

phase A

weeks 2-4

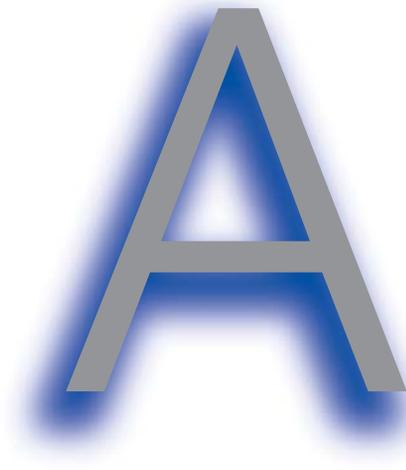
Phased Training

Neighborhood
Portfolio Exercise

Phase A: Non-Emergency
Incident Response

Problem-Based
Learning Exercise #1:
Non-Emergency
Incident Response

Phase A: Weekly Coaching
and Training Reports

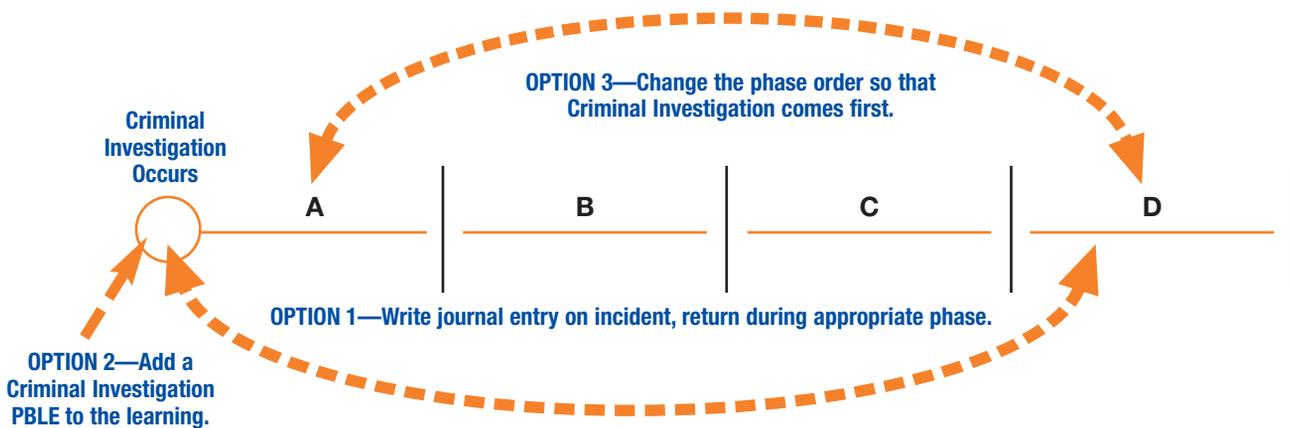


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phased training

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 agencies should incorporate any additional procedures, regulations or skills as needed.

Each phase contains an assigned Problem-Based Learning Exercise. If he or she wishes to do so, the trainer may develop other PBLEs using local circumstances as a secondary assignment in each phase. Immediately following the assigned PBLEs in this manual are evaluation forms for completing and commenting on the Problem-Based Learning Exercises.

neighborhood portfolio exercise

The NPE extends for the entire length of the training period. The trainee receives the NPE at the beginning of the first phase of training and, throughout the training, develops a detailed geographical, social, and cultural sketch of the area he or she polices. The trainee presents the portfolio information in the manner best suited to his or her learning style (e.g., oral report, written report, formal presentation, etc.), at the completion of the training period. The trainee should use journal entries, PBLEs, CTRs, and other activities as support material for the NPE.

Neighborhood Portfolio Exercise Problem Assignment

You are a new officer, recently graduated from the academy and have just completed your training with a Police Training Officer. You have been assigned to a new patrol area. You know almost nothing about the neighborhood, demographics, culture, crime, or the types of disorder that exist in this new patrol area. Your sergeant asks you to complete a comprehensive portfolio, including names and contact information for other officers in your new patrol community.

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.

When completing the NPE Assignment, see the Neighborhood Portfolio Exercise Assignment Form in Appendix A.

phase A: non-emergency incident response

This phase lasts three weeks and deals with incident responses for non-emergencies. An example of the learning matrix content for this phase of policing is listed below. Learning outcomes for this phase are found in Chapter 5.

Core Competency	Non-Emergency Incident Response
Police Vehicle Operations	A1
Conflict Resolution	A2
Use of Force	A3
Local Procedures, Policies, Laws, Organizational Philosophies	A4
Report Writing	A5
Leadership	A6
Problem-Solving Skills	A7
Community-Specific Problems	A8
Cultural Diversity and Special Needs Groups	A9
Legal Authority	A10
Individual Rights	A11
Officer Safety	A12
Communication Skills	A13
Ethics	A14
Lifestyle Stressors/Self-Awareness/Self-Regulation	A15
<p>Learning Activities Daily Journal Entry Using the Learning Matrix Neighborhood Portfolio Exercise</p> <p>Evaluation Activities Problem-Based Learning Exercise Coaching and Training Reports</p>	

CELL A1**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Police Vehicle Operations

This cell may include the following:

- Defensive driving
- Proper vehicle stops, positioning of vehicles
- Awareness of surroundings and conditions
- Other issues that may apply

CELL A2**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Conflict Resolution

This cell may include the following:

- Conflict resolution tactics for non-emergency situations, neighbor disputes, local disorder problems
- Verbal judo
- Other issues that may apply

CELL A3**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Use of Force

This cell may include the following:

- Proxemics (body positioning, blading, environmental)
- Tactical approaches for non-emergency situations
- Other issues that may apply

CELL A4**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Local Procedures, Policies, Laws, Organizational Philosophies

This cell may include the following:

- Impounding cars, property seizures
- Municipal ordinances
- Responding to alarms
- Motor vehicle accident investigation
- Traffic violations
- Alcohol offenses
- Incidents regarding specific geographical concerns (e.g., urban versus rural policing)
- Procedures for responding to disorderly conduct
- Procedures for responding to alcohol related disorder
- Procedures for responding to trespassing
- Serving court documents
- Guarding prisoners
- Other issues that may apply

CELL A5

Substantive Topic: Non-Emergency Incident Response

Core Competency: Report Writing

This cell may include the following:

- Following departmental reporting procedures
- Noting proper information on reports
- Writing clear, concise, accurate and legible reports
- Objectivity in reports
- Using appropriate language
- Other issues that may apply

CELL A6

Substantive Topic: Non-Emergency Incident Response

Core Competency: Leadership

This cell may include the following:

- Providing leadership through service
- Assisting others in solving problems
- Other issues that may apply

CELL A7

Substantive Topic: Non-Emergency Incident Response

Core Competency: Problem-Solving Skills

This cell may include the following:

- Organizational policy and procedure regarding problem-solving strategies
- Use of the PBLEs and NPE
- Other issues that may apply

CELL A8

Substantive Topic: Non-Emergency Incident Response

Core Competency: Community-Specific Problems

This cell may include the following:

- Using neighborhood advisory boards and committees
- Government services that support quality-of-life issues in the community
- Chaplain or religious services
- Other issues that may apply

CELL A9**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Cultural Diversity and Special Needs Groups

This cell may include the following:

- Responding appropriately to social, economic, and linguistic differences
- Dealing with people with mental illness
- Other issues that may apply

CELL A10**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Legal Authority

This cell may include the following:

- Knowledge of non-criminal laws such as municipal ordinances, parking regulations, fire codes, etc.
- Other issues that may apply

CELL A11**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Individual Rights

This cell may include the following:

- Fair and equitable treatment based on constitutional protections
- Knowledge of individual rights of in-custody persons (e.g., duty of care may exist to provide or summon medical assistance for subjects)
- Other issues that may apply

CELL A12**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Officer Safety

This cell may include the following:

- Reporting location during traffic stops
- Tactical awareness during routine activities
- Awareness of persons in vicinity, body positions, etc.
- Other issues that may apply

CELL A13**Substantive Topic:** Non-Emergency Incident Response**Core Competency:** Communication Skills

This cell may include the following:

- Professional and appropriate communication with the public and other police personnel
- Procedures for use of police radio and computer
- Other issues that may apply

CELL A14

Substantive Topic: Non-Emergency Incident Response

Core Competency: Ethics

This cell may include the following:

- Responding ethically to bribes, corruption, abuse of power and position
- Privacy concerns with victims
- Other issues that may apply

CELL A15

Substantive Topic: Non-Emergency Incident Response

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

This cell may include the following:

- Dealing with high workload
- Death notifications
- Discussing stressors with appropriate persons
- Appropriate time management
- Proper selection of conflict resolution tactics
- Use of interpersonal skills
- Other issues that may apply



problem-based learning exercise #1

NON-EMERGENCY INCIDENT RESPONSE

Vehicle Stop

You and your partner stop a car on a busy street with a great deal of pedestrian and vehicular traffic. You have stopped the car for speeding in a school zone. Upon stopping the vehicle you notice the passengers in the rear seats strapping on their seatbelts. As you approach the vehicle, you note the windows are down and you hear agitated voices. All occupants of the vehicle are from the same minority ethnic group. The passenger in the front seat complains loudly to the others about racial profiling. At this point he has not yet seen you. Several passers-by have stopped to watch the event. Upon request, the driver produces identification, but the passengers are argumentative and refuse to identify themselves.

You must present to your Police Training Officer two or more possible outcomes for this Problem-Based Learning Exercise. In each instance you must include the following:

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

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

Facts—List all of the known facts about the problem. For example, you are in a school zone; the passengers in the vehicle will not provide identification.

- What do you know?

Learning Issues—Identify the relevant content from the learning matrix for each decision. For example, what do you know about racial profiling and what conflict resolution skills are most appropriate in this circumstance?

- What do you need to know to solve this problem?
- Where can you find it?
- Whom should you contact?
- What resources are available to solve this problem?
- What other information do you need?

Action Plans—Create a precise and specific plan for either solving or reducing the problem. Your action plan should arise from what you know about the problem and what your research has taught you. For example, once you speak to a variety of individuals and carry out your research during the “learning issues phase,” what plan can you now develop, using the new information you have, to help you deal effectively with this problem?

- What can you do to solve or reduce this problem?
- Do you make arrests?
- Describe the rationale for each decision.
- Describe the possible consequences of each decision in your action plan.
- Describe how you would behave given each set of circumstances.

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

You will present your findings to your PTO on _____

The method of presentation will be _____

You will, in consultation with your PTO, determine the best method to present solutions to this problem. These may include a verbal report, a written report, a formal presentation, demonstrations incorporating examples from your patrol work with your PTO, or other methods that best suit your abilities.

phase A: non-emergency incident response

COACHING AND TRAINING REPORT

Selected Incident

(Trainee and PTO select the incident for evaluation)

PTO/PTE: _____
 Trainee: _____
 Date: _____

TRAINEE SELECTED INCIDENT
 PTO/PTE SELECTED INCIDENT

Incident Case Number: _____
 Date of Incident: _____

Non-Emergency Incident Response

Briefly describe the incident chosen for evaluation:

Police Vehicle Operations

A1 – When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A1.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Conflict
Resolution**

A2 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A2.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Use of Force

A3 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A3.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

**Local
Procedures,
Policies, Laws,
Organizational
Philosophies**

A4 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A4.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Report Writing

A5 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A5.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Leadership **A6** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A6.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Problem-Solving Skills **A7** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A7.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Community-
Specific
Problems**

A8 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A8.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Cultural Diversity
and Special
Needs Groups**

A9 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A9.

Trainee's comments: "What did I learn? What do I need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

Legal Authority **A10** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A10.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Individual Rights **A11** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A11.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Officer Safety **A12** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A12.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Communication Skills **A13** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A13.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week.
Note areas needing improvement.

Ethics **A14** - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A14.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.

**Lifestyle
Stressors/
Self-Awareness/
Self-Regulation**

A15 - When completing this section of the CTR, the trainee will use specific information and learning outcomes from matrix cell A15.

Trainee's comments: "What did I learn? What do I still need to know?"

Trainer's comments: Evaluate the trainee's performance throughout the week. Note areas needing improvement.