

# **SANTA BARBARA COUNTY SHERIFF'S OFFICE**



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SHERIFF**

**FIELD TRAINING PROGRAM GUIDE**

Revised April 2019

**SANTA BARBARA COUNTY SHERIFF'S OFFICE  
FIELD TRAINING PROGRAM - FTO MANUAL**

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**PROGRAM OBJECTIVES**

The purpose of the Field Training Program (FTP) is to create a standardized program throughout the department in patrol orientation, field training, and trainee performance evaluations and to provide the new Deputy with direct field supervision and assistance from a Field Training Officer (FTO) in the application of skills learned in the Basic Law Enforcement Academy. The Field Training Officer Manual and Field Training Record Book were developed to ensure the new Deputy receives training in general law enforcement patrol duties.

Upon completion of the Field Training Program, the new Deputy will possess the knowledge, skills and ability to competently work as a solo patrol deputy in a safe, productive, and professional manner under normal supervision. For purposes of the Field Training Manual, a competent solo patrol deputy is defined as follows:

***A competent patrol deputy is one who demonstrates professional behavior, skills and knowledge consistent with the mission, standards and guiding principles valued by the Sheriff's Office. The competent patrol deputy can perform safely and effectively in a solo capacity, making sound decisions without immediate or direct supervision.***

The Field Training Program is designed to achieve the following goals:

- To provide standardized training to all newly assigned patrol deputies in the practical application of required information, skills, and knowledge.
- To provide clear standards for rating and evaluation which gives all trainees every reasonable opportunity to succeed.
- To enhance the professionalism, job skills and ethical standards of the Santa Barbara Sheriff's Office.
- To produce a competent patrol deputy, capable of working in a one-person car assignment in a safe, skillful, productive and professional manner.

***Each trainee will be supervised under the direct and immediate supervision (physical presence) of a qualified FTO.*** A trainee assigned to a non-peace officer assignment for the purpose of specialized training or orientation (i.e.; Dispatch, Records, Custody, Forensics, Court Services, Traffic) is not required to be in the immediate presence of a qualified FTO.

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**PROGRAM MANAGEMENT**

Effective field training is a crucial component in the proper development of sworn personnel and can provide major benefits in employee effectiveness, service delivery, and future civil litigation. Therefore, the Field Training Program Management is committed to the maintenance of all components of the FTP, ensuring the important task of properly developing patrol deputies.

**Field Training Program Supervisor:**

The FTP Supervisor will be the rank of Sergeant. The Sergeant is considered the department's Field Training Manager/Administrator, for the purposes of POST Field Training Program certification. The supervisor will complete a POST-approved Field Training Program Supervisor's Course within 12 months of his/her assignment as the FTP Supervisor. The FTP Supervisor is responsible for the maintenance of training records and has the most personal contact with all participants; Field Training Program Management, Field Training Officers and Trainees. For this reason, the Sergeant is the key component in the feedback process.

The FTP Supervisor is responsible for the following:

- Selection of Field Training Officers.
- Orientation of trainees.
- Determine the pairing of FTO to trainee, based on various factors such as trainee needs versus FTO tenure, special training or abilities, etc.
- Assigning trainees to various phases and/or specialized training through the Field Training Program
- Ensure that the FTO reads and understands the Field Training Officer Guidelines.
- Review and sign Daily Observation Reports in a timely manner.
- Review and sign End of Phase Evaluations in a timely manner.
- Maintenance of trainee records.
- Training and development of Field Training Officers.
- Monitor each trainee's progress with the training officer and when necessary, design a specific course of instruction for remedial training.
- Write all formal trainee performance evaluations while they are assigned to the Field Training Program
- Conduct counseling sessions.
- Provide supervision over both Field Training Officer and trainee.
- Make recommendation to Field Training Program Management and Operations Command for trainee's release from trainee status.
- The FTP Supervisor is responsible for annual evaluations of all FTO's to ensure they possess the skills and performance necessary to continue in the assignment.

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### Field Training Officer:

FTO's are the critical link in imparting the requisite skills that will enable Trainees to successfully complete the Field Training Program. FTO's are responsible for training, supervising, guiding and evaluating deputies newly assigned to patrol duties. They must display strong ethics and have the highest possible degree of personal and professional integrity. They must be positive, supportive, and teach by example all requisite skills necessary to enable trainees to successfully complete the Field Training Program as competent solo patrol deputies. FTO's must be dedicated to the training mission and support the department's mission, guiding principles, and the Law Enforcement Code of Ethics.

FTO's are teachers who will help trainees through this challenging field training. FTO's must be their trainee's supervisor, evaluator, instructor and partner. They must develop and accept only the highest standards of performance possible from the trainee. Following in the FTO's example, trainees must demonstrate discipline, patience, understanding and leadership in field situations. The training program, although difficult and demanding, shall not include harassment or behavior designed to belittle or humiliate the trainee. The program's purpose is to develop well trained, highly motivated deputies who have a realistic concept of the job and display initiative. Hazing, harassment, and humiliation do not provide an environment which is conducive to learning; it only produces a deputy who endures the negative aspects of this type of training. Trainees may fail to learn as much as they should if they are reluctant to ask questions out of fear of humiliation. Trainees may also conceal correctable weaknesses if the relationship does not allow for open lines of communication.

The role of the Field Training Officer is to:

- Provide an example for trainees to emulate.
- **Carefully and patiently** instruct trainees in general law enforcement duties including police practices, policies, procedures, and positive behavior.
- Give feedback on trainees' performance.
- Evaluate trainee's progress. An objective, honest critique shall be submitted by the Field Training Officer to the Field Training Supervisor daily, via the Daily Observation Report.
- Administers tests and exams as needed.
- Completion of the End of Phase Report.
- Assist with remedial training and the development of a remedial training plan as needed
- Cover all areas outlined in the Field Training Record Book

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## **Field Training Officer Selection Process**

FTO's must be selected from the most experienced, competent deputies. The following qualities set Field Training Officers apart from the others:

- Written and Oral Communication Skills
- Flexibility
- Leadership style
- Adaptability
- Integrity
- Appearance
- Supervision
- Commitment to core values
- Field performance
- Problem solving and decision making
- Physical fitness
- Law enforcement knowledge
- Quality of work

Deputies who are interested in becoming Field Training Officers must meet the following minimum qualifications: Completion of their probationary period, possession of a POST Basic Certificate, two years of patrol experience as a full-time peace officer, with at least 18 months experience with this Department.

Vacancies in the Field Training Program will be announced by the Sheriff's Personnel Bureau. All interested Sheriff's Deputies are required to submit a resume to the **Personnel Bureau**. A panel selected by the Field Training Program Supervisor will interview each applicant and review the personnel files of those candidates. Upon selection, the successful applicants must attend a 40-hour POST-approved Field Training Officer Course prior to being assigned as an FTO.

All Field Training Officers will attend a POST-approved, minimum 24-hour FTO update training course every three years.

All Field Training Officers must meet any training mandate regarding crisis intervention behavioral training pursuant to Penal Code 13515.28.

All Field Training Officers will be evaluated annually by the Field Training Program supervisor to ensure that possess the skills and performance necessary to continue in the assignment.

## **Trainee**

The Field Training Program is designed specifically to help trainees achieve success in field operations. The program provides an opportunity to succeed, however, success is not guaranteed. It is incumbent upon the trainee to capitalize on the opportunity to be successful. Therefore, trainees must:

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- Maintain a positive and receptive attitude toward participation in the FTP.
- Accept constructive criticism of field performance, as referenced to in Daily Observation Reports and End of Phase Evaluations.
- Provide honest, constructive feedback regarding the FTP.
- Complete other assignments and tests as deemed necessary by the FTO Supervisor and/or the Field Training Officer.
- Complete the Field Training Record Book.
- Complete End of Field Training Program Evaluation.

### **FIELD TRAINING OFFICER PRINCIPLES AND GUIDELINES**

It is acceptable by all parties that the relationship between Field Training Officer and Trainee is one of the most important relationships between two individuals that exists within the Law Enforcement Profession. Future service to the community, to a large extent, begins with the lessons and examples provided by the Field Training Officer and the effort to learn and develop provided by the Trainee.

There are certain principles relating to the FTO-Trainee relationship which are deemed essential for the good of the concerned individuals, the organization and the community. The proper training of patrol deputies is one of the most important tasks in Law Enforcement. To assist training officers with this responsibility, some guidelines have been established to provide a standard and effective means of evaluations and managing trainees.

#### **Principles**

1. The Field Training Officer occupies this position after careful selection based on experience, fitness to train others, and demonstrated ability. The FTO's performance shall serve as a model to the trainee and embody Department philosophies, policies and procedures.
2. The Trainee represents an individual entrusted by the Department to act in the capacity of a peace officer serving the community but who, because of limited experience, is expected to participate fully in a formal training program.
3. Both Training Officer and Trainee are viewed as highly valued members of the organization and must view one another in the same manner. Mutual respect is an essential requirement in the relationship.
4. The Field Training Officer, being empowered with the confidence of the Department, is in charge and will direct the activity of the Trainee at all times.
5. Basic human dignity and the right to retain one's self-esteem must be respected by all parties. Police work is stressful by its very nature and the introduction of artificial stress, designed for no legitimate job-related purpose, is not appropriate.

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All parties recognize that the testing for job fitness and competency has value and pointless hazing has no value to the individual or the organization.

### **Guidelines**

#### **Communications**

1. Assist with your trainee's orientation on the first day by briefing him or her as to what will be expected during training and how their training is expected to progress. Establish expectations for your trainee and formulate a plan as to how you will achieve those results.
2. Always discuss your trainee's actions with him or her. Praise good performance and point out mistakes. Repetitive mistakes in one area indicate a need for remedial training. You should consult the FTP Supervisor, if necessary, to design a formal remedial program.
3. It is very important that communication between you and your trainee remain open and constant. Encourage your trainee to ask questions. Show the trainee how to use sources of information within the Department (Policy and Procedures Manual, Report Writing Manual, etc.) to answer questions.
4. When you see another FTO's trainee make a serious mistake, discuss it immediately. Follow-up by notifying his or her FTO of the incident. If the incident is minor in nature and does not require immediate correction, advise his/her FTO as soon as possible.
5. A good training officer will establish the appropriate relationship with their trainee from the beginning. When the FTO feels comfortable, he or she should call the trainee by his/her first name, and in turn, the trainee should be allowed to address the FTO by his or her first name when approved by the FTO. First name communication may occur within the first week of training and should help strengthen the bond between FTO and trainee.

To further ease communication between you and your trainee, address him or her in the presence of others by the title, "deputy" not "trainee", particularly in the presence of citizens. Trainees may be referred to as a trainee when appropriate to denote their training status, but only in the presence of department personnel.

#### **Instructional Techniques**

1. Most people remember 50% or less of what they see and hear. By reviewing and critiquing your trainee's performance after an event or training scenario, you could raise their retention of the material to as much as 70%.
2. You should strive to teach your trainee the most safe, effective, efficient, and productive ways of doing the job.
3. Proofread your trainee's reports. If you are unable to proofread the report due to time restrictions, advise the shift supervisor so other arrangements can be made.



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4. Remember the four basic steps of instruction:
  1. **Expectation:** Tell your trainee why the material should be learned.
  2. **Presentation:** Try to keep it simple. Depending on the complexity of the subject, decide whether to present the material all at once or in segments.
  3. **Application/Demonstration:** Show (by example) how the task is to be performed.
  4. **Test:** Verbal or written, make sure the necessary material is retained.
5. Learning is the modification of behavior as a result of experiences. People won't learn until they are ready or motivated to learn. Trainees are usually motivated to learn because they are interested in learning how to be a patrol deputy and getting off training status. If your trainee is not ready to learn, you must inspire them by praise, constructive criticism, example, and instruction to motivate him/her toward achieving their goal of becoming a competent patrol deputy.
6. A person will attempt to learn and remember subject material when they see value in the subject. You should always show your trainee why a subject is important to know and remember.
7. Generally, retention of learned material is impaired when: (1) too much new material is introduced, (2) many different, but somewhat similar, things are taught at once, or (3) too much activity and distraction is present while new material is being presented.
8. Exposure to a variety of situations and a large volume of work may sometimes be useful to spur your trainee's learning progress but overloading your trainee with work or "stressing" them **without clear definable purpose wastes time.** Unnecessary, nonproductive and time-consuming tasks waste valuable training time that could be used to present useful material.
9. Training officers should share training ideas and problems among themselves. One training officer may have past experience with a training problem that could give insight as to how the problem with another trainee could be solved. You should always work together in improving your training skills and expertise.
10. Because each trainee is unique, you must be versatile and prepared to use various training approaches.
11. Within the first 4-8 weeks of training you should assess which areas your trainee is having trouble learning. Focus on improving your trainee's performance in those problem areas. Your trainee's inability or refusal to improve should be well documented. Officer safety problems should be reported immediately to the Field Training Management Team. Should these problems become chronic, termination of employment should be considered; needless to say, this requires extensive documentation.

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12. Encourage trainees to listen and discuss tactical and situational problems as time permits. Direct your trainee's free time during shift hours toward reviewing training material.

**Documentation and Evaluations**

During all phases of the Field Training Program, for both the new Deputy and the lateral Deputy, the FTO is responsible for completing the **Daily Observation Report (DOR)**. Additionally, an End-of-Phase Evaluation will also be completed at the end of each phase detailing the trainee's progress. Original End-of-Phase Evaluations shall be sent to the FTP Supervisor and made available to the FTO responsible for the next phase of training.

The **DOR's** will be computer generated, detailing the events of the shift and stored in the Trainee's training folder. A separate **DOR** will be maintained for each day and will be reviewed and signed by the FTO and the Trainee. The completed, signed **DOR's** will be reviewed and signed by the Field Training Program Supervisor.

The **Daily Observation Report** lists 31 Standardized Evaluation Guidelines grouped under the following five performance categories: Attitude, Appearance/Physical, Relationships, Performance, and Knowledge. The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the field training program achieves a recognized level of standard, competency, and credibility.

The FTO rates the Trainee for each performance category using the *NICS* scale. A rating of "N/I" indicates the observed behavior is Unacceptable or Needs Improvement, a rating of "C" meets the minimal standard of Acceptable or Competent, and "S" indicates the trainee's performance is at a Superior level. Any rating on the *NICS* scale of "N/I" or "S" requires a Documented Situation (DS) to describe the event which resulted in the observed rating. The FTO fills out the narrative evaluation portion of the DOR to document the event.

Acceptability or non-acceptability by "FTO Program Standards" should be evaluated based on the expected performance of a competent Patrol Deputy after successful completion of a basic academy and Field Training Program. **In other words, the FTO rates the trainee based on how he or she should perform as a Deputy in a solo patrol assignment.** Because of this standard, it is normal for a trainee in the early portion of his/her field training to be rated "Needs Improvement" in skills he/she has not yet learned or performed. By comparison, a lateral Deputy who is experienced in patrol work may rate high in certain areas since he/she may already possess the skills and knowledge to correctly perform the task. As a trainee progresses, steady improvement should generally be observed in the rating categories. *It is important for the FTO to thoroughly explain this progression rating scale to the trainee.*

In addition to the rating scale, there are also "N.O." which indicates "Not Observed" and "N.R.T." which indicates "Not Responding to Training." If a particular performance category is not observed by the FTO during the rating period, the FTO shall check the box "N.O." in that skill category. A mark in the N.R.T. box shall be placed in any

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performance category where the trainee has been repeatedly instructed in a particular subject matter or task, and he/she still fails to demonstrate a satisfactory knowledge of the subject or is unable to perform the task. In each case when a trainee is not responding to instruction or training, the FTO must document a detailed explanation of the situation in the narrative portion of the evaluation and any corrective measures that have been utilized, along with the amount of time spent in remedial training.

**Daily Observations Reports will be completed by the following shift.** The FTP Management Team recognizes that increased call volume and/or circumstances arise that may prevent the FTO from completing the Daily Observation Report by the following shift. In these cases, the FTO will complete the DOR as soon as possible and no later than the end of his/her work week. Just as it is important to debrief with your trainee regarding his/her progress, it is also important they receive a written report which documents their performance. Detail and completeness are important in the narrative since these evaluations become a part of the Deputy's permanent training record and will be referred to in the future.

Daily Observation Reports and End-of-Phase Evaluations shall be reviewed by the Field Training Program Supervisor on a weekly basis and retained until the trainee is released from FTO status. It will then be transferred to the deputy's permanent training file.

### **Documentation Guidelines**

1. Evaluations will be written daily to document your trainee's progress. Continued incompetence will require more extensive daily documentation and possibly a formal Remedial Training Program.
2. Trainee evaluations are based on your appraisal (judgment) of training progress. Evaluations should be objective, describing both good and poor performance.
3. Negative evaluations must be substantiated by evidence of consistent failures and incompetence. Dates, times, and circumstances or actual incidents must be included to show when and how your trainee failed to perform in a satisfactory manner.
4. Your rating of the trainee's performance shall be based on the "Solo Patrol Deputy" standard. Use the Standardized Evaluation Guidelines to document the Trainee's performance. If your trainee is receiving overall acceptable ratings, you are verifying they can perform at the level of a Solo Patrol Deputy without direct supervision.
5. You have an obligation to the Department, the public, yourself and to your peers to prevent unsatisfactory and/or incompetent trainees from remaining on patrol.
6. Documentation of your trainee's performance during training is of critical importance. **If an incident is not immediately documented, it may become virtually impossible to prove that inappropriate behavior or incompetent performance has occurred. Failure to properly document your trainee's failures will make it harder to remove him/her from patrol.**

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7. Negative documentation that will be placed in your trainee's records must be discussed with and signed by your trainee.
8. Documentation can be accumulated in many ways such as daily observation reports, end-of-phase evaluations, memorandums, remedial training plans, and photocopied reports written by your trainee prior to corrections by the training officer or supervisor. These provide the means to gauge your trainee's progress. Don't forget to document occurrences in the field that demonstrate good or poor performance.
9. You should keep some type of daily written record or notebook of your trainee's progress. Notebook entries of "critical events" or times when trainees' performance was notably good or bad will allow you to recall the incident later when preparing your daily observation reports an end-of-phase evaluation. Note the date and time these behaviors were discussed with your trainee and how your trainee was instructed to improve his/her performance.
10. Whenever you identify a deficiency in a trainee's performance, explain what course of action you have taken, or intend to take in order to correct it.

**Conduct**

1. **"Hazing," in any form, is not acceptable, and could result in disciplinary measures.** There should be no need to define "hazing"; however, the following is offered to give examples of what hazing would include: forbidding your trainee to communicate with other deputies on non-training related interests; not allowing your trainee to eat meals or drink coffee in the presence of or with other deputies; or playing practical jokes on your trainee with the intent to "put him/her in their place."
2. Be professional and conform to the standards in the Sheriff's Policy Manual. Your example will likely structure and mold your trainee's career.
3. Stress the importance of a "service" attitude in dealing with the public. A proper demeanor and the effective use of tact and diplomacy will often prevent complaints, which cause time-consuming investigations.
4. From time to time you will undoubtedly encounter more work, whether self-generated or dispatched, than your trainee can complete during your regularly scheduled shift. Trainees shall not be required to complete their work on their own time. All extended shift work shall be adjusted or compensated by overtime. All overtime must be pre-approved by your supervisor, unless emergent circumstances exist.

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FIELD TRAINING PROGRAM STRUCTURE**

**Field Training Program Overview Outline**

**Program Orientation** – All trainees will go through a one-week orientation program designed for equipment issue and qualification, various systems and network familiarity, station orientation, and Field Training Program expectations.

**First Phase** – Four-week assignment with FTO #1 assigned to Patrol Division

**Second Phase** – Four-week assignment with FTO #2 assigned to Patrol Division

**Mid-Program Training** – Training block designed to address issues observed in first and second phase

**Third Phase** – Four-week assignment with FTO #3 assigned to Patrol Division

**Fourth Phase** – Four-week assignment with FTO #1 assigned to Patrol Division which includes Two-week “sign-off”

**Academy Graduate**

The Field Training Program Supervisor will assign the Trainee to a certified Field Training Officer for training. Entry-level deputies shall be required to successfully complete the FTO Program. The Program will be a minimum of 16 weeks in duration.

**Lateral Deputy**

The *lateral* trainee's Field Training Program will vary in length. FTP Supervisor will work with the Field Training Officers' through the lateral trainee's program to discuss the trainee's progress and eligibility for release from field training. The training period for a lateral deputy may be modified depending on the trainee's demonstrated performance and level of experience, however each lateral trainee must be evaluated by at least two Field Training Officers to be considered for expedited release.

The purpose of the lateral training program is to determine the experience level of the lateral employee and to familiarize the new deputy with the Santa Barbara Sheriff's Department, policies, and procedures. The duration of the lateral program is shorter than the new recruit program because the lateral employee has previous experience in law enforcement and in patrol duties. It may be determined by the FTO that a lateral trainee's experience and skills are not at a satisfactory level. The Field Training Program Supervisor may require that the field training be extended or modified to the length of the new recruit's program. Although a lateral's time on FTO may be significantly shorter than an entry level, the FTO is still required to complete the Field Training Record Book so as to assure the lateral of having been instructed in all phases of the training agenda.

**Field Training Record Book**

The Performance Objectives section is the "sign-off" list, which the FTO uses to chart the progress of the trainee as various tasks are completed and performed. The FTO and the trainee share responsibility for completion of the Performance Objectives. The

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Performance Objectives are organized into sections designated for each phase of training. Each section covers a subject area mandated by POST guidelines.

Because patrol work varies greatly from day-to-day, the FTO should focus on the specific section regarding the phase their trainee is currently in. The index at the beginning of the Field Training Record Book will assist the FTO in locating specific training topics.

In the sign-off areas of the **Field Training Record Book**, the FTO will mark the appropriate **signoff box for the type of training that was provided**. If more than one type of training was used, then multiple entries may be made. In all cases, the FTO should ensure the trainee comprehends the subject matter or task, even if the trainee does not have an opportunity to perform it. The trainee must date and initial all subject area boxes that have been covered by the FTO. **By initialing, the trainee acknowledges having received instruction in that subject area. The FTO will also initial to show that the training has been provided and competency demonstrated by the trainee. Example:**

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?
	Initials / Body #	Date	Initials / Body #	Date	
FTO					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee					
Comments:					

**Assignments**

Each trainee will complete an orientation shift in the following locations:

- Sheriff's Dispatch Center
- Court Services
- Coroner's Bureau

**Final Phase of the Field Training Program**

During the trainee's final phase of the Field Training Program the FTO should incorporate a "sign-off" or "shadow" component with the trainee. During this portion of training, the FTO should dress in plain clothing armed with his/her firearm and carrying his/her Sheriff's identification and badge. The FTO will ride in the same unit as the trainee, but act only as an observer. The trainee is to handle all situations as if they were a solo unit. After each situation, the FTO should critique the situation if correction is needed. Shadowing is done to ensure the trainee is able to function as a solo deputy prior to their release from the Field Training Program. FTO Program Management recognizes staffing or emergencies might require the FTO to remain in uniform during this phase of trainee, therefore ultimate discretion is left to the field supervisor.

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**Completion of the Field Training Program**

Upon successful completion of the Field Training Program, a Completion Record Form releasing the trainee from the Field Training Program will be completed and signed by the Field Training Program Supervisor, the trainee and the FTO. After reviewing the trainee's file, the agency head or his/her designee will also sign this document. The trainee's **Field Training Record Book** must be completely filled out and returned to the Field Training Program Supervisor at this time. The trainee will then be available for regular duty assignment. The Completion Record Form will be retained in the trainee's Training File located in the Training Bureau.

**Evaluation of the Field Training Officer/Field Training Program**

Upon the successful completion of the Field Training Program, the trainee will complete an evaluation of the Field Training Program and each of the assigned field training officers. The evaluation will be submitted to the Field Training Program Supervisor, who will review the information. Only the cover sheet of the evaluation form and an edited version of comments will be retained by the Field Training Program.

Yearly, the Field Training Supervisor shall provide an evaluation to each Field Training Officer on his/her performance as a Field Training Officer. This evaluation will be given to the Field Training Officer's supervisor and his/her supervisor shall place that in the employees annual EPR.

Any questions or comments regarding the Field Training Program can be directed to the Field Training Program Supervisor.

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**REMEDIAL TRAINING**

Every FTO knows of his/her obligation to train and evaluate, but many overlook the follow-up aspect of that role; i.e., to correct observed deficiencies in the areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and to report it; what is required is that the FTO do something to help the trainee improve. This is called **remedial training**.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** "Previously taught," for our purposes, does not include any training that the employee received in the Regular Basic Course (academy). This training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and improved the job performance.

In the event a Deputy in training is consistently performing at an unsatisfactory level or is not responding to training, the FTO and the FTO Program Supervisor shall implement reasonable remedial training methods designed to correct the behavior and assist the trainee in successfully completing the Field Training Program. If normal remedial training efforts such as verbal counseling and skills demonstration are not successful, the Field Training Program Supervisor will prepare a remedial training plan.

If the trainee continues to fail to perform in a satisfactory manner after remedial training, the trainee's FTO and the FTO's Patrol Sergeant shall notify the Field Training Program Supervisor. The Field Training Program Supervisor may then recommend further remedial training, a modification in the training program, or termination.

**What Behavior Requires Remediation?**

Simply put, anything recognized as a performance deficiency requires remediation. Unfortunately, however, some performance deficiencies have, as their root cause, something that the FTO cannot correct. Some examples are immaturity, absence of a positive self-image, lack of common sense, lack of life experience, stress, decision making and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It is wrong, however, to automatically assume that a failure to perform well is linked to one of the above reasons. It is most likely that inexperience and an absence of sufficient practice has led to the problem. The role of the FTO is to help the trainee overcome the difficulty and give him/her an opportunity to learn and perform.

**Who Remediates?**

Initially, it is the FTO's responsibility to provide the correction or review that is necessary. It is typical and common that most problems can be resolved by the FTO but occasionally this may not be the case. The Field Training Program staff must be prepared to invoke creative and sometimes dauntless efforts to bring about the desired change. The use of outside resources is one of the more effective methods that should be considered.

**When Does Remediation Begin?**



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Remediation should begin when the problem is observed or as soon after as practical! Remediation may be in the form of a simple comment; i.e., "this word is spelled..." "remember to keep your gun hand clear." These types of remedial efforts or remedial comments often take place simultaneously to the observed mistake. Other remedial efforts may take place at a time and, perhaps, a location away from the actual event. The important things to remember are that (1) an error must be corrected, and (2) the correction should come as soon as practical following the behavior without interfering with the agency's service responsibility.

### **What are the Steps to Remediation?**

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new deputy is expected to accomplish, under what conditions, within what time frame, and using what resources.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to Step 1.

### **Summary**

Most remedial efforts take place in an "ongoing" way as the trainee and FTO interact. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away are those which call for a more formal approach as described above and may actually require an extended stay in the training program. Consider using a remedial training assignment.

Above all, take credit for your remediation efforts. When appropriate, complete the column on your DOR which calls for a report of the time spent on remediation. Documentation of remediation may turn out to be the critical factor in the event of a recommendation for termination.

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**REMEDIAL TRAINING STRATEGIES**

For any identified deficiency, the number of remedial training strategies are countless, limited only by imagination and feasibility. Strategies should not be dangerous, demeaning, harassing, or expose the Department to liability. Factors involving ethics, legality, and morality must be carefully weighed before undertaking a remedial training plan. No Department policies, procedures, or safety standards can ever be violated for the sake of training.

These suggestions, some non-traditional, may be applicable for (1) assisting trainees in gaining proficiency with items in the training guide, or (2) designed remedial training plans. Remember, the first step is always to accurately diagnose the problem!

### **Common Remedial Training Strategies**

Role Playing and Scenarios: This is a superb tool for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise and not an actual event.
2. No loaded weapons should ever be used in field training scenarios.
3. Choice of location (so as not to involve unknowing, concerned citizens).
4. Select role players who understand the goal of the training exercise and make sure they follow the script.

Role Reversals: Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

Commentary Driving: This technique involves the sense of touch, sight, and hearing in the learning process. The trainee is advised to maintain a running commentary on what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation).

When Driving Skills are being taught, the trainee should direct his/her attention to people and things which would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does. When Orientation Skills are being taught, the trainee provides a commentary of the (1) direction of travel, (2) location by intersection, and (3) identification of landmarks.

Commentary Thinking: This technique is especially useful for those trainees who routinely know what to do but, once subjected to stressful situations, become muddled or disjointed in their ability to think.

Commentary thinking is simply thinking out loud. Trainees are instructed to talk out their thoughts. They are not allowed to think silently. If they are en route to a particularly stressful call, then they must tell the FTO what the call is, how they will get there and, once there, what their actions will be. In this way, they must order their thoughts and present them to the FTO in a clear and logical manner.

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An important benefit to trainees from this exercise is not only the “putting in order” of their thoughts and actions but the slowing of their thoughts processes and prevention of “overload.” We have all been in situations where our mind raced so fast that our actions have not been able to keep up. An example might be when we try to write down an interesting idea. Our thoughts flow much faster than we can write. This is what happens to some trainees when confronted with a situation in which they are uncomfortable. By having them “talk out” their thoughts, their thinking will revert to a slower, more understandable pace. This process will also have a calming effect and reduce stress.

Flash Cards: The making of flash cards by the trainee enhances the learning process because more than one “learning sense” comes into play. Flash cards are particularly effective with such subjects as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Report Form Selection and Spelling.

Self-Evaluations: This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled “Self-Evaluation.” As with the FTO’s evaluation, both parties review and compare the DOR at the end of the shift.

This technique should be employed infrequently, no more than once every two to three weeks, or it loses its effectiveness.

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STANDARDIZED EVALUATION GUIDELINES**

These Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories for the Santa Barbara Sheriff's Office (SBSO) requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that our field training program achieves a recognized level of standard, competency, and credibility.

**Instruction**

A rating of "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "C" meets the **minimal** standard of *Acceptable* or *Competent*, and a rating of "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "N/I" or "S" requires a Documented Situation (DS) to describe the event which resulted in the observed rating. The FTO shall explain the event in the Narrative Evaluation portion of the DOR.

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

**PERFORMANCE CATEGORIES**

**ATTITUDE**

**1. Acceptance of Feedback/FTO/FTP**

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

N/I (*Unacceptable*) – Rationalizes mistakes; Denies that errors were made; Is argumentative; Refuses to, or does not attempt to, make corrections; Considers criticism a personal attack.

C (*Acceptable*) – Accepts criticism in a positive manner and applies it to improve performance and further learning.

S (*Superior*) – Actively solicits criticism/feedback in order to further learning and improve performance; Does not argue or blame other persons/things for errors.

**2. Attitude toward Police Work**

Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.

N/I (*Unacceptable*) – Abuses authority; Demonstrates little dedication to the principles of the profession; Is disinterested; Lacks motivation and does not attempt to improve performance.

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C (*Acceptable*) – Demonstrates an active interest in new position and responsibilities.

S (*Superior*) – Strives to further professional knowledge by actively soliciting assistance from others to improve skills; Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility; Exhibits a desire to complete Field Training and become a productive member of the organization.

**3. Integrity/Ethics**

Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.

N/I (*Unacceptable*) – Accepts *and* employs a standard of mediocrity; Has little or no sense of accountability and/or responsibility to the department or community.

C (*Acceptable*) – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism; Able to resolve ethical situations through planning, evaluation, and decision-making.

S (*Superior*) – Consistently demonstrates high degree of internal strength, courage, and character; Models responsibility of service and enhances public trust.

**4. Leadership**

Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.

N/I (*Unacceptable*) – Does not use command presence appropriately; Does not prevent/reduce conflict; Fails to show empathy.

C (*Acceptable*) – Understands the difference between influence and authority; Provides expected level of competency to the community through effective collaboration, communication/ mediation, and compassion.

S (*Superior*) – Will not rationalize to compromise integrity; Has the courage to be flexible and employ discretion; Consistently demonstrates trust, respect, and genuine concern.

**APPEARANCE**

**5. General Appearance**

Evaluates physical appearance, dress, demeanor, and equipment.

N/I (*Unacceptable*) – Fails to present a professional image; Uniform fits poorly or is improperly worn or wrinkled; Hair not groomed and/or in violation of

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Department regulation; Dirty shoes, weapon, and/or equipment; Equipment is missing or inoperative.

*C (Acceptable)* – Uniform is neat/clean; Uniform fits and is properly worn; Weapon, leather, and equipment are clean and operative; Hair within regulations; Shoes and brass are shined.

*S (Superior)* – Uniform is neat, clean, and tailored; Leather gear is shined; Shoes are polished; Displays command bearing.

## **RELATIONSHIPS**

### **6. Relationship with Citizens/Community**

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

*N/I (Unacceptable)* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative; Overlooks or avoids "service" aspects of the job; Is inaccessible to the public; Introverted, overly sympathetic, ineffective, prejudicial, biased; Fails to explain actions to citizens; Does not follow up on citizen requests; Poor "non-verbal" skills; Communications are confusing to the public.

*C (Acceptable)* – Courteous, friendly, and empathetic to citizen's perceptions of problems; Communicates in a professional, unbiased manner; Fully explains police actions to public contacts and follows up on public inquiries and requests; Is service-oriented and contacts the public in non-enforcement situations; Good "non-verbal" skills; Communicates well when interacting with the public.

*S (Superior)* – Is very much at ease with citizen and suspect contacts; Effectively manages time to allow increased citizen contact; Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them; Is objective in all contacts; Excellent "non-verbal" skills; Routinely exhibits strong communication skills when interacting with the public.

### **7. Relationship with Other Department Members**

Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.

*N/I (Unacceptable)* – Patronizes FTO/superiors/peers or is antagonistic toward them; Gossips; Is insubordinate, argumentative, and/or sarcastic; Resists instruction; Considers himself/herself superior; Belittles others; Is not a "team player"; Relies on others to carry his/her share of the work.

*C (Acceptable)* – Adheres to the Chain of Command; Good FTO, superior, and peer relationships; Demonstrates a teamwork attitude.

*S (Superior)* – Is at ease in contact with all members of the organization while

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displaying professionalism; Understands supervisors' responsibilities and their positions; Actively assists others.

**8. Community Organizing and Problem-solving**

Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

*N/I (Unacceptable)* – Makes little attempt to establish or attend crime-watch meetings; Does not know the resources available to the community for problem-solving; Acts as “sole authority” and does not include the public in problem-solving process.

*C (Acceptable)* – Assists members of the community in establishing crime-watch programs; Attends established group meetings as time allows; Provides the community lists of available resources; Includes the public in problem-solving.

*S (Superior)* – Actively seeks out public involvement in crime-watch programs; Makes time to attend crime-watch programs and other neighborhood activities; Researches possible resources for neighborhoods to use; Encourages citizens to participate in decisions affecting their community.

**PERFORMANCE**

**9. Driving Skill: *Normal Conditions***

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

*N/I (Unacceptable)* – Frequently violates traffic laws; Involved in chargeable accidents; Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation; Drives too fast or too slow for conditions.

*C (Acceptable)* – Obeys traffic laws; Maintains control of the vehicle while being alert to activity outside of the vehicle; Drives defensively.

*S (Superior)* – Sets an example for lawful, courteous driving; Maintains complete control of the vehicle while operating radio, checking mobile computer terminals (MCTs), etc.; consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

**10. Driving Skill: *Moderate/High Stress Conditions***

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.

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N/I (*Unacceptable*) – Involved in chargeable accidents; Uses red lights and siren unnecessarily or improperly; Drives too fast or too slow for conditions/situation; Loses control of the vehicle.

C (*Acceptable*) – Maintains control of the vehicle and evaluates driving conditions/situation properly; Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving; Practices defensive driving techniques.

S (*Superior*) – Displays high degree of reflex ability and driving competency; Anticipates driving situations in advance and acts accordingly; Responds well relative to the degree of stress present; Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

**11. Use of Map Book/GPS: Orientation/Response Time**

Evaluates the trainee's awareness of their surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.

N/I (*Unacceptable*) – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

C (*Acceptable*) – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

S (*Superior*) – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

**12. Routine Forms: Accuracy/Completeness**

Evaluates the trainee's ability to properly utilize departmental forms.

N/I (*Unacceptable*) – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation; Forms are incomplete, inaccurate, or improperly used.

C (*Acceptable*) – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use; Completes them with accuracy and thoroughness.

S (*Superior*) – Consistently completes detailed forms rapidly and accurately with little or no assistance.

**13. Report Writing: Organization/Details/Use of Time**

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.



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N/I (*Unacceptable*) – Fails to elicit necessary information; Unable to organize information in a logical manner and reduce it to writing; Omits pertinent details in the report; Report is inaccurate and/or incorrect; Routinely requires an excessive amount of time to complete a report.

C (*Acceptable*) – Elicits most information and records same; Completes reports, organizing information in a logical manner; Reports contain the required information and details; Completes reports within a reasonable amount of time.

S (*Superior*) – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred; Completes complex reports efficiently and in a timely manner with little or no assistance.

**14. Report Writing: *Grammar/Spelling/Neatness***

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

N/I (*Unacceptable*) – Reports are illegible; Reports contain an excessive number of misspelled words; Sentence structure and/or word usage is incorrect or incomplete; Reports are confusing and not easily understood by the reader/evaluator.

C (*Acceptable*) – Reports are legible and grammar is at an acceptable level; Spelling is acceptable and errors are few; Errors, if present, do not distract from understanding the report; Report is neat and clean in appearance.

S (*Superior*) – Reports are *very* neat and legible; Contain no spelling or grammatical errors; Reports are thorough, complete, and easily understood by the reader/evaluator.

**15. Field Performance: *Non-stress Conditions***

Evaluates the trainee's ability to perform routine, non-stress police activities.

N/I (*Unacceptable*) – Becomes confused and disoriented when confronted with routine, non-stress tasks; Does not or cannot complete tasks; Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

C (*Acceptable*) – Properly assesses aspects of routine situations; determines appropriate action, and takes same.

S (*Superior*) – Properly assesses aspects of both routine and complex situations; Quickly determines and employs appropriate course of action.

**16. Field Performance: *Stress Conditions***

Evaluates the trainee's ability to perform in moderate to high stress conditions.

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N/I (*Unacceptable*) – Becomes emotional, panic stricken, unable to function; Holds back, loses temper, or displays cowardice; Over/under reacts, or acts in unsafe or ineffective manner.

C (*Acceptable*) – Maintains calm and self-control in most situations; Determines proper course of action and takes it; Controls a situation and does not allow it to further deteriorate; Keeps safety in mind.

S (*Superior*) – Maintains calm and self-control in even the most extreme situations; Quickly restores control of the situation and takes command; Determines and employs best course of action; Handles situations safely, efficiently, and effectively.

**17. Investigative Skills**

Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

N/I (*Unacceptable*) – Does not conduct a basic investigation or conducts investigation improperly; Unable to accurately identify offense committed; Fails to discern readily available evidence; Makes frequent mistakes when identifying, collecting, or submitting evidence; Does not connect evidence with suspect when apparent; Lacks skill in collection and preservation of fingerprints; Does not protect crime scene; Fails to identify and follow up obvious investigative leads.

C (*Acceptable*) – Follows proper investigatory procedure in routine cases; Is generally accurate in identifying the nature of offense committed; Collects, tags, logs, and submits evidence properly; Connects evidence with suspect when apparent; Collects useable fingerprints from crime scenes, with little assistance, when conditions allow; Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

S (*Superior*) – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed; Connects evidence with suspect even when not readily apparent; Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow; Actively seeks to improve evidence collection and processing skills.

**18. Interview/Interrogation Skills**

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

N/I (*Unacceptable*) – Fails to use proper questioning techniques; Does not elicit and/or record available information; Does not establish appropriate rapport with subject and/or does not control interrogation of suspect; Fails to recognize when to give the Miranda admonishment; Fails to obtain enough information to

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determine what is occurring; Fails to identify citizens contacted during the course of the investigation.

C (*Acceptable*) – Uses proper questioning techniques; Elicits available information and records same; Establishes proper rapport with victims/witnesses; Controls the interrogation of suspects and properly conducts a Miranda admonishment.

S (*Superior*) – Consistently uses proper investigative questioning techniques; Establishes rapport with all victims/witnesses; Controls the interrogation of even the most difficult suspects; Conducts successful interrogations of suspects; Fully understands the legalities associated with the Miranda admonishment, and administers the admonishment appropriately.

**19. Self-initiated Field Activity**

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

N/I (*Unacceptable*) – Fails to observe and/or avoids suspicious activity; Does not investigate same; Rationalizes suspicious circumstances; Avoids or does not recognize situations where citizens may require law enforcement assistance.

C (*Acceptable*) – Recognizes and acts upon situations requiring law enforcement contact or attention; Develops cases from observed activity; Displays inquisitiveness.

S (*Superior*) – Routinely acts on situations requiring law enforcement contact; Maintains "Watch Bulletins" and information provided at roll call for later use in the field; Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest; Makes quality contacts and/or arrests from observed activity; "Sees" beyond the obvious; Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

**20. Officer Safety: General**

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

N/I (*Unacceptable*) – Fails to follow acceptable safety procedures; Fails to exercise officer safety, including but not limited to:

- a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.).
- b) Fails to keep weapon hand free in enforcement situations.
- c) Stands in front of/next to violator's vehicle door.
- d) Fails to control suspect's movements.
- e) Fails to use illumination when necessary or uses it improperly.
- f) Does not keep violator/suspect in sight.
- g) Fails to advise Communications when leaving vehicle.

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- h) Fails to maintain good physical condition.
- i) Fails to properly maintain personal safety equipment.
- j) Does not anticipate potentially dangerous situations.
- k) Stands too close to passing vehicular traffic.
- l) Is careless with gun and/or other weapons.
- m) Fails to position vehicle properly during traffic stops.
- n) Stands in front of door when making contact with occupants.
- o) Makes poor choice of which weapon to use and when to use it.
- p) Cannot articulate why a particular weapon was employed.
- q) Fails to cover other officers or maintain awareness of their activities.
- r) Stands between police and violator's vehicle on a vehicle stop.
- s) Fails to search police vehicle prior to duty and after transporting other than police personnel.

C (*Acceptable*) – Follows acceptable safety procedures; Understands and applies them.

S (*Superior*) – Consistently works safely; Foresees dangerous situations and prepares for them; Keeps partner informed and determines best position for self and partner; Is not overconfident; Serves as an "officer safety" model for others.

**21. Officer Safety: *Suspicious Persons, Suspects, and Prisoners***

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

N/I (*Unacceptable*) – Violates officer safety practices as outlined in SEG 20 (above); Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate; Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

C (*Acceptable*) – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners; Routinely works with an officer-safety mindset.

S (*Superior*) – Foresees potential dangers or hazards and acts to mitigate or eliminate them; Consistently maintains control and a position of advantage during contacts in the field; Remains alert to changing events and adjusts accordingly to maintain safety and control; Serves as a model for officer safety.

**22. Control of Conflict: *Voice Command***

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

N/I (*Unacceptable*) – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said; Speaks when inappropriate; Unable to use a confident/commanding tone of voice.

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C (*Acceptable*) – Speaks with authority in a calm, clear voice; Proper selection of words and knowledge of how and when to use them; Commands usually result in compliance.

S (*Superior*) – Completely controls situations with voice tone, word selection, inflection, and command bearing; Restores order in even the most trying situation through voice and language usage.

**23. Control of Conflict: *Physical Skill***

Evaluates the trainee's ability to use the proper level of force for the given situation.

N/I (*Unacceptable*) – Employs too little or too much force for a given situation; Is physically unable to gain compliance or effect an arrest; Does not use proper restraints or uses them improperly.

C (*Acceptable*) – Obtains and maintains control through the proper use and amount of force; Uses restraints effectively.

S (*Superior*) – Displays above average knowledge and skill in the use of restraints; Extremely adept in employing the proper use of force for a given situation; Understands the legalities involved in the use of force.

**24. Problem-solving Techniques/Decision Making**

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

N/I (*Unacceptable*) – Acts without thought or good reason; Avoids problems; Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively; Fails to ask the right questions; Does not assess a proper or effective response to the problem; Is unable to reason through a problem and come to a conclusion; Is unable to choose alternative solutions; Is indecisive, naïve; Cannot recall previous solutions and apply them in similar situations.

C (*Acceptable*) – Able to reason through a problem and come to an acceptable conclusion in routine situations; Perceives situations as they really are; Is capable of explaining what a problem-solving model is; Generates proper questions designed to identify problem; Generally able to choose a solution; Analyzes response for further action; Makes decisions with little assistance; Makes reasonable decisions based on information available.

S (*Superior*) – Able to reason through most routine and complex situations and reach appropriate conclusions; When confronted with a problem, uses department-endorsed problem-solving approach/model; Has keen perception; Identifies root causes of problems, not just symptoms; Anticipates problems and prepares potential resolutions in advance; Relates past solutions to present

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situations, and selects workable solutions; Properly assesses response, adjusts accordingly, and plans for follow-up.

**25. Communications: *Appropriate Use of Codes/Procedure***

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

N/I (*Unacceptable*) – Violates policy concerning use of communications equipment; Does not follow correct procedures; Does not understand or use proper communication codes/language.

C (*Acceptable*) – Complies with policy and accepted procedures; Has good working knowledge of most common codes/language and uses communication equipment appropriately.

S (*Superior*) – Consistently adheres to department communications policies; Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

**26. Radio: *Listens and Comprehends***

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

N/I (*Unacceptable*) – Repeatedly misses own call sign and is unaware of traffic in adjoining beats; Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

C (*Acceptable*) – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

S (*Superior*) – Is aware of own traffic and what is occurring throughout the service area; Recalls previous transmissions and uses that information to advantage.

**27. Radio: *Articulation of Transmissions***

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

N/I (*Unacceptable*) – Does not pre-plan transmissions; Over/under modulates; Improperly uses microphone; Speaks too rapidly or too slowly; Multiple complaints regarding trainee's use of the radio.

C (*Acceptable*) – Uses proper procedure with clear, concise, and complete transmissions; Few complaints regarding trainee's use of the radio.

S (*Superior*) – Transmits clearly, calmly, concisely, and completely, even in stressful situations; Transmissions are well thought out and do not have to be repeated; No complaints regarding trainee's use of the radio.

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**28. Mobile Computer Terminal (MCT): *Use/Comprehension/Articulation***

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

*N/I (Unacceptable)* – Does not understand dispatch and/or message formats; Does not recognize messages addressed to his/her unit; Fails to properly update the status of the unit; Is unfamiliar with formats necessary for routine operation and inquiries; Is unable to compose understandable text; Does not recognize officer safety issues involved in dispatch calls; Violates FCC regulations and/or department policy.

*C (Acceptable)* – Understands the operation and formats required for all function and status keys; Can communicate by administrative message; Understands message, dispatch, and database formats used daily by officers; Properly updates status; Readily recognizes officer safety issues involved in the disposition of calls; Types clear and brief messages; Adheres to FCC regulations and department policy.

*S (Superior)* – Consistently recalls dispatch information without running summaries; Understands CAD, DMV, and CLETS error messages; Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

**KNOWLEDGE**

**29. Department Policies and Procedures**

Evaluates the trainee's knowledge of department policies/ procedures and ability to apply this knowledge under field conditions.

A. Reflected by Verbal/Written/Simulated Testing:

*N/I (Unacceptable)* – When tested, answers with less than 70% accuracy.

*C (Acceptable)* – When tested, answers with at least 70% accuracy.

*S (Superior)* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

*N/I (Unacceptable)* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

*C (Acceptable)* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.

*S (Superior)* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

**30. Criminal Statutes**

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Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institutions (W&I), Business & Professions Code (B&P or BPC), Health & Safety Code (H&S or HSC), and all city/county codes] and his/her ability to apply that knowledge to field situations.

A. Reflected by Verbal/Written/Simulated Testing:

N/I (*Unacceptable*) – When tested, answers with less than 70% accuracy.

C (*Acceptable*) – When tested, answers with at least 70% accuracy.

S (*Superior*) – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

N/I (*Unacceptable*) – Does not know the elements of basic code sections; Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes; Incorrectly identifies violation(s). Provides incorrect court assignments or dates.

C (*Acceptable*) – Recognizes commonly encountered criminal offenses and applies appropriate code section; Recognizes differences between criminal and non-criminal activity; Correctly identifies violation(s); Provides correct court assignments and dates.

S (*Superior*) – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively; Consistently able to locate lesser known code sections in reference material.

**31. Criminal Procedure**

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

A. Reflected by Verbal/Written/Simulated Testing

N/I (*Unacceptable*) – When tested, answers with less than 70% accuracy.

C (*Acceptable*) – When tested, answers with at least 70% accuracy.

S (*Superior*) – When tested, answers with 100% accuracy.

B. Reflected in Field Performance

N/I (*Unacceptable*) – Violates procedural requirements; Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.



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C (*Acceptable*) – Follows required procedure in commonly encountered situations; Conducts proper searches and seizes evidence legally; Makes arrests within guidelines.

S (*Superior*) – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.