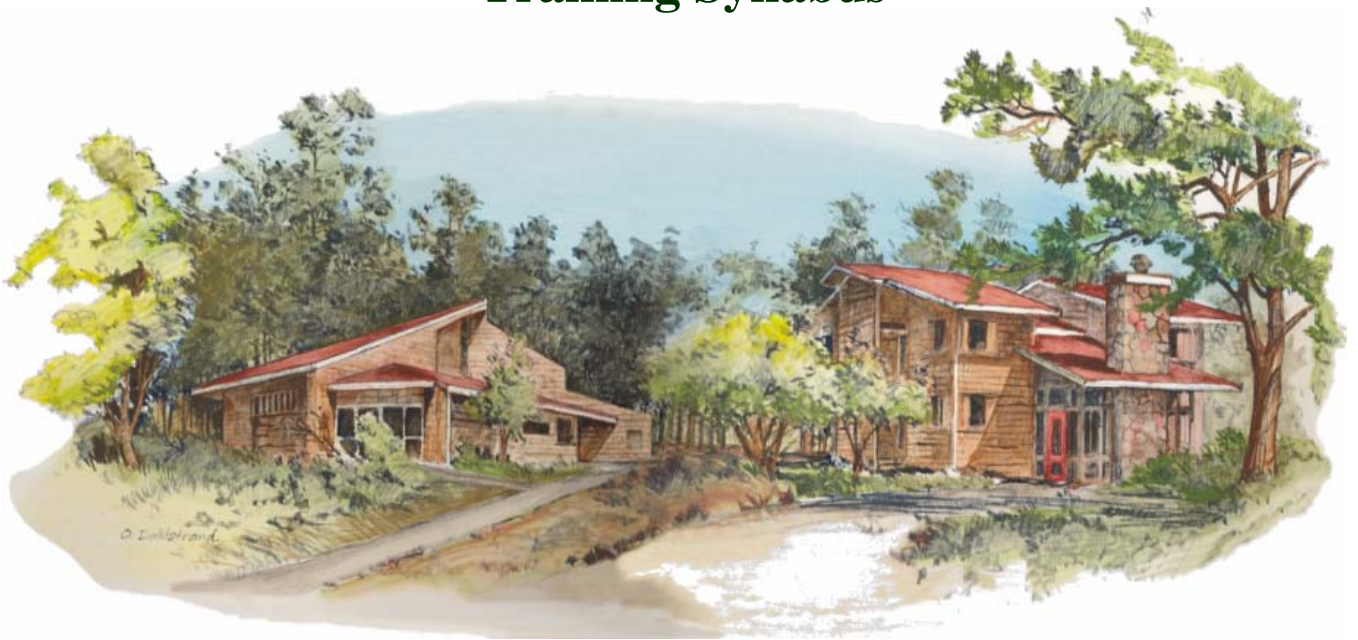


# FIELD TRAINING OFFICER

**April 20-25, 2008**

**Training Syllabus**



**William Penn Mott Jr. Training Center**



# Memorandum

**Date:** April 14, 2008  
**To:** Supervisor  
**From:** Department of Parks and Recreation  
William Penn Mott Jr. Training Center  
**Subject:** Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

### Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

### Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

### Prior to Three Months Following Training

1. Employee, after discussion with supervisor, must login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and logs in to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Tina Williams  
Department Training Officer (Interim)

Attachment

cc: Participant

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***Mission Statement  
Training Office***

***The mission of the Training Office is to improve organizational and individual performance and productivity through consulting and collaboration, training and human resources development.***

## TRAINING CENTER STAFF

Tina Williams ..... Department Training Officer (Interim)  
Pat Bost ..... Office Manager  
Joanne Danielson ..... Training Specialist  
Chuck Combs ..... Training Specialist  
Dave Galanti ..... Training Specialist  
Sara Skinner ..... Training Specialist  
Summer Kincaid ..... Training Specialist  
Michelle Gardner ..... Cadet Training Officer  
Connie Breakfield ..... Cadet Training Officer  
Matt Cardinet ..... Cadet Training Officer  
Pamela Yaeger ..... Assistant Program Coordinator  
Edith Alhambra ..... Assistant Program Coordinator  
Bill Spencer..... Assistant Program Coordinator  
Eric Marks..... Assistant Program Coordinator

## THE MISSION

*of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.*



## FORMAL TRAINING GUIDELINES

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Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center and, most recently, the Two Rivers Training Facility in Sacramento. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

3. TRAVEL: Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Training Center does not have the capability to provide transportation to/from Monterey Airport.
4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment, therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

**HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.**

5. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Training Center staff upon your arrival, for instructions on arranging a transport.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.

7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear professional business attire.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
9. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Training Center's safes in the Whitehead Room or secured in your vehicle.
10. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire Delaware North.
11. SMOKING: Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
12. TRAINING CENTER: The Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
13. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.

14. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
15. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
16. **TRAINING MATERIALS:** May be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
17. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
18. **COLLEGE CREDIT:** Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
20. **BICYCLES:** If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
21. **MAIL:** Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation  
WILLIAM PENN MOTT JR. TRAINING CENTER  
P. O. Box 699, Pacific Grove, CA 93950

22. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.
23. FAX: The Training Center's FAX number is (831) 649-2824.
24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a Department of Parks and Recreations training group.
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments. An iron is available for 24-hour checkout from the Training Center front desk.
26. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
27. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.



## PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training sessions at the William Penn Mott Jr. Training Center, the following checklist is provided:

- \_\_\_ 1. Read and understand the Field Training Officer syllabus prior to your arrival.
- \_\_\_ 2. **Uniforms are required (Class A uniform including long sleeve shirt, tie, Class A pants, felt Stetson, shiny shoes)**
- \_\_\_ 3. Bring the following to training:
  - Field Training Officer Syllabus
  - Coffee cup
  - Pens, pencils, etc.
- \_\_\_ 4. Review and be ready to discuss DOM Chapter 1300.
- \_\_\_ 5. Review and be ready to discuss DOM Chapter 2400.
- \_\_\_ 6. Review and be ready to discuss Officer Involved Shooting Handbook.

**NOTE: If you will need lodging the night of Friday, April 25, please notify Pat Bost at [pat@parks.ca.gov](mailto:pat@parks.ca.gov) or 831-649-7126 before Friday, April 18, 2008.**

## **POST-TRAINING ASSIGNMENT**

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

**FIELD TRAINING OFFICER GROUP 10 - Agenda**  
**April 20-25, 2008**

**Sunday**  
**April 20**

1500- Check-in at the Asilomar registration desk

**Monday**  
**April 21**

0800-0815	Orientation	Danielson
0815-0930	BLOCK 1 – Introduction to the FTO Program	Danielson
0930-1200	BLOCK 2 – Leadership in the Field Training Program	Sturm
1200-1300	<i>Lunch</i>	
1300-1500	BLOCK 3 – Communications and Decision Making	Sturm
1500-1600	BLOCK 4 – POST Learning Domains and Curriculum	Danielson
1600-1700	BLOCK 5 – Cadet/FTO Expectations	Danielson

**Tuesday**  
**April 22**

0800-1200	BLOCK 6 – Ethics, DOR's and Evaluations	Wittenberg
1200-1300	<i>Lunch</i>	
1300-1700	BLOCK 7 – The FTO as a Character Developer	Wittenberg

**Wednesday**  
**April 23**

0800-1000	BLOCK 8 – FTO and Interpreting Our Resources	Skinner
1000-1200	BLOCK 9 – Field Training Tracking Program	Consultant
1200-1300	<i>Lunch</i>	
1300-1700	BLOCK 10 – FTP and Officer Safety	David

**Thursday**  
**April 24**

0800-1200	BLOCK 11 – Competency Expectations/ Evaluations Documentation	Ramos
1200-1300	<i>Lunch</i>	
1300-1600	BLOCK 11 – Competency Expectations/Evaluations Documentation (continued)	Ramos
1600-1700	BLOCK 12 – Intervention/Override	Ramos

**FIELD TRAINING OFFICER GROUP 10 - Agenda**  
**April 20-25, 2008**

**Friday**

**April 25**

0800-1000	BLOCK 13 – Remediation	Ramos
1000-1200	BLOCK 14 – Test and Scenario Development	Ramos
1200-1300	<i>Lunch</i>	
1300-1500	BLOCK 15 – Teaching and Training Skills Demonstration	Ramos
1500-1630	BLOCK 16 – Case Studies Presentation	Ramos
1630-1700	Course Wrap-up and Evaluations	Danielson
1700-	<i>Departure</i>	

**NOTE:** If you will need lodging the night of Friday, April 25, please notify Pat Bost at [pat@parks.ca.gov](mailto:pat@parks.ca.gov) or 831-649-7126 before Friday, April 18, 2008.

<b>FIELD TRAINING OFFICER</b>	<b><u>HOURS</u></b>
<b><u>Program Outline</u></b>	
Orientation.....	.25
Introduction/Goals and Objectives .....	3.75
Legal/Liability Issues .....	4.00
Expectations, Functions, Roles of FTO .....	4.00
Leadership and Ethics.....	8.00
Principles of Adult Learning.....	4.00
Competency Expectations/Evaluations/Documentation .....	7.00
Intervention/Override.....	1.00
Remediation Methodologies and Strategies.....	2.00
Test and Scenario Development .....	2.00
Teaching Demonstration/Case Studies .....	3.50
Program Review and Evaluation .....	<u>.50</u>
<b>Total Hours .....</b>	<b>40.00</b>

## **FIELD TRAINING OFFICER**

### **ORIENTATION**

Instructional Goal: To provide the student with an orientation of the Field Training Officer course expectations and training requirements as well as a brief history of field training program development.

### **FIELD TRAINING PROGRAM GOALS AND OBJECTIVES**

Instructional Goal: To provide the student with an understanding of the key elements of successful field training programs, how such programs can be properly administered, and the contributions necessary for them to make the program work.

Performance Objectives: Given word pictures, direct questions, verbal assessment, or other instructional or learning activities that will reinforce the student's understanding of the key elements of successful field training programs and program management aspects, the student will, either verbally or in writing, identify the reasons the following are necessary components in field training programs:

1. Commitment of the agency director and management support.
2. Clearly articulated organizational structure/chain of command.
3. Development of a standardized, agency specific field training program.
4. Well organized and effective field training program guide containing sequenced training tasks (phase training).
5. Agency specific orientation period.
6. Daily evaluations of trainee performance.
7. Development and adherence to an agency specific FTO selection process which clearly defined roles/expectations for trainees and FTOs.
8. FTO recognition.
9. Periodic field training program staff meetings.
10. Remedial training opportunities.
11. Agency developed termination process.
12. FTO and program critique by trainees.

### **EXPECTATIONS OF/FOR FTO**

Instructional Goal: To provide the student with an understanding of the various roles they will be expected to fulfill, the impact they will have on the trainees, and the need to establish and maintain a professional relationship with each trainee.

Performance Objectives: Given word pictures, direct questions, verbal assessments, or other instructional or learning activities that will reinforce the student's understanding of

the various roles they will be expected to fulfill, the impact they will have on the trainees, and the need to establish and maintain a professional relationship with each trainee, the student will, either verbally, in writing, or through demonstration:

1. Identify and display characteristics and abilities of successful field training officers.
2. Recognize incentives for becoming a field training officer.
3. List the roles of the field training officer.
4. Model ethical behavior.
5. Recognize ethical issues involving themselves and/or their trainee including, but not limited to, hazing and socializing.
6. Understand the need for, and the process of, establishing a professional relationship with a trainee.
7. Summarize sources of stress that may affect trainee performance.
8. Recognize the symptoms of trainee emotional stress and take appropriate action(s) to alleviate or provide referral resources (Employee Assistance Program).
9. Assume responsibility for all actions and decisions as a field training officer based on departmental policy or absence thereof.

### **LEGAL/LIABILITY ISSUES FOR THE FTO**

Instructional Goal: To provide the student with an overview of the various legal and liability issues involved in field training and assist the student on how best to minimize individual and departmental exposure.

Performance Objectives: Given word pictures, direct questions, verbal assessments, or other instructional or learning activities that will reinforce the student's understanding of the various legal and liability issues involved in field training and how best to minimize individual and departmental exposure, the student will, either verbally or in writing:

1. Recognize various liability concepts related to field training.
2. Determine ways to prevent the trainee from harm and/or civil/criminal liability.
3. Identify methods for reducing potential civil liability.
4. Give examples of various forms of sexual harassment.
5. Recognize the possible negative consequences associated with FTO-trainee fraternization.
6. Identify types of discrimination prohibited by law and/or agency policy.
7. Discuss personnel law issues related to field training.
8. Discuss how to minimize individual and departmental exposure to liability from employee claims of harassment or discrimination.

## **LEADERSHIP AND ETHICS**

**Instructional Goal:** To provide the student with the ability to develop and provide each trainee with leadership qualities and ethics and how it properly deals with the trainee's job performance.

**Performance Objectives:** Given word pictures, direct questions, verbal assessments, or other instructional or learning activities that will reinforce the student's understanding of the various leadership roles and ethical issues involved in field training and how best to minimize individual and departmental exposure, the student will, either verbally or in writing

1. Define leadership.
2. Identify and explain characteristics demonstrated by various recognized leaders.
3. Analyze personal strengths and weaknesses as a leader.
4. Assess current principles, theories, and trends in leadership and how they may apply to the FTO.
5. Analyze situations requiring applications of leadership principles and theories and provide examples where/how those applications impact the situations.
6. Assess the positive aspects of the leadership role of FTOs.
7. Define ethics.
8. Identify ethical issues within the field training environment.
9. Evaluate the effect(s) of identified ethical issues on the FTO/Trainee relationship.

## **PRINCIPLES OF ADULT LEARNING**

**Instructional Goal:** To provide the student with the ability to recognize various adult learning styles and to apply educational theory and strategies within the law enforcement field training environment.

**Performance Objectives:** Given word pictures, direct questions, verbal assessment, or other instructional or learning activities that will reinforce the student's understanding of various adult learning styles and enhance the student's ability to apply educational theory and strategies within the law enforcement field training environment, the student will either verbally or in writing, define, identify, demonstrate, or recognize:

1. What is meant by the word "learning".
2. The differences between child and adult learning.
3. The four basic learning styles of adult learners.
4. Their own preferred learning style.
5. Ways to determine different learning styles.
6. The laws of learning and how they apply to training.
7. Differences and/or factors that impact the learning process.
8. How motivation affects learning.



9. Causes and possible responses to “learning plateaus”.
10. Conditions that facilitate adult learning.

## **TRAINING/TEACHING SKILLS DEVELOPMENT**

Instructional Goal: To provide the student with the ability to recognize effective ways of training, teaching, and communicating to increase the trainee’s retention, awareness, and effectiveness as a solo patrol officer.

Performance Objectives: Given word pictures, direct questions, verbal assessments, or other instructional or learning activities that will reinforce the student’s ability to recognize effective ways of training, teaching, and communicating to increase the trainee’s retention, awareness, and effectiveness as a solo patrol officer, the student will, verbally, in writing, or through demonstration:

1. State the need for, and the process of, developing effective communication.
2. Identify and recognize the main components of good interpersonal communication.
3. Recognize barriers to good communication and ways to overcome them.
4. Give examples of lesson planning and its usefulness in the field training environment.
5. Understand the need for, and the process of, developing instructional systems design (IPAT).
6. Employ appropriate teaching methods/techniques in response to various learning styles.

Required Learning Task: Students will perform, and successfully pass, a teaching skill demonstration. The course presenter will determine the length and content of each demonstration. Each student will be evaluated based on standardized guidelines specifically developed for these demonstrations which include the following areas:

1. Organization
2. Presentation/Delivery
3. Knowledge
4. Interaction
5. Review

## **COMPETENCY EXPECTATIONS/EVALUATIONS/DOCUMENTATION**

Instructional Goal: To provide the student with the ability to develop and provide each trainee with fair expectations and evaluations using standardized evaluation guidelines and how to properly and completely document that trainee’s job performance.

Performance Objectives: Given word pictures, direct questions, verbal assessments, role-plays, simulations, video reenactments, or other instructional or learning activities

that will enhance and reinforce the student's ability to develop and provide each trainee with fair expectations and evaluations and to properly and completely document the trainee's job performance, the student will, verbally, in writing, or through demonstration:

1. Define "competency" as it relates to field training.
2. Explain validity and reliability and provide reasons for using valid and reliable guidelines.
3. Identify the purpose and components of the Daily Observation Report form.
4. List and explain Standardized Evaluation Guidelines (SEGs).
5. Use SEGs to evaluate observed behaviors as being either acceptable or not acceptable.
6. Understand and avoid common performance appraisal errors.
7. Effectively and objectively assign a numeric or alphabetic value for observed behaviors based upon the particular evaluation system in use.
8. Accurately assess performance deficiencies as well as training deficiencies.
9. Recognize the terms "training opportunity" and "documentation".
10. Identify four goals of documentation.
11. Determine the importance of documentation through the use of DORs and other performance evaluation reports.
12. Explain the importance of preparing proper narratives on DORs and other performance evaluation reports.
13. Describe why evaluation documentation must support each rating of the trainee's performance.
14. Identify and utilize the "Aids for Writing Narratives".
15. Properly complete all the necessary forms used in field training evaluation.

### **INTERVENTION/OVERRIDE**

Instructional Goal: To provide the student with an understanding of their responsibilities as to when to intervene in a trainee's actions/decisions and when to override a trainee's decision(s).

Performance Objectives: Given word pictures, direct questions, verbal assessments, role-plays, simulations, video reenactments, or other instructional or learning activities that will reinforce the student's understanding of their responsibilities as to when to intervene and/or override a trainee's actions or decisions, the student will, verbally, in writing, or through demonstration, identify:

1. The difference between override and intervention.
2. Situations when it is appropriate to override and intervene.
3. The mechanics and techniques of override and intervention.
4. How to use override and intervention techniques as learning tools.
5. Effects of FTO override and intervention.
6. Links to other training issues such as officer safety, public safety, and liability.

## **REMEDICATION METHODOLOGIES AND STRATEGIES**

Instructional Goal: To provide the student with the ability to effectively deal with substandard performance by developing training goals and remediation plans that improve performance as well as offer insight on scenario facilitation and grading and termination.

Performance Objectives: Given word pictures, direct questions, verbal assessments, role-plays, simulations, video reenactments, or other instructional or learning activities that will enhance and reinforce the student's ability to effectively deal with substandard performance, the student will, verbally, in writing, or through demonstration:

1. List the importance of training goals and remedial training plans.
2. Describe the roles of the trainee and the FTO in remedial training.
3. Identify and articulate deficiencies in trainee job performance.
4. Determine proper remedial training methods to assure training in substandard areas.
5. Identify, prepare, and administer all aspects of a remedial training plan.
6. List a variety of remediation methods and resources.
7. State the need to evaluate and document remedial training.
8. Understand the design, implementation, and grading of scenarios for remedial training and/or competency evaluation.
9. Manage detailed logistics, timing, and locations of scenarios.
10. Determine officer safety and liability issues involved in scenario training.
11. Recognize the importance of the termination process.
12. Describe the need for proper evaluation and documentation to support termination.
13. Identify the proper steps to follow when recommending termination of a trainee.
14. Define procedural errors that can lead to allegations of wrongful termination.

location map for  
**WILLIAM PENN MOTT JR. TRAINING CENTER**  
837 ASILOMAR BLVD.  
PACIFIC GROVE, CALIFORNIA 93950

