

**FIELD TRAINING OFFICER COURSE**  
**BLOCK 2**  
**FIELD TRAINING PROGRAM GOALS AND OBJECTIVES**  
**General Course Outline**

| TOPIC OUTLINE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | INSTRUCTIONAL CLUES |
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| <p><b>INTRODUCTION</b></p> <p>Concept of the Field Training Program</p> <p>One of the most valuable innovations in law enforcement history</p> <p>On-the-job training necessary after academy training</p> <p>Academy and Field Training provide the minimum training for performing solo general law enforcement uniformed patrol duties</p> <p><b>A. IDENTIFY THE FOUR GOALS OF A POST-APPROVED FIELD TRAINING PROGRAM, INCLUDING:</b></p> <ol style="list-style-type: none"> <li>1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner <ol style="list-style-type: none"> <li>a. Knowledge</li> <li>b. Comprehension/understanding</li> <li>c. Psychomotor skills</li> <li>d. Proper application</li> <li>e. Able to properly analyze and evaluate</li> </ol> </li> <li>2. To provide standardized training to all newly assigned patrol officers in the practical application of learned information <ol style="list-style-type: none"> <li>a. To build on basic academy learning <ol style="list-style-type: none"> <li>1) Recognize FTO program as an extension of the basic academy</li> <li>2) Based on standardized curricula and performance objectives</li> <li>3) Academic limitations <ol style="list-style-type: none"> <li>a) Minimal knowledge and skills</li> <li>b) Not everyone can apply academic learning to the job</li> </ol> </li> </ol> </li> <li>b. To ensure uniformity in training in phases <ol style="list-style-type: none"> <li>1) Systematic approach</li> </ol> </li> </ol> </li> </ol> |                     |

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| <ul style="list-style-type: none"> <li>2) Assure trainee's ability to perform skills/tasks for competent operation of a one officer patrol car</li> <li>3. To provide clear standards for rating and evaluation, which give all trainees every reasonable opportunity to succeed <ul style="list-style-type: none"> <li>a. Commitment to train equal to commitment to evaluate</li> <li>b. Sufficient training prior to evaluation</li> <li>c. Standardize terms, testing, and evaluation</li> <li>d. Documentation of performance</li> <li>e. Fair and consistent termination process</li> </ul> </li> <li>4. To enhance the professionalism, job skills, and ethical standards of the law enforcement community</li> </ul> |                     |
| <p><b>B. DISCUSS THE POST COMPETENCY-BASED PROGRAM PHILOSOPHY</b></p> <ul style="list-style-type: none"> <li>1. Competency includes behaviors that demonstrate effective performance.</li> <li>2. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result.</li> <li>3. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.</li> </ul>                                                                                                                                              |                     |
| <p><b>C. EXPLAIN THE NEED FOR STANDARDIZED CURRICULUMS AND PERFORMANCE OBJECTIVES, WHICH MAY MINIMALLY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>1. To provide consistency with academy training <ul style="list-style-type: none"> <li>a. Learning Domains in academies are based on standardized curricula and performance objectives, so field training programs designed the same way assist in the transition and the practical application of previously learned information.</li> </ul> </li> </ul>                                                                                                                                                                                                     |                     |

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| <ul style="list-style-type: none"> <li>b. The POST FTP Guide is designed with objectives that require a higher level of performance of many of the same objectives from the basic course.... Application and/or Evaluation vs. Knowledge or Comprehension(Bloom's Taxonomy)</li> <li>2. To provide a consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program <ul style="list-style-type: none"> <li>a. Material presented by each FTO is the same in each phase of training</li> <li>b. Provides fair/equitable delivery of information – prevents trainee complaints</li> </ul> </li> </ul>                                         |                           |
| <p><b>D. RECOGNIZE TERMINOLOGY, RESOURCES, TESTING METHODS, AND OTHER ACTIVITIES USED IN THE REGULAR BASIC COURSE, INCLUDING:</b></p> <ul style="list-style-type: none"> <li>1. Testing and Training Specifications – See LD #3 handout</li> <li>2. Workbooks – See LD #3 Workbook</li> <li>3. LD #3 Self Assessment Exercise – Determine Knowledge and areas where learning is needed.</li> <li>4. POST Basic Academy Testing</li> <li>5. Scenarios</li> </ul>                                                                                                                                                                                                                                  |                           |
| <p><b>E. EXPLAIN HOW THE FIELD TRAINING PROGRAM IS AN EXTENSION OF THE REGULAR BASIC COURSE</b></p> <ul style="list-style-type: none"> <li>1. Academy prepares the trainee for entry into the Field Training Program</li> <li>2. Provides a <i>real-life</i> environment in which to apply knowledge</li> <li>3. FTOs must make themselves aware of the training provided at the academy(ies) used by their agency so that they can hold the trainee accountable for that training</li> <li>4. FTOs must become familiar with potential resources available from their local academy(ies)</li> <li>5. FTOs must support and reinforce material and methods taught in the academy(ies)</li> </ul> | <p><i>Experiences</i></p> |

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| <p><b>F. CONTRAST THE DIFFERENCE BETWEEN TRAINING AND EVALUATION, AND RECOGNIZE HOW BOTH COMPLIMENT EACH OTHER IN A SUCCESSFUL FIELD TRAINING PROGRAM</b></p> <ol style="list-style-type: none"><li>1. Training is the opportunity to:<ol style="list-style-type: none"><li>a. Provide instruction and demonstration,</li><li>b. With the trainee attempting the task, and</li><li>c. FTO coaching and providing feedback</li></ol></li><li>2. Evaluation is:<ol style="list-style-type: none"><li>a. The process of documenting progress or lack of learning those tasks</li></ol></li><li>3. Training must occur prior to evaluation</li><li>4. One without the other makes learning unachievable</li></ol> |                     |