

**FIELD TRAINING OFFICER COURSE**  
**BLOCK 11**  
**TEST AND SCENARIO DEVELOPMENT STRATEGIES**  
**General Course Outline**

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<p><b>INTRODUCTION</b></p> <p>Field training staff should agree on a schedule and manner for training and testing new officers/deputies</p> <p>Not every field incident or objective in an agency's program will occur within the time frame of the FTP, FTOs may have to set up a scenario exercise or rely on the trainee's written response to specific situations</p> <p>Competency may be demonstrated through department constructed knowledge tests, scenario exercises, or field performance</p> <p><b>A. DISCUSS THE USE OF WRITTEN AND SCENARIO TESTS WITHIN THE FIELD TRAINING PROGRAM</b></p> <ol style="list-style-type: none"> <li>1. Written testing appropriate for: <ol style="list-style-type: none"> <li>a. Penal, vehicle codes, etc.</li> <li>b. Radio codes</li> </ol> </li> <li>2. Scenarios are appropriate for: <ol style="list-style-type: none"> <li>a. Making up for low volume of calls</li> <li>b. Exposure to calls which may not be received</li> </ol> </li> </ol> <p><b>B. DISCUSS THE POSITIVE AND NEGATIVE ASPECTS OF SCENARIO TRAINING, INCLUDING:</b></p> <ol style="list-style-type: none"> <li>1. Positive aspects <ol style="list-style-type: none"> <li>a. Provides a safe learning environment</li> <li>b. Less liability than actual calls for service</li> <li>c. Events are repeatable</li> <li>d. Training can be halted at key points to reinforce learning</li> <li>e. Can fill in the "holes" for things the trainee may not be exposed to during training</li> <li>f. Can prepare the trainee for more difficult situations</li> </ol> </li> <li>2. Negative aspects <ol style="list-style-type: none"> <li>a. Not as realistic as calls for service</li> </ol> </li> </ol>	

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<ul style="list-style-type: none"> <li>1) May not be taken seriously</li> <li>b. Can be predictable</li> <li>c. Must be maintained and updated</li> <li>d. Requires good role players and resources</li> <li>1) Team up with dispatch to add an element of realism</li> <li>2) Determine availability of alternate radio channels to use during scenarios</li> </ul>	
<p><b>C. EXPLAIN SITUATIONS WHERE WRITTEN TESTS AND/OR SCENARIOS ARE APPROPRIATE, INCLUDING:</b></p> <ul style="list-style-type: none"> <li>1. To cover more specific knowledge components such as code sections and crime elements, as well as, agency policies and procedures</li> <li>2. To assist in remedial training efforts</li> <li>3. To make up for low volume of calls for service</li> </ul>	<i>Testing</i>
<p><b>D. RECOGNIZE OFFICER SAFETY AND LIABILITY ISSUES INVOLVED IN SCENARIO TRAINING, TO INCLUDE:</b></p> <ul style="list-style-type: none"> <li>1. Recognize the FTOs risk management responsibilities</li> <li>2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training</li> <li>3. Loaded weapons should NEVER be used</li> <li>4. Scenario should not be dangerous demeaning, harassing or expose the agency to liability</li> </ul>	<i>Safety in Role Playing</i>
<p><b>E. DETERMINE DETAILED LOGISTICS, TIMING AND LOCATION OF SCENARIOS, INCLUDING:</b></p> <ul style="list-style-type: none"> <li>1. Clearly defined training goals or performance objectives should be developed for each scenario</li> <li>2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario</li> <li>3. Establishment of an audible signal for any participant to halt the scenario at any time</li> </ul>	

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4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)  <b>F. DESIGN, FACILITATE, AND EVALUATE SCENARIOS USED FOR BOTH REMEDIAL TRAINING AND COMPETENCY EVALUATION</b>	