

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<ul style="list-style-type: none"> 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 <p>5. The channel used to convey the message</p> <ul style="list-style-type: none"> a. Verbal b. Written <p>6. Noise and filters (both the sender's and receiver's)</p> <ul style="list-style-type: none"> a. Distraction b. Background c. Biases <p>7. Feedback on the message</p> <ul style="list-style-type: none"> a. Was it understood? <p>D. RECOGNIZE THE COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING, INCLUDING:</p> <ul style="list-style-type: none"> 1. Verbal and non-verbal <ul style="list-style-type: none"> a. Verbal (word choice, delivery, etc.) b. Non-verbal (body language, distance, etc.) 2. Effective active listening <ul style="list-style-type: none"> a. Validate the sender's message (repeat or paraphrase) 3. Recognizing and overcoming barriers to communication <ul style="list-style-type: none"> a. Unspoken biases/prejudices <p>E. IDENTIFY AND EXPLAIN COMPONENTS OF EFFECTIVE TRAINING, INCLUDING:</p> <ul style="list-style-type: none"> 1. Instructor qualities <ul style="list-style-type: none"> a. High level of communication skills <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	
<ul style="list-style-type: none"> 2. Presentation skills <ul style="list-style-type: none"> a. Ability to present information in a manner that is easily understood b. Uses diverse presentation methods 	
<ul style="list-style-type: none"> 3. Teaching/Training styles <ul style="list-style-type: none"> a. Rote b. Intimidator c. Presenter d. Developer e. Facilitator 	
<ul style="list-style-type: none"> 4. Teaching/Training aids <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
<p>5. Training plans</p> <p>a. Has a training game plan</p> <p>1) Keeps trainee on track</p> <p>2) Allows for flexibility</p> <p>3) Lists learning expectations</p> <p>F. COMPARE AND CONTRAST THE ELEMENTS OF STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING, USING THE RIDEM ACRONYM</p> <p>1. Student/Trainee Centered</p> <p>a. Focuses on student/trainee learning needs</p> <p>b. Puts the onus of learning on the student/trainee</p> <p>2. Teacher/FTO Centered</p> <p>a. Focuses on the teacher/FTO</p> <p>b. Focuses on what the teacher/FTO knows</p> <p>3. RIDEM Theory</p> <p>a. <u>R</u>elevance</p> <p>b. <u>I</u>nvovement</p> <p>c. <u>D</u>iscovery</p> <p>d. <u>E</u>xperience</p> <p>e. <u>M</u>odeling</p> <p>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</p> <p>1. Learning Styles</p> <p>a. Visual</p> <p>1) Learns by seeing/watching</p> <p>b. Auditory</p> <p>1) Learns by hearing/being told</p>	<p><i>From the Earth to the Moon Video 2</i></p> <p><i>From the Earth to the Moon Video 3</i></p>

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<ul style="list-style-type: none"> c. Kinesthetic <ul style="list-style-type: none"> 1) Learns by doing/trying different things d. Multi-sensory approach is the most effective <p>2. Learning Domains</p> <ul style="list-style-type: none"> a. Cognitive <ul style="list-style-type: none"> 1) Involves knowledge and development of intellectual skills <ul style="list-style-type: none"> a) Evaluation b) Synthesis c) Analysis d) Comprehension 2) Includes recall or recognition of facts, patterns, and concepts <ul style="list-style-type: none"> a) Short-term memory b) Long-term memory b. Affective <ul style="list-style-type: none"> 1) The manner in which we deal with things emotionally <ul style="list-style-type: none"> a) Feelings b) Values c) Appreciation d) Enthusiasm e) Motivation f) Attitude c. Psychomotor <ul style="list-style-type: none"> 1) Physical movement 2) Coordination 3) Motor skills 4) Requires practice 	<p><i>Learning Style Survey</i></p>

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<ul style="list-style-type: none"> a) Speed b) Precision c) Distance d) Procedures e) Techniques <p>3. Adult Learning Concepts</p> <ul style="list-style-type: none"> a. Types <ul style="list-style-type: none"> 1) Experience-based 2) Self-directed/Facilitated learning 3) Participatory b. Importance of application <ul style="list-style-type: none"> 1) Respects the learner 2) Respects diversity 3) Focuses on needs of learner 4) Practical and meaningful 5) Challenging 6) Fun = increased retention <p>4. Rates of Learning</p> <ul style="list-style-type: none"> a. Individuals learn at different rates/speeds b. The more senses involved, the more effective the learning 	
<p>H. DISCUSS OTHER FACTORS OR ISSUES THAT MAY IMPACT THE LEARNING PROCESS</p> <ul style="list-style-type: none"> 1. Learning Environment <ul style="list-style-type: none"> a. Formal instructional setting (Classroom) b. Patrol Car c. Range 2. Student Factors <ul style="list-style-type: none"> a. Personal distractions 	

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<ul style="list-style-type: none"> b. Learning plateaus 3. Other outside factors <ul style="list-style-type: none"> a. Presence of non-field training personnel b. Availability of appropriate training aids and resources <p>I. IDENTIFY AND EXPLAIN QUALITIES OF SUCCESSFUL TEACHERS, WHICH MAY INCLUDE:</p> <ul style="list-style-type: none"> 1. Caring/Passion <ul style="list-style-type: none"> a. “People don’t care how much you know until they know how much you care” 2. Knowledge (Subject Matter Expert/Resource) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a. Willfully demonstrates skills correctly b. Maintains skill levels c. Works to learn new skills 4. Motivation <ul style="list-style-type: none"> a. Wants to teach b. Works to help others learn 5. Focused on values <ul style="list-style-type: none"> a. Strong work ethic <p>J. ANALYZE PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER</p> <ul style="list-style-type: none"> 1. Assess performance in the Instruction Game Exercise <ul style="list-style-type: none"> a. Can you improve on your performance? b. Did you recognize what worked and what didn’t work? <p>K. DEVELOP A TRAINING PLAN USING A COMMON</p>	<p><i>HO-Good Teaching</i></p>

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<p>INSTRUCTIONAL DESIGN METHOD, WHICH MAY INCLUDE:</p> <ol style="list-style-type: none"> 1. Introduction (Performance objectives are explained) <ol style="list-style-type: none"> a. What it is that will be taught b. Why it is important (WIIFM) 2. Presentation (Impart the new knowledge or skill) <ol style="list-style-type: none"> a. Delivery methods b. Manner best suited for trainee 3. Application (Opportunity to put new knowledge or skill to use) <ol style="list-style-type: none"> a. Active involvement for adult learning b. Did trainee correctly explain or demonstrate skill 4. Test (Evaluation of progress – holds the learner accountable) <ol style="list-style-type: none"> 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 <p>L. DEVELOP LEARNING ACTIVITIES</p> <ol style="list-style-type: none"> 1. Purpose <ol style="list-style-type: none"> a. Reinforce training b. Learning by doing c. Promote decision making d. Promote teamwork e. Safely problem solve 2. Types <ol style="list-style-type: none"> a. Case studies b. Role play c. Brain storming 	<p><i>HO- Selecting a Delivery Strategy</i></p>

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<ul style="list-style-type: none"> d. Scenarios/table top exercises e. Simulations f. Group exercises 	
<p>M. CREATE USEFUL FIELD TRAINING INSTRUCTIONAL AIDS</p> <ul style="list-style-type: none"> 1. Establish relevance <ul style="list-style-type: none"> a. Specific to topic b. Specific to agency 	
<p>N. CASE STUDY EXERCISE</p> <p>The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction</p>	