

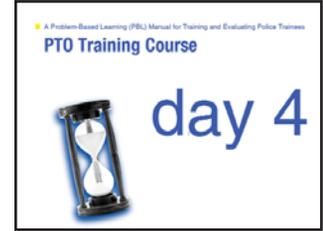
day 4

## ■ day 4

### recap discussion and revisit the course development problem

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**TIME:** 15 minutes



### block 10 coaching and training reports (CTRs)

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**TIME:** 3 hours

#### OUTCOMES:

Students should be able to complete the following:

- Describe to a recruit how to select an incident for evaluation and how to fill out the CTR
- Explain how the CTR is used to evaluate trainees each week
- Prepare a plan to schedule completion of the CTR on a weekly basis

#### RESOURCE MATERIALS:

- PTO manual
- Audiotape and player
- Exterior parking lot area with police vehicle and suspect vehicle
- Three scenario volunteers
- Two blank weekly CTR forms for each learner

#### LEARNING METHODS:

- Scenario exercise
- Group exercise

#### EVALUATION:

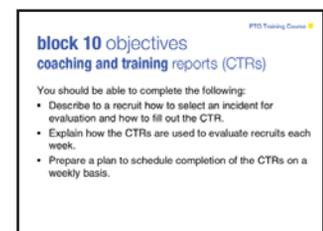
- Self/journal
- Group

#### COURSE MATERIAL:

##### Scenario Exercise

Facilitators play an audiotape of (or describe as would a police dispatcher) a dispatched radio call. *The dispatcher reports a drunk driver in a parking lot. The trainer and trainee arrive on-scene and observe the vehicle driving erratically.*

The facilitators then take the class to the parking lot of the police department where they observe a police vehicle pulling over a vehicle. (The two officers in the police vehicle and the single occupant of the DWI vehicle are



scenario volunteers playing these roles.) The class observes the incident and takes notes.

The incident contains a straightforward DWI stop, but also involves some mistakes by the actor/trainee who is driving the police vehicle. For example, the trainee may forget to notify the dispatcher of his or her location, or may forget to activate the emergency lights.

The two scenario volunteer officers approach the 'DWI driver', obtain grounds for arrest, and then arrest the driver. They place the driver in the police vehicle and drive around the corner out of sight from the class. The facilitator explains that they have just returned to the police station where a breathalyzer revealed a blood alcohol level of 1.8.

The facilitator then leads all the students back into the classroom.

### **Weekly CTRs**

Facilitators conduct a discussion/lecture about the weekly incident evaluations, called Coaching and Training Reports. The facilitators and students should then turn to the first-phase sample PTR form.

Facilitators will describe a process whereby each week the trainee and the trainer together select an incident from that week relating to the Substantive Topic of that phase (e.g., Emergency Incident Response).

The trainee documents the incident, noting all relevant information from the circumstance. The trainee then completes the remainder of the evaluation by filling in the pertinent sections. The trainer may add into the Core Competency sections extra procedures that were, or were not, demonstrated successfully.

NOTE: One weekly Coaching and Training Report will suffice. Trainers may opt to add a second report when a trainee is having difficulty in a particular area. However, ensure that both the trainee and trainer have opportunities throughout the training to select incidents for evaluation.

### **Class activity:**

1. *In pairs, students write up the parking lot scenario incident from the perspective of the training officer. Students then trade their write-ups with their partner.*
2. *Each partner fills out the evaluation form as though they were the trainee in the parking lot scenario.*
3. *When finished, each partner returns the form and fills out the "trainer*

## ■ day 4

*comments” section on his or her own form from the perspective of the trainer.*

- 4. They discuss the weekly PTR form and make notes describing how they will use this form with their trainees.*
- 5. They must record on the weekly Coaching and Training Report what sections of the Learning Matrix are relevant to this exercise. If a matrix section does not seem relevant, having the trainee consider the section and record why it was not particularly applicable is a valuable learning exercise.*

### Day 4 Lunch Break

## block 10 continued

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**TIME:** 1 hour

Facilitators should recap in a plenary discussion about weekly Coaching and Training Reports and application of the matrix.

## block 11 action planning—part 1: time management

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**TIME:** 1-2 hours

### **OUTCOMES:**

Students should be able to complete the following:

- Create a time-management plan for implementing the various components of the PTO program into one phase of training.

### **RESOURCE MATERIAL:**

- Flip chart for a three-week period representing one phase of training

### **HANDOUT:**

- Monthly time schedule handout

### **LEARNING METHODS:**

- Lecture
- Group exercise

**EVALUATION:**

- Self/journal
- Group

**COURSE MATERIAL:**

Facilitators describe the “Action Plan” portion of the PBL method. Block 11 begins to help each class student create his or her own action plan for implementing the PTO program. Ultimately, each student needs to create his or her own Action Plan. However, this block of instruction will get PTOs started.

Facilitators should describe the Action Plan from the perspective of the Course Development Problem. The course students will begin formulating their Action Plans to implement their own individual PTO program by creating a time management plan.

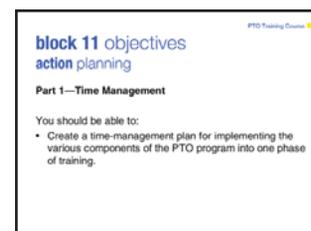
Facilitators discuss the importance of proper time management during the PBL process. They provide previous examples of time management concepts. Facilitators should stress the importance of scheduling each of the following activities into a phase of training:

- Daily journal entry
- CTRs
- NPE
- PBLE
- CFS radio call workload
- Regular activities
- Court

The time management exercise is conducted in two phases:

**Phase 1:** Facilitators break the class into pairs. Each pair is asked to briefly create a realistic timeline for implementing the PTO program and all its components in a one-week period (the first week of a new trainee’s training).

- They should discuss how much time to spend on each component, when to introduce each component, and what strategies they might use to find time.
- When this one-week schedule is complete, class facilitators conduct a brief (10 minute) discussion with feedback from the pairs.



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**Phase 2:** Each class member is asked to individually work on his or her own time schedule for a complete three-week phase of instruction (the first phase). They use the blank schedule handed out by the facilitator to fill in the appropriate days.

- After about 30 minutes, each person should have a rough draft of his or her own time schedule.
- Facilitators engage the class in discussion regarding the need for the PTOs to provide a similar time management exercise for their trainees. Facilitators recommend that the trainers do the template for the first phase and make the trainee responsible for subsequent phases.

## block 11 action planning—part 2: supervisor implementation planning

**TIME:** 1-3 hours

### OUTCOMES:

Students should be able to complete the following:

- Describe how to coordinate and administer the various components of a PTO program, including
  - Mid-Term and Final Evaluations;
  - Board of Evaluators member selection; and
  - handling the required administrative paperwork to run the PTO program.

### COURSE MATERIAL:

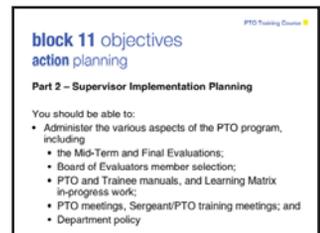
Facilitators help coordinate a planning meeting with key personnel to develop strategies for the outcomes listed above. Facilitators must describe the important roles of first-line supervisors and the Program Coordinator.

Typically, the Program Coordinator from the agency conducts this planning meeting.

Time can be scheduled during the lunch hour to discuss key roles, the Board of Evaluators (BOE), forms, and program administration. This discussion can also take place during course time if the agency so chooses.

If the PTO training is conducted with students from a number of different agencies, this part of Block 11 can be facilitated as a general discussion with the following points as topics:

- The role of first-line supervisors
- The flow of paperwork and evaluation forms



- The role of the PTO Coordinator
- The frequency and location of PTO meetings (it is suggested these occur every few weeks)
- The termination process and the role of the BOE

## block 12 mentoring

**TIME:** 2 hours

### OUTCOMES:

Students should be able to complete the following:

- Describe the importance of a “mentoring” approach in post-academy recruit training.
- Explain the role of ethics, failing forward, and character in the PTO mentoring process.

### RESOURCE MATERIALS:

- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a mentoring situation.
- PowerPoint presentation

### LEARNING METHODS:

- Lecture
- Group exercise

### EVALUATIONS:

- Self/journal
- Group

### COURSE MATERIAL:

Facilitators should solicit examples from the class of “problem trainees” and the strategies they used to address those problems in the past. Facilitators should then introduce the concept of “failing forward” and “mentoring” as training priorities.

#### Lecture on the Role of Mentoring

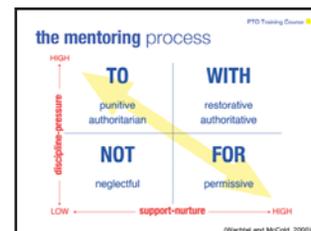
Facilitators lecture.

- The mentoring process
- Post-information age
- Effective Dialogue
- Mentoring for Effective Communication

**block 12 objectives mentoring** PTO Training Course 11

You should be able to complete the following:

- Describe the importance of a “mentoring” approach in post-academy recruit training.
- Explain the role of ethics, failing forward, and character in the PTO mentoring process.



## Video clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a mentoring situation. Examples could include a police officer mentoring a new recruit, or a teacher making a personal connection that allows him or her to mentor a “difficult” student. Discuss character and ethics issues.

## Day End Review

## End of Day 4

PTSD Training Course

In a “post-information” age, *problem-solving skills, knowledge discrimination and human connectivity* become as significant as the knowledge itself or the speed at which that knowledge arrives.

PTSD Training Course

**effective dialogue strategies**

- Stand aside—leave an exit
- Breathe... always breathe
- “Bow”—learn to say sorry
- Try to say less than the person you are arguing with (2 min.)
- Practice dealing with “the jerk”
- Be patient—solutions take time
- Einstein & Wittgenstein

PTSD Training Course

**mentoring for effective communication**

- Identify your own feelings: label them, not the public.
- Take responsibility—you own your own emotions.
- The public doesn’t “drive anyone crazy.” We drive ourselves.
- Who’s in charge of your emotions?
- Do you feel respected, in control of events, and obeyed?