

**BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION**

**LESSON PLAN**

**COURSE TITLE:** Field Training Officer Program

**LESSON TITLE:** Trainee Orientation

**New or Revised Course**

**New**

**Revised**

**Prepared By:** Police Officer Tarsha Taru

**Date:** 03/17/2021

**Academic Director Approval:** Director Gary Cordner

**Date:**

**PARAMETERS**

Lesson hours: 1 hour

**Entry-level**

Class size: 25-30

**Continuing Education**

Space needs: classroom

**Other**

**STUDENT/COURSE PREREQUISITES/QUALIFICATIONS** (if any)

All attendees must have at least 2 years certified as a police officer and successfully pass an internal background check.

**LESSON HISTORY** (previous versions, titles if applicable) This lesson plan has been derived from MPCTC field training officer program and is

**PERFORMANCE OBJECTIVES**

1. The students will define the role of the FTO in the trainee orientation process through a facilitated discussion to the satisfaction of the instructor.
2. The students will define and explain the trainee integration process in the FTEP through a facilitated discussion to the satisfaction of the instructor.

**ASSESSMENT TECHNIQUE**

1. Facilitated Discussion
2. Facilitated Discussion

<p>3. The students will explain how to develop rapport with the trainee and how that will benefit the FTEP to the satisfaction of the instructor.</p> <p>4. Given a role-playing scenario, students will conduct a mock orientation session with a trainee within 10 minutes, implementing the skills outlined and discussed in the course presentation for this portion of the course.</p>	<p>3. Facilitated Discussion</p> <p>4. Role Play</p>
<p style="text-align: center;"><b>MPCTC/COMMISION OBJECTIVES</b> (if applicable)</p> <p>1. Define the role of the Field Training Officer in the trainee orientation process. (C-2)</p> <p>2. Discuss the integration process of the trainee into the Field Training Program. (C-2)</p> <p>3. Explain developing rapport between the trainee and the Field Training Officer. (C-4)</p> <p>4. Develop a list of expectations of the FTO and trainee. (C-5)</p>	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p>Lesson plan PowerPoint presentation with embedded video file Orientation handout</p>	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Computer/laptop PowerPoint with embedded media Projector</p>	
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>Orientation Addendum</p>	
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Facilitated Discussion Case Study Role Playing</p>	

## **REFERENCES**

*FTO Policy*  
*2021 FTO Training Plan*

## **GENERAL COMMENTS**

This lesson should be facilitated by an instructor who is very knowledgeable about the FTO program. It is preferred that the facilitator is a certified FTO.

### Lesson Plan Checklist (Part 1)

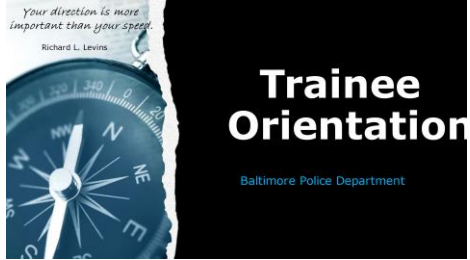
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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> Officer Tarsha Taru	<b>Date:</b> March 29, 2021		
<b>Curriculum Specialist:</b> Danalee Potter, Dawn Peake	<b>Date:</b> April 15, 2021		
<b>Reviewing Supervisor:</b> Sgt. Kara Gladden	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b>		

**COURSE TITLE:** Field Training Officer Program

**LESSON TITLE:** Trainee Orientation

<b>PRESENTATION GUIDE</b>	<b>FACILITATOR NOTES</b>
<p><b>I. ANTICIPATORY SET</b></p> <p>Good Morning. My name is____. <i>(Introduce self, experience with BPD, and experience as an FTO.)</i></p> <p><b>ASK:</b> Think of your first day on the job. How did you feel? What did your FTO do to make you feel comfortable?</p> <p>All of us have been in the situation where we are new to an agency and don't know anyone. That feeling of being nervous, not knowing how things work, or where things are can be very stressful.</p> <p><b>ASK:</b> Do you think it is our job to make them feel "at home", or will that just come with time?</p> <p>In this block we will talk about developing a rapport with the trainee, why that is important, and what the expectations are, of you and the trainee.</p>	<p><b>Time</b> 5 minutes <b>Slide 1</b></p>  <p><i>The instructor should introduce themselves and share background, experience with BPD, and experience as an FTO.</i></p> <p><b>Desired Responses:</b> <i>(Responses may vary from positive to negative.)</i></p> <ul style="list-style-type: none"><li>• Nervous about not knowing anyone or where things are located</li><li>• Stressed</li><li>• Anxious to get a call</li><li>• Excited for first day</li><li>• FTO provided reassurance, set expectations, and gradually helped me build my confidence.</li><li>• FTO made me more nervous. I didn't have a good experience.</li></ul> <p><b>Desired Response:</b></p> <ul style="list-style-type: none"><li>• They should know that we have their back and are here to ensure they learn from every experience on the job.</li><li>• It is our job to ensure they</li></ul>

	<p>know where to find what they need, when needed.</p>
<p><b>CASE STUDY: Serpico's First Day</b>  Some of you may have seen this movie, others may not have. Serpico was a 1973 biographical-crime film that portrays officer, Frank Serpico. In this clip, you'll view his graduation to his first day at the district. Think about what you should keep in mind as an FTO regarding your trainee's first few days on the job.</p> <p><b>ASK:</b> What should you keep in mind as an FTO regarding your trainee's first few days on the job?</p> <p><b>EXPLAIN:</b> Remember, the weekend prior, graduation was probably the highlight of their life or career to that point. Don't ruin it for them by discussing negatives of the job. This day is probably a culmination of their dreams and goals. They may also be a legacy officer with other family members in the department or profession.</p> <p>Be there for their first moments around co-workers. Don't let them get shoved in the corner and overwhelmed from the beginning. This simple gesture will help them adjust and build a rapport quickly.</p> <p>Shelter them from controversial activities during their probationary period and discuss with them the possible ramifications of their actions. For example – that free cup of coffee at 7-11, etc.</p>	<p><b>Slide 2</b></p>  <p><i>Click on photograph for link to webpage:</i>  <a href="https://www.tcm.com/video/297623/serpico-1973-dont-be-so-fussy/">https://www.tcm.com/video/297623/serpico-1973-dont-be-so-fussy/</a></p> <p><i>(Run time: 3 mins, 10 sec.)</i></p> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Last weekend may have been their graduation – highlight of career.</li> <li>• You are their first real experience with the department as a sworn officer.</li> <li>• They may be anxious or very excited to “get to work”.</li> <li>• They might be a legacy officer.</li> <li>• Try to keep them from controversial activities and/or discussions.</li> </ul>

## II. INSTRUCTIONAL INPUT (CONTENT)

### PERFORMANCE OBJECTIVES

Let's review today's learning objectives.

Within this lesson, you will...

- Define the role of the FTO in the trainee orientation process.
- Identify and explain the trainee integration process in the FTEP.
- Explain how to develop rapport with the trainee and how that will benefit the FTEP.
- Conduct a mock orientation session with a trainee, implementing the skills outlined.

**Time:** (30 minutes)

### Slide 3

Objectives	
<b>Define</b>	Define the role of the FTO in the trainee orientation process.
<b>Identify and explain</b>	Identify and explain the trainee integration process in the FTEP.
<b>Explain</b>	Explain how to develop rapport with the trainee and how that will benefit the FTEP.
<b>Conduct</b>	Conduct a mock orientation session with a trainee, implementing the skills outlined.

### Developing Rapport with the Field Trainee:

Developing a solid training relationship between the FTO and the field trainee is critical to the success of an FTO program. Establishing a professional rapport with the field trainee – one that is based on mutual respect and understanding, does **NOT** require that an FTO and field trainee become “friends. In all likelihood, this type of personal relationship, if it does develop, will only occur over a longer time span than occurs during field training.

What is required for the FTO program to be successful is that an **FTO** and **trainee develop a \_\_\_\_\_ relationship.**

**Teacher → pupil**

**Coach → student**

**Mentor → protégé**

What is required at the beginning of the program is that the field-trainee understand what is expected of him/her and how those performance and behavior expectations can be met. Professional development and learning come through effective communication. Because trainees may, at the outset of the program, be reluctant to share their ideas, feelings, misgivings or ask questions, FTOs need to let the trainee know that they understand and appreciate their situation. In fact,

### Slide 4

**Developing Rapport**

**Training Relationship**

- Teacher → Pupil
- Coach → Student
- Mentor → Protégé

**Professional Rapport**

- Trust
- Respect

most FTOs are themselves likely to be the products of a successful FTO program.

FTOs must do all they can do to convey a positive attitude to the field trainee, one that suggests that the trainee can and will succeed in the program. The likelihood of success increases when a field trainee believes that his/her FTO is squarely in his/her corner.

The rapport session is to build trust between the FTO and the trainee. The FTO needs to develop that rapport so the trainee will be willing to ask questions and be comfortable to learn. Our goal is to make sure the trainee has the highest possible chance of successfully completing the training program and become an officer that can function for solo duty.

**Never Say...**

Building rapport doesn't mean saying something like this...

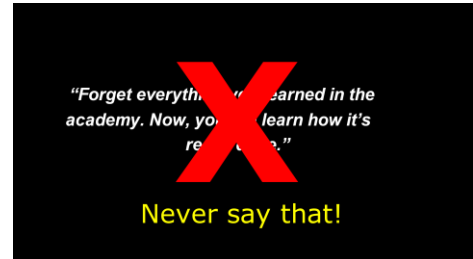
*"Forget everything you learned in the academy. Now, you will learn how it's really done."*

Statements like these are NOT ways to set the tone for your trainee. Telling them to forget their previous trainings has a high cost. Never say that!

**ASK:** Who are the officers that are the most up to date with methods, techniques, or laws?

You need to stress to the trainee that the academy is the beginning of their training and the building blocks from which all future training will build upon. The Field Training Program must build on the lessons learned in the academy.

**Slide 5**



**Desired Response:**

- The new officer.

**Orientation of the Trainee: Formal Culture**

**Slide 6**

The transition from an entry-level academy (academic environment) to the “real” world is an essential step in any type of field training program.

At a minimum, the field trainees need to be indoctrinated into the **organization’s formal culture** before they can be expected to perform satisfactorily in the field, to include the following BPD components:

- Mission
- Values
- Vision
- Policies
- Procedures
- Rules and Regulations.

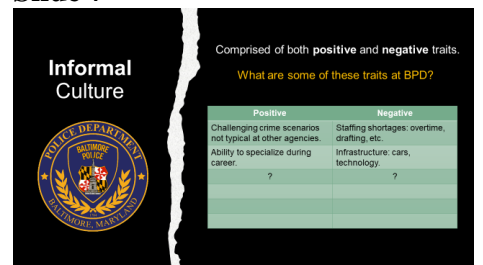


**SAY:** In addition to formal culture, FTOs are expected to guide trainees through the nuances of the agency’s *informal* culture, which can be comprised of both positive and negative traits.

**ASK:** Here are a few of the positive and negative aspects of BPD’s informal culture. **Can you identify others?**

*Have the students briefly consult each other in order to fill out the table with various responses.*

**Slide 7**



**Possible responses:**

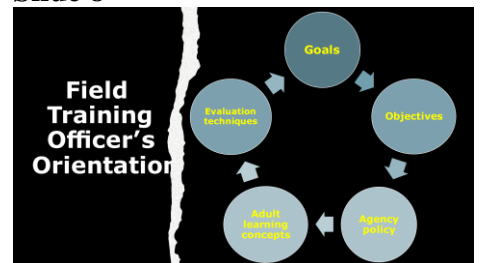
Responses will vary according to student perceptions of agency culture.

**Field Training Officer’s Orientation**

Just as the field trainee needs orientation to the program, so do FTOs. Even veteran FTOs need to review the goals and objectives of the program. Likewise, they may need to review adult learning concepts, evaluation techniques and other program specific material in preparation for the trainee’s arrival.

There is a real temptation for FTO’s to “consult” with members of the Training Staff about their field trainees prior to their appearance in the field. On the surface, an inquiry into the academic and skills

**Slide 8**



performance as well as the behavior of an assigned field trainee during entry-level training seems to be a logical and normal step to take by an FTO prior to a field trainee's arrival. However, unless the Training Staff believes that it is critical to the success and/or safety of the field trainee or the safety of the FTO the dissemination of background information should be kept to a minimum.

**ASK:** Why should FTOs avoid consulting with members of the training staff about a trainee prior to their arrival?

There is a natural inclination to prejudge a field trainee based on such background information, in particular if the field trainee has developed a "reputation" during entry-level training. Additionally, such background information about a trainee is best communicated through formal or official methods.

Likewise, the transfer of negative information from one FTO to another during the conduct of the field-training program needs to be coordinated carefully. One of the reasons for rotating a trainee from one FTO to another is to minimize the likelihood that a trainee's evaluations are personality driven as opposed to being performance/behavior driven.

Sharing officer safety issues must always take place as a field trainee is rotated from one FTO to another. Likewise, sharing a trainee's documented strengths and weaknesses is essential for ensuring that the trainee's performance continues to meet agency standards. This information can be shared via the trainee evaluation process and should be used to resolve and correct performance/behavior deficiencies.

**Integration of the Trainee**

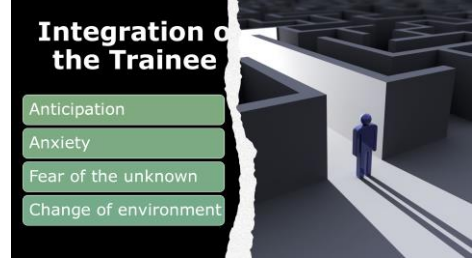
It should be anticipated that field trainees will experience a great deal of anticipation/anxiety as they prepare to begin their career. Most experience fear of the unknown. Because many of them may be in their

**Desired Responses:**

- Possible prejudgment of the trainee
- Informal/unvetted feedback about the trainee

first “real” job, and they may initially be nervous, confused and even intimidated by their surroundings. The change from a highly structured environment, as most entry-level academies are, to a complex, ever-changing operational setting may be initially unsettling to most trainees.

**ASK:** As a result, what qualities might they initially lack and require guidance from you?



**Desired Responses:**

- They may initially lack personal discipline, self-assurance, command presence and in some cases a professional work ethic.

**Initial Exposure**

Trainees will begin to form lasting impressions of the agency during this initial exposure to the “real” department, including:

- opinions about the organization
- judgments about how the FTO will approach his/her assignment
- perceptions about the job to be done

The impression you as a Field Training Officer will have on the new officer will stay with that new officer the rest of their career.

During these first few days, field trainees begin to learn what is expected of them and to determine if they will be able to meet the challenge. Initially, they will take comments about their performance very seriously and will be concerned about how they are doing and if they are making favorable impressions on the FTO. They are impressionable and want to succeed.

**Slide 10**



**Ways to Ease a Trainee’s Fears**

**Slide 11**

Simply stated, an FTO can ease many of the trainee's fears by:

- Remembering their first days on the job.
- Exercising an understanding about the trainee's new experience.
- Building a friendly, open, and professional relationship is key to helping the trainee transition into his/her role as field trainee. The less apprehensive and more responsive the field trainee becomes the quicker their development will be.
- Establishing effective communication and good rapport are basic to the success of the program.

**ASK:** Why is building rapport and establishing effective communication so important?

### Ways to Ease a Trainee's Fears

- Remember your first days on the job.
- Exercise an understanding about the trainee's new experience.
- Build a friendly, open, and professional relationship.
- Establish effective communication.

#### Desired Responses:

- Trainees are more likely to share their concerns, to ask questions and accept direction and guidance if they believe that their FTOs understand their situation.

**SAY:** So, in preparation for the exercise that we're about to do, I want you to try and define an "orientation session" based on the material we've discussed thus far.

**ASK:** What is an orientation session? What does it entail? Who gives orientation sessions, and when?

#### Slide 12

So, what is an "orientation session?"

- Introduction to their new FTO, when they first arrive at your district.
- Every FTO must conduct them.
- Entails:
  - Making the trainee comfortable.
  - Attuning yourself to trainee needs, learning style, communication style.
  - Setting expectations for the communication of training issues.



**This slide contains animations. See instructions below for revealing each of the bullet points.**

*Click through the animations to display each of the bullets/responses below.*

#### Desired responses

- An orientation session is the

**ASK:** And let's recap: what are the key elements of an orientation session? Can anyone summarize?

session each FTO will have to conduct every time they receive a new trainee (i.e. – every two weeks, at the beginning of a new phase of field training).

- Orientation entails the following:
  - Making the trainee feel comfortable with their new FTO.
  - Becoming attuned to the trainee's needs, particular learning style, and style of communication.
  - Building a friendly and professional rapport.

*Click to activate the animation and reveal the list below. It will appear all at once.*

**Desired responses:**

*Students will not reproduce this list verbatim, as they will be processing the content in their own words. However, the instructor should present this information as it appears on the slide.*

- Discuss the objectives of field training.
- Establish expectations for performance and communication.
  - How you will be evaluating them.
  - How constructive critique will be handled.
  - How to communicate concerns.

	<ul style="list-style-type: none"> <li>• Allow the trainee to participate and share their opinions (i.e. – not a one-way conversation).</li> <li>• Asking the trainee if they’ve had any issues adapting to field life. <ul style="list-style-type: none"> <li>○ How they have dealt with such issues thus far.</li> <li>○ How you can be of service to them in further adaptation.</li> <li>○ Any particular anxieties they may have for this next phase of training.</li> </ul> </li> </ul>
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**ROLEPLAY EXERCISE – GROUPS OF 3**

**SAY:** Great. Now that we’ve reviewed the orientation session itself, we’re going to conduct them. I want you to split into groups of three. Each person in your group will assume one of the following roles:

- **FTO:** Will conduct the orientation session.
- **Trainee:** Will assume a specific “personality” (see list below) that the FTO will have to manage during their orientation.
- **Observer:** Third party evaluator who will be grading the FTO’s performance during the session. This person will use the checklist I am about to hand out (see appendix) to evaluate the FTO, and will not say anything during the trainee-FTO interaction.

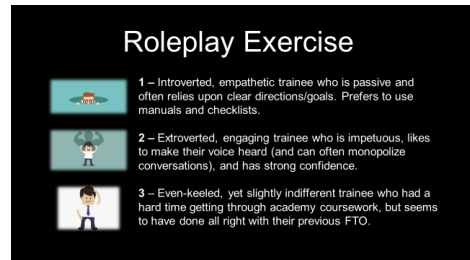
**Trainee “Personalities”**

**SAY:** Okay, I need each group to choose one person to act as their “trainee.” Once you’ve selected your “trainee,” that person must pick a number between one and three. Ready?

**1** – Introverted, empathetic trainee who is passive and

**Time:** (15 - 20 minutes)

**Slide 13**



*Divide the class into groups of three. Each group member will assume one of the roles described in the left column.*

*The “FTOs” from each group are to conduct their orientation sessions with their respective “trainees.” **The sessions should not exceed 5 minutes.***

*Click to activate the animation and introduce the trainee “personalities.”*

*The trainee “personalities” will correspond to the numbers they choose (see left column). **Describe***

often relies upon clear directions/goals. Prefers to use manuals and checklists.

**2** – Extroverted, engaging trainee who is impetuous, likes to make their voice heard (and can often monopolize conversations), and has strong confidence.

**3** – Even-keeled, yet slightly indifferent trainee who had a hard time getting through academy coursework, but seems to have done all right with their previous FTO.

*(The below once the groups have finished with their sessions).*

**ASK:** Observers, you're up first. How did your FTOs fare in their interactions? What were their scores?

**ASK:** Now, for the FTOs: what did you find difficult when dealing with your trainees? What was easier?

**ASK:** And finally, the trainees: what did your FTO do well? How did they make you feel comfortable? Is there anything they didn't do that you wish they would have done?

*these personalities for the class.*

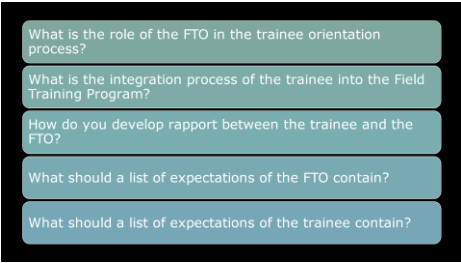
*Ask each observer to share their FTOs' most common scores. Highlight any particular strengths or weaknesses, and ask why their FTOs score high/low.*

**Possible Responses:**

- If the trainee was personable, it was easier to build rapport.
- I had to think about how to express things because of my trainee's personality.
- Sometimes it's difficult to hold an extended conversation with certain people.

**Possible Responses:**

- Hearing about their experience in BPD built legitimacy and trust.
- It was reassuring to find that I could ask for help and voice my concerns.
- I wish they would have talked more about how I

	<p>would be evaluated, so that I know what to do and how to do it.</p> <p><i>At the conclusion of the exercise, the instructor should summarize the lessons learned and highlight any points that the groups may have missed during their orientations.</i></p>
<p><b>III. REVIEW/EVALUATION/CLOSURE</b></p> <p><b>ASK:</b> What is the role of the Field Training Officer in the trainee orientation process?</p> <p><b>ASK:</b> What is the integration process of the trainee into the Field Training Program?</p>	<p><b>Time:</b> (5 minutes)</p> <p><b>Slide 14</b></p>  <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Providing trainees with an information sheet, schedules, lockers, tours of the district(s), and other administrative duties.</li> </ul> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• It should be anticipated that field trainees will experience a great deal of anticipation/anxiety as they prepare to begin their career.</li> <li>• Most experience fear of the unknown. Because many of them may be in their first “real” job, and they may initially be nervous, confused and even intimidated by their surroundings.</li> </ul>

**ASK:** How do you develop rapport between the trainee and the Field Training Officer?

- The change from a highly structured environment, as most entry-level academies are, to a complex, ever-changing operational setting may be initially unsettling to most trainees.

**Desired Responses:**

- FTOs must guide trainees through a comprehensive process which requires a blending of knowledge, skills, and good judgment.
- All FTOs should establish a friendly, open, and professional rapport with the trainee. Rapport is extremely important for communication because people are not likely to share their ideas, questions, or feelings unless they feel that their listener is open and empathetic.
- FTOs should believe that with the proper training and coaching, trainees can succeed in FTEP. Trainees need to believe and know that their FTOs want them to succeed. It is particularly important that an FTO maintain a positive and objective attitude toward a trainee who has not performed well. An FTO's judgment should be supported by independent observations instead of rumors.

**ASK:** What should a list of expectations of the Field Training Officer contain?

**Desired Responses:**

- Trains and evaluates POTs.
- Identifies remedial training needs of POTs, designs customized plan to address needs, and documents POT progress, success or inability to meet standards.
- Completes DORs.
- Seeks guidance and instruction from supervisors on how to improve their performance as an FTO.
- Reviews trainee evaluations/training plans and provides feedback.
- Reports on trainee job performance to supervisors.
- Coordinates the specific training plans for their trainee(s) with Field Training District Coordinators.

**ASK:** What should a list of expectations of the trainee contain?

**Desired Responses:**

- Performs the duties of a police officer under the guidance of a Field Training Officer (FTO).
- Commits to learning as much as possible from every assigned FTO.
- Completes entries in the Recruit Manual on a regular and timely basis.
- Communicates promptly to the FTO any training performance concerns so the issues may be addressed in a forthright and prompt manner.

	<ul style="list-style-type: none"><li>• Actively participates in any special training sessions the FTO Program schedules.</li></ul>
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**Questions**

**ASK:** What questions do you have for me?

**Slide 15**



*The instructor should answer as many questions as time allows.*

## APPENDIX A

### Trainee Orientation Roleplay

*Grade your "FTO" on a scale of one (poor) to five (excellent).*

Does the FTO develop a professional rapport?	1 2 3 4 5
Does the FTO discuss training expectations?	1 2 3 4 5
Does the FTO allow the trainee to speak and voice their opinion?	1 2 3 4 5
Does the FTO help ease anxieties or concerns?	1 2 3 4 5
Is there anything else your FTO does well? (Write response).	