

CITIZENS ON PATROL



FIELD TRAINING PROGRAM



CITIZENS ON PATROL FIELD TRAINING PROGRAM



The field training staff of the Fresno Police Department's Citizens on Patrol has the monumental task of building the future of the unit. To assure success in this endeavor, our field training must have a philosophy which ensures that every trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, we must create a positive environment in which learning is maximized and in which trainees are able to perform to the best of their abilities. The approach must be fair, firm, friendly, and above all, professional. The example set must be beyond approach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed. Even the least capable trainee must be treated with respect and compassion. No trainee should ever be treated in a way that deprives that person of his/her dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field trainers.

To accomplish the field training task requires supreme dedication and patience. The feeling of accomplishment will come in watching the trainees succeed. If the unit and its field training staff have fully carried out their responsibilities, they will see the unit succeed beyond their expectations.

It is suggested that field trainers keep this manual with them whenever in the field. It contains not only policy and procedures relative to the Citizens on Patrol Unit, but also reference material specific to creative teaching methods. The field training staff is encouraged to reorganize this manual to their own needs once this course is completed.

OBJECTIVES OF THE FIELD TRAINING PROGRAM

1. To produce a highly trained and positively motivated C.O.P. volunteer capable of meeting or exceeding performance standards.
2. To improve the Department's screening process through on-the-job observation of each trainee's performance.
3. To establish an appraisal system which is valid and job-related, utilizing a standardized and systematic approach to the documented measurement of probationary performance.
4. To provide equal and standardized training to all new C.O.P. volunteers and to provide remedial training in those areas where deficiencies are identified.
5. To ultimately increase the overall efficiency and effectiveness of the Department by introducing a climate of professionalism and competency into the C.O.P. unit as demanded by the ethical standards of law enforcement.

**CITIZENS ON PATROL
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FIELD TRAINING GUIDE



FRESNO POLICE DEPARTMENT

CITIZENS ON PATROL FIELD TRAINING PROGRAM



PURPOSE:

The Field Training Program (FTP) is an in-depth study and review of Departmental policy and procedures, as well as other matters that pertain to the duties of a C.O.P. Volunteer. This training is conducted in the field, while performing under the supervision of a Citizens on Patrol Field Training Officer (FTO).

While no training program can cover all possible situations and problems a C.O.P. will encounter in the field, the FTP will give the new volunteer the basic knowledge necessary to perform within the guidelines of the Fresno Police Department. The FTP will also provide a good foundation on which the new volunteer can build his/her expertise through further experience and training.

PROGRAM SUPERVISION:

Line supervision of C.O.P. Field Training Officers and trainees is assigned to the District Commander, or their designees. Additional responsibilities also includes FTO selection and training, assigning and rotating trainees with FTO's, reviewing trainee evaluations, coordinating responses to special training needs and/or remediation and processing all paperwork associated with the program.

STRUCTURE:

The FTP consists of 10 blocks of instruction contained within two training phases. A third phase exists for extensions only. Each block should be eight hours in length and held weekly. The trainee is evaluated during each block. A written test will be given at the end of each block. These tests must be passed. If a passing score is not reached, the test shall be remediated. Trainees shall remediate all tests inside the Dressing Station in the district that they are assigned. Remediation of tests will not effect progressing through the training blocks. Every effort is made to assign the trainee to a variety of shifts and FTO's.

At the end of each phase, (five instructional blocks that are completed over a five week period) an End of Phase Evaluation Summary (EPES) is completed by the FTO. A recommendation is made for the trainee to either continue the program to the next phase, be released if all blocks are successfully completed, or be extended. The 10 blocks are divided into three phases as follows:

PHASE 1, BLOCKS 1-5:

This period is designed to allow the trainee to become accustomed to his/her new role as a C.O.P. New volunteers should not be expected to handle to much responsibility at this point. Training should focus on effective radio communication, city orientation, C.O.P. policy and procedures and safe patrol techniques. Block tests will be given and successfully passed or remediated. Evaluations will be written by the FTO.

PHASE 2. BLOCKS 6-10:

During these five blocks, the trainee continues to be evaluated by the FTO. The trainee continues with the block tests. This is the training period when a trainee is expected to learn to fully function as a C.O.P. During this phase, the trainee will gradually be given more responsibility and ultimately assume most of the unit's activity. Block 10 will be the period of solo observation. The FTO shall perform their position only and observe the trainee's performance. If the trainee is not proficient enough to begin solo observation, he/she will move to Phase 3 and be extended. An EPES is completed at the end of this phase, summarizing the trainee's performance and recommending an extension.

If the trainee's performance is unsatisfactory, the FTO shall note the deficiencies in the end of phase evaluation and the type of remedial training that will be provided. A meeting will be arranged with the trainee and any other designated personnel such as the FTO, the District Commander, or their designee, to discuss the trainee's performance. During this meeting, the trainee's performance and any planned remediation will be discussed. The trainee will be given an opportunity to review the memorandum during this meeting and will be provided a copy.

Generally, trainees will be extended for a period of five weeks beyond block ten, during which time the trainee will continue to be evaluated. Failure to respond to training will result in a recommendation to terminate the trainee's position with the C.O.P. Unit.

PHASE 3. FOR EXTENSIONS ONLY:

During Phase 3, the trainee will continue to be evaluated for five weeks. The trainee will continue to handle most of the unit's activity. During the final week, the trainee will enter the second period of solo observation. This will allow the FTO to observe the trainee as a fully functioning C.O.P. member. The FTO shall determine if the trainee shall perform that shift as the driver or radio operator. If the trainee is not proficient enough to begin solo observation, he/she shall be extended for one final week. If the deficiencies are not corrected within that time frame, the trainee shall be terminated from the C.O.P. program.

Evaluation:

Trainees' progress, as they proceed through the training program, is recorded by means of written evaluations. The evaluation process is as important as the training process, as one without the other is unworkable and inhibits learning.

Evaluations have many purposes. The main purpose is to record and document trainees' progress. In addition, evaluations are excellent tools for informing the trainees of their performance level at a particular point in time. They are also excellent devices of identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the FTOs. In a word, evaluation represents **feedback**.

Collectively, over the duration of the program, evaluations tell a chronological story, category by category. They tell of the trainee's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. These documents are critical in the career of all new volunteers and should be treated as such. Honest and objective evaluations of trainees shall be a prime consideration of all members of this program.

All trainees will be evaluated in a number of categories. These categories cover as much of each aspect of the police environment and responsibilities as can be expected. The Standardized Evaluation Guidelines have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program.

The Standardized Evaluation Guidelines are actually behavioral anchors. They provide a definition, in behavioral terms, of Unacceptable, Acceptable, and Superior levels of performance that must be applied to all trainees, regardless of their experience level, time in the Field Training Program, or other incidental factors. There are Standardized Evaluation Guidelines for every category listed on the face of the Daily Observation Report (DOR). These guidelines are found elsewhere in this manual.

There are three types of evaluations used in the FTP: the Daily Observation Report (DOR), the End of Phase Evaluation Summary (EPES) and the Block Test. Samples of the DOR and EPES are included in this manual.

BLOCK TESTS:

At the end of each block of training the trainee will be given a written test. The questions on the tests are a combination of fill-in and true/false.

EVALUATION FREQUENCY:

FTO's complete DOR's on all trainees. These evaluations are completed at the end of the shift and, except for extraordinary circumstances, are not to be done at a later time. In this way, trainees are provided the opportunity to ask questions and seek clarification not received earlier in the work day. End of watch feedback also serves to reinforce instructions, criticism, and praise given during or after each earlier incident.

FTO PERFORMANCE/EVALUATION:

An important element of managing the FTP is evaluating the performance of the FTO's. Formal feedback from meetings or questionnaires and informal feedback from supervisors, other FTO's or former trainees will provide the basis for evaluating the program.

PROGRAM EVALUATION FORM:

This form will be completed by the trainee at the completion of each phase of training and will be returned to the District Commander, or their designee.

THE DAILY OBSERVATION REPORT:

The completion of a Daily Observation Report (DOR) is the responsibility of the FTO for each day the trainee spends in the program.

The report is the permanent record of the trainee's performance and knowledge, corrections needed, and the FTO's efforts to bring about change. It is the principal document used to determine the trainee's status in the program.

The form is normally required to be completed at the end of each shift.

Directions for Completing the DOR Form:

Each enumerated explanation that follows is coordinated with a like number on the DOR example sheet.

1. DOR's are numbered sequentially from the first day of the assignment to the FTP. A form shall be completed for each day that training should have occurred. If for some reason the FTO or trainee are unable to train, it shall be so stated in the "Assignment or Reason for No Evaluation" box listed on the top right hand portion of the DOR. The trainee is to sequentially number the DORs at the beginning of the program. In that way, there should not be a question about what DOR number should be used on a given day.
2. The shift assignment for that day is indicated.
3. The phase assignment. Phase is identified as the group of weeks in which the trainee is working. There are three five week phases.
4. The assignment on the given day or the reason for no assignment, i.e. patrol, scenarios, etc.
5. "T.T." refers to Remedial Training Time spent by the FTO in the correction or review of previously taught information or procedure. When 15 minutes or more is spent in any one task area, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a "check" or "X" is sufficient.
6. The numerical rating, based on the Standardized Evaluation Guidelines for each task is recorded by circling the appropriate number. Scores of "1", "4" and "7" are assigned when the behavior meets that performance level as described in the guideline selected. A performance level of "1" is unacceptable, a "4" is acceptable and a "7" is superior. Comments are required in the narrative portion for any task given a score of "1" or a "7". Numerical ratings "2", "3", "5" or "6" are indicators that the performance level is either above or below acceptable standards.
7. "N.O." means Not Observed and refers to any of the task areas which receives no rating due to a lack of observable activity. Indicated by a "check" or "X". This latter mark is carried over to the data collection column.
8. "N.R.T." means Not Responding to Training. In addition to a numerical rating in the particular task, this box is marked. An N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag." Simply put, if improvement is not made, termination may be recommended. It is expected that there will be significant documentation about the problem before this step is taken. One must also be sure that any remediation that may have been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will need examination.
9. The "most satisfactory area of performance" is one of two mandatory reporting areas. The performance area selected is based on the FTO's selection and is not necessarily tied to the highest score assigned. Occasionally, the score of the task selected would be an unacceptable score but one that reflects improvement over past efforts.
10. The "least satisfactory area" is the other mandatory reporting area. FTO's have a tendency to avoid reporting in this area when a trainee shows a lot of improvement.

Some FTO's feel as though they are "nit-picking" if what they cite is some minor mistake or error. It is important that they record even minor problems so that reviewers know that the FTO is looking for something rather than displaying laziness or the avoidance of responsibility. The FTO, using his interpersonal skill, should be able to turn the reporting of a minor mistake into a positive event. The FTO might explain that the reporting of small miscues is interpreted as the trainee making real progress.

11. "Category Number" is the number of the task item on the front side of the form, to which the following narrative comments related. The lower part of the form may be used to continue comments for which there was insufficient space above or for comments the FTO chooses to make about other tasks.
 12. The trainee is required to sign the report. A signature here signifies that the trainee has been shown the form. It cannot be proven that the trainee agreed with the comments because they signed the DOR. The trainee then receives a copy of the DOR.
 13. Field Training Officer's signature.
 14. District Commander, or their designee's signature indicates that this DOR has been reviewed.
 15. Team Leader's signature.
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STANDARD EVALUATION GUIDELINES

STANDARDIZED EVALUATION GUIDELINES

The following "1", "4" and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating is achieved.

APPEARANCE

1. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor and equipment.
 - "1" Unacceptable - Dirty shoes, wrinkled uniform. Uniform fits poorly or is improperly worn. Hair not groomed and/or in violation of Department regulations. Equipment is missing or inoperative. Offensive body odor, breath.
 - "4" Acceptable - Uniform neat, clean. Uniform fits and is properly worn. Belt and equipment is clean and operative. Hair within regulations, shoes are shined.
 - "7" Superior - Uniform is neat, clean and tailored. Equipment is clean and shoes are spit-shined. Displays command presence.

ATTITUDE

2. **ACCEPTANCE OF FEEDBACK FROM FTO** - Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
 - "1" Unacceptable - Rationalizes mistakes, denies that errors were made, is argumentative, refuses to or does not attempt to make corrections. Considers criticism personal.
 - "4" Acceptable - Accepts criticism in a positive way and applies it to improve performance and further learning.
 - "7" Superior - Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.
3. **ATTITUDE TOWARD THE JOB** - Evaluates how the trainee views the job in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
 - "1" Unacceptable - Uses job to boost ego, abuses authority, demonstrates little dedication to the principals of the profession. Appears disinterested and lacks motivation.
 - "4" Acceptable - Demonstrates an active interest in the job and law enforcement responsibilities.
 - "7" Superior - Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of the C.O.P. Program.

KNOWLEDGE

4. **KNOWLEDGE OF DEPARTMENT POLICY** -Evaluates trainee's knowledge of Department policy and ability to apply this knowledge under field conditions.
- "1" Unacceptable - When tested, verbally or in written form, answers with 20% or less accuracy. Fails to display knowledge of Department policy while in the field.
 - "4" Acceptable - When tested, verbally or in written form, answers with 70% accuracy. Familiar with most commonly applied Department policies while in the field.
 - "7" Superior - When tested, verbally or in written form, answers with 100% accuracy. Has an excellent working knowledge of Department policy while working in the field.
5. **KNOWLEDGE OF DEPARTMENT PROCEDURES** - Evaluates trainee's knowledge of Department procedures and ability to apply this knowledge under field conditions.
- "1" Unacceptable - When tested, verbally or in written form, answers with 20% or less accuracy. Fails to display knowledge of Department procedures while in the field.
 - "4" Acceptable - When tested, verbally or in written form, answers with 70% accuracy. Familiar with most commonly applied Department procedures while working in the field.
 - "7" Superior - When tested, verbally or in written form, answers with 100% accuracy. Has an excellent working knowledge of Department procedures while in the field.

PERFORMANCE

6. **DRIVING SKILL, NORMAL CONDITIONS** - Evaluates trainee's skill in the operation of Department vehicles under normal and routine driving conditions.
- "1" Unacceptable - Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operations. Drives too fast or too slowly for conditions.
 - "4" Acceptable - Obeys traffic laws when appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.
 - "7" Superior - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle. Is a superior defensive driver.
7. **DRIVING SKILL, MODERATE CONDITIONS** - Evaluates trainee's skill in vehicle operation in emergency situations and in situations/conditions calling for other than normal skill.
- "1" Unacceptable - Involved in chargeable traffic accidents. Uses overhead lights improperly. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slowly for conditions.
 - "4" Acceptable - Maintains control of vehicle and evaluates driving situations properly.

“7” Superior - Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Practices defensive driving techniques continually. Responds very well relative to the degree of stress present.

8. CITY ORIENTATION - Evaluates trainee’s awareness of surroundings, ability to find locations and arrive at destination within an acceptable amount of time.

“1” Unacceptable - Unaware of location while on patrol. Unable to find destinations. Gets lost. Spends too much time getting to destination.

“4” Acceptable - Is aware of location while on patrol. Can find destinations. Arrives within reasonable amount of time.

“7” Superior - Remembers locations from previous visits and seldom needs map. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and community.

9. ROUTINE FORMS/ACCURACY - Evaluates trainee’s ability to properly utilize the forms that the agency uses to accomplish reporting obligations.

“1” Unacceptable - Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate or improperly used.

“4” Acceptable - Knows of the commonly used forms and understands their uses. Completes them with reasonable accuracy and thoroughness.

“7” Superior - Consistently makes accurate form selection and rapidly completes detailed forms without assistance. Displays high degree of accuracy in form completion.

10. ROUTINE FORMS/COMPLETENESS -Evaluates the trainee’s ability to prepare reports in a detailed, organized manner.

“1” Unacceptable - Unable to organize information and reduce it to written form. Leaves out pertinent details. Report is inaccurate and/or incorrect.

“4” Acceptable - Completes reports, organizing information in a logical manner. Reports contain the required and necessary information and details.

“7” Superior - Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.

11. ROUTINE FORMS/SPELLING - Evaluates the trainee’s ability to use proper grammar, to spell correctly and to prepare reports neatly and legibly.

“1” Unacceptable - Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete.

- “4” Acceptable - Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not distract from understanding the report.
- “7” Superior - Reports are very neat and legible. Contains no spelling or grammatical errors.

12. ROUTINE FORMS/APPROPRIATE TIME USED - Evaluates the trainee's efficiency relative to the amount of time taken to accurately complete a report.

- “1” Unacceptable - Requires an excessive amount of time to complete a report. Takes three or more times the amount of time the average volunteer would take for a similar report.
- “4” Acceptable - Completes reports within a reasonable amount of time as compared to the amount of time the average tenured volunteer would take for a similar report.
- “7” Completes reports as quickly as a skilled, veteran volunteer.

13. FIELD CONDITIONS/NON-STRESS - Evaluates the trainee's ability to perform routine, non-stress police activities.

- “1” Unacceptable - Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete task. Takes wrong course of action or avoids taking action.
- “4” Acceptable - Properly assesses aspects of routine situations, determines appropriate action and takes same.
- “7” Superior - Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and takes same.

14. FIELD CONDITIONS/STRESS - Evaluates the trainee's ability to perform in stress situations.

- “1” Unacceptable - Becomes emotional, panic stricken, unable to function. Holds back or loses temper. Over or under reacts.
- “4” Acceptable - Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow a situation to further deteriorate. Reaction is acceptable.
- “7” Superior - Maintains calm and self-control in even the most extreme situations. Course of action taken is best possible.

15. SELF-INITIATED ACTIVITY - Evaluates trainee's interest and ability to initiate police-related activity.

- “1” Unacceptable - Does not see or avoids activity. Rationalizes away suspicious circumstances. Does not have a broad orientation to the job.

“4” Acceptable - Recognizes and identifies suspected criminal activity. Has a broad orientation to the job including activity with low priority. Displays inquisitiveness.

“7” Superior - Seldom misses observable, police-related activity. Sees beyond the obvious.

16. GENERAL SAFETY - Evaluates trainee’s ability to perform police-related activity without injuring himself/herself or others. Assesses their ability to perform without exposing self or others to potential danger and/or unnecessary risk.

“1” Unacceptable - Fails to follow acceptable safety procedures. Fails to exercise safety in the following, and other, situations:

- a. Exposes O.C. spray to subjects/suspects.
- b. Fails to use illumination when necessary or uses it improperly.
- c. Does not keep subjects in sight.
- d. Fails to advise Communications Bureau of status.
- e. Does not anticipate potentially dangerous situation.
- f. Stands in front of door when making contact with subjects.
- g. Fails to maintain contact with partner during calls.
- h. Fails to search volunteer vehicle prior to duty and after transporting those other than police personnel.
- i. Fails to maintain a zone of safety.

“4” Acceptable - Follows acceptable safety procedures. Understands and applies them.

“7” Superior - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as a “volunteer safety” model for others without conveying a message of paranoia.

17. PROBLEM SOLVING - Evaluates the trainee’s performance in terms of ability to perceive accurately, form valid conclusions, arrive at sound judgements and make proper decisions.

“1” Unacceptable - Acts without good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in like situations.

“4” Acceptable - Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.

“7” Able to reason through even the most complex situations. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to current problems.

18. RADIO/PROPER USE - Evaluates the trainee’s use of the police radio in accordance with Department policy and procedure.

“1” Unacceptable - Violates policy concerning use of radio.

Does not follow procedures or follows wrong procedure. Does not understand or use proper language.

- “4” Acceptable - Follows policy and accepted procedures. Has good working knowledge of most often used radio language.
- “7” Superior - Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all language and applies that knowledge.

19. RADIO/LISTENS & COMPREHENDS - Evaluates the trainee’s ability to pay attention to radio traffic and to understand the information transmitted.

- “1” Unacceptable - Repeatedly misses own call sign and is unaware of traffic in their district.
- “4” Acceptable - Copies most radio transmissions directed to him/her and is generally aware of radio traffic directed to their districts.
- “7” Superior - Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

20. RADIO/ARTICULATION -Evaluates the trainee’s ability to communicate with others via the transmission network.

- “1” Unacceptable - Does not preplan transmissions. Over or under-modulates. Improperly uses microphone. Speaks too rapidly or too slowly.
- “4” Acceptable - Uses proper procedure with clear, concise and complete transmissions. Few complaints from Communication Bureau regarding articulation skill.
- “7” Superior - Transmits clearly, calmly concisely and completely in even the most stressful situations.

RELATIONSHIPS

21. WITH CITIZENS - Evaluates the trainee’s ability to interact with citizens in an appropriate manner.

- “1” Unacceptable - Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids “service” aspects of the job. Introverted, insensitive and uncaring. Poor verbal skills.
- “4” Acceptable - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good verbal skills.
- “7” Superior - Is very much at ease with citizen and suspect contacts. Quickly establishes rapport and leaves people with the feeling that the volunteer was interested in serving them. Excellent verbal skills.

22. WITH DEPARTMENT MEMBERS - Evaluates the trainee’s ability to effectively interact with other Department members of various ranks and in various capacities.

- “1” Unacceptable - Patronizes FTO/superiors/peers or is antagonistic to them. Gossips. Is insubordinate, argumentative, sarcastic. Resists instruction.

Considers self superior. Belittles others. Is not a "team player." Fawns on others.

"4" Acceptable - Adheres to Chain of Command and accepts his/her role in the organization. Good FTO, peer, superior relationships and is accepted as a member of the group.

"7" Superior - Is at ease in contact with all members of our Department while displaying proper consideration for their position. Understands superiors' responsibilities; respects and supports their position. Peer group leader. Actively assists others. Loyal to our Unit and Department.

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ROLES OF MEMBERS



ROLES OF MEMBERS

THE ROLE OF THE FIELD TRAINING OFFICER:

Citizens on Patrol FTO's receive a significant amount of additional responsibilities over and above their volunteer duties when assigned to train a newly assigned volunteer. In addition to performing in an exemplary manner while the trainee watches, the FTO must slow his/her pace to review the purpose and detail of every new encounter. The FTO must guide the trainee through a comprehensive curriculum. This requires the blending of knowledge, skills and the good judgement of when, where and how to apply them. The role of the FTO is defined in six functions as follows:

1. **ROLE MODEL** who exemplifies excellence in carrying out the duties of general law enforcement volunteerism.
2. **TRAINER** who assesses the training needs of the new field volunteer and is able to apply the techniques of teaching to meet those needs.
3. **EVALUATOR** who gives critical feedback and clear direction to guide the trainee to a level of competence.
4. **SUPERVISOR** who directs and coordinates training opportunities with law enforcement officers and activity encountered each working day.
5. **COUNSELOR** who must develop rapport, utilize positive techniques to advise the trainee and be perceptive to trainee needs as they relate to job performance.
6. **POLICE VOLUNTEER** with full district responsibility.

The essentials of the FTO's role are that he or she apply the techniques of coaching by providing a model to follow and giving encouragement and direction to the trainee to apply what has been taught. It is also necessary to give feedback on the trainee's performance. As the training proceeds, an evaluation of the trainee's suitability to be a police volunteer will take shape in the mind of the FTO, because he or she is closest to the performance that is being evaluated. It is important that this assessment has a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed by encouragement to continue good performance or an adjustment of training techniques or presentation to meet the needs of the trainee. High standards are desirable, the trainee must measure up to the standards that our Department sets through the FTP, not a higher standard set by the FTO.

FRATERNIZATION POLICY:

Under no circumstances should any FTO develop, or allow to develop, a social or personal relationship with a trainee. All relationships should be kept on a professional level while a trainee is in the training program. This policy applies to any trainee regardless of assignment.

FTO RESPONSIBILITIES:

The FTP is considered an extension of the selection process—meaning that it is intended to provide the training and experience necessary for a trainee to perform his/her duties in a safe, skillful, professional and productive manner. As a part of the selection process, there is also a process for termination when the prospects for retention no longer exist.

The FTO is expected to take an active role in the training process. Each block of training has specific knowledge topics which are to be covered. The FTO must provide instruction in each topic to ensure the trainee receives the basic and necessary information to perform the duties of a C.O.P. Volunteer for the Fresno Police Department. After instruction has been given, the FTO will initial next to the topic on the block forms. In doing so, the FTO is responsible for having personally given the instruction.

The FTO will also instruct the trainee on the basic field activities that he/she will be expected to perform. The trainee will be under the direct and immediate (physical presence) of the FTO.

At the end of Phase 2, the FTO will complete a release memorandum stating that the trainee is ready to be released from the training program or requires an extension.

DAILY CALL LOG:

A Daily Call Log will be completed, attached to and submitted with the DOR. The log will contain each of the calls responded to during the work day and the disposition.

NARRATIVE GUIDELINE:

The daily summary of activities shall be written with enough detail to substantiate in the ratings listed. *Each DOR shall contain narrative comments describing a specific event under the "Most Satisfactory and Least Satisfactory Area of Performance." "None Observed" under least satisfactory are of performance is not an acceptable entry.*

The 22 listed areas are rated on a 1 through 7 scale. In the standardized guidelines, there are descriptions of unacceptable (1), acceptable (4) and superior (7) performance for each area. In order to ensure consistent ratings from FTO to FTO, it is essential that the FTO refer to the Standardized Evaluation Guidelines when completing the form. This is the most important single aspect of evaluating trainees.

When an FTO determines that a trainee is having training problems too extensive to be handled in the field, the FTO shall make an appointment with the District Commander, or their designee. At that meeting, any available resources which may help the trainee will be considered. The FTO will return to the trainee with a list of recommendations for the trainee to follow to improve his/her performance. If after providing the trainee with the recommended additional training, the FTO sees no improvement and feels the prospect of the trainee successfully completing the FTP no longer exists, the FTO will forward all evaluations and his/her recommendations to the District Commander, or their designee. At that point, the trainee will be reassigned to another FTO for a second evaluation. If the second FTO finds that the prospect of retention does not exist, he/she will forward all evaluations to the District Commander, or their designee.

Although the FTP relies on open communication between FTO and trainee, the FTO will not be expected to inform a trainee of a recommendation for termination, and at no time will do so. All evaluations and recommendations for termination or extension will be reviewed by the District Commander, or their designee.



DISTRICT COMMANDER/DESIGNEE:

The District Commander, or their designee, deals with the administrative responsibilities of assigning trainees to their FTO's, tracking progress, testing trainees, evaluating the performance of the FTO's and the program. He/she must also maintain liaison with the FTOs, as well as coordinate the collection of city-issued property in the event of a termination. Based on information from the field and the training progress reports, the District Commander/designee is responsible for the following tasks:

Trainee Assignments:

The District Commander/designee should have an overview of the training process of each trainee in the program and the assignment status of each FTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments or training courses that the FTOs could be assigned to during a training cycle. The District Commander/designee should also be in a position to cross administrative lines between shifts for the purposes of making FTO/trainee assignments that meet the needs of the trainee. To maintain the integrity of the program, the assignment of the trainee to an FTO **must** remain with the District Commander/designee.

Terminating/Extending Trainees in Field Training:

Based on the recommendation of the FTO and the review of training progress reports and evaluations, the District Commander/designee has the authority to extend field training for a trainee that is responding to remediation efforts. Termination of trainees who are not responding to remediation efforts shall be at the discretion of the District Commander/designee.

Program and FTO Evaluation:

The District Commander/designee has a responsibility to seek feedback from trainees who are participating in or who have completed the program. Meetings held by the District Commander/designee with the trainees, evaluation instruments and random contacts with trainees relative to their comments on the program and FTOs are methods the District Commander/designee may consider. FTOs should be made aware of our Department's policy to seek this feedback to preclude any misunderstanding.

Field Training Paperwork:

The District Commander/designee shall keep all paperwork documenting the Field Training of volunteers in their respective personnel files at the District Level.

Field Training Liaison:

The District Commander/designee must monitor the training activities of the FTO and seek weekly feedback on the trainee's progress. Informal meetings should be held by the District Commander/designee and FTOs to discuss training progress, review Daily Observation Reports and the Field Training Guide. These meetings can be held as frequently as needed.