

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

**LESSON PLAN**

**COURSE TITLE:** Field Training Officer Program Refresher

**LESSON TITLE:** Lessons and Challenges

**New or Revised Course**

☒ **New**

☐ **Revised**

**Prepared By:** Police Officer Tarsha Taru

**Date:** 11/01/2021

**Academic Director Approval:** Director Gary Cordner

**Date:**

**PARAMETERS**

Lesson hours: 1 hour 30 minutes

☐ Entry-level

Class size: 20 students

☐ Continuing Education

Space needs: Classroom

☒ Other

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

Attendees should have served as a certified FTO for at least one year before attending this course.

**LESSON HISTORY** (previous versions, titles if applicable)

**PERFORMANCE OBJECTIVES**

1. Through facilitated discussion, students will review and analyze survey data from the trainees who recently completed field training to the satisfaction of the facilitator.
2. Given a group activity, students will identify appropriate solutions to overcome the daily challenges that FTOs face to the satisfaction of the facilitator.
3. Given a set of officer trainee interviews, students will analyze the feedback of an FTO and identify the pros and cons of his or her performance to the satisfaction of the facilitator.

**ASSESSMENT TECHNIQUE**

1. Facilitated discussion
2. Group activity
3. Analysis of interviews

<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>This lesson is intended to generate discussion about the challenges that FTOs face, review survey data from recent field trainees, and give solutions that can be applied to improve program challenges.</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>No MPCTC objectives apply. However this course meets the requirement for periodic FTO recertification.</p>
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p>Flash drive containing this lesson plan and power point presentation</p>
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Projector Computer Chart paper Markers Sticky Notes</p>
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>10 copies of Appendix A – FTO Survey Results</p>
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Lecture Group activity Mind Mapping Facilitated discussion</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• 2021 FTO Survey data and interviews from former trainees</li> <li>• Case Study for slide #12 <a href="https://www.youtube.com/watch?v=cNXx2EAHuZQ">https://www.youtube.com/watch?v=cNXx2EAHuZQ</a></li> </ul>
<p style="text-align: center;"><b>GENERAL COMMENTS</b></p> <p>It is recommended that the facilitator giving this course is a certified FTO and has knowledge and understanding of COMAR as it relates to the BPD’s Field Training Program.</p>

### 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		

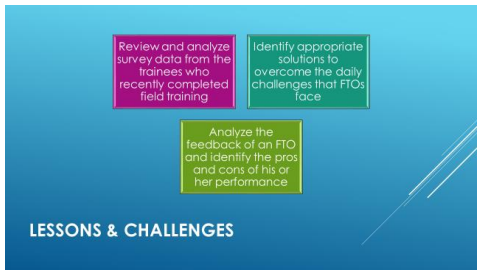

### Lesson Plan Checklist (Part 2)


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> 11/1/2021		
<b>Curriculum Specialist:</b> Danalee Potter	<b>Date:</b> 1-31-2022		
<b>Reviewing Supervisor:</b> Sgt. Kara Gladden	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b>		

**COURSE TITLE:** FTO Refresher

**LESSON TITLE:** FTO Lessons and Challenges

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b></p> <p><b>SAY:</b> Good morning, everyone. Welcome to BPD’s refresher course for Field Training Officers. The purpose of this course is to review some of the principles we may take for granted as we accumulate experience with our trainees. The day-to-day challenges of field training may cause some FTOs to lose sight of the overall objective, or lead them to wonder if we are addressing the issues they experience in the field.</p> <p>This training is designed with that in mind. Over the course of the day, we will revisit concepts such as leadership and mentorship, while also covering practical elements such as remedial training, trainee wellness (i.e. – trauma on the job), and how to problem-solve and properly conduct community policing with your trainees.</p> <p>We hope that this training is to your satisfaction, since it was developed according to the feedback we receive from our FTOs. To that end, we encourage all participants to provide further feedback to their instructors over the length of the course. They will be sure to record your comments for future iterations.</p>	<p><b>Time</b> 10 minutes</p> <p><b>Slide 1</b></p> 
<p><b>Slide 2</b></p> <p><b>SAY:</b> Another motivation for this course is the survey data that we receive from our trainees. During our lessons, we will be asking you about your experiences in comparison to this data. There will be a lot of sharing and—we hope—mutual learning in this process.</p> <p>As for the course itself, it will consist of six modules:</p>	<p><b>Slide 2</b></p> 

<ol style="list-style-type: none"> <li>1. Lessons and Challenges from the Field.</li> <li>2. Scenario Feedback.</li> <li>3. Trainee Remediation.</li> <li>4. Trainees and Trauma.</li> <li>5. Leadership.</li> <li>6. Community Policing and Problem-Solving.</li> </ol>	
<p><b>Slide 2</b>  <b>SAY:</b> Let's review the learning objective associated with this module</p> <ol style="list-style-type: none"> <li>1. Students will review and analyze survey data from the trainees who recently completed field training to the satisfaction of the facilitator.</li> <li>2. Students will identify appropriate solutions to overcome the daily challenges that FTOs face.</li> <li>3. Students will analyze the feedback of an FTO and identify the pros and cons of his or her performance.</li> </ol>	<p><b>Slide 3</b></p> 
<p><b>Slide 4</b>  <b>SAY:</b> With any FTO Program there will be things that challenge us as FTO; however, to make the program better and to enhance training, we want to turn these challenges into opportunities for growth for ourselves, as FTOs, and for the field training program.</p> <p>The simple definition for the word challenges is to arouse or stimulate especially by presenting with difficulty. During this module, we'll talk about FTO challenges, and how to overcome those difficulties by identifying solutions using the data provided during this presentation.</p> <p><b>SAY:</b> Think about your experiences as field training officer. What were some of the challenges that you faced?</p> <p>At your table groups, utilize the chart paper and markers provided and create a Mind Map that identifies each of your #1 challenges as an FTO. This will require you to</p>	<p><b>Slide 4</b></p>  <p><i>The facilitator should utilize the Management By Walking Around</i></p>

<p>each consider what you individually thought was your most challenging aspect of being an FTO and adding it to the chart paper.</p> <p>At the conclusion of the exercise, each group should share with the class their ideas from their list. I'll give you about 3-5 minutes. You may begin.</p> <p><b>SAY:</b> Ok, time's up. Let's share your responses with the class. As each group shares their Mind Map, I am going to record some of your responses that have the most impact on the program.</p>	<p><i>Strategy to check in on the groups and listen to conversations.</i></p> <p><i>After 3-5 minutes</i></p> <p><b>Anticipated Responses:</b></p> <ul style="list-style-type: none"> <li>• Burnout (as a result of field training-related factors and/or external factors)</li> <li>• Too Much Documentation</li> <li>• Task Management</li> <li>• Applying Adult Learning</li> <li>• Unequal Knowledge</li> <li>• Fear of Liability</li> </ul> <p><i>The facilitator should write down some of the ideas that students have come up with.</i></p>
<p><b>II. INSTRUCTIONAL INPUT (CONTENT)</b></p> <p><b>Slide 5</b></p> <p><b>SAY:</b> You all have come up with great ideas. Let's elaborate on how to cope with these challenges. We've created a list on this slide to show what some of your anticipated responses might be. Of course, we weren't able to predict every response, but hopefully these specific challenges will be a good talking point to begin the conversation.</p> <p><b>1. Burnout</b></p> <p><b>ASK:</b> Why might you experience Burnout as an FTO?</p>	<p><b>Time:</b> 1 hour 10 minutes</p> <p><b>Slide 5</b></p>  <p><b>Desired Response:</b></p> <ul style="list-style-type: none"> <li>• Feeling overworked</li> <li>• Too much paperwork</li> <li>• Struggling to build a relationship with a trainee</li> <li>• Outside stressors</li> </ul> <p><b>NOTE:</b> <i>The Facilitator can utilize the desired responses if class is struggling with listing responses. Be flexible and keep an open mind about the responses the FTO's come up with, because those responses</i></p>

<p><b>SAY:</b> Burnout is one of the reasons why FTOs can develop poor morale and bad attitudes. Not the only reason -- sometimes it is a matter of a failure in the agency's selection process to find good FTOs. Other times it might relate to some department-wide issue like a scandal or forced overtime or layoffs. However, one issue I have seen time and time again --is plain old burnout.</p> <p><b>SAY:</b> When an FTO has burned out on training new officers, he or she is likely to impart an attitude of indifference or even hostility. This is unacceptable in police work. For issues regarding <i>burnout</i>, you can request to sit out a training cycle to re-group or serve as a secondary FTO vs. primary. Don't be afraid to ask about this if it's needed.</p> <p><b>2. Difficulty Learning</b></p> <p><b>ASK:</b> Why might it be difficult for an FTO to successfully apply adult learning techniques?</p> <p><b>SAY:</b> The key to engaging your trainees involves understanding their learning style preferences. This has resulted in a greater success rate among trainees. Although adult learners are more mature and focused than their younger counterparts, FTOs must have certain skills to maintain adult learner motivation during the Field Training program. As with all adult learners, they have different learning styles. Some may be more visual, auditory, or kinesthetic, requiring hands-on experiences. Best practice is to try to incorporate all 3 learning styles whenever possible because most adults prefer more than just one modality of learning. To ensure effective instruction, FTOs should tailor their</p>	<p><i>may not match the desired responses listed in the Lesson Plan. This is about their feedback and experience.</i></p> <p><b>Desired Response:</b></p> <ul style="list-style-type: none"> <li>• Not knowing what strategies to use.</li> <li>• Lack of knowledge regarding the trainee's learning style.</li> </ul>
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training to meet the learning style of recruits.

**SAY:** If you are unsure which adult learning techniques will work best for your trainees, be sure to ask them on day one of field training to advise what type of learner they are. Remember, all trainees complete an adult-learning survey during Week 2 of the Entry Level Training experience.

**SAY:** Let's do a quick review. I want you to discuss the definition of each type of learning with a partner. What does it mean to be an auditory learner? A visual learner? A kinesthetic learner? *I want you to come up with examples of each type from your work with trainees. Go!*

*Allow the students to discuss the matter for about three minutes. Then, collect their responses and compare them to the desired responses shown below. Some may come closer than others to the true definition of each style.*

**Desired responses**

- **Auditory** – Learns primarily from verbal instructions and commands; tends to be a natural active listener; adept at detecting social nuances during interactions; may be good at radio communication; often crossed with visual learning.
- **Visual** – Learns by watching; can benefit from being in the background while an FTO completes an interaction; responds to modeling techniques; the type of person who can learn anything from YouTube.
- **Kinesthetic** – Learns by doing; benefits from practice and repetition, especially physical modeling; tends to excel in scenario-based training, but may struggle with more abstract concepts (think: RAS and PC).

### ***3. Managing Tasks***

**ASK:** What are some of the tasks you have in your current position?

**SAY:** If you are struggling to *manage the multiple tasks* you're assigned with, be sure that you establish responsibility for trainees. Remember the ratio rule for each phase of field training, and get your trainees to participate and serve as the primary officer when possible.

### ***4. Documentation***

**SAY:** Regarding *documentation*, don't forget to document everything as it relates to the trainee's performance and debrief trainees on the documented performance.

**ASK:** Why is documentation so important?

### ***5. Knowledge of Policy/Procedure***

**SAY:** Let's move onto the final two FTO Challenges. Don't forget that your *knowledge* of current policies, laws, and procedures is very important. Make sure that you keep up with current policy, law and procedures of the agency.

#### **Desired Response:**

- Paperwork
- Court dates
- Volume of calls during a given shift

#### **Desired Response:**

- Tracks progress of trainee.
- Ensures all DOR book responsibilities are covered.
- Tracks any remediation provided to trainee.
- Shows success or failure of trainee during field training.

## 6. Liability

Finally, failure to supervise and train poses one of the greatest risks to the FTO and the department. Be sure that you understand vicarious **liability** and its relationship to training.

As you can see these things impact the FTO tremendously. So the purpose of this class is to identify the issues that impact the program and try to come up with solution on how we can resolve them so that ultimately we can provide better training to the trainees entering into field training.

### Slide 6

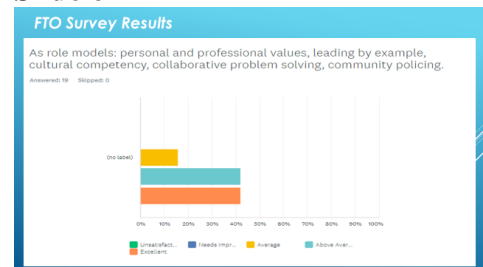
**SAY:** So, let's look at how trainees have rated our FTOs as a whole. This data is from our most recent survey, and summarizes our *collective* performance. It is not directed towards any one individual.

**ASK:** First, the positive. Can any of you tell me what this chart says?

*Allow students to respond.*

**ASK:** Right. We're doing pretty well when it comes to acting as role models, but what does that actually mean? Can you give me examples of situations in which you and a trainee demonstrated "cultural competency?" How about "community policing?" How did you accomplish that with your trainee?

### Slide 6

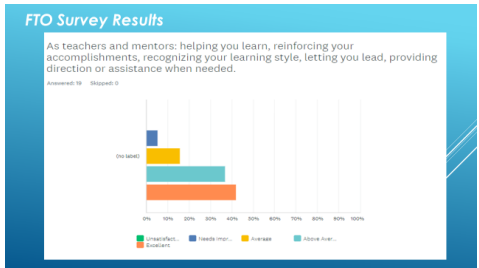
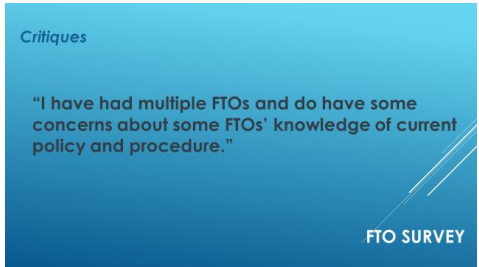


*Gather student responses and discuss. If students do not provide any answers, refer to the suggested responses below.*

### Suggested responses

#### Cultural competency

- Demonstrating how to work with a resident across a language barrier.
- Resolving a domestic dispute under sensitive family circumstances (e.g. – an elderly relative living with a Latino family, a son with a drug addiction and parents

	<p>who want him out of the house, etc.)</p> <p><u>Community policing</u></p> <ul style="list-style-type: none"> <li>• Demonstrating courteous and empathetic conversation with residents about a local problem.</li> <li>• Showing the trainee how to conduct a business check that goes beyond “entering and signing the book.”</li> </ul>
<p><b>Slide 7</b></p> <p><b>SAY:</b> Another area of promise is teaching. According to trainees, we are doing well. The majority of our FTOs were rated “above average” or better, and only 15 percent were rated “average.”</p> <p><b>ASK:</b> What do you feel that we are doing right when it comes to teaching? Do you have any particular strategies that you’d like to share with the class? What has worked for you in the field?</p>	<p><b>Slide 7</b></p>  <p><i>Allow students to share their insight and discuss any relevant comments accordingly.</i></p>
<p><b>Slide 8</b></p> <p><b>SAY:</b> Now, it’s time for the negative. We’re going to consider several of our trainees’ critiques of FTO performance and discuss ways for improving in these areas. Here is the first one.</p> <p><i>Click to introduce the first comment.</i></p> <p><b>ASK:</b> Which policies do you think they are referring to? Name a few which might pose a problem for FTOs.</p>	<p><b>Slide 8</b></p>  <p><i>This slide contains three animations, one for each trainee comment. Click to introduce each one.</i></p> <p><i>Responses will vary here.</i></p>

**ASK:** What are some ways to ensure that you maintain a strong working knowledge of such policies?

**SAY:** All of these are great answers. Let's proceed to the next comment.

*Click to introduce the second comment.*

**ASK:** Which performance area does this comment reference? I'll give you a hint: we just saw a chart on it (teaching).

**ASK:** What problems do you think the FTO may have had in this case? What did they fail to take into account?

**ASK:** On the subject of autonomy, can anyone tell me the approximate percentage of calls that an FTO/trainee should handle at each phase of training?

**Desired responses**

- The most obvious answer: re-read the policies periodically.
- Draw upon the knowledge of your supervisors. Ask them any policy-related questions.
- At the end of your shift, ask the *trainee* for feedback on anything which may remain unclear, and take note of any policies or procedures they reference.

**Desired response:** teaching.

**Desired responses:**

- **Learning style:** it sounds like the trainee may have been more of a kinesthetic learner. This comes back to the importance of *knowing your trainee's learning style*.
- **Readiness for autonomy:** Depending on the phase of field training, the FTO may indeed grant more autonomy to the trainee.

*Allow students to respond, then click to show the answers. You can read from the answers themselves to present them to the students.*

**SAY:** Good. And now, the last comment. I think this one will serve as an ideal transition to our next subject.

*Click to introduce the last comment.*

**ASK:** What kind of mentality does this comment illustrate? Why do you think an FTO would act this way?

**Desired responses:**

- This is a classic “no rookie ever gets a 5” mentality, which assumes that a trainee is incapable of performing at a high level due to their inexperience.
- The FTO wants to “harden” their trainee in preparation for the realities of the street.
- They do not understand how to be a good mentor (our next subject).

**Slide 9**

**SAY:** So, let’s discuss the following question:

*How can we as FTOs be better mentors and instructors?*

At your table groups are a set of sticky notes. I’d like for you take a moment to discuss some ideas with your table group members, and then come to a consensus regarding the top two ways you think FTOs can be better mentors.

**SAY:** Record your responses on one sticky note each, and bring them up to the chart paper in front the room. I’ll give you about 5 minutes to complete this task. You may begin.

**SAY:** Ok, time is up. Let’s review what ideas your group came up with.

**Slide 9**



*On a piece of chart paper at the front of the room, the facilitator should write the question, “How can we as FTOs be better mentors and instructors.”*

*The facilitator should utilize the MBWA strategy to observe group discussions and ensure groups are on task.*

*The facilitator should review the different ideas on the sticky notes and read some to the class.*

**Desired Response:**

**SAY:** Great answers! Your credibility allows the trainee to trust that you will provide them with the best training possible. To include ensuring that they are exposed to incidents that take place off your post or out of sector. If you don't know, say you don't, but make it a point to revisit and find an answer.

Providing the best training allows the trainee to be self-sufficient when they are finished field training. It also lessens liability for the FTO and trainee.

Being forthcoming about performance and even if the trainee's performance was below satisfactory.

**SAY:** Finally, ensuring that the DOR (daily observation report) is complete is just a small fraction of the FTO's job. Providing feedback constructively daily is important to the trainee's progress and this feedback allows the trainee to work at skills that need improvement.

This was a great discussion! Nice job!

- Credibility
- Training
- Honesty
- Providing constructive criticism

#### Slide 10

**SAY:** Let's move on to the case study exercise. You will be listening to two interviews from two different officers who recently went through the Field Training Program. BPD officers express their overall field training experience. Take a listen, and after, we will discuss how we can improve the field training experiences. Please keep in mind that the audio is muffled to protect the identities of the interviewees.

**SAY:** The first interview is of Officer A, who describes

#### Slide 10



*Pass out copies of Appendix B – Interview Case Study #1.*

*To play the case study, click on the*

the field training experience with both the primary and secondary FTO while in field training.

**SAY:** I have provided you with a transcript to follow along with, just in case it's difficult to understand the distorted voice. Let's take a moment to listen.

**SAY:** You heard the officer discuss a report writing issue where he knew some information belonged in there, but the FTO was telling him that it didn't, and then after it was reviewed, the officer had to go back and edit the report. The officer commented that the FTO acknowledged that she didn't realize it belonged there and proceeded to tell him to fix it.

**ASK:** Which FTO challenge does this mirror?

**ASK:** What should the FTO do before she gets another field trainee?

**SAY:** Very good; let's continue listening to the interview.

**SAY:** So the interview stops right before the rating is given. What do you think that FTO's rating would be for helping the trainee learn, and why?

*speaker icon and press the play icon on the slide.*

*Link:*

<https://app.box.com/s/1qgsnfiqjxfse90orp574oxl99fns0w>

**NOTE:** *Keep the mouse hovered over the minute bar to track the amount of time left in the interview.*

**NOTE:** *Stop the audio at the 1min. 10 sec. mark to facilitate a discussion before continuing.*

**Desired Response:**  
Knowledge

**Desired Response:**  
Read up on policies and procedures for report writing

*Press the "PLAY" icon to continue the interview.*

**Anticipated Responses:**

- Needs improvement because it was obvious the FTO wasn't up to date on the correct report writing procedures.
- Average because the FTO would tell the trainee that he was doing something wrong, but didn't give specific information regarding how to do it correctly or fix the issue.



### Slide 11

**SAY:** Let's move on to the next case study exercise. Again, as you're listening, consider what you've heard and be ready to discuss how we can improve the field training experience.

The second interview is of Officer B, who describes the overall field training and the differences between the academy and field training.

I have provided you with another transcript to follow along with, just in case it's difficult to understand the distorted voice. Let's take a moment to listen.

**ASK:** What are some things that stood out in this interview that were not evident in the first?

**SAY:** You're correct. This FTO seemed to be more prepared to anticipate that the officer trainee was going to lack some experience and designed his time with him to get him accustomed to how things work, by modeling the examples first, before simply "throwing him into the ring" so to speak.

### Slide 12

**SAY:** We discussed some of the challenges that FTOs face in the beginning of the lesson. Let's revisit those ideas.

- Burnout
- Difficulty with Learning
- Managing Tasks
- Documentation

### Slide 11



*Pass out copies of Appendix C – Interview Case Study #2.*

*To play the case study, click on the speaker icon and press the play icon on the slide.*

*Link:*

<https://app.box.com/s/9qvj0jb7gec3dth7dp33bchpy2r6i0p3>


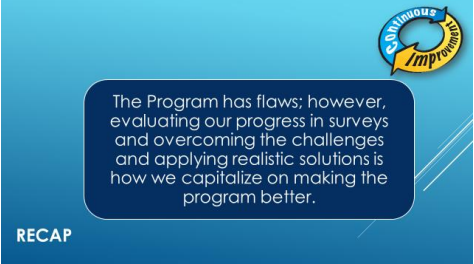

### Anticipated Responses:

- The FTO anticipated the new officer not to know everything at once and was prepared for that.
- The FTO used a gradual-release method to help the new officer get accustomed to the routines and procedures before having him jump right into handling calls.

### Slide 12



<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Liability</li> </ul> <p><b>SAY:</b> I would like for you to get back into your groups and list solutions for how we can overcome our challenges to the things that we identified earlier in the lesson. You can do this by creating the list directly under your Mind Map or by branching off the existing challenges you came up with and identifying the solution right next to each challenge. You will have approximately 5 minutes and then we will share and discuss. You may begin.</p> <p><b>SAY:</b> Ok let's start our discussion! Some of our biggest challenges are we mentioned earlier were:</p> <ul style="list-style-type: none"> <li>• Burnout</li> <li>• Difficulty with Learning</li> <li>• Managing Tasks</li> <li>• Documentation</li> <li>• Knowledge</li> <li>• Liability</li> </ul> <p><b>ASK:</b> How can we begin to address these challenges?</p>	<p><i>The facilitator should utilize the MBWA strategy to check in on each group and provide questioning/prompts to guide their thinking.</i></p> <p><i>Call on a variety of groups to share their answers and record their responses on chart paper. As groups share their responses, give them time to elaborate.</i></p> <p><b><u>NOTE:</u></b> <i>If students are having difficulty coming up with some ideas, you can use the responses below to guide the discussion</i></p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Requesting to be a secondary FTO vs primary</li> <li>• Solicit peers to become FTOs</li> <li>• Review FTO policy revisions</li> </ul>
<p><b>III. REVIEW/EVALUATION/CLOSURE</b></p> <p><b>Slide 13</b></p> <p><b>SAY:</b> Let's take a moment to watch a short case study from another agency about an FTO and his officer trainee. As you view this case study, think about the positive things the trainee and sergeant say about the FTO. Consider what you will do to strive to ensure that</p>	<p><b>Time:</b> 5 minutes</p> <p><b>Slide 13</b></p>

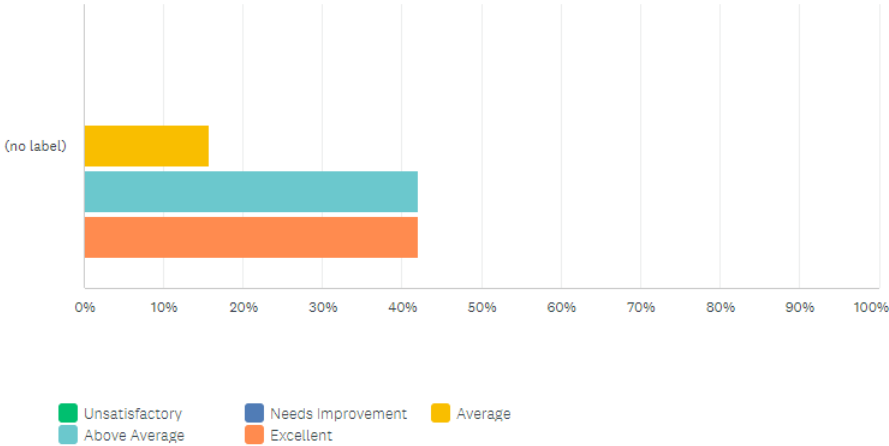
<p>you're doing the best you can for your officer and what behaviors you will model.</p>	<div data-bbox="954 205 1425 457">  <p>BEING A GOOD FTO</p> </div> <p><b>Run time:</b> 2 mins, 22 secs</p> <p><i>To play the case study click the center of photo. This will access the hyperlink and the video will play.</i></p> <p><b>Case Study link:</b>  <a href="https://youtu.be/cNXx2EAHuZQ">https://youtu.be/cNXx2EAHuZQ</a> </p>
<p><b>Slide 14</b>  <b>SAY:</b> The job as the FTO comes with challenges, but what you contribute to the program is very important to the future of the program. During this block of instruction, we have identified challenges and studied survey data about our progress. We need not forget that it is important to discuss the challenges, but we now have solutions that will allow us to navigate through them. Being an FTO is not an easy job, but is it one of the most important roles you will play in your careers.</p>	<p><b>Slide 14</b></p> <div data-bbox="954 827 1425 1089">  <p>RECAP</p> </div>
<p><b>Slide 15</b>  <b>ASK:</b> What questions do you have for me?</p>	<p><b>Slide 15</b></p> <div data-bbox="954 1226 1425 1480">  </div>

## APPENDIX A

### *FTO SURVEY RESULTS*

**As role models: personal and professional values, leading by example, cultural competence...**

Answered: 19 Skipped: 0

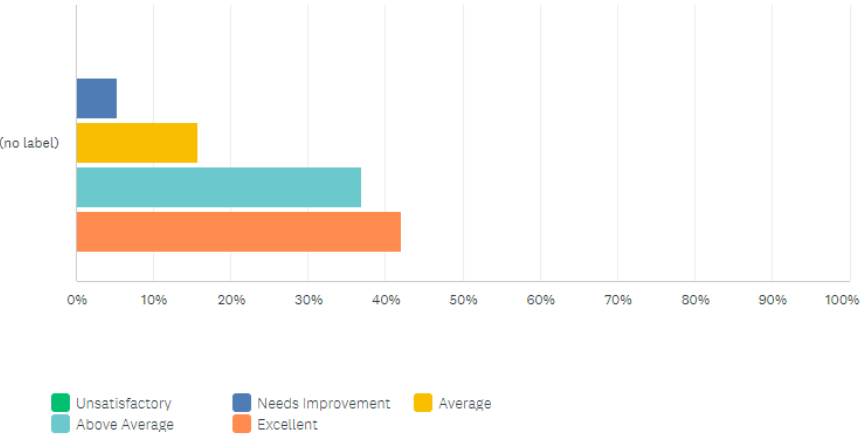


Trainee Survey - Cumulative Performance of FTOs

🔍 (0)

**As teachers and mentors: helping you learn, reinforcing your accomplishments, recognizing...**

Answered: 19 Skipped: 0

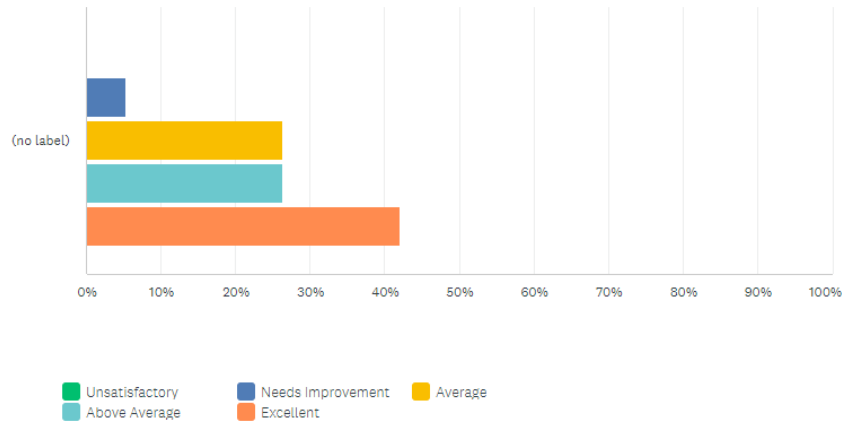


Trainee Survey - Cumulative Performance of FTOs

🔍 (0)

### As evaluators and counselors: making honest and objective assessments, providing effective feedback

Answered: 19 Skipped: 0

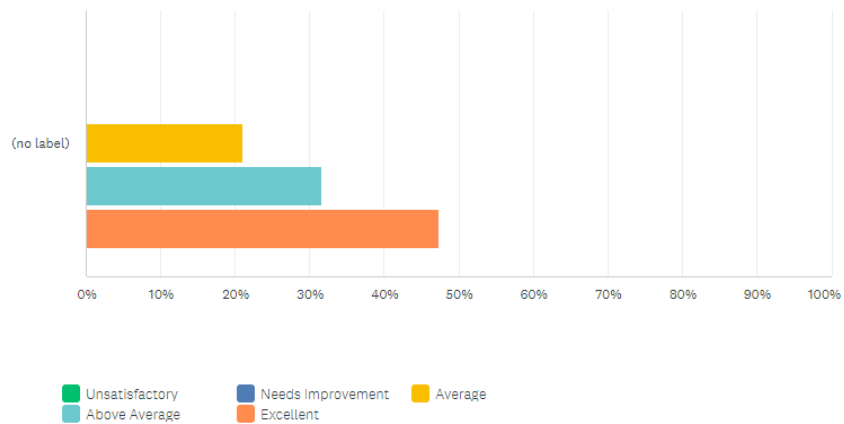


Trainee Survey - Cumulative Performance of FTOs

🔍 (0)

### As leaders and supervisors: sharing responsibility, helping you develop professionally, effectively, and ethically

Answered: 19 Skipped: 0



Trainee Survey - Cumulative Performance of FTOs

🔍 (0)

## **APPENDIX B**

### **INTERVIEW CASE STUDY #1 TRANSCRIPT**

**Officer Trainee:** *We were sitting in the car and a child abuse call came up and I was like, “oh can we do it”? <FTO replies> “Nah that’s not our sector, that’s not our sector” so I was like, “oh ok”. When it came to writing reports, we had a DOA and we went down to Homicide and she told me, “Oh, I ain’t never done this before”. So I was like, “Ok, alright”. So I’m writing my report, and I remember in class ‘write what you saw; give a story’. So I wrote all that.*

*<FTO says> “You don’t need that...nah, take that out. Girl, you’re doing too much; take that out, take that out. You don’t need that. Uh ah, no, you don’t need that.” Ok. I took it to the detective and he was like, “Ummm, you know...you’re missing this, this this, this and that.” I look, and I felt real stupid because I was like you know, I had that. I knew what I was doing, but she told me not to. So I said, “Oh ok.” So I went back and I said, hey the detectives told me I need to put all this in there. <FTO Replies> “Oh, I guess you was right then. I haven’t done this, so we both learning stuff. Ok, alright cool.”*

*Uhh, I had never been to ECU when I was with my first FTO. Ummm, like I said I got the child abuse, the rapes, the domestics, my first arrest with the second FTO because we were in a different sector where we get all these call. And uhh, let’s see what else happened uh...*

**Interviewer:** *So, let me ask you something. So, your primary FTO was the one that you spent the majority of your time doing more community policing aspects of things?*

**Officer Trainee:** *Yes... I mean we were going out doing foot, talking to the community, you know ummm, signing the books and everything, that’s pretty much.*

**Interviewer:** *Doing business checks things and things like that?*

**Officer Trainee:** *Yeah, we were very efficient with that, it’s just that like the, you know certain calls would come out and you know, I was always told, <FTO says> “You are going to write yourself into a report you know; you don’t have to do this and you don’t have to do that” And ,I was just like “Ok”.*

**Interviewer:** *So overall, the rating that you would give, and we’ll say your primary FTO was the officer that you spent ....<recording ends>*

## **APPENDIX C**

### **INTERVIEW CASE STUDY #2 TRANSCRIPT**

**Interviewer:** *Alright so, I have a telephone here. You understand that we're recording, right?*

**Officer Trainee:** *(laughs) Yeah.*

**Interviewer:** *Ok, I just didn't want any confusion. Alright, so, ummm, like I said, we're just going to be asking you a few questions about your field training experience. Umm, and to start it off, umm, how was your field training experience? What was it like?*

**Officer Trainee:** *Honestly, I loved it. I loved everything about it. Umm, the FTOs that I had were phenomenal. You know, from the beginning they guided me through everything. You know and like the first, the first like two weeks, they understand, that you know, they understand that you're still learning everything. So, they guided me through everything. You know cuz when you first...it was good. It started off slow. You know, you go to your calls. They tell you how to interact with people. Umm, every call you go to, even right now every day is different. Every call is going to be different. Just going to call, you don't know what questions to ask. They gotta deal with situations also, so my FTOs are awesome. They, you know, started off slow. Eventually, they let you do your own thing. You know it's like, <FTO says> "Alright you've been here so long. Alright, you should know what do." Like, go handle it. You know, they like stand, they let you do your own thing. And then, if they see messing up, they'll like, chime in, or if you miss some questions, they'll go back and ask. But for the most part, your like in a nice progression. I felt of like, they're like kinda holding your hand, walking you through.*

**Interviewer:** *Ok*

**Officer Trainee:** *The first 2 weeks for about a month. And then their like, <FTO says> "Alright, you've been here, like let's do it." You know what I mean? And I'm like, cool we'll do this all. I'm like...*

**Interviewer:** *How long have you been certified?*

**Officer Trainee:** *What with the Department?*

**Interviewer:** *Uh huh*

**Officer Trainee:** *It's been about like 2 weeks...it's been about 2 weeks*

**Interviewer:** *Ok, I just wanted to be clear that up just so that we make the reference from how*

*long it's from your transition to field training til you're actually processing out an arrest. So, now that you're by yourself that prompts me to this question: How do you, do you feel prepared to work for to work independently?*

***Officer Trainee:*** *Honestly, yes I do. I feel prepared. ....<recording ends>*