

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>	
<p><b>COURSE TITLE:</b> General Supervisors’ Training</p> <p><b>LESSON TITLE:</b> Module 12 – Review &amp; Debrief</p>	
<p><b>New or Revised Course:</b> <span style="float: right;"><input checked="" type="checkbox"/> New      <input type="checkbox"/> Revised</span></p> <p><b>Prepared By:</b> Jodie McFadden <span style="float: right;"><b>Date:</b> 9/28/21</span></p> <p><b>Academic Director Approval:</b> <span style="float: right;"><b>Date:</b></span></p>	
<p><b>PARAMETERS</b></p>	<p>Lesson Hours: 1 hour <span style="float: right;"><input type="checkbox"/> Entry-level</span></p> <p>Class size: 20 <span style="float: right;"><input checked="" type="checkbox"/> Continuing Education</span></p> <p>Space needs: E&amp;T Classroom <span style="float: right;"><input type="checkbox"/> Other</span></p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p> <p>Participants must hold the rank of Sergeant or above. Participants must have completed all modules of the General Supervisors’ Training prior to this last module.</p>	
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable)</p> <p>N/A</p>	
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Given a group activity and through facilitated discussion, students will identify and describe “Ah-Ha” moments / Take-A-Ways they gained from the course to the satisfaction of the facilitator.</li> <li>Given a cumulative assessment, students will demonstrate their understanding of content taught throughout the course meeting required passing standards.</li> </ol>	<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>Group Activity &amp; Facilitated Discussion</li> <li>Cumulative Assessment</li> </ol>

<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>In this final module, participants will complete a cumulative assessment and a survey of the General Supervisors' Training modules.</p>
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Module 12: Review &amp; Debrief</i> lesson plan</li> <li>• <i>Module 12: Review &amp; Debrief</i> PowerPoint</li> <li>• GST Cumulative Assessment</li> <li>• GST Survey</li> </ul>
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES/RESOURCES NEEDED</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Smartboard/TV</li> <li>• Departmental Phones– <i>PowerDMS or Acadis LMS delivery</i></li> </ul>
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <ul style="list-style-type: none"> <li>• GST Cumulative Assessment</li> <li>• GST Survey</li> </ul>
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Facilitated discussions, cumulative assessment, survey</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• Policy 210</li> <li>• Policy 211</li> <li>• Policy 405</li> <li>• Policy 406</li> <li>• Policy 1708</li> <li>• Patrol Supervisor Manual</li> <li>• Performance Evaluation Manuals</li> <li>• SSA Case Study Worksheets 1, 2 and 3</li> <li>• Response Guide for Critical Incidents 2013</li> </ul>

- Policy 2007 National Incident Management System
- Policy 710 Level 3 Use of Force Investigation. Special Investigation Response Team
- Policy 725 UOF Review and Assessment
- Policy 1115 UOF
- Performance Evaluation Manual
- Policy 1708 Sworn Performance Evaluations

#### **GENERAL COMMENTS**

This final module includes a review of course content, a cumulative assessment for students to demonstrate understanding, and a survey of the General Supervisors' Training. Instructors should be in a supervisory role and have extensive knowledge of policies outlined in the course, critical incidents, and the *Performance Evaluation Manual* in order to facilitate discussions and answer questions.

### Lesson Plan Checklist (Part 1)

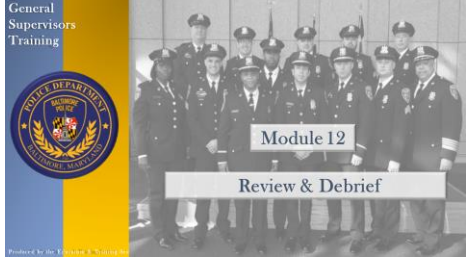
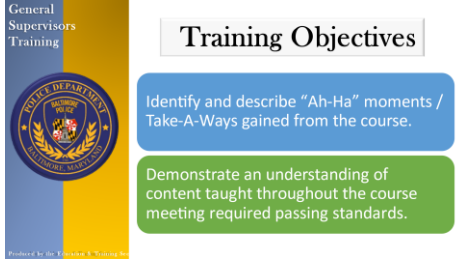
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
<b>Subject Matter Expert:</b> Captain Jodie McFadden	<b>Date:</b> 9/28/21 10/27/21 11/05/21		
<b>Curriculum Specialist:</b> Dawn Peake	<b>Date:</b> 11/15/21		
<b>Reviewing Supervisor:</b> Captain Jodie McFadden	<b>Date:</b>		
<b>Reviewing Commander:</b> Major Derek Loeffler	<b>Date:</b>		

**COURSE TITLE:** General Supervisors' Training

**LESSON TITLE:** Module 12 – Review & Debrief

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>Slide 1</b></p> <p><b>I. ANTICIPATORY SET</b></p> <p><b>SAY:</b> You have now completed 11 of the 12 General Supervisor Training modules. In this final module, we will review content learned, complete a cumulative assessment, and take a survey of your experience.</p>	<p><b>Time:</b> 2 minutes</p> <p><b>Slide 1</b></p>  <p><i>The instructor should share minimum passing standards.</i></p>
<p><b>Slide 2</b></p> <p><b>PERFORMANCE OBJECTIVES</b></p> <p>In this final module you will...</p> <ul style="list-style-type: none"> <li>• identify and describe “Ah-Ha” moments / Take-A-Ways gained from the course to the satisfaction of the facilitator.</li> <li>• Demonstrate an understanding of content taught throughout the course by meeting required passing standards.</li> </ul>	<p><b>Slide 2</b></p>  <p><b>Training Objectives</b></p> <p>Identify and describe “Ah-Ha” moments / Take-A-Ways gained from the course.</p> <p>Demonstrate an understanding of content taught throughout the course meeting required passing standards.</p>

## II. INSTRUCTIONAL INPUT (CONTENT)

### Slide 3 Take-A-Ways

**SAY:** We're going to review some of the content learned by engaging in a discussion of "Take-A-Ways". In a group of 3 or 4, generate a list of "Take-A-Ways" you gained from this course. This should just be a brief list; you will have the opportunity to explain when your group presents.

Think about:

- Concepts
- Policies
- Techniques

You will have 10 minutes. Be prepared to share. When sharing, your group will have 1-2 minutes to present your "Take-A-Ways" to the class.

### Slide 3

**Time: Approx. 25 minutes**

General Supervisors Training

**Take-A-Ways**

With your group, generate a list of "Take-A-Ways" you gained from this course.

You will have 10 minutes. Be prepared to share.

Think about...  
✓ Concepts  
✓ Policies  
✓ Techniques

*The instructor should split class up into groups of 3 or 4.*

*Distribute chart paper and markers to each group.*

*Groups will have 10 minutes to discuss and record and then 1-2 minutes to share.*

*"Take-A-Ways" should be related to content taught within the course.*

*If students finish before the 10 minutes is up, the instructor should move on to having the groups share.*

*When students share "Take-A-Ways", the instructor should ensure any misconceptions are addressed. The instructor should also gauge when to enhance content being shared by adding onto what students share.*

### Slide 3 Assessment & Survey

**SAY:** You will now complete the General Supervisor Training assessment. This assessment will cover the content you learned throughout all of the modules. Both the assessment and the survey are available on PowerDMS.

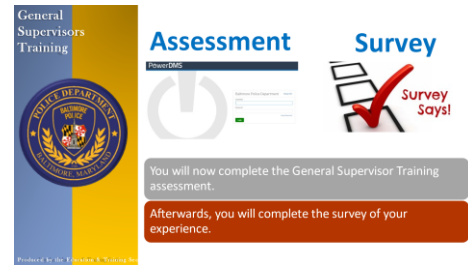
Please log into your PowerDMS account. You should see the assessment assigned to you.

When you're finished, I will verify and then you may leave. Thank you for attending the General Supervisors' Training.

Once logged in, you may begin.

**Time:** 35 minutes

### Slide 4



*The instructor should have students log into their PowerDMS accounts and assist with any trouble-shooting.*

*Students should be given the rest of the time period to complete both the assessment and the survey.*

*Administer Survey*

*Administer Test*

*Once finished and verified by instructor, students may leave.*

### Slide 5

**SAY:** Thank you for your participation in the General Supervisors' Training.

### Slide 5





# GST Final Test

1. **"FLPPN" is an acronym used to help with build conversations. The term means:**

- A. **Frequent, Low Risk, Personal, Positive, and Neutral**
- B. Fun, Low Risk, Personal, Positive, and Neutral
- C. Frequent, Low Return, Personal, Positive, and Neutral
- D. Frequent, Low Risk, Private, Positive, and Neutral

2. **Coaching is an intervention.**

- A. True
- B. False

3. **According to Policy 211, coaching includes...**

- A. Remedial training and Redirection
- B. Policy Review
- C. Mentoring
- D. **All the Above**
- E. None of the Above

4. **Neutral listing should be practiced while having your "FLPPN" conversations.**

- A. **True**
- B. False

5. **The goals of neutral listening while having a FLPPN conversation are to:**

- A. Seek understanding, not agreement
- B. Seek safety by helping the member feel seen, heard, and respected.
- C. Build trust and Build relationship
- D. **All of the Above**
- E. None of the Above

6. **Principles of persuasion to help build rapport include all of the following:**

- People generally like keeping commitments by making **commitments** and being **consistent**.
- People **like** those who **like** them.
- People generally defer to others in authority.
- People generally follow and are in consensus with those similar to them socially.
- People value what is scarce/ rare, such as one's time.
- People tend to pay in kind or reciprocate.

- A. **True**
- B. False

**7. Deepen trust” is a technique used to guide a conversation where you gradually open up topics to ask about, with the consent of the other person.**

**A. True**

B. False

**8. The benefits of “Deepen Trust” conversations are:**

A. In-dept and personnel conversations without overstepping boundaries or invading privacy.

B. Insight into the other person’s thoughts, feelings, and perceptions.

C. Gain understanding and empathy.

**D. All of the Above**

E. None of the Above

**9. Ask an opening question that fit the FLPPN conversation guidelines, Asking, “What are your hobbies?” is an example of an opening question that fit “FLPPN” conversation guidelines.**

**A. True**

B. False

**10. To coach effectively, you must first connect to be placed in a position of influence to be able to re-direct.**

A. True

B. False

**11. Connect by:**

**A. Listening, Learning, and Confirming**

B. Directing, Observing, and Ensuring

C. MBA—Managing By Wandering

**12. Re-direct by:**

A. Transitioning by asking: How can I help? I have a suggestion if you like... or Are you ready to move on?

B. Facilitating by asking: What did you learn? What are you thinking? How do you see yourself? Or, How can I help?

C. Closing by: Keeping your neutral listening dialed in.

**D. All of the Above**

E. None of the Above

**13. The goals of “Connect and Re-direct” are:**

- A. Provide a safe sounding board for member.
- B. Help members resolve their own challenges.
- C. Provide coaching to facilitate and empower
- D. All of the Above**
- E. None of the Above

**14. A critical incident is any event (or sequence of related events) that puts lives, property, and/or infrastructure at risk.**

- A. **True**
- B. False

**15. Planning involves identifying and requesting resources in advance and staging resources in advance.**

- A. **True**
- B. False

**16. ICS may be used to organize and track resources during a critical incident.**

- A. **True**
- B. False

**17. What is Situational Awareness?**

- A. The ability to identify, process, and comprehend the critical information about an incident.
- B. Knowing what is going on around you.
- C. Continuous monitoring of relevant sources of information regarding actual incidents and developing hazards.
- D. All of the Above**
- E. None of the Above

**18. What are the factors to consider when deciding to initiate or continue a vehicle pursuit?**

- A. Time of day, weather, and road conditions.
- B. Density of vehicular and pedestrian traffic.
- C. The speed of the pursuit relative to above conditions.
- D. All of the Above**
- E. None of the Above

**19. Pull MF's and spin the model refers to what?**

- A. 6 Functions of Management and the Critical Decision-Making Model
- B. Forecasting, Planning, Organizing, Directing, Coordinating, and Control
- C. Collect Info; Assess Situation, Threats and Risks; Consider Police Powers and Agency Policy; Identify Options and Best Course of Action; Act, Review and Re-Assess.
- D. Calling for additional resources and using equipment

**20. Common Review Errors to Avoid include:**

- A. Bias and Halo Effect
- B. Horn Effect and Favoritism
- C. A & B
- D. None of the Above

**21. Sunflower Effect is rating everyone high, regardless of performance.**

- A. True
- B. False

**22. "Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others." This quote by businessman and ex-CEO of General Electric, Jack Welch is about:**

- A. The importance of training to making good leaders
- B. The unimportance of training to leadership
- C. Leadership at the General Electric Company

**23. Supervisor expectations do NOT include...**

- A. Responding to and reporting any indication that discriminatory policing is occurring.
- B. Ensuring that employees are not subject to Retaliation for presenting Allegations of inappropriate behavior.
- C. Ensuring members under their Command are familiar with *Policy 317: Fair and Impartial Policing* and the principles of FIP: Dignity, Transparency, Voice, and Trustworthiness.
- D. Ensuring the compliance of their subordinates with this (*Policy 102: Departmental Written Directives*) and all other policies.
- E. None of the Above

**24. Can members of the BPD refuse non-disciplinary corrective action (NDCA)?**

A. Yes

**B. No**

**25. The non-disciplinary corrective action (NDCA) log must be completed in \_\_\_\_\_ Days.**

**A. 7 Days**

B. 8 Days

C. 9 Days

**26. How many steps make up the NDCA process?**

A. 4

**B. 5**

C. 6

**27. AARs should:**

A. Involve all participants.

B. Conducted as soon as possible after an event.

C. Not be a lecture

**D. All of the Above**

E. None of the Above

**28. AARs allow participants to discover and review:**

- WHAT happened,
- WHAT was supposed to happen,
- WHY it happened, and
- HOW to sustain strengths and improve on weaknesses.

**A. True**

B. False

**29. The effectiveness of training, tactics and procedures during a critical incident may be evaluated during an after-action review.**

**A. True**

B. False

**30. What is boiler plating?**

**A. Boiler plating is using stock language that is generic and does not tell the full story.**

B. Using preferred Departmental language.

C. A positive writing style.

**31. A good example of feedback include...**

- A. Holding a structured debrief with officers.
- B. Completing Non-punitive Counseling.
- C. Providing officers with and reviewing relevant policy.
- D. All of the Above**
- E. None of the Above

**32. Can the Form 99 be saved and worked on later?**

- A. Yes, of course! It can be saved and worked on late.
- B. No, it is a single use document and cannot be edited once it is saved.**
- C. A and B.

**33. As the supervisor, when conducting an UOF investigation, you must determine if the force was in policy or not, and articulate the reasoning for your decision based upon...**

- A. Consistency with Policy 1115 and whether the Use of Force was Reasonable, Necessary, and Proportional
- B. Whether the member used de-escalation technique and continuously assessed the situation prior to, during, and after the Use of Force
- C. The submission of required documentation and related evidence
- D. All the Above**
- E. None of the Above