

Scenario Feedback

Baltimore Police Department



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Think back to when you were in the academy.

Which practical scenarios do you remember?
How did they help you?

How did the instructor provide feedback to
enhance your skills as a police officer?

Objectives



Observe entry-level scenario-based training.

Evaluate trainees utilizing a scoring rubric.

Provide constructive feedback to trainees based on criteria within rubric.

Observe entry-level instructors assessing and providing feedback to trainees.

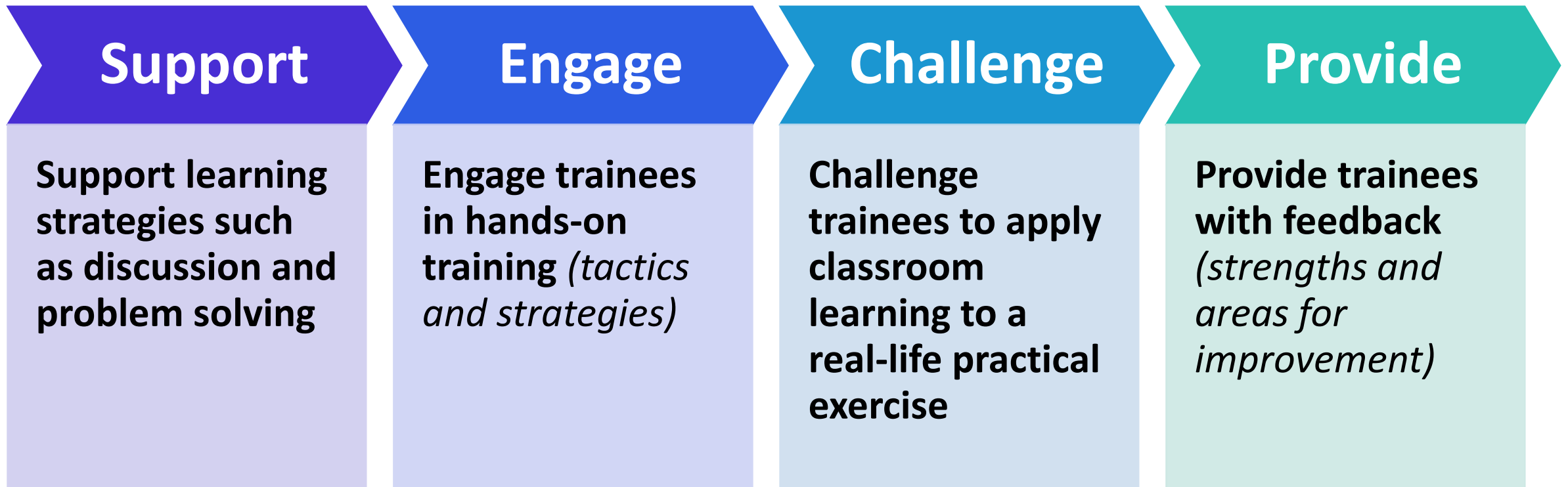
Discuss best assessment and feedback practices.

Discuss step-by-step skill building from very basic and simple scenarios to more challenging ones.

Compare academy scenarios to field-based performance.

Purpose of Scenarios

Practical Scenarios...



Quality Fee



Identifies strengths and weaknesses

Includes both strengths and areas for improvement – SPECIFIC!

Be understood and accepted by the trainee *(This does not mean that the trainee has to be in agreement with the evaluation.)*

Results in a better understanding overall performance

Be the basis for Training Plans *(Remedial Plans)*

Rubric for Scenario A

Here is the rubric we are going to use to evaluate trainees.

There are a few criteria that you are visually looking for and others where you need to listen in order to note whether it occurred or not.

PAT152 –Practical 2- Property Reports
Grading Rubric: Police Tactics and Procedure

Trainee 1:

Trainee 2:

Trainee 3:

Trainee 4:

Scenario A

Initial Response	P/F/M	Victim Interview	P/F/M
Proper Radio Use / Receives Call and calls 10-23 and 10-61 appropriately		Obtained basic suspect information (name, if known, race, hair, clothing, height, weight)	
Activated BWC appropriately		Determined what was taken from the location, and where it was taken from.	
Arrived with hands free and not distracted		Determined value of items taken/ser. #s	
Arrival		Wrote down only key details (not everything)	
Determined whether a crime is/has been committed and responds appropriately		Obtained necessary information from victim (phone number(s), address, DOB)	
Determined whether an individual needs police/medical assistance and responds appropriately		Engaged in active listening	
		Identified and attempted to interview witnesses	
Tasks on Scene		Asked about cameras / security	
Addressed safety concerns		Area canvass mentioned	
Kept a calm atmosphere to conduct a proper interview.		Professionalism	
Ordered crime lab to the location		Introduced self (if practical)	
Conclusion		Explained reason for encounter (if practical)	
Obtained CC# before giving 309 form		Responded to questions (if practical)	
Called 10-8 and 10-62 after they left the scene, Obtained a CC# (if necessary) using proper oral code		Was professional and courteous	

Look for

Listen for

Burglary

SCENARIO A: Apartment (*Burglary*)

Personnel: 1 role player (complainant)
Tactics assessor

Tactics Assessed: Witness interview skills, communications, BWC, report writing

SCENARIO: Call for a break-in at an apartment. Trainee arrives and homeowner is distraught. Homeowner reports that she came home from work and saw that the window was smashed to her apartment. Her possessions were thrown around her apartment. Her X-Box was stolen, along with some jewelry and other personal possessions. She has no idea who the suspect is and does not have a residential alarm system or cameras on the property.

Trainee should identify the crime as Burglary 1st degree (felony burglary). Trainee should collect the relevant details for a report and pull a CC#.

Case study: SCENARIO A

Group Activity

For the next 20 minutes, you and your group will discuss your observations and overall ratings.

As you discuss, determine if anyone in the group rated a trainee as “failing” a criterion while others rated that same criterion as “passing”. Engage in conversations about the reasons “why.”

As a group, you will generate constructive feedback in the comments section of the form.

PAT152 –Pra
Grading Rubric:

Trainee 1:

Trainee 3:

**Criteria
Discrepancy**

**Written
Feedback**

T-CHART

Scenario A

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Take a break

When you return from break, each group will share their overall rating of the trainees and the constructive feedback.

Rating & Constructiv

Did the trainees your group scored “pass”?

Which criteria, if any, did your group debate ratings?

What is your group’s constructive feedback?

Trainee 1:

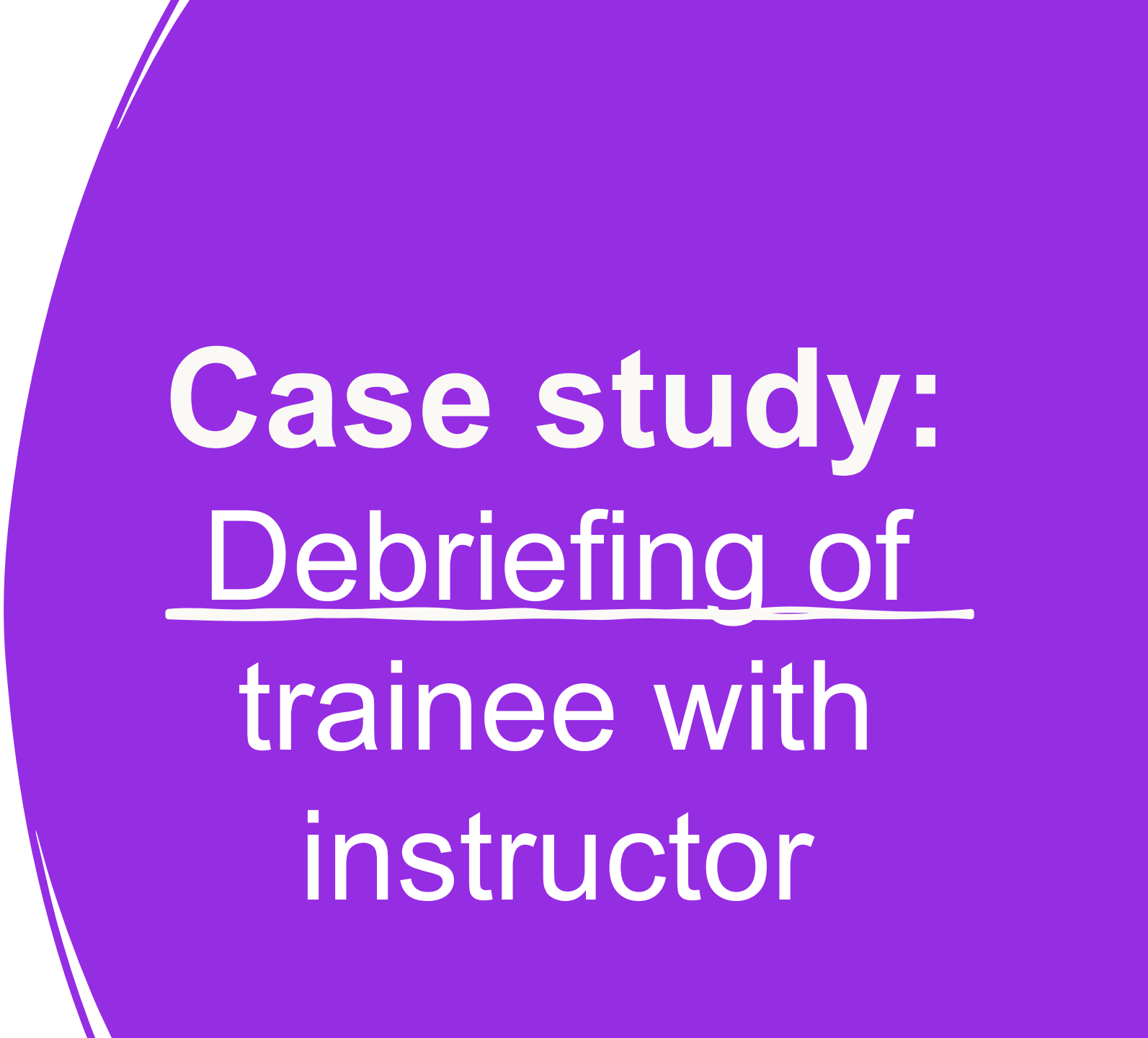
Trainee 2:

Trainee 3:

Trainee 4:

Scenario A

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Case study: Debriefing of trainee with instructor



Scenarios in the academy

The academy requires trainees to go through scenarios that are a buildup of the skills they learn during phases 1-3 of the academy.

As the trainees slowly learn a skill, they are then incorporated/demonstrated in the scenarios. It is not an assessable skill if it has not been taught.

5 Phases of BPD's Field Training Program

Phase 1

FTO in teaching mode, performing up to 70% of the duties during this phase.

Phase 2

FTO – 60%
Trainee 40%

Phase 3

FTO – 40%
Trainee 60%

Phase 4

FTO – 20%
Trainee 80%

Phase 5

100% Trainee
(back with Primary FTO)

Questions?

