

**CSU NORTHRIDGE
POLICE DEPARTMENT
FIELD TRAINING PROGRAM**

**PART III
THE FIELD TRAINING
PROGRAM GUIDE**

ELEMENTS OF THE FIELD TRAINING PROGRAM GUIDE

A Field Training Program Guide is essential to the success of any field training experience. The Field Training Guide will be used to instruct newly assigned patrol officers in the various duties, which they will most likely perform during their careers. Obviously, all situations and problems cannot be included but the subjects therein should constitute the basis for a good foundation for future activities on the job. The guide will serve as the "lesson plan" for the Field Training Officer's instruction.

The first part of the guide contains information explaining the Field Training Program and its operation. It will be provided to trainees at or near the time that they enter the program. While this portion may not contain all the information found in the Department's Standard Operation Procedure Manual and Directive Orders, certain excerpts from these documents are incorporated into this section of the training guide.

The department has incorporated the below topics into the program guide:

- 1) Goals and Objectives of the Field Training Program
- 2) The Chain of Command and Supervision Information
- 3) Explanation of the Field Training Program
- 4) Expectations of Trainees and Field Training Officers
- 5) Explanation of the Evaluation Process and DORs
- 6) The Standardized Evaluation Guidelines (SEGs)

The second part of the Field Training Guide contains comprehensive lists of the knowledge and skills that the FTO is required to impart to the trainee and then evaluate the trainee's ability to retain the knowledge and demonstrate the skills. These lists are designed to ensure that trainees receive specific training in designated topics or areas. These training topics are generally broken into weekly and/or phase segments. Responsibility for covering the items and listed tasks lies with the FTO to whom the trainee is assigned for that specific week, group of weeks, or phase. Training in and completion of the designated topics or areas will give trainees the foundation to draw from when handling incidents that have not been actively demonstrated. It would be impossible to train a newly assigned officer in every area that may be encountered throughout a career but this program will provide a firm foundation on which to build.

Field Training Officers should, at a minimum, instruct in the areas that are outlined in each specific topic. To further assure accountability, columns are placed on each page of the guide wherein the FTO indicates, by placing his/her initials and or badge number, (1) the date the material or skill was discussed, instructed, or demonstrated, and (2) the date the trainee displayed adequate competence. The FTO will also identify the manner in which the skill or knowledge was delivered and performed (i.e., written test, verbal test, scenario, or field performance). Additionally, there is a place for the trainee's initials, badge number, and date wherein the trainee acknowledges having received the instruction.

In addition to the instruction the trainee will be receiving from the FTO, it is possible the trainee will need to do some further studying. A library is maintained at the police station by the training staff, which includes *POST* training videos, briefing material and other training aids.

Trainees are also advised to maintain copies of the Penal Code, Vehicle Code, and Municipal Codes and know the location(s) of other reference materials.

It is the responsibility of the Field Training Supervisor (FTS) to oversee the development and maintenance of the department's field training program guide. The FTS will designate a committee to review and keep current the materials presented in the department's guide. The field training program guide is individually developed for this department. Constant revision based on input from trainees, FTOs, and other program staff will make the department's field training program guide a viable resource and basis for a successful Field Training Program.

THE FIELD TRAINING PROGRAM GUIDE

The *CSUN Police Department Field Training Program Guide* is designed to be used by the FTO and the trainee as a basis for instruction and study for the Field Training Program. The guide contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the department and duties, and progresses to performance independent of the FTO. The guide contains no policies, procedures, or specific methods to follow; it simply directs a training response to needs or situations that could be encountered by any peace officer in the state that is assigned to general law enforcement patrol duties. Therefore, the department includes its specific policies, procedures, or directives in the *Policies and Procedures Manual* and the trainee is expected to obtain these and learn them. The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. The guide also requires the trainee to apply skills and knowledge that were acquired in the Regular Basic Course. The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

The *CSUN Police Department Field Training Program Guide* can be used to train newly assigned officers who have recently graduated from the Regular Basic Course (Academy), who have been employed through lateral entry, or others who are on their initial assignment to general law enforcement patrol duties. The following areas are intended to clarify the application of the *Field Training Program Guide*:

Topics / Instructional Areas

Trainees are expected to demonstrate competency in the following topics or areas as outlined in the *CSUN Police Department Field Training Guide*:

Agency Orientation/Department Policies (including ethics, standards, and conduct)	Tactical Communications / Management Resolution
Patrol Vehicle Operations	Traffic (including DUI)
Officer Safety	Use of Force
Report Writing	Search and Seizure
California Codes and Law	Radio Communications
Patrol Procedures (including Domestic Violence, Pedestrian and Vehicle Stops, etc)	Self-Initiated Activity
Control of Persons, Prisoners, and Mentally Ill (Adults and Juveniles)	Investigations / Evidence
	Community Relations/Professional Demeanor (including Community Policing and Cultural Diversity)
	Department Specific Topics

Format

The CSUN Police Department Field Training Program has these 15 topics or areas of instruction segmented. Each contains knowledge and performance based objectives for the trainee to accomplish. Each topic may be presented, wholly or in portions, in a suitable training period that will meet the department's needs (i.e., one day, one week, one month). The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of

past instruction to each new subject. The department's training staff has determined the appropriate format for its field-training program. This department uses the same performance objectives as listed in the POST Field Training Program and has added its own specific policies, procedures, and directives, etc. to further enhance the program.

Training and Testing Methods

Because of the very nature of patrol work, not every field incident that the Field Training Program Guide requires a trainee to perform will occur within the time frame of the program. The FTO will improvise by volunteering, when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, directives, training bulletins, or standard operation procedures that the trainee is responsible for knowing. The FTO will then proceed through the field-training guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the field-training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught. Based on a variety of reasons (calls for service, demographics, location, etc.), trainees may have to demonstrate successful comprehension and competency through alternative ways. The methods for "competency demonstration" used in the Field Training Program are:

(1) Agency Constructed Knowledge Tests. Some portions of the field training program may require agency constructed knowledge tests that measure the skills and knowledge required to achieve one or more training goals. These tests may be in written or verbal format. When an agency constructed knowledge written test is used, trainees should earn a score equal to or greater than the minimum passing score established by the program. Trainees who fail a written agency constructed knowledge test on the first attempt should: (a) be provided with an opportunity to review the test results in a manner that does not compromise test security; (b) have a reasonable time to prepare for a retest; and (c) be provided with an opportunity to be retested. If the trainee fails the retest, it will be brought to the attention of the FTS. **Special Note - These tests also serve as an additional evaluation instrument.**

(2) **Scenario Tests.** Some portions of the field training program may require scenario tests which are job simulation tests that measure the skills and knowledge required to achieve one or more training goals. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates that he or she is able to perform as a solo patrol officer. A qualified FTO should make this determination. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be retested. The retest should occur after a qualified FTO has provided documented remedial training to the trainee. If the trainee fails to demonstrate competency on the retest, it will be brought to the attention of the FTS. **Special Note - Officer Safety must be of the utmost concern during the use of any scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field-training program.**

(3) **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their competency in performing the tasks required of a solo patrol officer. A qualified FTO will make this determination. Trainees who fail to clearly demonstrate competency during a field performance test should be provided remedial training. The remedial training should be provided and documented by a qualified FTO. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be brought to the attention of the FTS.

The Field Training Program

The California State University, Northridge Police Field Training Program has been developed through the assistance of *POST*. It is intended to set a standard on which the department can build. It is further intended to assist the process in which the trainee receives on-the-job instruction to complement or reinforce classroom (academy) training.

With a valid trainee evaluation program, this field-training program, properly administered and supervised, will be the most important phases of basic training for field training officers. The Field Training Program (with its Daily Observation Reports, Supervisor's Weekly Reports, End of Phase Reports, Standardized Evaluation Guidelines (SEGs), FTO selection standards, FTO & Program evaluations, etc.) provides not only the initial field training needed to supplement classroom training but also the appropriate guidance and supervision required to allow the trainee to apply the basic law enforcement principles within the campus and community being served.

FIELD TRAINING PROGRAM - A PHASE TRAINING MODEL OVERVIEW

<u>PHASE I</u>	<u>PHASE II</u>	<u>PHASE III</u>	<u>PHASE IV</u>
ORIENTATION	CALIFORNIA CODES and LAW	PATROL PROCEDURES	SELF-INITIATED ACTIVITY
COMMUNITY RELATIONS	REPORT WRITING	TRAFFIC	PRIMARY FTO OBSERVATION PHASE ON SOLO PATROL
OFFICER SAFETY	SEARCH & SEIZURE	TACTICAL COMM.	CONTINUED OBSERVATION
USE OF FORCE	INVESTIGATIONS/ EVIDENCE	IN-HOUSE TRAINING	MONTHLY REPORTS DURING PROBATION
PATROL VEHICLE OPERATIONS			
RADIO COMMUNICATIONS			
CONTROL OF PERSONS/PRISONERS/ MENTALLY ILL			

PHASE V

Solo Patrol Officer/On Probation

Evaluations by Supervisor throughout Probation