident Response

Core Competency: Leadership

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Command presence • Influencing others to solve their own problems • Ability to complete tasks with less help from PTO • Taking lead developing NPE • Leadership in citizen encounters 		<ul style="list-style-type: none"> • None

CELL B7

Substantive Topic: Non-Emergency Incident Response

Core Competency: Problem-Solving Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Planned patrols • COP/Community policing principles • Work with the precinct crime analyst • PBLEs • NPE process 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. • G.O. 6.05 • G.O. 6.07 	<ul style="list-style-type: none"> • 10.57

CELL B8

Substantive Topic: Non-Emergency Incident Response

Core Competency: Community-Specific Problems/Cultural Diversity/Special Needs Groups

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of other city agencies • Use of civic leagues • Use of crime analysis • Using crime prevention methods • Chaplain or religious services • Special event planning • Spot blight abatement • Common nuisance situations 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. • Response to Mental Health F.G. • T.B. 10-10 • T.B. 10-23 • T.B. 11-07 	<ul style="list-style-type: none"> • 10.57 • 10.69 • 10.70 • 10.71 • 10.72 • 10.73 • 10.75 • 10.77 • 10.81

CELL B9

Substantive Topic: Non-Emergency Incident Response

Core Competency: Legal Authority/Individual Rights

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of force • Weapons policy • Constitutional issues • Vehicle pursuits • Taking police actions while off duty • Enforcement of immigration • Traffic law enforcement • Traffic safety checkpoints • Traffic escorts • Jurisdiction and mutual aid • Misdemeanor arrests for crime committed in your presence • Misdemeanor arrests not committed in your presence/exceptions • Immunity from arrest • Consular notification • Off-duty police actions • Private vs. public property • Criminal vs. civil matters • Trespass authorization 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 5.01 • G.O. 6.01 • G.O. 6.07 • Other Various General Orders • Constitutional Issues F.G. • Other Various Field Guides • T.B. 10-16 • T.B. 11-04 	<ul style="list-style-type: none"> • 10.12 • 10.19 • 10.20 • 10.21 • 10.22 • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52

CELL B10

Substantive Topic: Non-Emergency Incident Response

Core Competency: Officer Safety

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of force in reference to officer safety • Knowledge of exact location • Searching of prisoners • Situational awareness • Role as a backup officer • Approaching vehicle on traffic stop • Listening to police radio • Tactical awareness 	<ul style="list-style-type: none"> • T.B. 09-09 • T.B. 11-08 	<ul style="list-style-type: none"> • 10.7

CELL B11

Substantive Topic: Non-Emergency Incident Response

Core Competency: Ethics

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ethically sound decision making • Professionalism • On/Off duty behavior • Negative ethical decisions • Applying discretion in a credible manner 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • None

CELL B12

Substantive Topic: Non-Emergency Incident Response

Core Competency: Lifestyle Stressors/Self-Awareness/Self-Regulation

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ability to decompress after stressful calls • Recognition of triggers • Self-appraises • Acceptance of responsibility • Acceptance of feedback • Appropriate time management • Dealing with high workload 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • None

PD-322B: Problem-Based Learning Exercise B – Non-Emergency Response (Domestic Dispute/Suicidal Subject)

PD-321B: Phase B – (Coaching and Training Report)

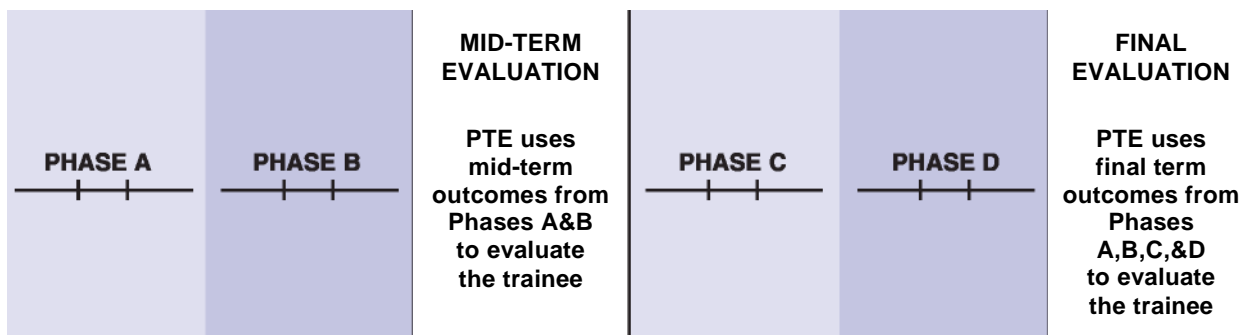
Chapter 6
Recruit Mid-Term Evaluation Week 8

Certified Mid- Term Evaluation Week 6

Mid-Term Evaluation

The Mid-Term Evaluation is the first formal independent evaluation of the trainee. The trainee transfers from his or her PTO to a Police Training Evaluator (PTE) and participates in a Mid-Term Evaluation to determine progress. This evaluation lasts one week. The PTE will use the Matrix Learning Outcomes as a basis for the evaluation period.

Following a successful Mid-Term Evaluation, the trainee moves into Phase C (Emergency Incident Response) and works with the same PTO he/she had during Phase A.



[PD-323: Mid-Term Evaluation](#)

Remediation

A trainee that is experiencing problems can be given an extension, to include no more than three weeks total in the first two phases and no more than three weeks in the final two phases. During this time, Learning Activity Packages (LAP) or a Problem Based Learning Exercise (PBLE) may be given to the trainee to focus on areas of inexperience, weakness, or problems that the trainee is facing.

A Remediation plan will be completed to address the problem(s), an action plan to improve the problem(s), and an evaluation of the action plan. In order to create a remediation plan the PTS should identify all the core competencies the trainee is demonstrating consistent deficiencies and create the plan around those areas. The PTS should seek the guidance of PD&T should they have concerns with creating the remediation plan. The remediation plan should define documented performance deficiencies, performance expectations and a plan to improve those deficiencies. After the extension, if improvement is shown in the problem areas, the trainee will continue through the training. A remediation plan may be completed at any time a PTO observes a continuing deficiency. It does not necessarily have to coincide with a 3-week extension.

In the event of any 3-week extension, a remediation plan (PD-326) shall be completed prior to start of the period. That form will be reviewed by the Program Director at PD&T, Human Resources, and the City Attorney to ensure that it conforms to the guidelines set forth in Field Guide Action Plans for Improved Performance. Once the plan is approved it will be shared with the trainee to ensure that expectations of the plan are clearly understood.

Specific Instructions for the Remediation are as follows:

1. A summary of each core competency of weakness that warrants remediation shall be documented on this form. Examples describing actions or lack thereof should be used to illustrate these points.
2. A plan of action is outlined proposing specific training and goals necessary to correct deficiencies. Performance expectations should also be included to let the trainee know what is specifically expected of them and their performance.
3. A specific timetable for further review of progress shall be included so that there is no ambiguity of the length of his or her remediation during that phase.
4. The PTO and the trainee shall sign this form stating that they have read and understand the contents of this remediation.
5. Following the implementation and completion of the stated timetable of the remediation, an evaluation should be completed on the same form. The remediating PTO shall complete the evaluation. Each core competency should be evaluated in detail to describe whether or not the problem the deficiencies have been corrected has been fully corrected.

The PTO Sergeant may give a trainee a remedial training extension of 3 weeks, prior to the mid-term week, or after an unsuccessful mid-term evaluation. If the extension is given after the unsuccessful mid-term, the trainee must successfully complete another mid-term evaluation prior to moving on to Phase C. If a trainee has not successfully completed the mid-term evaluation, the BOE will need to be convened to make recommendations on additional training or possible termination.

The procedure is the same for in Phases C and D as well. If, after final evaluation, the trainee is still not ready to be on his or her own, the trainees training package will be presented to the BOE again for a recommendation on additional training or possible termination. [PD-326: Remediation](#) or [PD-326AC: Remediation](#)

Chapter 7

Recruit Phase C: Weeks 9-11

Certified Phase C: Weeks 7-8

Phase C: Emergency Incident Response

Being the third phase of the PTO training, the trainee should be taking the lead in normal calls for service and traffic stops. In this evaluation period, the concentration of documentation should pertain to emergency incidents that occur during their tour of duty. Each of the core competencies are evaluated with this in mind.

CELL C1

*Substantive Topic: **Emergency Incident Response***

*Core Competency: **Police Vehicle Operations***

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Operating the vehicle while responding to high priority calls for service • Safely operating the vehicle during high stress • Understanding of route efficiency for quickest response times • Using the vehicle for high risk vehicle stops • Use of emergency equipment in high stress • MDT operations • Vehicle pursuit driving and communication • Police communication during high stress • Understanding emergency vehicle definition • Orientation of precinct/zone while driving • Obey traffic laws 	<ul style="list-style-type: none"> • G.O. 10.01 • G.O. 10.02 • G.O. 10.04 • G.O. 12.01 • G.O. 12.02 • G.O. 12.10 • T.B. 10-06 • T.B. 11-14 	<ul style="list-style-type: none"> • 10.6 • 10.8 • 10.18 • 10.44

CELL C2

Substantive Topic: Emergency Incident Response

Core Competency: Conflict Resolution/Communication Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ability to defuse high stress confrontations • Code two domestic assault investigations • Crisis intervention situations • Courteous and professional with the public • High stress police radio communications • PA system use during high risk vehicle stop 	<ul style="list-style-type: none"> • Domestic Violence F.G. • Response to Mental Health F.G. • G.O. 11.16 • G.O. 1.01 • G.O. 5.01 • G.O. 12.02 • T. B. 11-04 	<ul style="list-style-type: none"> • 10.69 • 10.70 • 10.71 • 10.72

CELL C3

Substantive Topic: Emergency Incident Response

Core Competency: Use of Force

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Proper escalation and de-escalation within the use of force continuum • Proper use of proxemics • Tactical approaches during emergency situations • Passive resistant individuals • Active resistant individuals • Assaultive individuals • Timeliness of the application of force • Indecisive actions or lack of commitment by the trainee • Communication and dialogue in use of force situations • Appropriate recognition of injuries to suspect • BlueTeam use of force reporting 	<ul style="list-style-type: none"> • G.O. 5.01 • T.B. 11-01 • T.B. 11-02 • T.B. 11-02A • T.B. 11-02B 	<ul style="list-style-type: none"> • 10.20

CELL C4

Substantive Topic: Emergency Incident Response

Core Competency: Local Procedures, Policies, Laws, and Organizational Philosophies

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of various general orders and field guides • Limitations of police powers • Red-light cameras-proceeding through intersections with caution • Notification of proper personnel (detectives, sergeants, animal control, etc.) • Responding to high risk crimes in progress • Major emergencies or disasters • Keeps abreast of current case law 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 6.01 • G.O. 6.07 • G.O. 10.02 • G.O. 11.02 • T.B. 11-14 • Other Various General Orders • Various Field Guides • Various Training Bulletins 	<ul style="list-style-type: none"> • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52 • 10.73 • 10.74 • 10.75 • 10.76 • 10.77

CELL C5

Substantive Topic: Emergency Incident Response

Core Competency: Report Writing

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • ICS Reporting following major incident • Note taking during significant incident scenes (homicides, pursuits) • Other issues that may apply • Field Interview Witness/ Involved • BlueTeam 	<ul style="list-style-type: none"> • G.O. 6.05 • G.O. 7.01 • G.O. 11.03 • G.O. 13.01 • Domestic Violence F.G. • DUI F.G. • Field Reporting F.G. • T.B. 11-01 	<ul style="list-style-type: none"> • 10.1 • 10.2 • 10.11 • 10.68

CELL C6

Substantive Topic: Emergency Incident Response

Core Competency: Leadership

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Command presence • Influencing others to solve their own problems • Ability to complete tasks with less help from PTO • Leadership in citizen encounters • Incident Command (ICS): First responder leadership and delegation 	<ul style="list-style-type: none"> • G.O. 3.06 • G.O. 10.02 • G.O. 11.02 • G.O. 13.01 	<ul style="list-style-type: none"> • None

CELL C7

Substantive Topic: Emergency Incident Response

Core Competency: Problem-Solving Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Awareness of high risk/low frequency crimes and community issues that affect area safety and quality of life • Proactively problem solves emergency cases • Thinks beyond surface problems • Quickly analyzes information 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. 	<ul style="list-style-type: none"> • 10.57

CELL C8

Substantive Topic: Emergency Incident Response

Core Competency: Community-Specific Problems/Cultural Diversity/Special Needs Groups

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Anticipating community-specific problems that may result in threats to community safety or emergency response incidents • Identifying the interrelationships and influences that community problems and crime may have on neighboring beats or communities • Shows empathy to victims • Emergency custody orders • Utilizes chaplain services for critical incidents 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. • Response to Mental Health F.G. • T.B. 10-10 • T.B. 10-23 • T.B. 11-07 	<ul style="list-style-type: none"> • 10.57 • 10.69 • 10.70 • 10.71 • 10.72 • 10.73 • 10.75 • 10.77

CELL C9

Substantive Topic: Emergency Incident Response

Core Competency: Legal Authority/Individual Rights

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of mandatory arrest procedures • Use of force • Escalation and de-escalation of force • Vehicle pursuits • Constitutional issues • Stop and frisk (Terry vs. Ohio) • Rules of search and seizure • Miranda warnings 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 5.01 • G.O. 6.01 • G.O. 6.07 • G.O. 11.02 • G.O. 10.04 • Other Various General Orders • Constitutional Issues F.G. • Other Various Field Guides • T.B. 10-16 • T.B. 11-04 	<ul style="list-style-type: none"> • 10.12 • 10.19 • 10.20 • 10.21 • 10.22 • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52

CELL C10*Substantive Topic: Emergency Incident Response**Core Competency: Officer Safety*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of force • Knowledge of exact location • Searching of prisoners • Situational awareness • Police radio communications • Securing the scene of high risk situation • Taking custody of violent or armed persons • Cover vs. concealment • Positioning vehicle in emergency situations 	<ul style="list-style-type: none"> • T.B. 09-09 • T.B. 11-08 • G.O. 5.01 • G.O. 8.04 • G.O. 11.16 • G.O. 12.02 • Evidence Handling FG 	<ul style="list-style-type: none"> • 10.7

CELL C11*Substantive Topic: Emergency Incident Response**Core Competency: Ethics*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ethically sound decision making • Professionalism • Negative ethical decisions • Applying discretion in a credible manner 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

CELL C12*Substantive Topic: Emergency Incident Response**Core Competency: Lifestyle Stressors/Self-Awareness/Self-Regulation*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Ability to decompress after stressful calls • Recognition of triggers • Self-appraises • Acceptance of responsibility • Acceptance of feedback • Remaining calm under stress • Ability to self-assess professionalism, competency, and fairness • Effectively managing calls for service 	<ul style="list-style-type: none"> • G.O. 1.06 • G.O. 2.15 • G.O. 3.06 • G.O. 19.01 	<ul style="list-style-type: none"> • None

[PD-321C: Phase C – \(Coaching and Training Report\)](#)

Chapter 8**Recruit Phase D: Weeks 12-14****Certified Phase D: Weeks 9-10****Phase D: Criminal Investigation**

In this final phase of training, the trainee is expected to take the lead in normal calls for service and traffic stops. In this evaluation period, the concentration of documentation should pertain to the investigation of criminal offenses. Each of the core competencies are evaluated with this in mind.

CELL D1

Substantive Topic: Criminal Investigation

Core Competency: Police Vehicle Operations

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Thoroughly checks the patrol vehicle for weapons/contraband • Assists detectives with show up investigation using vehicle • Does not contaminate crime scene with vehicle • Properly uses vehicle and tape to establish crime scene • Obeys traffic laws 	<ul style="list-style-type: none"> • G.O. 10.01 • G.O. 10.02 • G.O. 12.01 • G.O. 12.02 • G.O. 12.10 • T.B. 10-06 	<ul style="list-style-type: none"> • 10.6 • 10.8 • 10.18 • 10.44

CELL D2

Substantive Topic: Criminal Investigation

Core Competency: Conflict Resolution/Communication Skills

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Dealing with hostile victims and witnesses • Relaying information to detectives • Courteous and professional with the public • Uses empathy with victims • Handling interagency conflicts 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 10.69 • 10.70 • 10.71 • 10.72

CELL D3

Substantive Topic: Criminal Investigation

Core Competency: Use of Force

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Proper escalation and de-escalation within the use of force continuum • Proper use of proxemics • Tactical approaches during emergency situations • Passive resistant individuals • Active resistant individuals • Assaultive individuals • Timeliness of the application of force • Indecisive actions or lack of commitment by the trainee • Communication and dialogue in use of force situations • Appropriate recognition of injuries to suspect • BlueTeam use of force reporting 	<ul style="list-style-type: none"> • G.O. 5.01 • T.B. 11-01 • T.B. 11-02 • T.B. 11-02A 	<ul style="list-style-type: none"> • 10.20

CELL D4

Substantive Topic: Criminal Investigation

Core Competency: Local Procedures, Policies, Laws, and Organizational Philosophies

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of various general orders & field guides • Elements of a legal arrest • Probable cause v. reasonable suspicion • Stop and frisk (Terry v. Ohio) • Misdemeanor arrests for crimes committed in officer’s presence • Misdemeanor arrests for crimes not committed in officer’s presence • Custody vs. non-custody interrogations • When Miranda warnings apply • Keeps abreast of current case law 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 6.01 • G.O. 6.07 • Other Various General Orders • Various Field Guides • Various Training Bulletins 	<ul style="list-style-type: none"> • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52 • 10.73 • 10.74 • 10.75 • 10.76 • 10.77

CELL D5

Substantive Topic: Criminal Investigation

Core Competency: Report Writing

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • IBRs • Traffic crash investigations • Note taking/preliminary investigations • Field interviews • DUI paperwork • Domestic assault paperwork • Proper selection and completion of various forms • Writing clear, concise, accurate and legible reports • Memos to detectives • Accuracy and completeness • Full narratives • Legibility and grammar • Preparing complete PD3 	<ul style="list-style-type: none"> • G.O. 6.05 • G.O. 7.01 • G.O. 11.03 • Domestic Violence F.G. • DUI F.G. • Field Reporting F.G. • T.B. 9-01 • T.B. 9-05 • T.B. 9-08 • T.B. 9-14 • T.B. 11-01 	<ul style="list-style-type: none"> • 10.1 • 10.2 • 10.11 • 10.68 • 10.86

CELL D6*Substantive Topic: Criminal Investigation**Core Competency: Leadership*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Command presence • Influencing others to solve their own problems • Taking lead in investigation of felony case 	<ul style="list-style-type: none"> • G.O. 3.06 	<ul style="list-style-type: none"> •

CELL D7*Substantive Topic: Criminal Investigation**Core Competency: Problem-Solving Skills*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Planned patrols • COP/Community policing principles • Work with the precinct crime analyst • PBLEs • NPE process 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. 	<ul style="list-style-type: none"> • 10.57

CELL D8*Substantive Topic: Criminal Investigation**Core Competency: Community-Specific Problems/Cultural Diversity/Special Needs Groups*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Use of other city agencies • Use of civic leagues • Use of crime analysis • Using crime prevention methods • Chaplain or religious services • Spot blight abatement • Common nuisance situations 	<ul style="list-style-type: none"> • G.O. 8.01 • G.O. 11.07 • G.O. 11.08 • PTO F.G. • Response to Mental Health F.G. • G.O. 19.01 • T.B. 11-07 	<ul style="list-style-type: none"> • 10.57 • 10.69 • 10.70 • 10.71 • 10.72 • 10.73 • 10.75 • 10.77

CELL D9

Substantive Topic: Criminal Investigation

Core Competency: Legal Authority/Individual Rights

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Constitutional issues • Enforcement of immigration • Misdemeanor arrests for crime committed in your presence • Misdemeanor arrests not committed in your presence/exceptions • Consular notification • Private vs. public property • Criminal vs. civil matters • Felony vs. misdemeanor arrests • Miranda warnings • Handling property and evidence • Laboratory analyses • Awareness of case law 	<ul style="list-style-type: none"> • Virginia State Code • V.B. City Code • G.O. 5.01 • G.O. 6.01 • G.O. 6.07 • G.O. 11.10 • T.B. 12-06 • Other Various General Orders • Constitutional Issues F.G. • Other Various Field Guides • T.B. 10-16 • T.B. 11-04 	<ul style="list-style-type: none"> • 10.12 • 10.19 • 10.20 • 10.21 • 10.22 • 10.45 • 10.47 • 10.48 • 10.49 • 10.50 • 10.51 • 10.52

CELL D10

Substantive Topic: Criminal Investigation

Core Competency: Officer Safety

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Knowledge of exact location • Searching of prisoners • Situational awareness • Role as a backup officer • Listening to police radio • Tactical awareness • Safe handling of biohazard (body fluids) 	<ul style="list-style-type: none"> • T.B. 09-09 • T.B. 11-08 	<ul style="list-style-type: none"> • 10.7

CELL D11

Substantive Topic: Criminal Investigation

Core Competency: Ethics

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none"> • Reporting excessive force, abuse of power, or corruption • Ethically sound decision making • Professionalism • Negative ethical decisions • Applying discretion in a credible manner 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • None

CELL D12*Substantive Topic: Criminal Investigation**Core Competency: Lifestyle Stressors/Self-Awareness/Self-Regulation*

This cell may include the following:

	References	DCJS Objectives
<ul style="list-style-type: none">• Ability to self-assess professionalism, competency, and fairness• Effectively managing calls for service	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• None

[PD-321D: Phase D – \(Coaching and Training Report\)](#)

Chapter 9

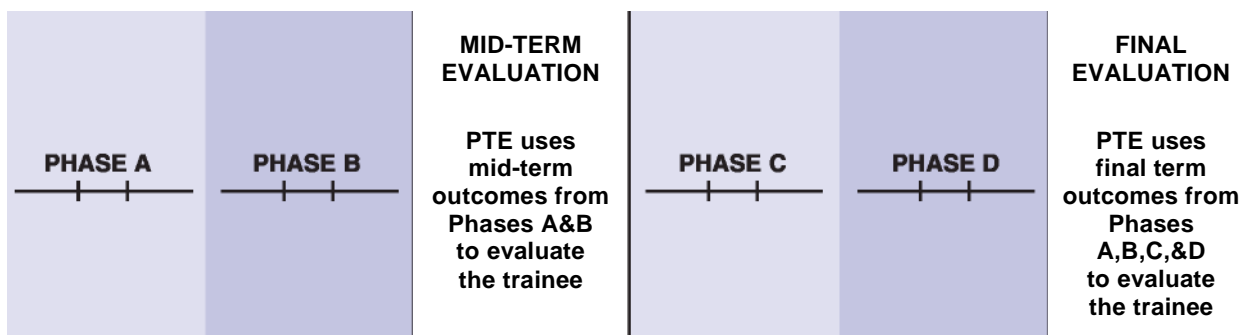
Recruit Final Evaluation: Week 15-16

Certified Final Evaluation: Week 11-12

Final Evaluation

The trainee transfers from his or her PTO to a PTE and participates in the Final Evaluation to determine his or her progress before assuming a police assignment. The learning matrix will guide the evaluation process. The PTE will use the Matrix Learning Outcomes from all four phases as a basis for the evaluation. The duration of the Final Evaluation is two weeks.

If the trainee does not successfully complete the final evaluation, the PTS may decide that a 3-week extension may be required prior to completing another final evaluation. The PTS can also decide that the BOE needs to be convened to determine the best course of action for the trainee.



[PD-324: Final Evaluation](#)

DCJS Certification

Law enforcement officers in the Commonwealth of Virginia are required to complete one hundred (100) hours of field training. The hundred hour requirement must be reported to the Department of Criminal Justice Services (DCJS) on form B-13, Revised April 2012. The completed form will be initialed by the PTO and sent, via the PTO Sergeant, to PD&T. The training Lieutenant of PD&T will sign the form and will then be scanned into trainees folder. The B-13 form will then be maintained on file at the agency for inspection.

A Field Training/ On the Job Training Completion Form (Form FTO/OJT) April 2013 will be submitted to DCJS.

By initialing the certification form, the PTO is stating that the trainee has demonstrated competency in all the performance outcomes listed below:

Law Enforcement Performance Outcomes Category 10 -- Field Training

In conjunction with responding to calls for law enforcement service, the officer must identify requirements related to the employing law enforcement agency, local court systems, local government structures, and community resources and agencies which may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:

10.1 - 10.46 Department Policies, Procedures, and Operations (General Law Enforcement)

- 10.1.** Identify department policy and procedure related to handling traffic accidents with injuries and/or fatalities.
- 10.2.** Identify department policy and procedure related to handling traffic accidents without injuries and/or fatalities.
- 10.3.** Identify department policy and procedure relating to giving warning notices for and/or impounding abandoned vehicles.
- 10.4.** Identify department policy regarding assistance to motorists by starting vehicles using jumper cables.
- 10.5.** Identify department policy regarding transportation of persons needing assistance.
- 10.6.** Identify department policy regarding vehicle operations.
- 10.7.** Identify department policy regarding high-risk motor vehicle stops.
- 10.8.** Identify department policy regarding emergency response driving.
- 10.9.** Identify department policy regarding use of a patrol vehicle as a barrier to assist in apprehending a suspect.
- 10.10.** Identify department policy regarding traffic checking details.
- 10.11.** Identify department policy regarding any special requirements associated with investigation of accidents involving law enforcement vehicles.
- 10.12.** Identify department policy for notifying proper authority to direct removal of vehicles obstructing traffic.
- 10.13.** Identify department policy and procedure to check patrol vehicle speedometer calibration.
- 10.14.** Identify department procedure to repair or replace non-functioning equipment.

- 10.15.** Identify department procedure to prioritize and document telephone interviews about complaints or requests for service.
- 10.16.** Identify department procedure for handling complaints about law enforcement personnel.
- 10.17.** Identify department policy relating to explanation of the nature of complaints to offenders.
- 10.18.** Identify department policy and procedure relating to the use of restraints, safety equipment, and transporting arrestees.
- 10.19.** Identify department policy regarding discretionary arrest.
- 10.20.** Identify department policy regarding use of force issues, physical restraints, and weapons.
- 10.21.** Identify department policy regarding issues of false arrest.
- 10.22.** Identify department policy regarding treatment of arrestee(s).
- 10.23.** Identify department policy regarding privacy and security of person(s) and information.
- 10.24.** Identify department policy and procedure regarding strip searches of arrestees.
- 10.25.** Identify department policy regarding taking intoxicated persons to detox, jail or a lockup.
- 10.26.** Identify department policy regarding false alarms.
- 10.27.** Identify department policy regarding shoplifting complaints.
- 10.28.** Identify department policy relating to visual checks of homes or businesses to ensure security.
- 10.29.** Identify department policy relating to escorting money, valuables, or people to provide security.
- 10.30.** Identify department policy and procedure relating to a found person.
- 10.31.** Identify department policy and procedures relating to lost property.
- 10.32.** Identify department policy and procedures relating to found property.
- 10.33.** Identify department policy regarding family abuse/domestic violence issues.
- 10.34.** Identify department policy relating to hostage negotiations.
- 10.35.** Identify department policy relating to barricaded subjects.
- 10.36.** Identify department policy and procedure to follow when participating in aids involving multiple agencies.
- 10.37.** Identify department policy and components of emergency disaster response plans.
- 10.38.** Identify department policy regarding when to check with supervisors regarding follow-up investigations.
- 10.39.** Identify department policy relating to carrying a firearm when off duty.
- 10.40.** Identify department policy regarding self-identification as a law enforcement officer.
- 10.41.** Identify department policy on providing information to persons participating in ride-along programs.

- 10.42.* Identify department policy related to the use of a K-9.
- 10.43.* Identify department policy related to use of speed enforcement devices to clock rated speed when assigned.
- 10.44.* Identify department policy related to use of a patrol vehicle.
- 10.45.* Read and comprehend department policies and apply same to law enforcement practices.
- 10.46.* Identify department recruitment policies and be able to explain these.

10.47 - 10.52 Local Government Structure and Local Ordinances

- 10.47.* Upon request, explain to a violator the county or municipal ordinance that is the basis for a summons.
- 10.48.* Identify violations which are reportable to proper authority of an educational institution (e.g., truancy, drinking, etc.).
- 10.49.* Identify local ordinances related to loitering, panhandling, nuisances, and other behaviors not specifically covered in the Code of Virginia.
- 10.50.* Identify local ordinances related to animal complaints.
- 10.51.* Identify local ordinances related to noise violations.
- 10.52.* Issue citations for violations of various ordinances.

10.53 - 10.56 Court Systems, Personnel, Functions, and Locations

- 10.53.* Identify procedures which help to maintain effective relations with court personnel officials.
- 10.54.* Explain court procedures to suspects, victims, and witnesses.
- 10.55.* Identify local resources that may assist an arrestee in obtaining bail.
- 10.56.* Identify how to contact the office of the commonwealth attorney with questions regarding prosecution.

10.57 - 10.59 Resources and Referrals

- 10.57.* Identify and provide referral to appropriate social services or help agencies according to need.
- 10.58.* Identify local agencies available to assist victims of rape and/or other sex crimes.
- 10.59.* Provide street directions in patrol and jurisdiction areas.

10.60 - 10.68 Records and Documentation

- 10.60.* Identify court and legal papers for filing and record keeping.
- 10.61.* Identify department policy and procedure relating to access to department records and NCIC or VCIN.
- 10.62.* Identify department procedure to contact Commonwealth's Attorney regarding paperwork for seizure of items related to asset forfeiture.
- 10.63.* Identify department format for entering data on cards for filing.
- 10.64.* Identify department procedures to initial, mark, and label evidence and seized, detained or recovered property to establish chain of custody and maintain inventory storage requirements.
- 10.65.* Identify department policy and procedure for disposition of property and evidence (release or destruction).
- 10.66.* Identify department procedures to file and retrieve documents in records system.
- 10.67.* Identify department policy and procedure relating to VCIN and NCIC entry for lost, missing, or abducted person.
- 10.68.* Provide mutual assistance in reviewing reports for completeness and accuracy when requested.

10.69 - 10.72 Administrative Handling of Mental Cases

- 10.69.* Identify department policy related to handling cases of mental illness/ abnormal behavior and taking into custody when necessary.
- 10.70.* Identify department procedure to serve mental health commitment papers (emergency custody orders or temporary detention orders only).
- 10.71.* Identify department procedure regarding pick-up, transport, delivery locations and processing of mental patients.
- 10.72.* Identify department procedures for contacting mental health resources.

10.73 - 10.77 Local Juvenile Procedures

- 10.73.* Identify department policy related to local juvenile procedures.
- 10.74.* Identify department policy relating to the apprehension of juvenile offenders and placement in custody.
- 10.75.* Identify department policy regarding advising juveniles of their constitutional rights without a parent present.
- 10.76.* Identify department policy relating to the transportation of juveniles to a home or a detention center.
- 10.77.* Identify department policy for handling a juvenile complaint.

10.78 - 10.81 Detention Facilities and Booking Procedures

- 10.78.* Identify department procedures for booking an arrested person.
- 10.79.* Identify department procedures for photographing the arrested person from front and side views.
- 10.80.* Observe and evaluate physical condition of arrestee to assess need for medical attention.
- 10.81.* Recognize signs of mental illness/disability to assess need for psychiatric attention.

10.82 - 10.89 Facilities and Territory Familiarization

- 10.82.* Identify streets in patrol and jurisdiction areas.
- 10.83.* Demonstrate patrol procedures during department training.
- 10.84.* Identify components of department emergency response plan for disasters.
- 10.85.* Investigate damage to roadways to assess safety, repair needs, etc.
- 10.86.* Issue parking tickets.
- 10.87.* Analyze weather and road conditions to assess need for emergency equipment such as snow plow, sand trucks, etc.
- 10.88.* Investigate unusual odors.
- 10.89.* Investigate unusual sounds or noises.

10.90 - 10.95 Miscellaneous

- 10.90.* Sit, stand, or walk for 4 hours or more out of an 8-hour time frame on a non-continuous basis without pain or fatigue.
- 10.91.* Identify radio codes or communications language used by the department.
- 10.92.* Operate the department's preliminary breath test equipment to test blood alcohol content.
- 10.93.* Demonstrate or explain use of department camera to photograph accident scene or crime scene.
- 10.94.* Demonstrate a photographic line-up.
- 10.95.* Test operate communications equipment to be sure it is in working order.

Chapter 10

Records Management

Records Management

The PTO Program Coordinator will manage all records associated with the PTO Program. Prior to the recruits graduating the police academy, the coordinator will set up folders on the network (V Drive) to handle the paperless forms. It is located at:

V:\Departments\Police\Departmental\PTO

One folder per trainee will hold each of the forms that will be completed throughout the PTO Program. All PTOs and program supervisors will have read-write access to the trainee's forms. Forms shall be completed and stored in the folder within 7 calendar days after completion of the phase.

At the completion of the training, all forms will be burned on to CDs and/or DVDs for retention at PD&T. These records will be retained indefinitely.

DCJS Field Training for Law Enforcement Form

DCJS Field Training/ On the Job Training Completion Form (FTO/OJT)