

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
INTRODUCTION FTO must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating A. DEFINE COMMUNICATION AS IT RELATES TO THE FTO POSITION 1. FTO↔Trainee 2. FTO↔FTP SAC 3. FTO/Trainee↔Community B. DISCUSS REASONS FOR DEVELOPING POSITIVE COMMUNICATION SKILLS, TO INCLUDE: 1. Better interpersonal and professional relationships a. Eliminates misunderstandings b. Provides clear direction c. Allows for teamwork 2. Job satisfaction/success and reputation a. Reduces stress b. Enhances ability to reach goals c. Establishes rapport 3. Professional and personal safety/liability a. Demonstrates professional attitude b. Reduces likelihood of conflict C. IDENTIFY THE BASIC COMPONENTS OF THE COMMUNICATION PROCESS, INCLUDING: 1. Sender of the message 2. Receiver of the message 3. The message itself 4. Context of the message	<i>From the Earth to the Moon Video 1</i> <i>Draw This Activity</i>

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
a. Words and tone used b. Often it is not <i>what</i> is said as much as <i>how</i> it is said that makes the impact on the receiver 5. The channel used to convey the message a. Verbal b. Written 6. Noise and filters (both the sender's and receiver's) a. Distraction b. Background c. Biases 7. Feedback on the message a. Was it understood?	
D. RECOGNIZE THE COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING, INCLUDING: 1. Verbal and non-verbal a. Verbal (word choice, delivery, etc.) b. Non-verbal (body language, distance, etc.) 2. Effective active listening a. Validate the sender's message (repeat or paraphrase) 3. Recognizing and overcoming barriers to communication a. Unspoken biases/prejudices	
E. IDENTIFY AND EXPLAIN COMPONENTS OF EFFECTIVE TRAINING, INCLUDING: 1. Instructor qualities a. High level of communication skills 1) Voice tone 2) Eye contact 3) Use of words 4) Rate of speech	

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
5) Hand gestures 6) Active listening skills b. Understands learning process c. Understands teaching methodology d. Understands and uses a variety of teaching aids e. Works to develop and maintain his/her skills 2. Presentation skills a. Ability to present information in a manner that is easily understood b. Uses diverse presentation methods 3. Teaching/Training styles a. Rote b. Intimidator c. Presenter d. Developer e. Facilitator 4. Teaching/Training aids a. Maps b. Chalkboard/white board c. Computer-based training (CBT) d. Video/audio tapes e. POST Workbooks f. Evaluations/assessments/tests g. Scenarios h. Reference materials 1) Peace Officer Sourcebook 2) Case law updates 3) Field Training Manual	

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
5. Training plans a. Has a training game plan 1) Keeps trainee on track 2) Allows for flexibility 3) Lists learning expectations	
F. COMPARE AND CONTRAST THE ELEMENTS OF STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING, USING THE RIDEM ACRONYM 1. Student/Trainee Centered a. Focuses on student/trainee learning needs b. Puts the onus of learning on the student/trainee 2. Teacher/FTO Centered a. Focuses on the teacher/FTO b. Focuses on what the teacher/FTO knows 3. RIDEM Theory a. <u>R</u>elevance b. <u>I</u>nvolvement c. <u>D</u>iscovery d. <u>E</u>xperience e. <u>M</u>odeling	<i>From the Earth to the Moon Video 2</i>
G. ANALYZE ADULT LEARNING STYLES (e.g. visual, auditory, and kinesthetic) AND LEARNING DOMAINS (e.g. affective, cognitive, and psychomotor) AND HOW THEY IMPACT THE LEARNING PROCESS 1. Learning Styles a. Visual 1) Learns by seeing/watching b. Auditory 1) Learns by hearing/being told	<i>From the Earth to the Moon Video 3</i>

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
c. Kinesthetic 1) Learns by doing/trying different things d. Multi-sensory approach is the most effective 2. Learning Domains a. Cognitive 1) Involves knowledge and development of intellectual skills a) Evaluation b) Synthesis c) Analysis d) Comprehension 2) Includes recall or recognition of facts, patterns, and concepts a) Short-term memory b) Long-term memory b. Affective 1) The manner in which we deal with things emotionally a) Feelings b) Values c) Appreciation d) Enthusiasm e) Motivation f) Attitude c. Psychomotor 1) Physical movement 2) Coordination 3) Motor skills 4) Requires practice	<i>Learning Style Survey</i>

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
a) Speed b) Precision c) Distance d) Procedures e) Techniques 3. Adult Learning Concepts a. Types 1) Experience-based 2) Self-directed/Facilitated learning 3) Participatory b. Importance of application 1) Respects the learner 2) Respects diversity 3) Focuses on needs of learner 4) Practical and meaningful 5) Challenging 6) Fun = increased retention 4. Rates of Learning a. Individuals learn at different rates/speeds b. The more senses involved, the more effective the learning	
H. DISCUSS OTHER FACTORS OR ISSUES THAT MAY IMPACT THE LEARNING PROCESS 1. Learning Environment a. Formal instructional setting (Classroom) b. Patrol Car c. Range 2. Student Factors a. Personal distractions	

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
b. Learning plateaus 3. Other outside factors a. Presence of non-field training personnel b. Availability of appropriate training aids and resources I. IDENTIFY AND EXPLAIN QUALITIES OF SUCCESSFUL TEACHERS, WHICH MAY INCLUDE: 1. Caring/Passion a. “People don’t care how much you know until they know how much you care” 2. Knowledge (Subject Matter Expert/Resource) a. Broad base of knowledge to draw on b. Accuracy of that knowledge c. Stays current on information needed to competently perform duties 3. Skill a. Willfully demonstrates skills correctly b. Maintains skill levels c. Works to learn new skills 4. Motivation a. Wants to teach b. Works to help others learn 5. Focused on values a. Strong work ethic J. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER 1. Assess performance in the Instruction Game Exercise a. Can you improve on your performance? b. Did you recognize what worked and what didn’t work? K. DEVELOP A TRAINING PLAN USING A COMMON	<i>HO-Good Teaching</i>

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
INSTRUCTIONAL DESIGN METHOD, WHICH MAY INCLUDE: 1. Introduction (Performance objectives are explained) a. What it is that will be taught b. Why it is important (WIIFM) 2. Presentation (Impart the new knowledge or skill) a. Delivery methods b. Manner best suited for trainee 3. Application (Opportunity to put new knowledge or skill to use) a. Active involvement for adult learning b. Did trainee correctly explain or demonstrate skill 4. Test (Evaluation of progress – holds the learner accountable) a. Provides immediate feedback to trainer/trainee b. Evaluation of progress c. Allows for remediation if needed d. Serves as documentation of training and knowledge/skill level	<i>HO- Selecting a Delivery Strategy</i>
L. DEVELOP LEARNING ACTIVITIES 1. Purpose a. Reinforce training b. Learning by doing c. Promote decision making d. Promote teamwork e. Safely problem solve 2. Types a. Case studies b. Role play c. Brain storming	

FIELD TRAINING OFFICER COURSE
BLOCK 6
TEACHING AND TRAINING SKILLS DEVELOPMENT
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
d. Scenarios/table top exercises e. Simulations f. Group exercises	
M. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS	
1. Establish relevance a. Specific to topic b. Specific to agency	
N. CASE STUDY EXERCISE The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction	