

*Davis Police Department  
Department Manual*

*The Mission Statement and Code of Ethics*

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*Serve with Pride - Enforce the Law -  
Guard Individual Human Rights*

**The Davis Police Department will model and pursue excellence by partnering with our community; investing in our employees to maintain the highest level of professionalism; being a leader in procedural justice, enacting restorative practices, and embracing our role as guardians of the community.**

## *Law Enforcement Code of Ethics*

*AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all to liberty, equality and justice.*

*I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.*

*I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.*

*I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.*

*FOOTNOTE: Reference to religious affirmation may be omitted where objected to by the officer.*

## **Law Enforcement Oath of Honor**

*On my honor, I will never  
betray my badge, my integrity,  
my character or the public trust.*

*I will always have the courage to hold  
myself and others accountable for our actions.*

*I will always uphold the  
constitution, my community, and the  
agency I serve.*

### ***At the Davis Police Department***

*We recognize that we are government's most visible representative and that  
we must respond to the needs of our community, 24 hours a day, seven days a week.*

*We recognize the awesome responsibility to fairly and wisely exercise the  
unique powers given to us to accomplish our mission.*

*We acknowledge that we are held to a higher standard; therefore, our personal  
and professional lives must be exemplary.*



## ***THE FIELD TRAINING PROGRAM***

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Welcome to the Davis Police Department and the Field Training Program. No doubt you have many questions about both the training program and what is expected of you now that you have completed the POST basic academy and are beginning your law enforcement career or are continuing your career after transferring here as a lateral police officer. The primary goal of the training program is simple; it is designed to bridge the training gap between what you learned in the police academy and what it takes to work solo patrol in the City of Davis. If you are a lateral hire, the program is designed to take what knowledge and skill you already have and orient you to what the expectations are of a Davis Police Officer. In this respect, the training program is flexible and can be tailored to the needs of the individual officer.

Working in the City of Davis can be both very rewarding and very challenging. We take our Mission and Values Statements serious. They are more than just words posted on the web. They reflect what we feel is important as we provide police services to this community. As you proceed through the training program, and begin your policing career here in the City of Davis, they should provide a roadmap should you be involved in a situation and find yourself trying to determine the best course of action.

### **Terms Referenced in the Program**

Following is a list of terms and abbreviations used throughout the manual:

<b>BME</b>	Beat Management Exercise
<b>COP</b>	Community-Oriented Policing
<b>COPPS</b>	Community-Oriented Policing and Problem Solving
<b>CPTED</b>	Crime Prevention through Environmental Design
<b>FTO</b>	Field Training Officer
<b>ILP</b>	Intelligence Led Policing
<b>PBL</b>	Problem-Based Learning
<b>PBLE</b>	Problem-Based Learning Exercise
<b>POP</b>	Problem Oriented Policing
<b>S.A.R.A.</b>	Scanning, Analysis, Response, Assessment

## **OBJECTIVES OF THE PROGRAM**

- *To formulate learning opportunities for new officers that meet or exceed the training standards for the Davis Police Department;*
- *To develop and enhance the trainee's learning from the academy within the community environment through a series of real-life problem-solving activities;*
- *To teach new officers how to critically think.*
- *To foster a growing independence from the field training officer over the course of the program;*
- *To produce graduates of the training program who are capable of providing responsible, community and neighborhood-focused police services (Community Oriented Policing - COP);*
- *To prepare trainees to use a problem-solving approach throughout their careers (community oriented policing and problem solving - COPPS);*
- *To promote the practice of using community members as partners in problem solving;*
- *To develop and enhance the trainee's ability to work with a team of other officers who are responsible for resolving crime in their respective beats.*
- *To produce graduates who understand, contribute to, and use Intelligence Led Policing (ILP) to better focus the Department's policing efforts.*

## ***THE FIELD TRAINING PROGRAM***

### ***The Role of the Trainee***

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As a trainee assigned to general law enforcement duties you must be under the direct and immediate supervision (physical presence) of a qualified FTO whenever providing general police services. This is a legal requirement. On rare occasions your FTO may not be available to train, in which case you may be re-assigned to another available FTO or you may have to work a modified schedule to accommodate the absence. It is not permissible to work with anyone who is not an appointed FTO. If you are asked to work with a non-FTO, please remind staff of the rule.

In working with your FTO, remember the FTO is just that—a Field Training Officer. You are encouraged to ask questions, hypothesize, research, and solve problems. If your FTO cannot immediately answer your questions, they will get the answers or point you in the right direction. Questions about a specific assignment or the job in general should be asked. Keep the FTO aware of any problem areas you have so they can be worked on together.

Remember to follow all instructions and/or directions of a FTO unless, of course, they are illegal or in direct violation of a supervisor's order(s) or department policy, in which case supervisory assistance should be immediately sought. You should keep your FTO or immediate supervisor informed of any and all problems. While in the training program you will be assigned to a supervisor who will monitor your performance and deal with any problems that your FTO cannot. Your FTO will make the final decision on any issue or problem that comes up unless; the FTO has requested you do so, is incapacitated, or an emergency exists and they are not available. In those cases, you must take charge.

## ***THE FIELD TRAINING PROGRAM***

### ***The Probationary Period***

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The probationary period is broken into two distinct phases, both of which take place during the 18 month Field Training Program. The first phase is the Patrol Training Program which lasts approximately 24 weeks. The second phase is the Probationary Employee Mentoring Program, which is transition period between completion of the Patrol Training Program and assignment as a non-probationary police officer.

#### **The Patrol Training Program**

The patrol portion of the training program will consist of approximately four training periods, each labeled as a “Phase,” which will follow a two to three week pre-service training period. The pre-service training period will consist of agency oriented topics such as law, use of force, firearms training, and training in those critical areas where you must demonstrate your knowledge and/or proficiency before beginning patrol.

At the conclusion of the pre-service training period the Field Training Supervisor will meet with the training staff to evaluate your performance. Upon recommendation and concurrence from staff for advancement, you will begin working uniformed patrol under the direction of an FTO.

Phases I, II, and III will each take approximately 5-6 weeks. Following either Phase II or III you will be assigned to an FTO for approximately one week who will primarily focus on traffic enforcement and collision investigation. You may also be assigned to an FTO to further assist you in handling beat/case management and community policing.

Phase IV, or the solo observation phase, will take approximately 2 weeks. During Phase IV you will be expected to perform 100% of the duties required of a solo patrol officer. The FTO may observe you while dressed in plain clothes and will not assist you unless absolutely necessary. No remedial training will take place during this phase and you must receive overall “acceptable” daily evaluations for each work-day.

#### **The Probationary Employee Mentoring Program**

Upon successful completion of the Patrol Training Program you will be assigned as a solo patrol officer on a shift for the duration of the 18 month Field Training Program. Patrol officers will generally spend at least 6 months of their probationary period assigned to a night shift.

While assigned to a shift as a patrol officer, you will primarily fall under the supervision of a patrol sergeant. The patrol sergeant will be responsible for assigning work tasks and directing daily activity. However, you will remain under the supervision of the Field Training Staff and a Mentor FTO who is assigned to your shift.

Your Mentor FTO will be available as a resource, can provide on-going training, and provide timely feedback. It is not the intent of this program to have the Mentor FTO “shadow” or follow



you, but to have an identified resource to assist you as needed. Additional duties of the Mentor FTO will include;

1. Assisting the Watch Commander with technical supervision.
2. On occasion, responding to calls with you to provide additional training, reference, or guidance.
3. Assisting in your continued learning of beat management and problem-solving responsibility.
4. Reviewing your reports and providing feedback.
5. Responding to court with you to evaluate your testimony and provide feedback.
6. On occasion, doubling up with you to provide on-going training and feedback.
7. And, monitoring your activity and, using the standardized evaluation guidelines, write monthly evaluations.

Your Mentor FTO will be in your chain-of-command during your probationary period and will meet with staff to determine whether you pass probation or not. Therefore, it is helpful to keep your mentor apprised of any successes, training needs, or problems should they occur.

# ***THE FIELD TRAINING PROGRAM***

## ***Experiential Learning***

### ***& Basic Components of the Training Program***

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The remainder of the Field Training Manual is broken down into two main themes. The training program primarily focuses on *what* it is that we want you to learn. That is, there are many tasks, ideas, philosophies, and procedures that must be learned in order to be competent in the job. Secondly, the manual contains information on *how* we are going to help you learn how to be a police officer and a problem-solving approach to law enforcement.

Being an effective problem-solver requires the ability to critically examine, or think, about issues. Only after careful thinking takes place can you come up with possible solutions to the problems (issues). Using a COPPS philosophy, which you will learn more about shortly, may require facilitated learning as one approach to reaching a collaborative solution (collaborative-meaning all stakeholders are engaged in resolving an issue).

We realize that field training can be quite overwhelming for most trainees. We know that using a traditional approach to learning, which is primarily about memorizing information, will not produce the best police officers. With that in mind, we have adopted a facilitated approach to experiential learning.

Experiential learning relates to the educational principles where experience is considered the foundation of, and the stimulus for, learning. Trainees engaged in this type of learning actively construct their experience through discussion, simulation, and problem-solving. Most learning experiences are unique and should not be considered as rote memorization of facts or cloning of specific behaviors, which is a common method of teaching and testing, especially when it comes to traditional field training.

Significant learning takes place when the subject matter is perceived by the trainees to have relevance to their job. Learning is acquired through doing and is facilitated when trainees participate responsibly in the learning process. Here, at the Davis Police Department, you will learn through doing. That is, you will be intentionally placed in learning situations, often which may take you out of your “comfort zone.” It is within this area that you are most likely to learn and have the ability to retain information for future use. This will no doubt be challenging.

### **Bloom’s Taxonomy- A General Review**

Your FTO’s have been instructed in Bloom’s Taxonomy and its relevance in helping facilitate learning. Whether you are familiar with Bloom’s or not, this review should be helpful so that you can understand the learning process and how your FTO will ensure learning is taking place.

So, where do we begin in seeking to improve human thinking? One place to begin is in defining the nature of thinking. Before we can make it better, we need to know more of what it is. Bloom’s taxonomy serves as the basis for what are now called higher order thinking skills. The cognitive domain taxonomy helps to create a standard around which further work could be done

with the concepts of higher and lower order thinking.

Bloom's model includes six levels of thinking: knowledge, comprehension, application, analysis, synthesis and evaluation. Each level not only asks more of our thinking skills but includes the previous levels as subsets of the new level. The collection provides trainers with a structure which can be used to build instructional materials that take learners more deeply into any area of study. The taxonomy takes on renewed importance in the information or knowledge age.

Traditional instructors tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but they should not be used all of the time. Your trainers at the Davis Police Department will utilize a higher order level of questions when they ask you about information you have learned. These questions require much more "brain power" and more extensive and elaborate answers. You will be asked challenging questions, to which, "I don't know" will not suffice as an answer. At times you must force yourself to think and challenge yourself to work through problems.

Below are the six question categories as defined by Bloom and examples of how questions are asked in each category.

### **1. Knowledge.**

Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories or Departmental policies, but all that is required is the bringing to mind of the appropriate information.

Knowledge represents the lowest level of learning outcomes in the cognitive domain, yet it is the most widely used method for both teaching and "testing" the retention of training material. When you operate at this level, you may have remembered information, but you may have no idea what it means or how to apply it.

Examples of learning objectives at this level are: know common terms, know specific facts, know policies and procedures, know basic concepts, know principles. Key words or phrasing of question include;

- Remembering
- Memorizing
- Recognizing
- Recalling information
- Who, what, when, where, how...?
- Describe

Looking back at your experience in the police academy, it was probably typical to be asked questions in the knowledge category.

## **2. Comprehension.**

Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to the proper radio code or code sections to crime elements), by interpreting material (explaining or summarizing crime elements into a usable format), and by estimating future trends (predicting consequences or effects if certain crime prevention strategies are not utilized). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding.

Examples of learning objectives at this level are: understand facts and principles, interpret verbal material, interpret charts and graphs, translate verbal material to actual codes or policies, estimate the future consequences implied in data, justify methods and procedures. Key words or phrasing of questions include;

- Interpreting
- Translating from one medium to another
- Describing in one's own words
- Organization and selection of facts and ideas

## **3. Application.**

Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as policies, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

Examples of learning objectives at this level are: apply concepts and principles to new situations, apply laws and theories to practical situations, solve beat or area problems, construct crime prevention strategies, demonstrate the correct usage of officer safety, interrogation skills, or other required procedures. Key words or phrasing of questions include;

- Problem solving
- Applying information to produce some result
- Use of facts, rules and principles
- How is ... an example of...?
- How is ... related to...?
- Why is ... significant?

## **4. Analysis.**

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

Examples of learning objectives at this level are: recognize unstated assumptions, recognize logical fallacies in reasoning, distinguish between facts and inferences, evaluate the relevancy of information, analyze the organizational structure of information. Key words or phrasing of questions include;

- Subdividing something to show how it is put together
- Finding the underlying structure of a communication
- Identifying motives
- Separation of a whole into component parts
- What are the parts or features of...?
- Classify ... according to...
- Outline/diagram...
- How does ... compare/contrast with...?
- What evidence can you list for...?

## **5. Synthesis.**

Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (operations order), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

Examples of learning objectives at this level are: write a well-organized plan, give a well-organized speech, write a creative crime prevention proposal or strategy, propose a plan for an experiment, integrate learning from different areas into a plan for solving a problem, formulate a new scheme for classifying objects (or events, or ideas). Key words or examples of questions include;

- Creating a unique, original product that may be in verbal form or may be a physical object
- Combination of ideas to form a new whole
- What would you predict/infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What might happen if you combined...?
- What solutions would you suggest for...?

## **6. Evaluation.**

Evaluation is concerned with the ability to judge the value of material (statement, plan, staff report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

Examples of learning objectives at this level are: judge the logical consistency of written material, judge the adequacy with which conclusions are supported by data, judge the value of an action plan to do a specific task or assignment by the use of internal criteria, judge the value of a work by use of external standards of excellence. Key words or examples of questions include;

- Making value decisions about issues
- Resolving controversies or differences of opinion
- Development of opinions, judgments or decisions
- Do you agree that...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- How would you decide about...?
- What criteria would you use to assess...?

### **Problem-Based Learning**

Now that you have some basic understanding of how your FTO will help facilitate your learning, the structure of the training program can be further explored. As a trainee, you must learn to analyze problems as they appear in real-life. The problems may be something as simple as how to deal with a barking dog call. Conversely, it may be as complex as how to restore order to a city park which is experiencing a wide range of crime problems associated with transients, drug use, prostitution, and drinking. This program is structured to allow you to learn using daily policing activities, handling real calls for service, and solving real community problems.

Clearly, it is critically important that you know and apply the proper procedures for responding to daily calls for service, violent crimes, and serious traffic incidents. It is equally important for you to understand how to look at such problems in a broader community context. Therefore, much of the effort in this program focuses on process rather than content. The most tangible benefit of this training model lies in its application to street situations that have neither easy answers nor obvious solutions.

You are encouraged to explore, analyze, and think systemically. You will collaborate with other officers, develop resources, and communicate effectively with the community. These are the hallmarks of good police work. To do this you are encouraged to hypothesize, research, and solve problems. In fact, you won't pass the training program unless you do. *You will not only be required to learn about this community, but you will be required to actually work in the community as you engage in community policing.* If it hasn't been clearly stated enough to this point, to be successful in this program you must not only understand COPPS and ILP, but you must also demonstrate that you abide by problem solving principles while working with this community.

## **Problem-Based Learning Exercises (PBLE's)**

In addition to handling regular calls for service and learning how to manage a beat, you will be required to complete PBLE's. The PBLE's are designed to provide you with actual learning opportunities in the context of resolving current community or policing issues. All PBLE's must be completed prior to completing the program. As a general rule, there will be one PBLE each week beginning in pre-service and ending at the conclusion of Phase III. Using the PBLE's you will:

- Examine and try out what you know
- Discover what you need to learn
- Develop your people skills
- Improve your communications skills
- State and defend positions with evidence and sound argument
- Become more flexible in processing information and meeting obligations
- Practice skills that you will need when working on your own as a solo patrol officer

The actual PBLE' are "ill structured" problems or questions that will be posed in writing. Some may take only an hour or two to complete. Some may take an entire week. Regardless, this may be a helpful process in working on a PBLE.

### **1. Explore the ISSUES:**

- Your FTO will normally introduce the "ill-structured" problem to you (ill-structured problems are those that simply have no easy answer and where there is a variety of methods or ways to resolve the situation).
- You are encouraged to discuss the problem statement and list its significant parts. You may feel that you don't know enough to solve the problem but that is the challenge!
- Use the information in the Critical Thinking section of the FTO manual to help you understand what the issues are and how to fully explore them.
- You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

### **2. List "What do I know?" or the FACTS**

- What do you know to solve the problem?
- Who do you know that may help you solve the problem?
- Consider or note everyone's input, no matter how strange it may appear: it could hold a possibility!

### **3. Develop, and write the problem statement in your own words:**

- A problem statement should come from your analysis of what you know, and what you will need to know to solve it.

### **4. List out possible solutions or IDEAS**

- List them all; then order them from strongest to weakest.
- Choose the best one, or the solution most likely to succeed.

**5. List your ACTION PLAN with a timeline**

- What do I have to know and do to solve the problem?
- How do I rank these possibilities?
- How do these relate to my list of solutions?

**6. List “What do I need to know?”**

- Research the knowledge and data that will support your solution
- You will need to gather information to fill in missing gaps.

**7. Think about and use possible resources**

- Experts, policies, web sites, other department units, or other city departments, etc.

**If your research supports your solution go to (8). If not, return to (4)**

**8. Write up your solution with its supporting documentation, and submit it.**

Some PBLE’s will require you to present your findings and/or recommendations orally to your FTO or to a roll call.

- If this is required, include the problem statement or questions posed, information gathered, analysis of the information, and support for solutions or recommendations based on the information analysis; in short, the process and outcome.
- Present and defend your conclusions. The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to state clearly both the problem and your conclusion.
- Summarize the process you used, options considered and difficulties encountered.
- One of the goals is to help others learn, as you have learned.
- If challenged and you have an answer, present it clearly. If you don’t have an answer, acknowledge it and get back to the group with an answer if it’s requested.
- Sharing your findings with others is an opportunity in demonstrating that you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be explored. However, take pride in your attention to quality when you present.

**9. Review your performance**

- This debriefing exercise applies both to individuals and the group.
- Take pride in what you have done well; learn from what you have not done well.

**Beat Management Exercise (BME)**

The BME extends for the entire length of the training period. You will be required to develop a detailed geographical, social, and cultural sketch of three of the four patrol beats as you progress through the training program. Your FTO will help you select which beats will be profiled. The profile will be maintained on the Beat Management Profile form, which is located in the Phase Training Guide. You will orally present the profile to selected staff at the completion of the training program, usually in front of a shift roll call. You should be prepared to support the information contained in the profile.



**The question posed for this assignment is:**

*You are a new officer, recently graduated from the academy, and have just started working patrol with a field training officer. Your assignment is to complete a comprehensive profile for each beat, including names and contact information for important contacts in 3 of the 4 patrol beats, which can be used by other officers who are assigned to the beat.*

**Testing**

Although the training program emphasizes higher learning, there is still room for tests that determine whether you have retained knowledge and/or achieved comprehension of presented material. During the program you will be given a series of written and verbal tests. Your FTO will administer verbal tests to quiz your knowledge on those matters you have recently discussed. Some weeks you will receive written tests in conjunction with the PBLE's, which will also be due at the end of the work-week. The written tests will cover material that has been presented up until that point in the training program. Tests may cover your knowledge of crime codes, department policy, or general information about policing. It is important to remember that a PBLE is different from a written test.

During the Phase Training Program the following test criteria will be used to judge your knowledge or performance:

**Agency Constructed Knowledge Test**

You must earn a minimum passing score of 70% for all written tests. If you fail a written test on your first attempt you shall (a) be provided with a reasonable opportunity to review the test; (b) have a reasonable amount of time, which shall not exceed 7 days, to prepare for a re-test; and (c) be provided with an opportunity to be re-tested. The re-test will consist of the original test and additional questions. If you fail the re-test, it will be the responsibility of the Field Training Supervisor(s) to confer with the Administrative Staff and the Police Chief regarding your future and possible dismissal from the training program.

**Scenario or Role Playing Tests**

Some portions of the field training program may require scenario or role playing tests. Where a scenario test is required, you must demonstrate your competency/proficiency in performing the tasks required by the scenario test. Competency/proficiency means that you performed at a level that demonstrates that you are able to perform as a solo patrol officer. This determination shall be made by a Field Training Officer or subject matter expert. If you fail to clearly demonstrate competency/proficiency when first tested you shall be provided with an opportunity to be re-tested. The re-test shall occur after documented remedial training has been provided by a Field Training Officer or subject matter expert. The duration of and the subject matter covered in the remedial training shall be determined by the Field Training Officer, subject matter expert, and/or Field Training Supervisor. If you fail to demonstrate competency/proficiency on the re-test the Field Training Supervisor(s) shall confer with the Administrative Staff and the Police Chief regarding your future and possible dismissal from the field training program.

In determining competency/proficiency the Field Training Officer must take in account the totality of your performance and evaluate using the rating categories that appear on the Daily Evaluation Form. The numerical ratings shall correspond to the Standardized Evaluation Guidelines.

### **Field Performance Tests**

Most portions of the field training program require actual field performance. Where a field performance is required, you must demonstrate your competency/proficiency in performing the tasks required as if you were a solo patrol officer. This determination shall be made by a FTO. If you fail to clearly demonstrate competency/proficiency during field performance you will be provided with remedial training. The remedial training shall be provided and documented by a FTO. The duration of and subject matter covered in remedial training shall be determined by the Field Training Officer and/or the Field Training Supervisor(s). If you do not respond to remedial training and fail to clearly demonstrate competency/proficiency, it will be the Field Training Supervisors responsibility to confer with the Administrative Staff and the Police Chief regarding your future and possible dismissal from the training program.

In determining competency/proficiency the Field Training Officer shall take into account the totality of your performance using the rating categories that appear on the Daily Evaluation Form. The numerical ratings shall correspond to the narrative description on the Standardized Evaluation Guidelines.

### **Daily Evaluations**

You will be evaluated daily while in the training program. All daily evaluations will consist of numerical scores for predetermined rating categories followed by a narrative description of your performance. The numerical scores will correspond to a written description of performance as outlined in the Standardized Evaluation Guidelines. The “acceptable” standard used for the guideline would be that performance necessary for a “solo” patrol officer to function in that particular category. Keep in mind, you may not meet acceptable standards until well into the training program. This is understood and expected by the Field Training Staff. Daily evaluations will be reviewed and signed by the Field Training Supervisor upon completion.

### **Advancement**

Advancement from phase to phase will be based on your job performance, successful completion of the PBLE’s and written tests, and your projected ability to succeed during the next phase of training. Those candidates who successfully complete each phase will advance to the next. Those candidates who do not advance will either be extended in a particular phase for remedial training or will be dismissed from the program.

Advancement to phase IV, or the solo observation phase, will be made only after you have successfully completed all PBLE’s and written tests, discussed or performed all training objectives in the Patrol Phase Training Guide, and with recommendation and concurrence from your previous FTO’s and the Field Training Supervisor. At the conclusion of the solo observation

phase the Field Training Staff will meet in order to evaluate your performance during the entire training program. The Staff will then make a final recommendation on whether you be advanced to the Patrol Division to start work or be dismissed from the Department.

## **Summary**

You have been carefully selected from many applicants. The Department will make every effort to see that you receive the best training possible. In return, you must make every effort to receive the training, retain it, and successfully apply it in real life situations. This will require full participation and extreme dedication from you. The Department already has a considerable investment in you and your future. We want you to succeed and earn permanent status as a Davis Police Officer.

It should be understood that while the Field Training Program was developed with fairness in mind, it is the goal of the Department to hire, train, and advance only the best possible candidates for actual duty assignment. Nothing in the preceding section shall limit or reduce the Department's ability to take strong measures or remove a trainee with or without cause during their probationary period, nor shall the trainee have any rights not granted by State or Federal Law.

These next 18 months will be long and sometimes difficult. Unfortunately, the Department cannot totally eliminate the stress that goes with this program. At times you may feel the need to discuss your professional or personal life with someone outside the program. You are encouraged to use the departmental or city psychological/counseling services. Utilization of these resources is kept confidential between you and the counselor, unless a life threatening issue is detected.

**Success will be for those who give their best effort.**

# ***THE FIELD TRAINING PROGRAM***

## ***Problem Solving-The COPPS Approach***

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We will reduce crime in the City of Davis by building a community that is resistant to criminal activity and by focusing our resources on addressing existing and emerging crime trends.

We will build a safer community by expanding Neighborhood Watch, public safety education, and other forms of community involvement.

*Lowering crime rates and creating a safe environment is a top priority for the Davis Police Department. We will combine suppression of crime through focused enforcement efforts, with community education aimed to build cohesive neighborhoods that are more resistant to crime and disorder.*

*The Davis Police Department has a limited amount of personnel and is responsible for maintaining law and order in a city of over 65,000 residents. We must allocate our police resources in the most efficient manner possible. To do this we will carefully analyze crime patterns and trends through the use of our Crime Analysis Unit, diligent investigations, and the distribution of valuable intelligence to our officers in the field.*

*Officers are being trained to maximize their effectiveness through creative problem-solving and by working in partnership with the community, private and government organizations, and other law enforcement agencies to reduce crime.*

*Every day, people who care about this community are determined to maintain a high level of order which is our best deterrent against rising crime rates. To build safer neighborhoods, we will work with residents, business districts, and apartment complex managers to teach crime awareness and prevention skills. We are expanding our Neighborhood Watch Program and have implemented the Crime Free Multi-Unit Housing Program aimed at decreasing crime at apartment complexes. We will teach businesses effective crime prevention tactics to reduce our fraud, theft, and robbery rates. We will continue to work with the bars and UCD student groups to promote a safe environment surrounding our downtown restaurants and bars. We will work on finding effective ways to teach crime prevention skills to UCD students.*

At the Davis Police Department we have long recognized the ineffectiveness of incident-driven policing, as well as the economic insensibility of random patrol, rapid response and post-crime investigation. Racing from call to call, in spite of its appeal on television, does not promote effective policing. Responding to the same domestic dispute nightly or citing the same disorderly persons gathering in a park are ineffective strategies that fail to resolve the problems and simply waste community resources.

### **Introduction**

Community oriented policing is the philosophy under which we deliver police services in the City of Davis. We are not diminishing the necessity to develop and possess traditional police skills of tactical competency, investigation, and enforcement. We will teach you how to use those

skills while building community partnerships, solving and managing social problems, and developing safer neighborhoods.

Community policing is proactive and more effective than traditional police service models because we use our resources wiser and more efficiently. Today we are faced with the challenge of keeping Davis safe with fewer or diminishing police/community resources. To accomplish our goals we need the community on our side, and we must work in partnership with other law enforcement departments, social organizations, and community stakeholders. To avoid deterioration of our neighborhoods we have to address and find viable solutions to rising and ongoing social problems within our city. We must work together as a team in order to coordinate our efforts and achieve a maximum return for our labor. Our policing efforts should be focused and precise. Using ILP we gather information and make accurate assessments that are a crucial component of the problem-solving (COPPS) process.

In this manual we will introduce you to our mission statement, enhance your ability to make ethical decisions, ensure you have an understanding of our community oriented policing philosophy, how to police smartly using ILP, how to develop your critical thought process and provide you with tools to manage or solve problems in your assigned beat through a COPPS approach.

### Our Mission

*Serve with Pride - Enforce the Law -  
Guard Individual Human Rights*

*The Davis Police Department will model and pursue excellence by partnering with our community; investing in our employees to maintain the highest level of professionalism; being a leader in procedural justice, enacting restorative practices, and embracing our role as guardians of the community.*

Members of the Davis Police Department are expected to understand and honor our mission statement because it serves as the organizational vision and direction. We must all work together to achieve the goals outlined in our mission statement, while coveting our organizational values.

## COP →ILP →COPPS/POP

### **Community Orientated Policing**

The concept of Community Oriented Policing is not new. In fact, police departments around the country have used community policing strategies for decades. In recent years, many police departments have lost touch or alienated large portions of their populations by not engaging the public and creating expectations for how that community wants to be policed. The reasons vary, but the outcome is essentially the same; mistrust of the police, accusations of excessive force, protests and large scale disorder. Whether the accusations are true, or not, doesn't matter. The public's perception becomes the reality for how they view policing.

Community policing is, in essence, collaboration between the police and the community that identifies and solves community problems. With the police no longer being the sole guardians of law and order, all members of our community become active allies in our effort to enhance the safety and quality of our neighborhoods. Community policing has far-reaching implications. The expanded outlook on crime control and prevention, the emphasis on making community members' active participants in the problem solving process, and our pivotal role in community policing requires constant monitoring by the entire Davis Police Department. Our beat officers, backed by our entire organization, help community members mobilize support and resources to solve problems and enhance their quality of life. Community members voice their concerns, contribute advice, and take action to address these concerns. Creating a constructive partnership requires energy, creativity, understanding, and patience of all involved.

When barriers of apathy and mistrust exist with the community, or portions of the community, it takes time and considerable effort to break them down so that meaningful partnerships can be forged. Trust is the value that underlies and links the components of community partnership and problem solving. A foundation of trust will allow us to form close relationships with the community that will produce solid achievements. Without trust between police and citizens, effective policing is impossible. It is our job to build trust; we do this by actively finding ways to engage our community.

### **Community Relations**

Community support is vital and allows us to perform operations with greater understanding and minimal scrutiny. Working with the community is necessary for crime reduction and effective information gathering. We maintain community support by practicing ethical/professional behavior and maintaining working relationships with individuals/groups which can assist us in achieving our overall mission

For optimal performance you must understand and practice the following:

- ***Become proficient at facilitating a small meeting or speaking to groups of people.*** Not only is it our duty to educate people regarding crime trends and safety, we must be able to mobilize and motivate groups to take a stand against crime and promote a safer environment.
- ***Become proficient at communicating with individuals.*** The ability to interact with different people is one of the most important skills you can develop as a peace officer. The art of verbal persuasion can lead to valuable information, less personnel complaints, higher productivity, and an officer's ability to defuse dangerous situations.
- ***Build and maintain community and individual partnerships within your beat.*** Both law-abiding residents, and people involved in criminal activity can offer vital insight into what is going on in our city. No one has greater contact with community residents than an officer assigned to patrol their neighborhoods.
- ***Involve community members and groups in problem-solving.*** Under our philosophy of community policing, residents take an active role in problem solving. They can offer fresh ideas, assist in actual solutions (neighborhood watch, political activism, etc.), and motivate others to assist. Community involvement in decision making creates support for focused enforcement plans, proposed local legislation, and other solutions. Community *buy-in* also creates cohesion between the police and the residents.

Test your performance in the area of community relations:

1. Do you model ethical behavior and make decisions that enhance public trust?
2. Are you familiar with the Neighborhood Liaisons in your beat? Do you use email to alert them of crime trends that may threaten their neighborhoods? Have you attended any neighborhood watch meetings?
3. Are you familiar with any of the apartment complex managers in your beat? Do you know any of the merchants?
4. Do you obtain information regarding safety concerns or criminal activity from either criminal informants or people who reside in your patrol area? Have you documented this information and passed it on to the Crime Analysis Unit?
5. Are you familiar with organizations that provide services for the homeless, battered women, or sexual assault victims?

## **Intelligence Led Policing**

The word “intelligence” means different things to different people. The most common mistake is to consider intelligence as synonymous with information. Information is not intelligence; information plus analysis equals intelligence.

At the Davis Police Department we rely on intelligence to make assessments on where and how we police. To get intelligence, we require that employees assigned to the Department ILP Program be responsible for providing information so that we that we can evaluate and analyze the information in order to make informed decisions.

There are many forms of intelligence. Tactical intelligence contributes directly to the success of specific investigations. Strategic intelligence deals with “big-picture” issues, such as planning and personnel allocation. Evidential intelligence can help prove a criminal violation or provide leads for investigators to follow. The term “operational intelligence” is sometimes used to refer to intelligence that supports long-term investigations into multiple, similar targets. Operational intelligence is concerned primarily with identifying, targeting, detecting, and intervening in criminal activity.

Intelligence is critical for decision making, planning, strategic targeting, and crime prevention. We cannot function effectively without collecting, processing, and using intelligence.

Before we proceed to problem solving and creating safer neighborhoods, we must understand how to measure and assess crime and disorder. Measuring criminal activity is not an exact science because many crimes go unreported. Safety issues can be actual or perceived and the best assessments are always made by combining qualitative information with reported statistics.

Since our job is to address both crime and fear of crime, community concerns regarding both actual and perceived safety issues require police attention. Actual crime rates refer to criminal events that took place and may or may have not been reported or investigated. Perceived crime deals with the public opinions about the level or disorder that exists in a given area. As an example, neighborhoods with poor lighting and neglected landscapes may be perceived as unsafe. A growing transient population in the downtown core area may suggest higher levels of criminal behavior. While the necessity to deal with actual crimes is self-explanatory, many officers fail to see the need in addressing perceived safety concerns.

Consider the following issues surrounding perceived crime:

1. **Perceived crime may be a symptom of true criminal behavior:** You should never rule this out as a possibility as many criminal acts are never reported to authorities. Let’s say, for example, that neighbors are complaining of high burglary rates yet our statistics show very little activity. It could be that an incident or two has now escalated through gossip and exaggerations. You should never, however, rule out the possibility of under-reporting. Perhaps the burglaries did take place but were never called in.
2. **Perceived crime may lead to actual safety problems:** Neglected areas can be the breeding ground for criminal behavior. When a community perceives an area to be unsafe



and those fears are never addressed, property values decline along with any interest in that portion of the city. As apathy sets in, actual criminal behavior begins to emerge.

3. **Public confidence in our service delivery:** A person's perceptions are their reality so when the community expresses safety concerns, they must be addressed. If we dismiss such feelings of insecurity we will erode the public's confidence in our ability to promote safety. Even when fears are ultimately fruitless, officers should at least take the time to educate concerned stakeholders and reduce their anxiety.

The ILP officers assess crime levels in Davis, but they cannot paint an accurate picture without the help of the patrol beat officers. Patrol personnel spend the most time with the public and have the ability to gather valuable data. Data must be consistently passed on to the ILP officers who are responsible for working with the ILP manager and crimes analysis to assess criminality and deploy resources. Information shall be passed on daily and the ILP officers are required to routinely meet and analysis data together so the information/analysis can be passed to patrol or other units.

Consider the following sources of information an ILP officer can cultivate:

**Neighborhood Groups:** These can be comprised of homeowner associations or Neighborhood Watch groups. The Crime Prevention Unit maintains a list of Neighborhood Liaisons. These are Davis residents who accepted the responsibility of managing their local block watch and are looking forward to working with their local beat officer. Neighborhood groups can help you solve various problems, or they can provide feedback regarding safety concerns in their part of the city.

**Merchants:** Speaking to clerks, store managers, waiters, bartenders, or gas station attendants can be extremely educational. Businesses have a tendency to under-report minor criminal offenses when their employees get busy. Discovering a trend in alcohol related shoplifts by juveniles may help you identify a causative factor in rising levels of juvenile parties for instance. Bar employees have always been great sources for identifying suspects in various crimes that occur at night in the downtown area. Store managers can get you up to speed on their video surveillance systems.

**Informants:** The concerned community member is one of our best allies. Many crimes are solved because a person chooses to call the police and report their observations. Officers must place high value on such efforts and take the time to listen. Even if the information is not useful at that moment, you should thank the person for calling and encourage future contact.

**Criminal Informant:** The criminal informant is generally someone who is involved in criminal behavior themselves and has some motive to provide you with information. The criminal informant's motive may be good intentioned, it may be financial, the person may be trying to give up their "competition", or the informant may be attempting to gain leniency for a charge they are facing. Carefully evaluate the motives that drive the informant. Never take the information as fact, and do everything you can to verify what

the person is telling you. Never make any promises of leniency (only the Yolo County D.A. and a Superior Court Judge can approve dismissal of charges in exchange for information). Criminal informants must be managed with care, but are an extremely valuable tool and you should cultivate such liaisons.

### **Problem-Solving (COPPS)**

The ability to solve problems is essential for the delivery of quality police services under our philosophy. As an ILP officer, it is your responsibility to identify problems within your assigned area, prioritize them, identify and gather resources to create and apply a plan of attack to either resolve or minimize the ill effects.

You will be expected to make a determination whether something is a *problem* or simply an isolated call for service. Consider the following factors when determining whether a call for service requires further analysis:

- Is the situation generating repeated calls or a disproportionate response?
- Is this an on-going crime series committed by the same suspects or crime trend committed by independent suspects but in the same area?
- How does the neighborhood feel about this issue? Do residents think this is an ongoing problem?

Most problems will be simple and require a one dimensional response. This may be as easy as getting a bush cut down which has obscured visibility at a traffic intersection or through asking for additional lighting in a dark alley (CPTED – Crime Prevention Through Environmental Design). Other problems will be complex, which will require collaboration with additional resources to form a multifaceted solution.

Addressing social problems can have multiple outcomes. Some nuisances may be eliminated while others social ills can be managed at best. The following are possible outcomes to implemented solutions:

**Eliminating:** You can make the problem completely go away. A good example of this would be closing down a house where drugs are being sold. Investigators generate cases against the residents, and the suspects are subsequently evicted from the neighborhood and the activity stops.

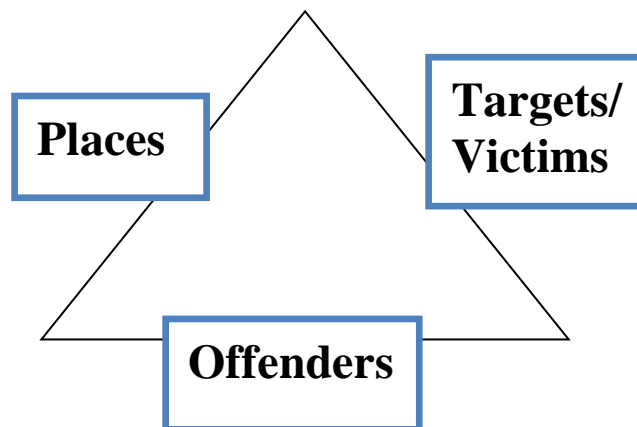
**Minimizing or Managing:** Some problems cannot be eliminated, but the damage they cause can be minimized. A good example would be alcohol related crime in the college aged community. You will never stop all young people from going to parties and consuming alcohol. Through education and enforcement efforts, you can reduce the amount of violence and traffic collisions that happen in relation to drinking.

**Re-directing:** In many cases we respond to problems that should be handled by other agencies. Referring a needy homeless subject to the services of a local homeless shelter would be one example. Before you completely withdraw your services from a situation, just make sure that the police component is no longer needed. In some cases, we may stay involved to provide security and order so that another social service agency can do their job.

**Displacing:** While this is not a desired effect of problem solving, it is one that happens quite frequently. Evicting a drug dealer from one house, will often cause them to start their business in another neighborhood. Always keep this possibility in mind and work closely with your fellow beat officers to minimize these outcomes.

Before you attempt to design a solution, figure out who the stakeholders are and what resources are available to you. Stakeholders are those who may have an interest or are affected by the problem. These could be neighbors, non-profit organizations, other law-enforcement agencies, businesses, or other city services. Stakeholders may be allies you can use for your cause, or they may become roadblocks. Either way, realizing who they are plays a role in predicting how you will deal with the solution you are attempting to implement.

When looking for a solution, try to identify the factors you can actually have an effect on. One way of visualizing the dynamics of a crime trend is by looking at a diagram of the following *Crime Triangle*:



All three sides are necessary for a crime to occur. *Offenders* are the people who commit crimes; the *targets* represent the victims of these crimes; and these events obviously need a *place* to happen. In a perfect world, all three aspects of a crime trend can be influenced by the police officer:

- The offenders can be apprehended.

- The victims (or probable future victims) can be educated on better crime prevention strategies.
- The places where the crimes take place can be altered environmentally (CPTED) or saturated with high visibility patrols.

Chances are you will not have the time, resources, or ability to impact all three sides of the triangle. In most cases, you may have to decide which side or sides you will focus on to achieve a desired outcome.

**Example:**

*Apartment complexes in south Davis are experiencing a disproportionate amount of vehicle burglaries due to their close proximity to the freeway. Catching the suspects has proven to be a challenge. They commit the crimes late at night, and are able to quickly leave the city limits.*

- As a beat officer, on which portion of the crime triangle do you have the most influence?
- What solutions would you implement?

The most common and recognized model for problem solving is called by the acronym SARA. SARA can be used as a roadmap to solve complex problems or it can be a helpful mental checkbox for resolving simple issues you may encounter while working in your beat. SARA is structured in the following way:

**S**can: In this stage you are scanning for problems in your beat area. You assess whether something is actually a problem or an isolated call for service. This is where knowing your beat well really pays off.

**A**nalyze: When you have identified a problem, you must analyze it to uncover its root causes. At this stage, gathering information becomes crucial. What are the contributing factors? What are some things aggravating this problem? Who are the stakeholders in this issue?

**R**espond: Formulate your response plan to the problem. It may be as simple as talking to Public Works and getting that bush cut down or pothole filled. In some cases this may be quite complex like addressing a crime trend by balancing high visibility enforcement/patrols with crime awareness and prevention education. What resources can you gather? Which aspect of this problem can you actually have an effect on?

**Assess:** You have to evaluate to see whether your response worked. This may be one of the most challenging stages of problem solving. You must have some vision or idea of how you will evaluate *success*. Checking to see if calls for service or crime stats have dropped is a good start. Your neighborhood contacts and ability to investigate may be really tested at this stage. Numbers of crime reports may drop because the problem is minimized or they may be lower because the people of the neighborhood are frustrated and do not bother calling anymore. Crime stats may actually rise because your prevention/education efforts have raised awareness and more people are reporting violations. Your evaluation should be balanced between looking at numbers and soliciting feedback from those who have a clear view of this problem.

### **Problem-solving**

You are expected to recognize and address social and criminal problems within your patrol area. The following are performance expectations in the area of problem solving:

***Spot problems that need attention:*** A beat officer has to go beyond simply handling calls for service. They must notice problems that require some type of structured solution. This is where beat familiarity and community involvement come into play. Only officers who are familiar with their patrol area, and are capable of collecting information from their community will be able to recognize crime trends and problematic social issues.

***Use community partnerships to solve problems:*** Officers must maintain and utilize community partnerships when analyzing and designing solutions. These partnerships may be neighborhood based groups, politically motivated alliances, business associations, other government agencies, or criminal informants. Such groups can offer valuable insight, or fresh ideas.

***Use available resources within the department:*** Crime Prevention, Crime Analysis, Investigations, ILP/COPPS team and the Traffic Unit are all valuable resources available to the beat officer. Officers should have a working knowledge of what these units do, and how they can assist with patrol-related problems.

***Properly analyze situations:*** In this manual and throughout the FTO Program we teach our officers the ability to think critically, make ethical decisions, and solve problems. Beat officers should be able to analyze crime trends, and troublesome patrol areas to determine what the root causes may be.

***Assess applied solutions:*** Officers must develop creative ideas on how to gauge their success or effectiveness. The most accurate assessments are generally done by utilizing a combination of

sources. Crime analysis can provide statistics, while community partnerships may be a valuable tool for acquiring other types of feedback.

Problem Solving Performance Checklist:

- a. Are you scanning for problems in your patrol area?
- b. Are you looking for rising or ongoing crime trends in your beat?
- c. What are you doing to address such issues?
- d. Do you understand how to use and apply the SARA model?

## Work Performance

When you complete the training program, your sergeant will evaluate your work performance based on three different skill sets. The way you manage your assigned beat area, your ability to interact and work with the community, and your talent for problem-solving. Field Training Officers will use these three concepts to develop your policing skills during the field training program and your sergeant will use these same dynamics to write your annual performance review.

### **Beat Management**

The cornerstone to community oriented policing is beat integrity. Our city is broken down into four beats. Each beat has its own areas of concern. As a beat officer, you will be assigned one geographical area of responsibility and you will commit to this area for an extended period of time. In your beat, you will manage calls for service, provide pro-active patrol services and address special needs.

To effectively manage a patrol beat, you must understand and master the following concepts:

- ***You are expected to be familiar with the geography of your beat.*** You must know the general borders of the beat area, and be aware of specific geographic landmarks. You need to be aware of those locations which present special policing issues or require a disproportionate police response (bars, certain businesses, apartment complexes, etc.).
- ***You need to know the crime trends and the service needs within your beat.*** To effectively provide patrol services, you have to understand the type of crimes that take place, and what time of the day these crimes are likely to occur. Accomplishing this task will require communication between you and your other beat partners assigned to the opposite side of the week and opposite shifts.

- ***You must manage your time effectively and deal with the calls for service within your beat.*** Problems and trends are often spotted by handling routine calls. It is your responsibility to see that your beat is taken care of. If you plan to be unavailable for an extended period of time (working on follow-up, extended report writing at the station, etc.) then you must make arrangements with another beat officer or sergeant to assure your beat will be covered.

#### Beat Management Checklist:

1. Are you familiar with the geography of your beat? Do you know where the borders are?
2. Do you know where the landmarks are?
3. Do you know the service needs of your beat?
4. Are you familiar with the traffic issues and areas that require vigilant traffic enforcement?
5. What are the hotspots with disproportionate police calls for service?
6. Who are the parolees in your beat? Who are the sex registrants?
7. Are you in your beat and available for calls during time periods of peak activity?
8. Do you spend most of your pro-active patrol time addressing the issues that afflict your patrol area?

### **Critical Thinking**

The ability for an officer to communicate and think critically about situations is the key to problem solving and changing the way the community responds to or prevents crime. But, what does critical thinking have to do with change? And, why does the Davis Police Department and the field training program place such emphasis on critical thinking?

It begins with what critical thinking is and how it contributes to how the organization functions. Critical thinking encompasses reading, writing, speaking, and listening, or the basic elements of communication. Critical thinking also plays an important part in social change. Consider that the institutions in any society - courts, governments, schools, businesses, police departments - are the products of a certain way of thinking. In terms of social change, a key component to the COPPS philosophy is changing the way the community perceives and understands crime, either in terms of apprehension, prevention, or crime management.

In order to think critically, or problem solve, you should constantly evaluate how the department is functioning, both in terms of internal and external processes. For example, you may ask, is it time I change the way I police my beat? Is it time for police departments to change how they police? How about the Davis Police Department? And, if so, how should I or they change? Or, is it simply that the community we serve has to change their expectations of how they view the police and what we are or aren't able to do? What will bring unity between the public, the police, and the other stakeholders towards accomplishing a shared mission of reducing crime, creating a desirable community to live and work in, and ensuring a sense of safety for the public, as well as

the officers who are providing police services?

Any organization draws its life from certain assumptions about the way things should be done. In police departments, assumptions can often be driven by the way things have “always been done.” There is a reason why, in law enforcement, we often hear the response, “Because we have always done it that way.” Perhaps, that response alone screams for change. However, before the organization can change, and engage in true problem solving, those assumptions we operate under need to be loosened up or reinvented. The fact is problem solving under a COPPS philosophy is primarily based on a method of changing the way people think or act. But, change is not always easy.

The thought of, or in many cases just the threat of change can often inhibit critical thinking. Change can be scary, even for police officers who generally have no fear. Many people, including police officers, go to great lengths to avoid change, even when that change will be of great benefit to them. It can be amazing to watch people, or those in an organization, even a police organization, drudge their way through a daily routine, living a largely unfulfilled existence, complaining and carrying on about how dreadful their lives or work is, or how they have been victimized, but completely unwilling to do anything about it. It’s just so curious. Why would a person keep doing what they’re doing, being miserable or complaining and NOT do something about it? Could it be that change is so scary that we’d rather be miserable than risk the unknown? Well, it seems that is exactly what people, whether members of the public or police officers in this organizations, will do.

The fact is, while change can be scary, it carries the potential for increased risk, has the greater potential for failure, requires more work, and does potentially lead to a path of the unknown, it is an absolutely critical component in problem solving. However, change must be based on well-reasoned thinking.

Critical thinking helps us uncover the bias and prejudice that may inhibit communication with the community and each other. Critical thinking is also a path to freedom from half-truths and deception, which wastes so much of our time. We all know how common it is for people to spend an inordinate amount of time simply worrying or speculating. About what? Everything; it’s what people do.

Skilled police officers are thorough thinkers. They distinguish between opinion and fact. They ask powerful questions. They make detailed observations. They uncover assumptions and define their terms. They make assertions carefully, basing them on sound logic and solid evidence. Almost everything that we call knowledge is a result of these activities. This means that critical thinking and problem solving are intimately linked.

At the Davis Police Department, as a problem solver, you have the right to question what you see, hear, and read. You have the ability to make change.

*Practice your right to question!*



## **Critically Evaluating the Logic and Validity of Information**

Information you receive is not always intended to be clear, direct, or even factual; instead it may be presented in a way to persuade you to accept a particular viewpoint, or to offer an opinion, or to argue for one side of a controversial issue. Consequently, you must recognize and separate factual information from subjective information. This is a key component to the evaluation of information and critical thinking.

Subjective information is any material that involves judgment, feeling, opinion, intuition, or emotion rather than factual information. Recognizing and evaluating subjective information involves distinguishing between facts and opinions, identifying generalizations, evaluating viewpoints, understanding theories and hypotheses, weighing data and evidence, and being alert to bias.

### **Evaluating Various Types of Statements**

#### **Distinguishing between Facts and Opinions**

Facts are statements that can be verified or proven to be true or false. Factual statements from reliable sources can be accepted and used in drawing conclusions, building arguments, and supporting ideas.

Opinions are statements that express feelings, attitudes, or beliefs and are neither true nor false. Opinions must be considered as one person's point of view that you are free to accept or reject. With the exception of informed opinions, which are put forth by a topic expert, feelings, emotions, and personal beliefs have little use as supporting evidence, but they are useful in shaping and evaluating your own thinking.

#### **Recognizing Generalizations:**

A generalization is a statement made about a large group or class of items based on observations or experiences with a portion of that group or class. It is a reasoned statement encompassing an entire group based on information gathered from a sub-section of the larger group. It involves a leap from observed evidence to a conclusion which is logical, but unproven. Because one does not always have the time to describe all available evidence on a topic, they often draw the evidence together themselves and make a general statement of what it shows. But generalizations need to be followed by evidence that supports their accuracy, otherwise the generalization is unsupported and unusable. A generalization is usable when these two conditions exist:

1. Your experiences are sufficient in number to merit a generalization.
2. You have sampled or experienced enough different situations to draw a generalization.

#### **Testing Hypotheses:**

A hypothesis is a statement that is based on available evidence which explains an event or set of

circumstances. Hypotheses are simply plausible explanations. They are always open to dispute or refutation, usually by the addition of further information. Or, their plausibility may be enhanced by the addition of further information. Critical thinking requires one to assess the plausibility of each hypothesis. This is a two-part process. First, one must evaluate the evidence provided. Then one must search for information, reasons, or evidence that suggests the truth or falsity of the hypothesis.

Ask questions such as:

- Does the hypothesis account for all known information about the situation?
- Is it realistic, within the realm of possibility and probability?
- Is it simple, or less complicated than its alternatives? (Usually, unless a complex hypothesis can account for information not accounted for by a simple hypothesis, the simple one has greater likelihood of being correct.)
- What assumptions were made? Are they valid?

### **Weighing the Adequacy of Data and Evidence:**

Many who express their ideas attempt to use evidence or data to provide support. One must weigh and evaluate the quality of this evidence; one must look behind the available evidence and assess its type and adequacy.

Types of evidence include:

- Personal experience or observation
- Statistical data
- Examples, particular events, or situations that illustrate
- Analogies (comparisons with similar situations)
- Informed opinion (the opinions of experts and authorities)
- Historical documentation
- Experimental evidence

Each type of evidence must be weighed in relation to the statement it supports. Evidence should be direct, clear, and indisputable in order to support the case or issue in question.

### **Evaluating Persuasive Material**

Some materials are intended to convince or persuade rather than to inform, and these sources need to be carefully and critically evaluated. Persuasive people use both language and logical argument to exert influence.

### **Recognizing Persuasive Language**

A person's choice of facts and the language used to convey them may influence the listener's response. The use of selective details to describe an event or the use of inflammatory language can shape the receiver's perception of the incident. Selective reporting of details is known as slanted communication. A careful choice of words allows one to hint, insinuate, or suggest ideas

without directly stating them. Through deliberate choice of words one can create positive or negative responses. This is often accomplished through manipulation of the connotative meanings and has the potential for creating unintended controversy or allegations of bias.

### **Identifying Biased and Slanted Communication:**

Bias is when a statement reflects a partiality, preference, or prejudice for or against a person, object, or idea. Much of what you read and hear expresses a bias. As you hear biased information keep two questions in mind:

- What facts has the speaker omitted?
- What additional information is necessary?
- Why is there a bias?

Slanting is when a writer or speaker uses a selection of facts, choice of words, and/or the quality and tone of description, to convey a personal feeling or attitude. Its purpose is to convey a certain attitude or point of view toward the subject without expressing it explicitly. As you read or listen to slanted materials, keep the following questions in mind:

- What facts were omitted? What additional facts are needed?
- What words create positive or negative impressions?
- What impression would I have if different words had been used?
- Why is the writer slanting the issue?

### **Evaluating Arguments**

An argument is a logical arrangement and presentation of ideas. It is reasoned analysis, a tightly developed line of reasoning, which leads to the establishment of an end result or conclusion. Arguments are usually developed to persuade one to accept a position or point of view. An argument gives reasons that lead to a conclusion. Analyzing arguments is a complex and detailed process.

The following guidelines are useful:

- Analyze the argument by simplifying it and reducing it to a list of statements.
- Are the terms clearly defined and consistently applied?
- Is the point to be made clearly and directly stated?
- Are facts provided as evidence? If so, are they verifiable?
- Is the reasoning sound? Does one point follow from another?
- Are counterarguments recognized and refuted or addressed?
- What persuasive devices or propaganda techniques does the person use (examples: appeal to emotions, name-calling, appeal to authority)?

### **Asking Critical Questions**

What is the source of the material? Some sources are much more reliable and trustworthy than others; knowledge of the source will help you judge the accuracy, correctness, and soundness of the material.

To evaluate a source consider:

- Its reputation
- The audience for whom the source is intended
- What are the person's credentials? You must assess whether the material is communicated by an expert in the field who can knowledgeably and accurately discuss the topic.
- Why was the material conveyed? Identify the primary purpose. If the purpose is to persuade or convince you to accept a particular viewpoint then you will need to evaluate the reasoning and evidence presented.
- Is the person biased? Does the person display partiality, preference, or prejudice for or against a person, object, or idea?
- Does the person make assumptions? An assumption is an idea or principle the writer accepts as true and makes no effort to prove or substantiate.
- Does the person present an argument?

## **Recognizing Propaganda Techniques & Errors of Faulty Logic**

### **Propaganda Techniques**

Propaganda Techniques are methods and approaches used to spread ideas that further a cause. They are used to manipulate the receiver's reason and emotions; to persuade you to believe in something or someone, or to behave in a certain way.

### **Types of Propaganda:**

Name calling: This technique consists of attaching a negative label to a person or a thing. People engage in this type of behavior when they are trying to avoid supporting their own opinion with facts. Rather than explain what they believe in, they prefer to try to demonize or dehumanize the individual or group to tear their opponent down. through demonize or dehumanize the individual or group.

Glittering Generalities: This technique uses important-sounding "glad words" that have little or no real meaning. These words are used in general statements that cannot be proved or disproved. Words like "good," "honest," "fair," "ethical," and "best" are examples of "glad" words.

Transfer: In this technique, an attempt is made to transfer the prestige of a positive symbol to a person or an idea. For example, using the American flag as a backdrop for a political event makes the implication that the event is patriotic and in the best interest of the U.S.

False Analogy: In this technique, two things that may or may not be similar are portrayed as being similar. When examining the comparison, you must ask yourself how similar the items are. In most false analogies, there is simply not enough evidence available to support the comparison.

Testimonial: This technique is easy to understand. It is when “big name” personalities are used to endorse a product or idea. Whenever you see someone famous endorsing a product or idea, ask yourself how much that person knows about the product, and what he or she stands to gain by promoting it.

Plain Folks: This technique uses a folksy approach to convince us to support someone or something.

Card Stacking: This term comes from stacking a deck of cards in your favor. Card stacking is used to slant a message. Key words or unfavorable statistics may be purposely omitted in an ad or commercial, leading to a series of half-truths. Keep in mind that most people are under no obligation “to give the truth, the whole truth, and nothing but the truth.”

Bandwagon: The “bandwagon” approach encourages you to think that because everyone else is doing something, you should do it too, or you'll be left out. The technique embodies a “keeping up with the Joneses” philosophy. Joining the “bandwagon” is especially common in law enforcement.

Either/or fallacy: This technique is also called “black-and-white thinking” because only two choices are given. You are either for something or against it; there is no middle ground or shades of gray. It is used to polarize issues, and negates all attempts to find a common ground.

Faulty Cause and Effect: This technique suggests that because B follows A, A must cause B. Remember, just because two events or two sets of data are related does not necessarily mean that one caused the other to happen. It is important to evaluate data carefully before jumping to a wrong conclusion.

## **Logic**

### **Errors of Faulty Logic**

**Contradiction:** Information is presented that is in direct opposition to other information within the same argument.  
Example: If someone stated the police department was under worked, then later argued for the necessity of more police officers, that person would be guilty of contradiction.

**Accident:** Someone fails to recognize (or conceals the fact) that an argument is based on an exception to the rule.  
Example: By using selected probationers as the norm, one could argue that probation is vital to reducing criminal recidivism rates.

**False Cause:** A temporal order of events is confused with causality; or, someone oversimplifies a complex causal network.  
Example: Stating that crime is caused by poverty; poverty certainly contributes to crime but it is not the only factor.

**Begging the Question:** A person makes a claim then argues for it by advancing grounds whose meaning is simply equivalent to that of the original claim. This is also called “circular reasoning.”  
Example: Someone argues there should be more police, otherwise, crime will skyrocket. When asked to define what “skyrocket” means, the person says, “It will just increase”.

**Evading the Issue:** Someone sidesteps and issue by changing the topic.  
Example: When asked to say whether crime is increasing in a given area, the officer responds how they just apprehended a burglary in the neighborhood the night before.

**Arguing from Ignorance:** Someone argues that a claim is justified simply because its opposite cannot be proven.  
Example: A person argues that by decriminalizing drugs crime will decrease since no one has ever proven that it won’t.

### **Errors of Attack**

**Poisoning the Well:** A person is so committed to a position that they explain away absolutely everything offered in opposition.  
Example: Almost every proponent and opponent on legalizing drugs commits this error.

**Ad Hominem:** A person rejects a claim on the basis of derogatory facts (real or alleged) about the person making the claim.  
Example: Someone rejects a person’s suggestions on reducing crime in a neighborhood because the person has been previously arrested for DUI.

**Appealing to Force:** Someone uses threats to establish the validity of the claim.  
Example: A neighborhood threatens to stop using a park if the city fails to enact a no loitering ordinance.

### **Errors of Weak Reference**

**Appeal to Authority:** Authority is evoked as the last word on an issue.  
Example: Someone uses the Bible as the basis for his arguments against a person at a sentencing hearing.

**Appeal to the People:** Someone attempts to justify a claim on the basis of popularity.  
Example: A group of people wants the legislature to repeal the bicycle helmet law because most kids hate it.

Appeal to Emotion:

An emotion-laden “sob” story is used as proof for a claim.

Example: A police officer uses a sad story of a child being killed in a drive-by shooting to gain support for adding more police to the force.

## **Recognize & Value Various Viewpoints**

Evaluating differing viewpoints is an essential critical thinking skill because it enables you to pull together divergent ideas and integrate differing, even contradictory, sources. This skill is valuable for examining policing issues and resolving controversy.

Suggestions:

- Deliberately put aside or temporarily suspend what you already believe about a particular issue.
- Discover what similarities and differences exist among the various viewpoints.
- Identify the assumptions on which each view is based.
- Look for and evaluate evidence that suggests the viewpoint is well thought out.
- To overcome the natural tendency to pay more attention to points of view with which you agree and treat opposing viewpoints superficially, deliberately spend more time reading, thinking about, and examining ideas that differ from your own.
- To analyze particularly complex, difficult, or very similar viewpoints, write a summary of each. Through the process of writing, you will be forced to discover the essence of each view.

## **Being a Responsible Critical Thinker & Collaborating with Others**

The ability to work with other people in a group setting is very important for police officers. We are often required to critically read and evaluate written and oral communication, as well as to communicate our own ideas in a respectful and effective manner. However, collaborating with other people can be a difficult task, especially if one is unaware of effective communication skills. The following are some suggestions for developing those skills needed to be an effective critical thinker and collaborator.

When evaluating information and arguments, be wary of biased and slanted language but keep an open mind to the ideas and opinions of others. Too often we close our minds when faced with opinions or information with which we don’t agree. Practice being a critical but open-minded listener. Use patience, respect and active listening skills while hearing others’ ideas.

As a critical thinker you should critically evaluate the arguments of others, but this also means you have the responsibility of constructing your own arguments so they are unbiased and

supported with credible evidence. It is good to have beliefs, but remember to support your opinions.

Another responsibility one has as a critical thinker is to take responsibility for one's actions. Everyone makes mistakes and it is a responsible person who acknowledges their errors and learns from them. A person who accepts responsibility for their arguments and actions builds integrity in the eyes of others, and a person with integrity is often respected and listened to.

Finally, group collaboration requires a commitment to shared obligations. For group work to be effective all members must contribute equally to the problem task. Successful teamwork entails full participation by all members and not just a dedicated few.

The qualities of a critical thinker are truth-seeking, open-minded, analytical, systematic, self-confident, inquisitive, and mature.

### **Making Ethical Decisions**

As an organization we can tolerate nothing less than ethical behavior because community trust is essential for mission success. Under the community policing philosophy community partnerships are crucial to problem solving and maintaining a safe and healthy beat. Nothing erodes community-police relationships faster than unprofessional and unethical conduct.

The challenge surrounding this topic is that ethical beliefs can be individual or communal. Individual ethics are your own core beliefs that you live by and value. Organizational ethics are the cultural beliefs and norms we have developed within the Davis Police Department. The following factors contribute to the creation of our ethical core:

- Best practices in modern law enforcement
- The law
- The vision of our leadership, supervisors, and line level personnel
- The desires and standards of our community

In this portion of the training manual we will focus on the ethical performance expectations of our organization.

### **SIX PILLARS OF CHARACTER**

Ethics involves determining what is right and wrong. Inevitably, the argument arises that morals and ethics are subjective and open to individual interpretation. Although this may be true when analyzing the existing theories which addresses ethical decision making (utilitarian, deontological, ethics of care versus ethics of rights), one thing is clear; many experts agree that there are six pillars of character which guide our ethical being.

#### **Trustworthiness**

This Pillar encompasses a variety of qualities: honesty, integrity, reliability, and loyalty. Being trustworthy means keeping promises and doing one's best not to deceive, even with white lies or statements that one might defend as "technically true."



### **Respect**

The Golden Rule is the most useful guide here: Treat others as you wish to be treated. That means being courteous, listening to others, and accepting individual differences.

### **Responsibility**

This Pillar includes accountability, self-control, and the pursuit of excellence. Being responsible also requires that we carefully consider the consequences of our choices before we make them.

### **Fairness**

Being fair means playing by the rules and not taking advantage of others. A fair person makes informed judgments without favoritism or prejudice and does not blame others carelessly.

### **Caring**

Kindness, compassion, altruism — these are the heart of ethics. Of course, some ethical decisions inevitably cause pain, but the caring person acts to minimize hardship and to help others whenever possible.

### **Citizenship**

Good officers work to make their community better. They are committed to protecting our environment and to making our democratic institutions work. They know the law — and they often do more than it requires and less than it allows.

## **RATIONALIZING UNETHICAL BEHAVIOR**

Rationalizing poor decision making is the most common way officers slip into unethical behavior. Rationalizations can be common and quite subtle. To maintain a high level of ethical fitness, you must learn to recognize rationalizations and avoid using them in your decision process. The following are some examples of rationalizations used to justify bad behavior:

### ***“If it’s necessary, it’s ethical”***

This rationalization deals with the means justify the end; also known as noble cause corruption. In police work the process is, in many cases, more important than the result. When you are summoned to court, it is the process by which you did your job that will be called into question. Great results can often be unraveled when reached through a poor process.

### ***“If it’s legal and permissible, it’s proper”***

This rationalization refers to substituting a legal requirement for good moral judgment. All police actions must be legal and within policy. It is important to keep in mind, however, that the law often dictates minimal requirements and we must often go beyond the legal mandates to deliver a high level of professional service.

**Read the following example and be prepared to discuss the issues with your FTO:**

*Officers respond to a domestic violence call in a parking lot of McDonalds. Upon arrival*

*they contact the involved parties consisting of the boyfriend, the girlfriend and two small children. After an investigation, the officers arrest the boyfriend for domestic violence and provide the girlfriend a victim's resource card. She tells the officers she and the kids are homeless, lost, without a car or any food. She states that she has family in Sacramento but no phone, money, or transportation. Having satisfied their legal obligations, the officers clear the call.*

- Was this response legal?
- In your eyes, was it ethical?
- What factors would you consider?
- Could more have been done to provide a higher level of police service?

***“It’s all for a good cause”, “It doesn’t hurt anyone”, “It’s okay if I don’t gain personally.”***

Never assume that an unethical decision must involve some type of personal gain. In reality, many immoral decisions are made with good intentions. While an officer may gain a conviction by compromising department policy, pushing the outer limits of the law, and “stretching” the truth during testimony; the overall results are catastrophic because that employee has not only jeopardized his or her personal integrity, but the integrity of our organization.

***“I am just fighting fire with fire.”***

There are times officers rationalize their actions based on the type of people they interact with in the field. Even when interacting with hardened career criminals, we must keep in mind that we are professionals and are held to a higher standard, even by those we arrest. Excessive force, aggression, demeaning behavior, and bad language do not enhance our effectiveness. Immoral behavior can actually endanger you and your fellow officers by escalating an already dangerous scenario, and it can jeopardize your case in court when your poor demeanor is used against you.

***“Everyone is doing it”***

This is a very common rationalization which people use to cut corners and make poor decisions. The idea that it is acceptable to make a bad decision based on other people’s behavior is absurd and destructive to our organization. Your decisions must be based on what you know to be the right actions to take. You must show courage and leadership by standing up against behavior you know to be wrong. Just as you are counting on our police organization to provide you with career opportunities, we are counting on you to do your part in maintaining a culture of ethical behavior.

## **THE ETHICAL PROBLEM SOLVING PROCESS**

The solving process should sound familiar to you by this point. It’s the same decision making process recommend for solving PBLE’s.

### **1. Explore the ISSUES:**

- What are the ethical issues?
- What are some of the potential outcomes if you were to act, or not act?

### **2. List “What do I know?” or the FACTS**

- What do you know to solve the problem?

- Who do you know that may help you solve the problem?
- How do I obtain all the unbiased facts surrounding your situation or ethical problem?

**3. Develop, and write out, the problem statement in your own words:**

- A problem statement should come from your analysis of what you know, and what you will need to know to solve it.
- Who will have a vested interest in the outcome? Always keep in mind that our organization, and the community are ALWAYS stakeholders in any decisions you make. Ask, are their motives genuine and ethical? Does someone have something to gain from a certain outcome? Is the information they are providing credible?

**4. List out possible solutions or IDEAS**

- List them all; then order them from strongest to weakest.
- Choose the best one, or the solution most likely to succeed.
- Are there multiple solutions to this issue? What are the possibilities? Are these solutions ethical? Which is the best course of action in this case?

**5. List your ACTION PLAN with a timeline**

- What do I have to know and do to solve the problem?
- How do I rank these possibilities?
- How do these relate to my list of solutions?

**6. List “What do I need to know?”**

- Research the knowledge and data that will support your solution
- Will you will need further information to fill in missing gaps?

**7. Think about and use possible resources**

- Experts, policies, web sites, other department units, or other city departments, etc.

**If your research supports your solution go to (8). If not, return to (4)**

**8. Implement the Best Solution**

- Put your plan into action.

**9. Review your performance**

- When scrutinized, how will you defend the decision you made to sources within and outside of the department?
- How well did the solution work? What could be done better next time? Were there any unforeseen ethical challenges?

The process can be applied to protracted and complex scenarios as it can be used in a more expedient decision process for situations such as use of force.

**Below is an example of a patrol call for service. Read over the scenario, and apply the above process to answer some of the questions below:**

*You are dispatched to a call of a court order violation. You arrive and speak with the*

*reporting party who tells you she is the ex-wife of the suspect. According to her the suspect has returned their child (their 5 year old son) a day later than specified in the current child custody order. She tells you that their son claims his father hits him in the back of the head with an open hand at least three times a day while the child stays with the suspect. The reporting party also claims she saw three small bags of cocaine in the back seat of the suspect's car when he was dropping off their son.*

- Go through the above problem solving process on this call and come to at least 3 possible courses of action you could take. Are all your solutions ethical?
- Which is the best course of action? Why?
- Who are the stakeholders and what are the possible implications of your actions on them?

## **ETHICAL DECISION TEST**

The California Commission on Peace Officer Standards and Training adopted a simple three-pronged test to help you put your decision making through the test. The test is called “The Bell, Book and Candle Model” and is consistent to ethical tests applied in many of today’s professional career fields:

***The Bell:*** Do any bells or warning buzzers go off as you consider your choice of action?

***The Book:*** Do your actions violate any laws, written codes, department rules or policies?

***The Candle:*** If the spotlight of publicity (newspaper, television news) was to be cast on your actions, how would you feel? What would your actions do to your reputation, or that of our organization?

# ***FIELD TRAINING PROGRAM***

## ***Letter of Agreement***

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The Field Training Program offers a systematic approach in teaching a new officer the knowledge and skills necessary to do field work. Because of the complexity of the position this is not always an easy task. Although the ultimate success of the recruit lies in their own ability to do the job, the Field Training Officer does have a significant role in their ultimate success. These expectations were created with that in mind.

### **Terms of Agreement**

#### **Field Training Officer (FTO)**

1. Maintaining a professional relationship between the FTO and Trainee is critical. It is not the role of the FTO to be a friend to the Trainee; rather the FTO is to be teacher, mentor, and source of information. On-duty relationships shall remain professional. Off-duty fraternization with a probationary employee, unless authorized by the Field Training Supervisor or person of higher authority, is prohibited. Fraternization would include having relations with a probationary employee, participating in sports or recreational activities, or socializing with Trainee at non-Department or non-DPOA sponsored events.
2. The primary duty of the FTO is to teach the Trainee how to be a police officer and to facilitate learning. It may be necessary for the FTO to change work schedules in order to facilitate or take advantage of training opportunities. The FTO agrees to make schedule changes in accordance to Departmental guidelines regarding minimum notice. On rare occasions the FTO may be asked to cancel scheduled vacations so they will be available to train.
3. The Trainee deserves to be treated with fairness and respect. Hazing, name calling, the use of derogatory nicknames and teasing is not permitted by a FTO or any other Department member. If an FTO is present when improper comment is directed towards any Trainee, the FTO shall bear the responsibility to correct that behavior and/or notify a supervisor if appropriate.
4. Immediate feedback to a Trainee is essential. Positive feedback reinforces good performance while corrective feedback helps a recruit to resolve deficiencies. The FTO shall provide immediate feedback to a Trainee whenever possible and in any event in a timely manner. Feedback should be truthful, constructive, and whenever possible, positive. Feedback shall never be demeaning or presented in a rude, angry, or threatening manner.

A Trainee's performance and the feedback they receive shall remain confidential between the Trainee the Training Staff, and the Department Administrative Staff. Likewise, evaluations shall remain confidential and will only be discussed with the Trainee and Training Staff.

5. Equally important as immediate feedback is the proper and timely documentation of training. It is the FTO's responsibility to do daily evaluations for each training day. All evaluations shall be completed by the day following the evaluated day, unless granted an extension by the Field Training Supervisor. Evaluations shall be done on the Standardized Daily Evaluation Form and the number ratings shall correspond to the written descriptions as outlined in the Standardized Evaluation Guidelines. The FTO must comment, in narrative form, on any performance issue that falls either above or below "acceptable" as defined in the guidelines. Each evaluation must be discussed with and signed by the Trainee prior to being submitted to the FTO Supervisor.
6. The FTO should be a role model to the Trainee. The FTO shall follow Department Rules and Regulations and act in accordance with sound police practice. Recognizing the dynamic nature of police work, it is understood on very rare occasions it may be necessary to deviate from Department Rules and Regulations. When this is done the FTO shall provide immediate explanation to the Trainee. This explanation shall include an accurate assessment of the situation, what the normal policy and procedure is for handling like situations, and why in this particular case it was handled differently. In all cases the FTO bears the responsibility in making any decision to deviate from policy and justifying that decision if the need arises.
7. Allegiance to the Department, its goals and philosophy is essential in maintaining a proper training environment. The FTO shall treat all people, including co-workers and supervisors with respect. The FTO shall not be condescending towards other FTO's, co-workers or citizens. Foul language, obscene jokes, and rude or vulgar behavior are not permitted. Proper radio etiquette shall at all times be followed. Negative comments regarding race, gender, sexual orientation, disability, or religious preference will not be tolerated.
8. The FTO shall at all times be diligent in their training effort, strive to achieve productivity, handle a wide variety of calls and take advantage of any training opportunity that arises. The FTO shall be punctual and have minimal absenteeism. The FTO shall dedicate all scheduled time to training. If the FTO has other duties or their own caseload they must do it during non-training hours, unless the activity is pre-approved by the FTO Supervisor as a learning tool for the recruit.

Those FTO's who are in SWAT, hostage negotiations, K-9, MAIT, EOD, or other similar assignments **may** be excluded from participating in those capacities while directly involved in training. The determination of whether they participate in those capacities will depend on whether other FTO's are immediately available to train, the probable duration of the assignment, whether it occurs during regularly scheduled days off and the gravity of the assignment. Should any call-out, training, or assignment occur during a time when an FTO has a regular Trainee assigned to them they must have permission to respond from a FTO Supervisor. One of the FTO Supervisors can be reached 24 hours a day by phone. The FTO has the responsibility to seek this authorization.

## **Trainee**

1. The Trainee shall understand they will work varied days, hours and shifts while in the Field Training Program. If a Trainee is not able to report to work as scheduled, they must contact their FTO or an FTO Supervisor to advise them.
2. Absent extraordinary circumstances, and only then with approval from the Field Training Manager, may a trainee use vacation leave or comp time off while in the training program.
3. Fraternalization with Department members is prohibited while in the Field Training Program. The exception would be at a City, Department or DPOA sponsored event or other event with the permission of a Field Training Supervisor. Departmental relations shall be maintained in a professional businesslike manner.
4. A Trainee deserves to be treated with fairness and respect by their co-workers, FTO's and supervisors. A Trainee who is hazed, teased, or called names by their co-workers shall immediately report that to their FTO. A Trainee who is hazed, teased, or called names by their FTO or a supervisor shall contact a Field Training Supervisor.
5. Just as the Trainee is entitled to feedback, so is the FTO. The Trainee will meet with the FTO Supervisor periodically while in the program. The Trainee will provide truthful information to the FTO Supervisor. At the conclusion of the program, the Trainee shall submit a detailed evaluation of the program. Should any problem arise during the training program that cannot be handled by the FTO the Trainee must contact the FTO Supervisor or any other supervisor in an effort to resolve the problem. Supervisory staff is available 24 hours a day.
6. The Trainee shall be evaluated daily while in the Phase Training Program and monthly while in the Employee Mentoring Program. The Trainee will review and sign every evaluation. If the Trainee disagrees with any portion of the evaluation they may discuss it with the FTO or the FTO Supervisor. The recruit may submit, in writing, a rebuttal to any evaluation. The rebuttal shall be submitted to the FTO Supervisor within 30 days of any disputed manner. The FTO Supervisor will make the final decision regarding the disposition of any disputed manner.
7. The Trainee shall follow all Department Rules and Regulations. The FTO shall serve as the immediate supervisor to the Trainee. The Trainee shall obey any lawful order or direction of the FTO unless given different direction by higher authority.
8. The Department and its employees share pride in the fair and respectful manner in which all employees and community members are treated. Accordingly, Trainees shall treat all citizens, co-workers and supervisors with respect. Inappropriate language, obscene jokes

and rude behavior will not be tolerated. Likewise, negative comments regarding race, gender, sexual orientation, disability or religious preference is not permitted.

9. The Trainee acknowledges that advancement through the various phases is not a right, but rather an expectation. The Trainee shall be punctual and must be ready to begin their duty assignment when they show up for work. When the Trainee shows up they must be prepared to discuss any material that was presented or assigned for review. The Trainee acknowledges they must pass all written tests, PBLE's, role playing scenarios and field performance tests prior to completing the program. The Trainee also realizes and acknowledges their ultimate success relies on their own ability to do the job.

### **ACKNOWLEDGEMENT OF AGREEMENT**

By signing the agreement both the FTO and Trainee agree to follow its contents. Any disputed matter or deviation from this agreement shall be brought to the attention of the Field Training Supervisor as soon as practical. Both the FTO and Trainee acknowledge that willful refusal to follow any of these directives may result in disciplinary action.



**THE FIELD TRAINING MANUAL**  
***The Daily Evaluation***

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**DAVIS POLICE DEPARTMENT**  
***Daily Evaluation***

***Trainee's Name:***

***FTO's Name:***

**Shift Worked:**

**Phase:**

**Hours Worked:**

**Date:**

**Section I**

1 = Unacceptable

3 = Acceptable

5 = Superior

<b><i>Category</i></b>	<b><i>Rating</i></b>
<b>1. General Appearance</b>	
<b>2. Knowledge of Codes/Criminal Law</b>	
<b>3. Knowledge of Department Policy/Philosophy</b>	
<b>4. Driving Skill</b>	
<b>5. Orientation / Streets and Beats</b>	
<b>6. Officer Safety</b>	
<b>7. Report Writing</b>	
<b>8. Knowledge of Patrol Procedures/Activity</b>	
<b>9. Control of Conflict</b>	
<b>10. Use of Radio</b>	
<b>11. Relationships- Citizens/Coworkers</b>	
<b>12. Time Management</b>	
<b>13. Interview/Interrogation Skills</b>	
<b>14. Investigative Skills</b>	
<b>15. Decision Making/Problem Solving</b>	

**REPORTS WRITTEN BY TRAINEE**

**1.                    2.                    3.                    4.                    5.**  
**6.                    7.                    8.                    9.                    10.**

**SECTION II**

**Comments**

## ***THE FIELD TRAINING MANUAL*** ***Standardized Evaluation Guidelines***

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The following “1,” “3,” and “5” scale value definitions are to be used when rating a recruit or reserve officer's performance in the listed categories. It is through the use of these guidelines that standardization and rating consistency is achieved.

A rating of “3,” using the “1,” “3,” “5” scale, is the minimum acceptable level at which a solo patrol officer would perform.

The guideline is arranged to correspond with the categories in Section I on the Daily Evaluation Form. They are as follows:

1. **APPEARANCE:** Evaluates physical appearance, dress, demeanor of officer, use of and care of equipment.
  - (1) **Unacceptable:** Uniform is dirty, torn, does not fit properly, or wrinkled. Shoes or boots are not shined. Uniform or equipment does not conform to department regulation. Dirty weapon or equipment. Equipment is missing or inoperative. Offensive body odor or bad breath.
  - (3) **Acceptable:** Uniform is neat, clean and properly worn. Weapon, equipment, and leather are clean and operative. Hair is groomed and shoes are shined.
  - (5) **Superior:** Uniform is neat, clean and tailored. Leather and shoes are spit-shined. Displays command bearing.
2. **KNOWLEDGE OF CODES/CRIMINAL LAW:** Evaluates officer's knowledge of the Codes, criminal law, laws of arrest, search and seizure.
  - (1) **Unacceptable:** Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully, or is not able to apply law to any given situation.
  - (3) **Acceptable:** Conducts proper searches and seizes evidence legally. Makes legal arrests. Has working knowledge of CA codes and how they apply to commonly encountered situations.
  - (5) **Superior:** Has excellent working knowledge of CA codes, laws of arrest, search and seizure, and other codes. Is able to apply that knowledge correctly in all situations.
3. **KNOWLEDGE OF DEPARTMENT POLICY AND PHILOSOPHY:** Evaluates officer's knowledge of departmental policy and ability to apply that policy under all conditions.
  - (1) **Unacceptable:** Fails to demonstrate knowledge of department policy or department rules and regulations. Does not make proper use of discretion.

- (3) **Acceptable:** Familiar with most department rules and regulations. Complies with department policy. Makes proper use of police discretion.
  - (5) **Superior:** Has an excellent working knowledge of all department rules and regulations. Correctly applies departmental policy to encountered situations. Correctly uses discretion on encountered situations.
- 4. DRIVING SKILL:** Evaluates officer's skill in operation of police vehicle under both normal and high stress driving conditions.
- (1) **Unacceptable:** Frequently violates traffic laws or causes a traffic collision. Fails to maintain control of vehicle or displays poor manipulative skills when driving. Drives too fast or too slow for conditions. Does not follow Emergency Vehicle Operations policy. Uses red light and siren unnecessarily or improperly.
  - (3) **Acceptable:** Obeys traffic laws. Maintains control of vehicle and drives defensively. Performs vehicle operations while maintaining alertness to surrounding activity. Follows Emergency Vehicle Operations policy. Properly uses red light and siren.
  - (5) **Superior:** Sets an example for lawful, courteous driving. Maintains complete control of vehicle under all conditions. Is able to maintain control of vehicle while using radio or MVC. Displays a high degree of reflex ability or competence when driving under emergency or pursuit conditions.
- 5. ORIENTATION/KNOWLEDGE OF STREETS AND BEATS:** Evaluates officer's knowledge of the city, its landmarks, businesses, parks, schools, and other locations of importance.
- (1) **Unacceptable:** Unaware of location on patrol. Does not use the street map. Does not know main traffic routes or locations of businesses, schools or parks. Spends too much time getting to destination.
  - (3) **Acceptable:** Aware of his/her location while on patrol and properly uses the street map. Can relate location to destination. Arrives at destination within reasonable amount of time. Knows location of most businesses, schools, parks and high crime areas within city.
  - (5) **Superior:** Is aware of not only his/her location, but location of other officers. Does not need street map to navigate through city. Is aware of shortcuts and utilizes them to save time. Is aware of all major landmarks within city.
- 6. OFFICER SAFETY:** Evaluates the officer's ability to perform police tasks without injuring self or others or exposing self or others to unnecessary danger or risk.
- (1) **Unacceptable:** Fails to follow accepted safety procedures or to exercise officer safety. Some examples are:

- a. Exposes weapons to suspect.
- b. Fails to keep gun hand free during enforcement situations.
- c. Stands in front of violator's car door.
- d. Fails to control suspect's movements.
- e. Does not keep suspect/violator in sight.
- f. Fails to use illumination when necessary or uses it improperly.
- g. Fails to advise dispatcher when leaving police vehicle.
- h. Fails to utilize or maintain safety equipment.
- i. Does not anticipate dangerous situations.
- j. Stands too close to passing vehicular traffic.
- k. Fails to maintain good physical condition.
- l. Stands in front of doors when knocking.
- m. Fails to cover other officers or request cover when needed.
- n. Fails to search suspects before placing them in vehicle.
- o. Fails to search police vehicle prior to duty or after transporting a suspect.

(3) **Acceptable:** Understands and applies standard safety procedures.

(5) **Superior:** Foresees potential danger and eliminates or controls it. Always maintains position of advantage when dealing with persons. Maintains excellent physical condition.

7. **REPORT WRITING:** Evaluates the officer's ability to prepare a report that accurately reflects a situation in a detailed and organized manner, using proper English and grammar. Evaluates the officer's knowledge of commonly used department forms and the use of the computer.

(1) **Unacceptable:** Reports are illegible, contain errors, have misspelled words or contain improper grammar. Reports are inaccurate and poorly organized, or do not contain the necessary elements for the offense. Pertinent details are left out. Is unaware that a particular form must be used, or unable to complete a particular form for a given situation. After instruction, cannot use the department computer to check E-mail, write reports, or access information. Cannot use MVC to write reports or access information.

(3) **Acceptable:** Reports are complete, accurate, and contain all necessary information. They are organized in a logical manner and contain necessary elements of an offense. The reports are legible and have proper grammar. Reports also contain few, if any, spelling errors. Knows the commonly used forms and completes them with reasonable accuracy. Knows how to use the department computer to access E-mail, write reports, and conduct limited searches. Knows how to run limited searches on the MDC and write reports.

(5) **Superior:** Reports are very neat and legible. They contain no spelling or grammar errors. They are complete, detailed, and contain all necessary information. Reports are written in a timely fashion during the shift they are taken. Consistently makes

accurate form selection and completes detailed forms without error or assistance. Knows how to run advance computer checks on both the department computers and MVC without assistance.

- 8. KNOWLEDGE OF PATROL PROCEDURES/SELF-INITIATED ACTIVITY:** Does the Trainee exhibit a working knowledge of patrol tactics and procedures?
- (1) **Unacceptable:** Lacks knowledge of patrol procedures. Fails to observe suspicious persons or activity. Does not check business or neighborhoods. Sees suspicious things/acts but fails to react. Does not properly follow up situations. Rationalizes suspicious activity. Does not have broad orientation to the job.
  - (3) **Acceptable:** Has knowledge of patrol procedures and tactics and applies knowledge to duties. Actively patrols their beat. Recognizes and identifies police-related activity. Develops cases from observed activity. Displays inquisitiveness.
  - (5) **Superior:** Has exceptional knowledge of patrol procedures and tactics. Does an exceptional job of patrolling area. Seldom misses observable activity. Maintains watch bulletins and information given at briefings and uses that information in field contacts. Uses observed information to make good quality arrests.
- 9. CONTROL OF CONFLICT, VERBAL AND PHYSICAL:** Evaluates the officer's ability to gain control of situations, either verbally or physically. Evaluates the ability to use proper level of force for a given situation.
- (1) **Unacceptable:** Speaks too softly or timidly, speaks too loudly or angers listeners by what is said or the manner in which the information is conveyed. Speaks when inappropriate or fails to speak when it is appropriate. Uses too much or too little force for the given situation. Does not use proper restraints.
  - (2) **Acceptable:** Speaks with authority in a calm, clear voice. Proper selection of words and knows when or when not to use them. Maintains or obtains control by using appropriate force.
  - (5) **Superior:** Completely controls situations with proper voice tone and word selection. Restores order in trying situations through the use of voice commands. Ability to calmly deal with violent subjects and use reasonable means to restore order. Always uses appropriate and proper amount of force to regain order.
- 10. USE OF RADIO:** Evaluates the officer's ability to use the police radio in accordance with departmental policy and procedure. Ability to pay attention to radio traffic and to understand the information transmitted.
- (1) **Unacceptable:** Violates policy concerning use of radio. Does not understand or use proper codes or language on radio. Repeatedly misses own call sign and is unaware of other officer's traffic. Does not comprehend radio transmissions. Speaks too fast or too slow. Does not pre-plan transmission.

- (3) **Acceptable:** Follows policy and accepted radio procedures. Knows the more common radio codes and the phonetic alphabet. Is able to operate both the mobile and portable radio. Copies own radio traffic and is generally aware of other radio traffic.
  - (5) **Superior:** Always follows proper procedure and adheres to policy. Has superior working knowledge of how to use the police radio. Transmits clearly, calmly, concisely and completely, even in the most stressful situations.
- 11. RELATIONSHIPS WITH CITIZENS AND CO-WORKERS:** Evaluates the officer's ability to interact with citizens and officers in an appropriate and professional manner.
- (1) **Unacceptable:** Abrupt, belligerent, overbearing, arrogant, or uncommunicative. Overlooks or avoids service aspects of the job. Poor non-verbal skills. Patronizes FTO/supervisors/peers. Is insubordinate, argumentative or sarcastic.
  - (3) **Acceptable:** Courteous, friendly, empathetic. Communicates in a professional, unbiased manner. Follows chain of command. Good peer and FTO relationships. Is accepted as a group member.
  - (5) **Superior:** Is very much at ease with citizen contacts. Excellent non-verbal skills. Quickly establishes a rapport and leaves people feeling good about the contact. Peer group leader. Actively assists others. Respects and supports superiors.
- 12. TIME MANAGEMENT:** Evaluates the officer's ability to effectively manage their time and shift responsibility.
- (1) **Unacceptable:** Is unable to adequately manage time. Exceeds allotted time for breaks and meal time. Does not complete reports by end of work week. Turns in assignments late or does not respond to memos within a reasonable amount of time.
  - (3) **Acceptable:** Finishes assignments within a timely fashion. Completes reports by end of work week. Takes allotted time for breaks and meal time.
  - (5) **Superior:** Rarely needs to TBC reports. All arrest reports are completed by end of watch. All shift responsibilities are handled by end of watch.
- 13. INTERVIEW/INTERROGATION SKILLS:** Evaluates the officer's ability to conduct proper interviews and interrogations with victims, witnesses, and suspects.
- (1) **Unacceptable:** Fails to conduct interviews or interrogations when appropriate. Fails to get basic information for reports. Does not "mirandize" suspects when appropriate.
  - (3) **Acceptable:** Conducts proper interviews with victims, witnesses, and suspects. Adequately prepares reports using information gained in interviews and interrogations.
  - (5) **Superior:** Uses audio/video tape to record interrogations. Takes written notes during interviews and interrogations and transfers that information to reports accurately. Demonstrates superior ability in obtaining or facilitating suspect confessions.

**14. INVESTIGATIVE SKILLS:** Evaluates trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedure.

- (1) **Unacceptable:** Does not conduct a basic investigation or conducts it improperly. Is unable to accurately diagnose offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or booking evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene.
- (3) **Acceptable:** Follows proper investigatory procedure in all but the most difficult/unusual cases. Is generally accurate in diagnosis of nature of offense committed. Collects, tags, logs, and books evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.
- (5) **Superior:** Always follows proper investigatory procedure. Connects evidence with suspect, even when it's not apparent. Can collect "readable" fingerprints from any possible surface with the skill of an evidence technician. Can collect other sorts of evidence with the skill of an evidence technician.

**15. Decision Making / Problem Solving:** To what degree of acceptability does the trainee possess and employ knowledge of the Department and good judgment in police situations? How capable is the trainee's ability to understand the problem and develop a course of action?

- (1) **Unacceptable:** Has difficulty making appropriate decisions. Too quick to act or indecisive, naive. Cannot recall previous situations and apply them in like situations. Does not recognize or is unable to comprehend the problem. Is unable to make an independent decision on his/her own. Does not care about others. Takes excessive amount of time to reach a decision. Unable to reason out a problem. Inflexible or demonstrates biased judgment.
- (3) **Acceptable:** Is able to reason out a problem, relate what is taught and experienced. Good perception and ability to make own decision. Is able to grasp the information, develop a solution and apply it in a timely manner. Maintains flexibility. Listen to all sides before making his/her decision. Solicits other opinions/views.
- (5) **Superior:** Excellent perception in foreseeing problems and arriving at advance solutions. Relates past solutions to present problems. Uses his/her training and experience to quickly understand the problem. Develops an appropriate course of action. Is able to make decisions correctly under normal and stressful conditions.