The PSS Field Training Program

The Mission Statement and Code of Ethics

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.

THE PSS FIELD TRAINING PROGRAM
The Role of the Trainee

The role of the trainee while undergoing PSS field training is that of a student to the Field Training Officer (FTO).

While the FTO is always in charge, remember the FTO is just that—a Field Training Officer. Ask questions. If your FTO cannot answer immediately, they will get the answer. 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.

Trainees must remember to follow all instructions and/or directions of the 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 sought.

The trainee must follow the chain of command in all dealings with the department, and should keep his/her FTO or immediate supervisor informed of any and all problems.

It is essential a PSS be familiar with how the department is organized and the role relationships and responsibilities of different divisions.

This Field Training Manual was developed to be used by you and your FTO as a basis for instruction, study, and evaluation. The manual contains performance/competency based training objectives that are presented in a chronology and manner that is reflective of their relative importance to the trainee.

As a trainee, you will be provided with all the necessary documents, policies and procedures, special orders, training bulletins and reference materials by your FTO. During the training program either your FTO or other assigned personnel will present training material that is outlined in the Phase Training Guide. After the material is presented to you, the FTO or assigned personnel will initial and date the corresponding area in the Guide. Once the material is presented you will be expected to either demonstrate the technique or demonstrate your knowledge. This can be through practical application in real life situations, role playing, verbal tests, or written tests.

Phase Training Program

The phase training program will consist of approximately two (2), four (4) week training periods, each labeled as a "Phase" The training period will consist of agency oriented topics, law, use of

force, and training in those critical areas where you must demonstrate your knowledge and/or proficiency. Finally, the trainee will undergo a solo observation phase under the direction of a FTO.

The Phase Training Guide provides an outline of tasks, or performance objectives, which you must learn and demonstrate over the next 7-9 weeks. Because of the dynamic nature of police work, the performance objectives may not always be presented in the order in which they appear, rather your daily activity will more closely dictate which objectives are taught first. It is also feasible that you may discuss a topic with your FTO during one phase and may not be asked to perform it until another. In this respect the training and testing are cumulative.

You will be evaluated each day of the phase training program by your FTO. The 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" PSS to function in that particular category. With this in mind the average trainee may not meet acceptable standards until well into the training program. This is understood and expected by the Field Training Staff.

During the Phase Training Program, you will be given a series of written and verbal tests to assess your knowledge on previously trained areas. Your FTO will administer verbal tests on a daily basis to quiz your knowledge on those objectives that you have recently discussed. Your FTO may give you a written test on the last day of each work-week. The written test will cover material that has been presented up until that point in the training program. Finally, the Field Training Supervisor may administer a cumulative test at the end of each phase. This test will cover your knowledge of crime codes, department policy and knowledge of previously presented job material.

Advancement from phase to phase may be made only after each training objective, in that phase, has been reviewed or discussed by you and your FTO and signed off in the Phase Training Guide. In addition to the Guide being signed off, your FTO must recommend you for advancement to the Field Training Supervisor who will make the final decision. That decision will be based on your job performance, written tests scores, and ability to succeed during the next phase of training. Those candidates who do not advance will either be extended for remedial training or dismissed from the program.

Advancement to the solo observation phase will be made only after you have successfully passed all written tests, received acceptable rating in all categories on the Daily Evaluation Form for at least one week, discussed or performed all training objectives in the Phase Training Guide and with recommendation and concurrence from your previous FTO's and the Field Training Supervisor.

During the solo observation phase you will be expected to perform 100% of the duties required of a solo PSS. If you do not receive acceptable ratings on all daily evaluations you may be granted a one week extension. If after a one week extension you still have not received acceptable daily evaluations, the FTO Supervisor will confer with the Administrative Staff and the Chief regarding your future or dismissal from the training program.

At the conclusion of the solo observation phase, the FTO 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 will be advanced or dismissed from the Department.

During the phase training program the following test criteria will be used to judge your knowledge or performance:

Agency Constructed Knowledge Test

Some portions of the field training program may require agency constructed knowledge tests. These test may be in written or in verbal format. When an agency constructed knowledge test is written, you must earn a minimum passing score of 70%. 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. If you fail the re-test, it will be the responsibility of the FTO Supervisor to confer with the Administrative Staff and the Police Chief regarding your future and possible dismissal from the training program.

Verbal tests will be administered by a FTO after the material has been presented and you have had a reasonable amount of time to study it. Verbal test also require a minimum passing score of 70% and will be recorded on the Daily Evaluation Form under the proper rating category. Unacceptable verbal test scores, those below 70%, will be used in identifying those areas where you may need further training or remedial training.

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 PSS. This determination shall be made by an FTO 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. In determining competency/proficiency the FTO must take in to 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 will require field performance tests. Where a field performance test is required, you must demonstrate your competency/proficiency in performing the tasks required as if you were a solo PSS. This determination shall be made by a FTO. If you fail to clearly demonstrate competency/proficiency during a field performance test you will be provided with remedial training. The remedial training will be provided and documented by the FTO. The duration of and subject matter covered in remedial training shall be determined by the FTO or FTO Supervisor. If you do not respond to remedial training and fail to clearly demonstrate competency/proficiency on subsequent and/or repeated field performance tests, it will be the FTO Supervisor's responsibility to confer with Administrative Staff and the Chief regarding your future and possible dismissal from the training program.

In determining competency/proficiency the FTO 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.

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 that training, retain it, and successfully apply it to 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 PSS.

It should be understood that while the FTO program was developed with fairness in mind, the goal of the Department is to hire, train and advance only the best possible candidates for actual duty assignment. Nothing in the proceeding 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 weeks 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 like 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 & Intelligence Led Policing

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 TV, 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 safe neighborhoods.

Community policing and intelligence led policing is proactive and thereby 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 police 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 together as a team in order to coordinate our efforts and achieve maximum return for our labor. Our policing efforts should be focused and precise; gathering information and making accurate assessments are crucial components of the problem-solving process.

In this manual, we will introduce you to our mission statement, enhance your ability to make ethical decisions, develop your critical though process and provide you with tools to manage or solve problems in your assigned beat.

Our Mission

The expectation is that employees will 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.

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 FTO 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 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? 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 calls 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. 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 organization 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.

Skilled police officers are thorough thinkers. They distinguish between opinion and fact. They ask powerful questions. They make detailed observations. They uncover assumption and define their terms. They make assertions carefully, basing the, 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.

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, 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 Facts vs. 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 situation 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.

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 three 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 or 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.

Evaluating Arguments:

An argument is 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 or the material.

To evaluate a source consider:
- Its reputation
- The audience for whom the source is intended
- What are the person's credentials?
- Why was the material conveyed? 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? An argument is a logical arrangement and presentation of ideas. It is a reasoned analysis, a tightly developed line of reasoning that leads to the establishment of an end result or conclusion.

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.
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 cause.
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 an 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 burglar 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.

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 ne 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:

"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 judgement. 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 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 help to a higher standard. Excessive force, aggression, demeaning behavior, and bad language do not enhance our effectiveness. Immoral behavior can 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.

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 (news, print) was to be cast on your actions, how would you feel?

Problem Solving

The ability to solve problems is essential for the delivery of quality patrol services under our philosophy. As a beat officer, it is your responsibility to identify problems within your assigned geographic patrol area, prioritize them, identify and gather resources, and apply some 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? A 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 patrol problems may be simple and will 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 asking for additional lighting in a dark alley (**CPTED—Crime Prevention Through Environmental Design**). Other problems may be complex, which means collaborating with additional resources to form a more comprehensive solution.

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

<u>Eliminating:</u> 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.

<u>Minimizing or Managing:</u> 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.

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Redirecting: In many cases we respond to problems that should be handled by other agencies. 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 stat 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 affect. One way of visualizing the dynamics of a crime trend is by looking at a diagram of the following crime triangle:
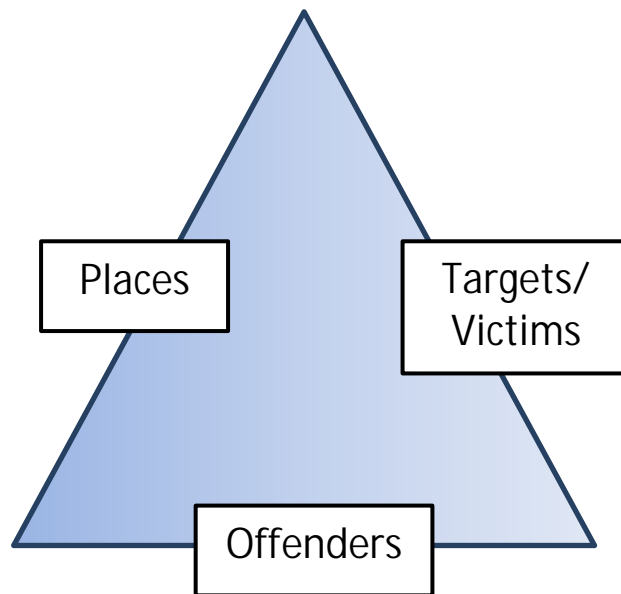
All three sides are necessary for a crime to occur. **Offenders** are the people who commit crimes; the **targets** represent the victims of these crimes; and these events obviously need a **place** to happen. In a perfect world, all three aspects of a crime trend can be influenced by the police officer:

- The offenders can be apprehended.
- The victims (or 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/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 PSS, which portion of the crime triangle do you have the most influence on?
- What solutions would you implement or resources would you consider using?

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 the city 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 simple as in 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 (Patrol) 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 gave dropped is a good start. Your evaluation should be balanced between looking at numbers and soliciting feedback from those who have a clear view of this problem.

Work Performance

When you complete the training program, your supervisor will judge work performance based on three different skill sets; the way you manage your primary assignment, 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 skills during the field training program and your supervisor will use these same dynamics to write your annual performance review.

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 overall mission success.

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 acidity can offer vital insight into what is going on in our city.

- ***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 police and residents.

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 PSS has to go beyond simply handling calls for service. He or she must notice problems that require some type of structured solution. This is where familiarity with the city and community involvement comes in to play.
- ***Use community partnerships to solve problems:*** A PSS must maintain and utilize community partnerships when analyzing and designing solutions. These partnerships may be neighborhood based groups, politically motivated alliances, business associations, or other government agencies.
- ***Use available resources within the department:*** Crime Prevention, Crime Analysis, Investigations, YONET, Code Enforcement, and the Traffic Unit are all valuable resources available to a PSS. All PSSs 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 PSSs how to think critically, make ethical decisions, and solve problems.
- ***Assess applied solutions:*** PSSs must develop creative ideas on how to gauge their cusses 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.

Rules and Regulations

7.04 GENERAL CONDUCT Members shall conduct themselves at all times in such a manner as to reflect favorably upon themselves, the City, and the police profession. Members, whether on or off duty, shall avoid any conduct which could bring disgrace to the Davis Police Department.

7.06 RUDE CONDUCT Members shall not engage in rude conduct toward the public or any member of the Department. Rude conduct is defined as words or acts directed towards, and in the presence of another, that are discourteous, impolite, uncivil, or violent in nature.

7.07 DISCRIMINATION Discrimination against any person because of age, race, color, creed, religion, sex, sexual orientation, national origin, ancestry, marital status, physical or mental disability or medical condition is grounds for discipline. All members are charged with the responsibility for compliance with this regulation. Any violations by members must be reported immediately to a supervisor. All reported acts of discrimination shall be thoroughly investigated and documented.

7.08 REQUEST FOR INFORMATION All members are expected to respond to public contacts and requests for information in a courteous and accurate manner.

7.10 LANGUAGE Members shall be professional in their communications and interactions with the public and co-workers.

7.13 IDENTIFICATION While on duty, a member shall provide their name to a member of the public upon request. The City provides business cards for this purpose. Similarly, the name of an employee's supervisor shall be given upon request.

While on-duty, all members of the Department shall carry their Davis Police Department Identification Card. The identification card shall be displayed upon demand and/or when appropriate to properly identify the bearer as a police officer or police employee. While off-duty **AND** carrying a concealed weapon, all sworn personnel shall carry their police identification card with them on their person.

Members shall not give or loan a Department identification card to another person. No Davis Police badge, be it City owned or personally owned, shall be given or loaned to another person without supervisor approval. Employees shall immediately report the loss or theft of any badge or identification card, and prepare an appropriate police report.

7.16 COMMERCIAL TESTIMONIALS Members shall not allow their names or visual representations to be used for endorsement of any commercial product or service, which depicts them as a member of the police profession or an employee of the City of Davis. Exceptions are made only with the specific permission of the Police Chief.

7.19 CORRESPONDENCE Department stationary shall be used for all official correspondence. Department stationary may not be used for private correspondence.

7.20 PERSONAL MAIL Members shall not use the address of the Police Department to receive personal mail. Allowance is given for the occasional receipt of a holiday or birthday gift.

7.21 SUPERVISORY/MANAGERIAL RESPONSIBILITY In addition to having the technical skills and knowledge necessary to perform the duties of their specific assignment, supervisors and managers shall also be responsible for the performance of general supervisory duties, which includes monitoring and directing the work of subordinates. A supervisor shall exercise control over their subordinates in any reasonable manner necessary to accomplish departmental objectives. Supervisors and Managers will be held responsible for their own action or inaction in the training, supervision, or control of subordinates, or for the acquiescence of a subordinates' improper conduct. Supervisors/Managers have an affirmative duty to stop or prevent improper conduct, if there is a realistic opportunity to intervene.

Supervisors/Managers shall organize their own work and that of their subordinates to ensure that tasks and assignments are handled timely and shall monitor workload in order to make changes because of current, unusual, and changing conditions. Supervisors/Managers may delegate to subordinates appropriate portions of their supervisory responsibilities, together with corresponding authority to accomplish the task, but they may not delegate or relinquish their own responsibility for results, nor any portion of their own accountability.

Supervisors/Managers shall be familiar with the contents of State, Federal, and local laws and ordinances; appropriate case law; the Department Manual; procedural changes, instructions, and directives; and shall disseminate such information to their subordinates. Information shall be disseminated in such a manner as to achieve departmental objectives.

7.22 INSUBORDINATION Insubordination is defined as a failure or refusal by any member to obey a lawful order or direction given by a superior. No employee shall be insubordinate.

7.23 CHAIN OF COMMAND Operation of the Davis Police Department shall be in accordance with the following descending hierarchy of authority:

a. Police Chief
b. Deputy Police Chief
c. Lieutenant/Manager
d. Sergeant/Supervisor
e. Corporal
f. Designated Watch Commander
g. Full-time Employee
h. Part-time Employee
i. Volunteer

The Chain of Command as described above will be applied in conjunction with the Police Department Organization Chart to define organizational responsibility. An employee's station in the Chain does not necessarily equate to their level of job responsibility. Those positions

designated above full-time employee are expected to exercise appropriate supervisory/managerial responsibility.

7.24 WATCH COMMANDER AUTHORITY In the absence of those members who regularly exercise administrative authority over the Department, the duty Watch Commander is responsible for the operation of the Police Department.

7.25 ORDER DEFINED For the purposes of the Rules and Regulations herein, an order is a request or directive by an employee in higher authority to a subordinate employee to perform a job task or to cease an undesirable activity.

7.26 UNLAWFUL ORDERS No superior shall knowingly issue any order that is unlawful, or is in violation of a Department rule. Obedience to an unlawful order is never a defense for an unlawful act; therefore, no member is required to obey an unlawful order. The subordinate shall call attention to the unlawful order to the superior. If no satisfactory solution is achieved, consultation shall be made to higher authority by either disputant.

7.28 CONFLICTING ORDERS Upon receipt of an order that conflicts with any previous order, the subordinate shall advise the person giving the order of this conflict. The superior countermanding an existing order assumes full responsibility for this action. The responsibility includes notification to the employee whose order was countermanded.

7.31 GIFTS AND GRATUITIES No member shall solicit or receive any gift, gratuity, loan, fee, price discount, or other item of value arising from their Department position or employment.

7.34 REWARDS Members must not accept any gratuity, gift, reward for services rendered in the line of duty without the expressed permission of the Police Chief.

7.37 GAMBLING Members are prohibited from participation in gambling or games of chance while on duty. Illegal gambling is prohibited either on or off duty.

7.40 DEBTS Members shall pay all just debts when due.

7.43 FITNESS FOR DUTY All members are required to maintain the necessary level of physical and emotional fitness to safely perform the essential duties of their position. And, each member shall perform his/her respective duties without physical, emotional, and/or mental constraints.

All officers are required to be free from any physical, emotional, or mental condition which might adversely affect the exercise of peace officer powers.

7.45 ALCOHOLIC BEVERAGES Members shall not purchase or consume alcoholic beverages while on duty except while in pursuit of a police task, and only then with a supervisor's permission. Alcoholic beverages may never be purchased or consumed while in

uniform. An employee shall not report for regularly scheduled duty with a blood alcohol measurement above 0.00.

When an employee is summoned to work in circumstances beyond a normal duty assignment, and the employee is under the influence of alcoholic beverages, the employee must immediately reveal the impairment to the caller.

No member shall transport alcoholic beverages in a police vehicle except when in pursuit of a police task.

7.46 DRUGS Members taking prescribed or self-medication drugs that impair their ability to competently perform job tasks shall not report for duty. Such persons have the burden to determine if this consumption could significantly impair their job performance. The employee's burden of responsibility may include consultation with a qualified physician.

Possession of medical marijuana or being under the influence of marijuana, on- or off-duty, is prohibited and may lead to disciplinary action.

In instances when drug use impairs job performance, the impaired employee must advise their supervisor immediately. The supervisor has the option of reassigning the employee to less critical tasks, or placing the employee on sick leave as appropriate.

7.47 TELEPHONE ACCESS Members are required to have a functional phone, whether landline or cell, where they can be reached. Any changes in address or telephone number(s), including cell phone number(s), shall be immediately reported to the Administrative Assistant for the Police Chief.

Consistent with the responsibilities of an emergency service provider, members may be called to duty or sought for consultation at any time. Members must respond to attempted contacts by Department personnel by telephone, cell-phone, or pager immediately upon receipt or becoming aware of the call or message.

7.48 ELECTRONIC AND VOICE MAIL All members are required to examine their E-mail and Voice mail messages at the beginning of their tour of duty. In addition, members shall again check these message sources just prior to the end of their regularly scheduled tour of duty.

7.49 ATTENDANCE The Davis Police Department is an emergency services provider and, as such, its members perform essential public safety functions for the City of Davis and/or for its mutual-aid partners. The ability to timely report, and work full and regularly scheduled or rotating shifts, including overtime as needed, is an essential job function for all members. All members shall report for duty at the designated time, date, and location posted in their Division/Unit schedule, or as otherwise directed by competent authority. Members are to be properly groomed and attired, and equipped for duty at time of reporting.

Failure to appear for duty without prior consent from competent authority is "Absence Without Leave" (AWOL). The work status, Absence Without Leave, shall be assumed if the employee cannot be accounted for after two elapsed hours of a scheduled tour of duty.

Members must report an anticipated absence from duty as soon as possible, but no later than one hour prior to the beginning of the duty day. Absence without leave for 3 consecutive days is considered to be job abandonment and may result in termination.

It is the responsibility of members to track the amount of any vacation, sick, or compensatory time they accrue. If a member schedules or requests more time off than they have accrued, in available leave, leave without pay must be requested and approved in advance of the time off. Employees may not use vacation or compensatory time off in lieu of sick leave without the advance express permission of the Police Chief, or his designee, or if FMLA/CFRA qualifying, Human Resources.

7.50 RELIEF Members assigned to a post or duty assignment shall remain on duty until relieved or dismissed by competent authority.

7.51 KNOWLEDGE OF LAWS, POLICY AND PROCEDURE Employees are expected to acquire and maintain a working knowledge of the duties and responsibilities associated with their job requirements as a condition of employment.

Specialized training, roll call training, and information updates will be provided to members as time and resources allow. The absence of such directed training, however, does not relieve the member from possessing the job skill levels described above.

7.52 OBEDIENCE TO LAWS AND DEPARTMENT POLICY/PROCEDURE Members shall observe and obey all laws, Rules and Regulations, and all Policies and Procedures of the Department and the City of Davis. Any deviation shall be subject to administrative review.

7.53 TIMELINESS OF ASSIGNMENTS Members shall make every effort to complete all assignments in a timely manner. If a due date is given with the assignment, and the employee is unable to meet the deadline, said employee will notify the assigning employee or supervisor prior to the deadline.

7.54 INEXCUSABLE NEGLECT OF DUTY The intentional or grossly negligent failure to exercise due diligence in the performance of a known official duty. Inexcusable neglect of duty is grounds for discipline.

7.55 LOYALTY For the purposes of this regulation, loyalty is defined as allegiance to the Police Department, its membership, and the community we serve. Loyalty is essential to Department morale, trust, and efficiency. Members shall be loyal to the Department and associates consistent with the law and personal ethics.

7.56 NOTIFICATION OF LIABILITY It shall be the obligation and responsibility of all employees to immediately report to their supervisor any situation in which the Department and/or City has the likelihood of incurring liability or when any City property has become inoperable or damaged as a result of the actions of another person. It shall be the responsibility of the supervisor receiving such information to insure that proper documentation has been made and prompt notification of the incident is reported up the chain-of-command.

7.58 COOPERATION AND ASSISTANCE The efficient and orderly operation of the Police Department requires a high level of cooperation among its members. Members shall assist co-workers in the exercise of the police mission whenever it is necessary or appropriate, provided the ability to cooperate exists.

7.61 REPORTS Members shall promptly complete and submit all reports and documents required by Department directive or other competent authority. All reports submitted by employees shall be accurate and complete. No member shall knowingly submit, or cause to be submitted, any inaccurate, false, or improper report.

7.62 CONFIDENTIALITY Members shall refrain from discussing official police business with the public in instances when the Department's ability to perform its duties may be compromised.

Removal or copying of official records and reports shall be in accordance with Department policy and existing law. Disclosure of criminal histories, DMV records, DOJ files, and similar state and federal records must be in compliance with existing law and policy governing release of such information. Department personnel rosters shall be kept from public view.

7.64 ATTENTION TO DUTY On-duty members shall remain active in the performance of assigned duties at all times except for authorized breaks or with the specific permission of a supervisor.

If a member is unable to maintain the necessary level of alertness due to fatigue or illness, such circumstance must be immediately reported to the duty supervisor. The member will not be subject to disciplinary action for such reporting, unless a pattern is noticed which may impair the member's ability to perform their tasks.

Off-duty employees must respect the obligations and duties of co-workers who are on duty. They shall not interfere with or impede the efforts of on-duty employees.

7.67 CARE OF EQUIPMENT The inspection, care, and maintenance of job-related equipment is required of all members, regardless of whether it is personally owned or City issued. A member is responsible for the loss of, or damage to, City equipment due to negligence. City equipment may not be loaned to any person except another City employee.

7.68 DAMAGED OR INOPERATIVE EQUIPMENT Immediately upon taking possession or control of equipment (e.g., radios, computers, vehicles), members shall inspect the equipment.

Any noted damage or defects shall be immediately reported to a supervisor. Likewise, hazardous work conditions shall be immediately reported to competent authority.

7.69 PRESUMPTION OF RESPONSIBILITY Unless information is received to the contrary, lost, damaged, or missing City property is presumed to be the responsibility of the person last in control of the property.

7.70 BIAS PROFILING A fundamental right guaranteed by the Constitution of the United States to all who live in this nation is to the equal protection under the law.

Racial- or bias-based profiling – meaning an inappropriate reliance on factors such as race, ethnicity, national origin, religion, sex, sexual orientation, gender and identity expression, economic status, age, cultural group, disability or affiliation with any other similar identifiable group as a factor in deciding whether to take law enforcement action or to provide service is strictly prohibited. However, nothing in this regulation is intended to prohibit an officer from considering factors such as race or ethnicity in combination with other legitimate factors to establish reasonable suspicion or probable cause (e.g., suspect description is limited to a specific race or group).

Members shall have an affirmative duty to report violations of this regulation. All complaints or allegations of bias directed towards or received by a supervisor, manager, or administrator shall be interpreted as a complaint and shall be investigated pursuant to current Policy and Procedure.

Standardized Evaluation Guidelines

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 equipment. Equipment is missing or inoperative. Offensive body odor or bad breath.

    3) **Acceptable:** Uniform is neat, clean and properly worn. 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 PENAL CODE/CRIMINAL LAW**: Evaluates knowledge of the Penal Code and other codes, criminal law, laws of arrest, search and seizure.

   1) **Unacceptable:** Violates procedural requirements. Attempts to conduct illegal searches, attempts to seize evidence illegally, attempts to cite unlawfully, or is not able to apply law to any given situation. Answers oral or written questions on Penal Code or other codes with 35% or less accuracy.

   3) **Acceptable:** Has working knowledge of Penal Code and other codes and how they apply to commonly encountered situations. Answers oral or written questions on Penal Code or other codes with 70% accuracy.

   5) **Superior:** Has excellent working knowledge of Penal Code, laws of arrest, search and seizure, and other codes. Is able to apply that knowledge correctly in all situations. Answers oral or written questions on Penal Code or other codes with 100% accuracy.

3. **KNOWLEDGE OF TRAFFIC DUTIES**: Evaluates knowledge of the Vehicle Code and ability to recognize or identify Vehicle Code violations.

   1) **Unacceptable:** Does not know even the more common vehicle code sections. Does not recognize violations when committed or incorrectly identifies violations. Answers oral or written questions on Vehicle Code with 35% or less accuracy.

   3) **Acceptable:** Knows and applies commonly used or appropriate Vehicle Code sections. Recognizes violations and takes appropriate enforcement action. Has working knowledge of the Vehicle Code and is able to locate various violations in reference materials. Answers oral or written questions on Vehicle Code with 70% accuracy.

   5) **Superior:** Displays outstanding knowledge of traffic codes, including lesser known sections. Quickly and effectively applies codes to encountered situations. Answers oral or written questions on Vehicle Code with 100% accuracy.

4. **KNOWLEDGE OF DEPARTMENT POLICY AND PHILOSOPHY**: Evaluates knowledge of the 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, Answers oral or written questions on department policy with 35% or less accuracy.

3) **Acceptable:** Familiar with most department rules and regulations. Complies with department policy. Makes proper use of police discretion. Answers oral or written questions on department policy with 70% accuracy.

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. Answers oral or written questions on department policy with 100% accuracy.

5. **DRIVING SKILL**: Evaluates skill in operation of department vehicles 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.

3) **Acceptable:** Obeys traffic laws. Maintains control of vehicle and drives defensively. Performs vehicle operations while maintaining an alertness to surrounding activity. Follows Emergency Vehicle Operations policy.

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.

6. **ORIENTATION/KNOWLEDGE OF STREETS AND BEATS**: Evaluates 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 others. 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.

7. **WRITING SKILLS**: Evaluates the ability to prepare a report that accurately reflects a situation in a detailed and organized manner, using proper English and grammar.

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.

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.

5) **Superior:** Reports 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.

8. **KNOWLEDGE OF DEPARTMENT FORMS AND COMPUTER**: Evaluates the knowledge of commonly used department forms and the use of the computer.

1) **Unacceptable:** 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 email, write reports, or access information.

3) **Acceptable:** Knows the commonly used forms and completes them with reasonable accuracy, Knows how to use the department computer to access email, write reports, and conduct limited searches, Knows how to run limited searches on MVC and write reports.

5) **Superior:** Consistently makes accurate form selection and completes detailed forms without error or assistance. Knowns how to run advance computer checks on both the department computers and MVC without assistance.

9. **CONTROAL OF CONFLICT, VERBAL AND PHYSICAL**: Evaluates 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.

3) **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 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 slowly. 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. **SELF-INITIATED ACTIVITY**: Evaluates interest and ability to initiate police-related activity.

   1) **Unacceptable:** Either does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious activity. Does not have broad orientation to the job.

   3) **Acceptable:** Recognizes and identifies police-related activity. Develops cases from observed activity. Displays inquisitiveness.

   5) **Superior:** 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 activity.

13. **TIME MANAGEMENT**: Evaluates ability to effectively manage his/her 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 reports are completed by end of shift. All shift responsibilities are handled by end of shift.

14. **INVESTIGATIVE SKILLS**: Evaluates 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 investigator 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.

Davis Police Department: Phase I

PHASE I
P.S.S. CHECKLIST

The following subjects will be covered during the first phase of training.

GLOSSARY: FP = Field Performance / RP = Role Playing / WT = Written Test / VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		FP	RP	WT	VT		
1) DEPARTMENT DIVISIONS							
a) Patrol							
b) Investigations							
c) Youth Services (Diversion/RJ)							
d) Crime Analysis/Crime Prevention							
e) Evidence							
f) Administration							
g) Records and Communications (sit-along)							
2) LOCATION OF EQUIPMENT							
a) Citation Storage							
b) Radios							
c) Forms							
d) Car Equipment							
e) Vehicle Board							
3) AGENCY ORIENTATION							
a) Org Chart (generic)							
b) Chain of Command							
c) Shift Assignments, Requests							
d) FTO Hierarchy							
e) ExecuTime							
f) PSS Equipment Checklist							
g) Meeting @ City Hall for ID Card							

4) USE OF COMPUTERS								
a) In-house training								
5) VEHICLE AND EQUIPMENT CHECK OUT								
a) Unit Inspection Procedure/Damage Report								
b) Inspect Vehicles for Damage/Tire/Wear/Inflation								
c) Check Flares/First-Aid/Blanket/Vomitis Kit								
d) Fire Extinguisher								
e) Spare tire (flat)								
f) Spotlights								
g) Vehicle Lights								
h) Gas Card								
i) Check Emergency Lights								
j) Teddy Bear								
k) Vehicle Cleanliness								
l) Check Shotgun								
m) Check Radio								
n) Check Siren								
o) Vehicle Maintenance Form								
p) Broom								
q) Flashlight								
r) Flares								
s) Blanket								
6) USE OF FORCE POLICY								
a) General Policy								
b) Flashlight Policy								
c) OC								
d) Alternatives to Use of Force								
7) THE 12 GAUGE SHOTGUN								

a) Safety in Operation								
b) Removal from Unit								
c) Checking for Obstructions								
d) Security in Unit								
e) When to Use/How to Hold When Not in Use								
8) THE MAP BOOKS								
a) Index Use								
b) Page Numbering								
c) North/South								
d) Locating Individual Streets/Apts								
9) DEPLOYMENT								
a) Shifts								
b) Beats								
10) RADIO PROCEDURES								
a) How to Use Radio								
b) Portable Radios								
c) Broadcasts								
d) Radio Alphabet								
e) Radio Codes								
f) BOL/Updates								
g) Pursuit: Stay Off Air								
11) ISSUING PARKING AND MUNICIPAL CODE CITATIONS								
a) Violator Contact								
b) Proper Violations								
c) Proper Completion of Citation								
d) Information on Back of Violator's Copy								
e) Identifying Violator								
1) CDL								
2) Dispatch Running Reverse CDL								
3) Mail @ Residence								

4) Verification by Telephone								
5) Thumb Print								
f) Procedure for Refusal to Sign								
g) Voiding Citation								
h) Citation Errors--Before Violator Leaves and After								
i) Court Appearance Dates/Times/Locations								
j) Citizen's Arrest Form								
k) Alternatives/Advisement								
12. PATROL ACTIVITY (GENERAL)								
a) How to Find ODD and Even Numbers on Streets								
b) Banks								
c) Shopping Center Locations								
d) Hospitals								
e) Municipal and Superior Courts								
f) 24-hour locations								
g) Hazardous Streets/Intersections/Alleys								
h) Ambulance Companies *AMR*								
i) Tow Company (Local/AAA/Rotation)								
j) Community Service								
k) Common Meeting Place (juveniles, Gangs, Etc)								
l) High Schools/Elementary Schools								
m) University								
n) Animal Control								
o) Fire Station								
p) How to Report Needed Street Repairs								
q) How to Recognize and Report Hazards (Traffic)								
r) Citizen Assists (Lock-Outs, Medical, Directions, Bicycle Lock Removal)								

s) Quickest Response Routes							
13. TOWING PROCEDURES							
a) Requesting a Tow							
b) From Where and When to Tow							
c) Private Property							
d) Vehicle Abatement							
1) 120 Hour Parking							
a) Marking Vehicle							
2) Expired Registration Over 6 Mo.							
3) Vehicles Parked IFO Driveways							
e) Resulting From Arrest/You May Assist							
f) Impounds							
g) Storage-Safekeeping							
h) Related Vehicle and Muni Codes							
14. KNOWLEDGE OF COMMON LOCATIONS							
15. LAWS OF ARREST							
a) Penal Code Sections 834, 836, 837							
b) Mandatory and optional bookings per 40302 VC							
16. FORMS							
a) CHP 180							
b) CHP 555							
c) TBC/FU/Correction							
d) Evidence Sheet, Tags, Envelope							
e) Traffic Cites							
f) NTA Citation							
g) Citation Corrections							
h) Notice of Violation							
i) Lost & Found Property							
j) Dismissal of Citation							
k) Crime Prevention Letters							

l) CD Form							
16. CRIME REPORTS							
a) Contacting victim							
1) Obtain CDL for Best Information							
2) Home & Work Telephone Numbers							
b) Who-What-When-Where-How							
c) Access Computer							
1) Event Screen							
2) RIMS							
3) Narrative							
4) Arrest Package for 10-Day Booking							
d) Updating event, RIMS, and arrest sheet for 10-day letter							
e) Forwarding Report if Suspect Info Develops							
f) Synopsis Compared to Narrative							
g) Documenting Area Checked for Witnesses, Latent Prints, Location of Crime							
17. PSS ASSISTING OFFICER ON SCENCE-SUSPECT CONTACT							
a) Initial Approach							
b) Where to Take Position							
c) What to Watch For							
d) Radio Responsibilities							
e) Watching the Hands							
18. PARKING PROBLEMS							
a) Permit Parking, Handicap, Fire Lanes							
1) Private							
2) Public Street							
3) Proper Markings							
b) Timed Parking							
c) Blocking Driveways							

d) Red Zones							
19. COURT PROCEDURES/ORIENTATION							
a) On-Call Procedures (CP/DA)							
b) Traffic Court							
c) Juvenile Court							
d) Pre-Trial Conference with DA							
e) District Attorney's Office							
f) Appropriate Attire							
g) Testifying							
1) Criminal							
2) Traffic (Adult & Juvenile)							
h) Appearance							
i) Demeanor							
j) Obtaining Reports and Evidence							
k) Overtime Procedure/Straight Time							
l) Court Liaison							
m) Testimony							
1) Honesty							
2) Brevity							
3) Clarity							
4) Objectivity							
5) Emotional Control							
20. PENAL CODE TEST (VERBAL OR WRITTEN)							
a) 459 PC Burglary							
b) 487(a) PC Grand Theft							
c) 488 PC Petty Theft							
d) 594(b)(1), (b)(2), (b)(3), (b)(4) PC Malicious Mischief Vandalism							
e) 653m(a)(b)(c) PC Annoying Phone Calls							

21.	**VEHICLE CODE TEST (VERBAL or WRITTEN)**							
	a) 4000(a) VC Unregistered Vehicle							
	b) 10851(a) VC Stolen Vehicle							
	c) 10852 VC Tampering w/ Vehicle							
	d) 20001(a) VC Hit & Run w/ Injury							
	e) 20002(a) VC Hit & Run w/ Property							
	f) 40302 VC Mandatory Appearance							
	g) 22652 VC Towed Vehicle (Exp Reg)							
22.	**INTERVIEW AND INVESTIGATION TECHNIQUES—NOTE TAKING**							
	a) Interviewing							
	b) Violator Statements							
	c) Approaches							
	d) WHO-WHAT-WHEN-WHERE-HOW-WHY							
	e) Documentation /Discoverable							
23.	**WARRANTS/PROCEDURES**							
	a) 10 Day Letter							
	b) Warrant Basket							
	c) Misdo/Felony							
	d) DPD Stamping of 10-Day Letter							
	e) Livescan							
	f) Proper ID							
	g) Booking Sheet							
24.	**COMPUTERIZED CHECKS**							
	a) Vehicle Registration Info							
	b) Premise History Checks							
25.	**TRAFFIC CONTROL/FLARE PATTERNS**							
	a) Mechanics							
	1) Hand signals							

	2) Use of Flashlight/Red Attachable Cone							
	3) Whistle							
	4) Officer Position							
b)	Signalized Intersection							
c)	Uncontrolled Intersection							
d)	Portable Stop Signs							
e)	Flares and Cones							
f)	City Callouts (Traffic Control)							
g)	When and How to Take Control of An Intersection							
h)	Signal Box Operation/Use of Key							
i)	Procedure For Radar Traffic Trailer (IG)							
27.	**CRIMES IN PROGRESS RESPONSES/ WHAT TO DO?**							
a)	Physical Fights in Progress							
b)	Burglary (Residential-Commercial-Alarms)							
c)	Robbery (Bank Person-Business Alarms							
28.	**CODE – RESPONSES**							
a)	One/Two/Three							
b)	Non-Pursuit Status							

PHASE II
P.S.S. CHECKLIST

The following subjects will be covered during the second phase of training.

GLOSSARY: FP = Field Performance / RP = Role Playing / WT = Written Test / VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		FP	RP	WT	VT		
1. RECOGNITION OF STOLEN AND ABANDONED VEHICLES							
a) Ignition (Steering Column Condition)							
b) How and Where Parked							
c) Exterior and Interior Condition (Dirt/Debris/Windows)							
d) Locating VIN							
e) 10-28/10-29 Vehicle							
f) Use of Parking Enforcement							
2. HANDLING A FIRE CALL							
a) Traffic/Crowd Control Responsibilities							
b) Assist When Requested by Fire Department							
c) Use of Fire Extinguisher							
d) Evacuation Responsibilities							
e) Patrol Unit Placement							
3. HOW TO HANDLE AND BOOK EVIDENCE							
a) Methods of Preservation							
b) Packaging (Bags, Envelopes, etc.)							
c) Handling Flammables							
d) Protecting Crime Scene							

	Instructed	Performed				FTO Initials	Trainee Initials
GLOSSARY: FP = Field Performance / RP = Role Playing / WT = Written Test / VT = Verbal Test		FP	RP	WT	VT		
e) When, Where and How to Mark Evidence							
f) Special Handling (PCP, Firearms, Narcotics, Syringes)							
g) Latents Lifted							
1) Booked Into Evidence							
2) State Worker Cards							
3) Elimination Prints							
4) Color of Cards							
h) Hazmat							
i) Explosives (E.O.D.)							
j) Inclement Weather							
k) Chain of Custody							
l) Obtaining Evidence for Court							
4. STOLEN AUTO REPORTS							
a) Filling out CHP 180							
1) Stolen							
2) Recovered							
b) Broadcast							
c) Verification of Repossession							
d) Embezzled Vehicles							
e) Auto Status							
5. PENAL CODE TEST							
a) 470 PC							
b) 664 PC							
c) 459 PC							

6. VEHICLE CODE TEST								
a) 4454a VC								
b) 5200 VC								
c) 5204 VC								
d) 10852 VC								
e) 23110 VC								
7. MISSING PERSON CALLS								
a) General Information (Mandatory Reporting)								
b) Suspicious Circumstances								
c) Critical Missings (Small Children, Elderly, Medical/Mental)								
d) Found Persons								
e) Neighborhood Canvass								
8. WELFARE AND INSTITUTION CODE TEST								
a) 300 WI								
b) 625 WI								
c) 601 WI								
d) 602 WI								
9. SPELLING TEST								
a) 20 Word								
10. HANDLING CASES INV0LVING BICYCLES/MOPEDS								
a) Bicycles Booked Safekeeping/Evidence								
1) Abandoned								
2) Found Stolen								
b) Mopeds Towed and Stored (CHP 180)								
c) Stolen Bicycles (Crime Report)								
d) How to Transport Bicycles								
e) What to Advise Person Finding Bicycles								
11. HANDLING CALLS INVOLVING NOISE								

a) Shown Use of Meter							
b) Construction Noise							
c) Power Tools							
d) Loud Parties							
e) Unreasonable Noise							
f) Animal Noise							
g) Loud Stereo							
h) When to Issue Notice of Violation or Citation for City Code Violations							

PHASE II-PART II
P.S.S. CHECKLIST

The following subjects will be covered during part two of the second phase of training.

GLOSSARY: FP = Field Performance RP = Role Playing WT = Written Test VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		FP	RP	WT	VT		
12. GANG ACTIVITY							
a) Gang Validation Criteria (on FI card)							
b) Gang Registrants							
13. PARAMEDIC RESPONSES							
a) Who Requests							
b) What They Will Respond To							
c) Advising Nature of Injury							
d) Types of Assistance							
e) Officer Responsibility to Provide Safe Environment							
14. FRAUD CASES/REPORTS							
a) Forgery and Other Check Cases							
b) Credit Card Cases							
c) Embezzlement							
15. HOW TO HANDLE TRAFFIC COLLISIONS AND REPORTS							
a) When to Take a Report							
1) Injury: Officer							
2) Hit and Run							

GLOSSARY: FP = Field Performance RP = Role Playing WT = Written Test VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		FP	RP	WT	VT		
a) Complete Both on Street & Private Property							
3) Suspected DUI: Officer							
b) Property Damage Only (Packets)							
c) Forms 555 and 556							
d) Officer Safety in Traffic							
e) Protection of Scene and Preventing Another Traffic Collision From Occurring							
f) Stolen Vehicle Involved (Two Reports Required). Officer to Take Control of Scene.							
g) Tow Requests							
h) Marking Vehicles							
i) Death Involved—MAIT Callout							
j) City-County-State-Federal Vehicles Involved							
k) City Employee or Political Figure Involved							
l) Define Vehicle Collision							
16. DISASTER SCENES							
a) Traffic Control							
b) Reports, Press							
17. CITY EMPLOYEES INVOLVED IN CRIMES							
a) Watch Commander Notified as Soon as Possible							
18. MAJOR INCIDENTS INVOLVING DEPARTMENT EMPLOYEES ON/OFF DUTY							

GLOSSARY: FP = Field Performance RP = Role Playing WT = Written Test VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		F P	R P	W T	V T		
a) Field Supervisor Notified Immediately							
b) Employee of the Higher Rank Than Involved Employee Respond							
19. BOMB THREATS/EXPLOSIVES							
a) No Radio Use in Area							
20. DAVIS MUNICIPAL CODE TEST							
a) 5.04.040							
b) 24.02.010							
c) 24.02.020							
d) 24.02.030							
e) 24.02.040							
f) 24.04.020							
g) 24.05.010							
h) 26.01.070							
i) 23.01.030							
j) 28.01.010							
21. HARASSMENT COMPLAINT PROCEDURE							
a) Official City Policy							
b) Verbal/Physical							
c) Visual							
d) Sexual							

SOLO OBSERVATION PHASE
P.S.S CHECKLIST

The following subjects will be covered during the solo observation phase.

GLOSSARY: FP = Field Performance RP = Role Playing WT = Written Test VT = Verbal Test	Instructed	Performed				FTO Initials	Trainee Initials
		FP	RP	WT	VT		
1. REVIEW: USE OF FORCE POLICIES							
a) General Policy							
b) Alternatives to the Use of Force							
c) O.C.							
2. PHASE TRAINING: CYCLE 1-2							
a) Review Check-Offs for Cycles 1-2. Instruct and Test in All Areas Not Previously Signed Off, and Sign Off.							

PLACES TO KNOW

1. Department of Motor Vehicles (D.M.V.) .... 5th and Pole Line

2. Veterans Memorial Center ....14th and B Street

3. Senior Citizens Center .... 7th and A Street

4. Corporation Yard ....5th East of L Street

5. St. James Elementary School ....B and 14th Street

6. Anderson Shopping Center ....Anderson and Covell

7. El Macero Shopping Center .... Mace and Chiles Road

8. University Mall .... Anderson and Russell

9. Mansion Square .... 2nd and E Street

10. Seven-Eleven ....5th and L Street

11. Boy Scout Cabin ....1st and F Street

12. Yolo County Library ....14th and B Street

13. Cactus Corners ....Russell and C.R. 98

14. Post Office (Main) .... 5th and Pole Line

15. Lakeshore Center .... Lake and Arlington

16. Stonegate Country Club .... Lake and Marina

17. The Market Place .... Covell and Sycamore

18. City Hall ....Russell and A Street

19. Davis Senior High School .... 14th and Oak

20. North Davis Elementary .... 14th and F Street

21. Cesar Chavez Elementary ....Anderson and Rutgers

45. Savemart ....Anderson and Covell

46. Rite Aid Drugs .... Russell and Anderson

47. Sutter Davis Hospital ....Covell just west of Hwy. 113

48. Nugget Market ....Mace and Chiles & Covell and Pole Line

49. Am/Pm Mini Mart .... Anderson and Russell

50. McDonalds .... Chiles west of Mace and Anderson and Covell

51. Wells Fargo Bank .... F and 4th Street

52. Taco Bell... G and 5th Street

53. Bank of America ....E and 14th Street

54. Kentucky Fried Chicken .... Richards and Research Park Dr

55. The Graduate .... Russell and Anderson

56. Radio Shack .... G and 7th Street

57. U.S. Bank (Downtown) ....F and 3rd Street

58. U.S.E. Credit Union ....2nd and B Street

59. West Manor Park ....Salem and Lake

60. K Street Park .... K south of 8th Street

61. N Street Park or Mini Park ....South (deadend) of N Street

62. Hacienda Park (Byrd Park) .... North and Hacienda

63. Starbucks (downtown)... 2nd and F Street

64. Black Bear Diner ....2nd and B Street

65. Cafe Italia ....Richards and Olive

66. Redrum Burger ....Richards and Olive