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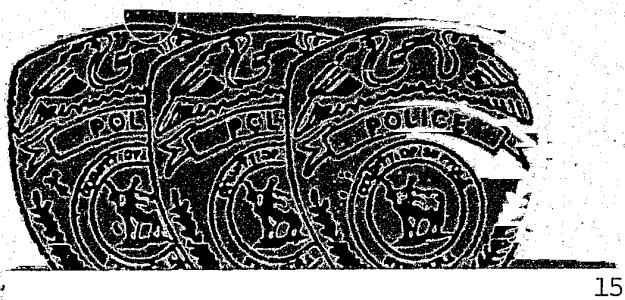

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RECRUIT FIELD TRAINING GUIDE

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THE TRAINING PROCESS

NCJRS

DEC 21 1994

ACQUISITIONS

THE RECRUIT FIELD TRAINING GUIDE

The Field Training Program will utilize the Recruit Field Training Guide [RFTG] to structure and standardize the field instruction provided to recruits. The RFTG is a comprehensive listing of the numerous varied tasks that a police officer may encounter in the course of daily job performance. While it would be impossible for a recruit in field training to actually encounter the many varied tasks listed in the RFTG, it is nevertheless **imperative** that the **recruit learn to perform these tasks in order to function as an efficient and effective police officer.** The purpose of the RFTG is to assure the recruit, the FTO and the Department that all of these pertinent job tasks have been addressed during field training either through actual job experience or, at least, through one on one field instruction.

There are many advantages in the use of the RFTG that include the following:

1. The RFTG organizes the Field Training Program by telling the FTO and the recruit **what is to be taught, when it is to be taught,** by providing some common reference points on **how it is to be taught,** and then by **documenting that it was taught.**

2. The RFTG cites the **Rules & Procedures** and the **New York State Manual for Police** for procedures and/or suggestions to aid the FTO/Recruit in field instruction for specific job tasks.

3. An FTO will be able to ascertain what tasks a Recruit has been exposed to by checking the Recruit's RFTG. The FTO can then concentrate on tasks that need to be taught rather than duplicating the efforts of a prior FTO.

4. The Recruit will know in advance what particular tasks will be addressed in the upcoming week or phase and will be able to become familiar with the material before it is presented.

5. When patrol activity is at a low, the FTO can utilize the RFTG to provide constructive training for the Recruit.

6. Using the RFTG to field instruct a Recruit allows the FTO a freer one to one information exchange at an actual job experience/encounter. Observing another officer handle an assignment provides an excellent training tool where these advantages may be utilized.

The RFTG is <u>not</u> an evaluation tool. Its purpose is to function as a guide for field training. Satisfactory performance of all job tasks listed in the RFTG is <u>not</u> mandatory. However, every effort will be made to enable a Recruit to satisfactorily handle as many actual job tasks as is possible.

Additional information on the RFTG, its use, maintenance and storage, as well as specific instructions for the FTO and the RECRUIT, are included in the guide which is contained in this chapter.

DIRECTIONS FOR THE FIELD TRAINING OFFICER

ALL DOCUMENTATION IS DONE IN THE RECRUIT'S COPY OF THE RECRUIT FIELD TRAINING GUIDE [RFTG].

1. The Recruit will carry his/her Recruit Field Training Guide [RFTG] with him/her at all times during the Field Training Program. The Recruit's copy of the RFTG is to be completed as he/she progresses through the program. The FTO has been provided with a copy of the RFTG to be used as a reference to plan and review field training.

RFTG TASKS LISTED IN ORDER OF PROGRESSIVE COMPLEXITY AND BROKEN DOWN INTO PHASES AND WEEKS.

2. The tasks listed in the RFTG are arranged somewhat in order of difficulty, with the simpler tasks being addressed earlier in the program. The tasks are broken down further into weeks when they will be concentrated on. Some of these tasks may be more mundane while others are more complex. **It is the FTO's responsibility to instruct the Recruit as to how to properly perform all tasks for that particular week.**

FTO'S DISCRETIONARY OVERRIDE OF RECRUIT PERFORMANCE.

3. As an FTO, it is your decision when to exercise discretionary override of a Recruit's performance. In situations other than those involving potential safety/liability concerns, your patience and understanding may be the only limits imposed on how long a recruit will be permitted to "practice" his skills.

TWO METHODS OF FIELD TRAINING THE TASKS LISTED IN THE RFTG.

4. There are two methods of field training a Recruit in a particular job task. The first of these is that the task could be actually experienced/encountered during field training. Of course, not all job tasks will be actually encountered during field training. The second field training method will then be utilized - that of field instruction/simulation.

DOCUMENTATION OF ACTUAL EXPERIENCE OF A JOB TASK IN THE RFTG.

5. When a Recruit actually experiences/encounters a job task listed in the RFTG, the FTO will locate the task in the RFTG and indicate A/E for actually experienced/encountered, in the column with the date. The FTO and the PPO will then place their shield numbers in the appropriate columns.

DOCUMENTATION OF FIELD INSTRUCTION OF A JOB TASK IN THE RFTG.

6. When a Recruit has not actually experienced/encountered a specific job task, he/she may be field instructed in that particular task. This method of instruction will be indicated as **F/I** and noted in the RFTG as indicated above for actual experience along with appropriate shield numbers and dates.

UTILIZATION OF CITED REFERENCES IN THE RFTG WHEN FIELD TRAINING A RECRUIT.

7. FTO's will utilize the methods and procedures cited in the RFTG from the Rules and Procedures and the New York State Manual for Police as reference points when field training Recruits. These methods and procedures are utilized to instruct during Police Academy training and, although each FTO may differ in their application, they provide the Recruit with some continuity and provide a frame of reference for the recruit to understand how each officer may differ slightly in the application of these methods and procedures, but still be proper and correct.

FTO'S RESPONSIBILITY TO ADDRESS JOB TASKS WHEN ASSIGNED TO FIELD TRAINING A RECRUIT.

8. The FTO is responsible to address all the indicated job tasks listed for that particular week during which he/she is field training a Recruit. This may be done through either actual experience or field instruction. Field instruction or simulation is left up to the discretion and imagination of the FTO. Observing another officer handling an assignment is an excellent method of field instructing a job task.

AREAS OF TRAINING MAY BE RECORDED AS THEY ARE ENCOUNTERED.

9. Areas of training may be recorded as they are encountered, if a job task has actually been experienced after it had been initially field instructed. The FTO will locate the particular task in the RFTG and note the actual experience accordingly. Also, if a job task is actually experienced that is located in a future week of the RFTG that the Recruit hasn't reached yet, the FTO may locate the task and indicate actual experience accordingly.

JOCKEYING ABOUT THE RFTG VS FIXED RESPONSIBILITY OF FTO.

10. Jockeying about in the RFTG as tasks are actually encountered does not present any problem as long as the FTO understands that he/she is responsible for teaching a Recruit the tasks indicated in that particular phase/week in which the FTO is assigned to field train the Recruit. **For example: If you are an FTO for a Recruit during Phase 2/Week 2, you should concentrate on teaching the tasks indicated in Phase 2/Week 2 of the RFTG in addition to whatever calls are actually experienced.**

FINAL PHASE FTO RESPONSIBILITY FOR UNCOVERED TASKS IN THE RFTG.

11. The FTO assigned to a Recruit during the final phase will be responsible to address any tasks indicated in the RFTG that have not been field trained. The RFTG is broken down into nine Weeks/three [3] phases. The final phase, phase #4, is also three [3] weeks in duration, but is primarily an evaluation phase during which the FTO does not have specific tasks that he/she is responsible for field training other than those not yet addressed in the Recruit's copy of the RFTG. **It should be re-emphasized that this final phase is a period in which the Recruit is to perform as if he/she was a solo operator. The FTO in this phase has the primary responsibility to act as an observer and evaluator.**

RFTG IS NOT AN EVALUATION TOOL.

12. The RFTG is not an evaluation tool. Satisfactory performance of all indicated job tasks is not mandatory. However, every effort should be made to allow the Recruit to satisfactorily perform as many actual job tasks as is possible. The FTO is encouraged to tie in the training done in the RFTG to the evaluations done on the Daily Observation Report [PDCS 5200].

FORWARDING OF THE COMPLETED RFTG.

13. Upon completion of the Field Training Program, the Recruit's copy of his/her RFTG will be collected by the supervisor who performs the Phase 4 end of Phase Evaluation. The RFTG will be forwarded through the **Chain of Command** for review and storage. A Recruit can make a copy of his/her RFTG or request a new RFTG for their records. Upon completion of the Field Training Program, the RFTG will be forwarded through the Precinct Coordinator, the Division Coordinator and, finally, to the Police Academy Coordinator for review and storage.

FTO/RECRUIT SUGGESTIONS ENCOURAGED.

14. The FTO and the Recruit are encouraged to offer suggestions and/or recommendations to amend the contents or use of the RFTG. This may be done on an Internal Correspondence Report [PDCS 2042] sent through the proper **Chain of Command.**

INSTRUCTIONS FOR THE RECRUIT

1. All Recruits will familiarize themselves with the GENERAL INSTRUCTIONS, INSTRUCTIONS FOR THE RECRUIT, and the instructions for the FTO contained in the RFTG.

2. All Recruits will carry their assigned copy of the RFTG with them **at all times** during the Field Training Program. All documentation of training will be done in the Recruit's copy of the RFTG.

3. The RFTG is a training guide and not and evaluation tool. Satisfactory performance of all listed tasks is not mandatory. Every effort will be made to allow the Recruit to actually experience as many job tasks as is possible. Those tasks unable to be actually experienced will be field instructed by the FTO on a one to one basis. Recruits are encouraged to ask questions and to familiarize themselves with the specific areas of instruction they will be receiving in each Week/Phase of field training.

4. The Recruit will be responsible for providing the FTO with his/her copy of the RFTG upon request. The Recruit will also be responsible to produce his/her RFTG to a supervisor, if requested.

5. Upon completion of the Field Training Program, the completed RFTG will be forwarded to the supervisor who performs the Phase IV, End of Phase Evaluation. The RFTG will be reviewed and forwarded through the **Chain of Command** for storage. The Recruit may make a copy of their RFTG or request a new copy for their records.

6. Recruits should put their name and shield number on the front upper right corner of the RFTG.

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PHASE 1 WEEK 1 PERFORMANCE AREA	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
1. RELIEF PROCEDURES - SCPD R&P 10/1 A. Reporting on duty			
B. Prescribed equipment - SCPD R&P 4/1 1. Service Weapon 2. County authorized ammunition 3. Mace 4. Memo Book 5. Handcuffs and key 6. Whistle 7. Flashlight 8. Police Baton 9. Body Armor			
C. Additional equipment - carry or in private vehicle 1. Riot gear 2. Rain gear 3. Maps			
D. Communication with previous tour 1. Sector conditions 2. Scheduled activities [parades, etc.] 3. Unusual incidents 4. Adjoining sectors - status & activity 5. Vehicle problems			
II. VEHICLE AND EQUIPMENT CHECK A. Exterior 1. Damage - report indiscrepancy book 2. Tires 3. All lights 4. Siren and P.A. system 5. Engine fluid levels			
B. Interior 1. Cleanliness - floors, seats, windows 2. Required forms 3. Trunk - required equipment listed on rear of discrepancy booklet 4. Radio check 5. Patrol check cards, pct. bulletins, etc.			
C. Care of Departmental property - SCPD R&P 4/3			

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III. RADIO PROCEDURES SCPD R&P 23/1			
A. Operation of in-unit and portable radios			
1. Radio checks 2. Channel selection - primary, data, etc.			
B. Review			
1. Phonetic alphabet 2. Radio ten codes 3. Radio general alarm codes			
PHASE 1 WEEK 2 PERFORMANCE AREA			
IV. PRECINCT ORIENTATION & MAP USAGE			
A. Precinct Orientation			
1. Precinct boundaries, sectors and zones 2. Main thoroughfares and routes 3. Hospital locations 4. Telephones - precinct directory & usage 5. Review precinct syllabus			
B. Map usage and orientation skills			
1. Availability - Hagstrom, town maps, etc. 2. Usage - how to use a map to respond to calls			
V. MISCELLANEOUS PROCEDURES			
A. Memo books SCPD R&P 10/1, 10/3, 13/8			
B. Field Reports - calling into precinct desk			
C. Meal periods - SCPD R&P 2/2			
D. Vehicle procedures			
1. Gas 2. Servicing 3. Out of service - mechanical			
E. Request for supervision			

	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
F. Sick leave SCPD R&P 3/1 1. Reporting procedures 2. On duty occurrence			
G. Injured employee SCPD R&P 3/2			
H. Requests for personals, response to precinct, etc.			
VI. RULES AND PROCEDURES REVIEW A. Chapter 2 - General regulations B. Chapter 3 - Absence & attendance C. Chapter 4 - Uniforms & equipment D. Chapter 5 - Discipline & Punishment E. Chapter 10 - Police Officer duties			
PHASE 1 WEEK 3 PERFORMANCE AREA			
VII. PATROL VEHICLE OPERATION A. Patrol driving 1. SCPD R&P 4/3 2. NYSMFP - Part 2, 11B1, 11B2			
B. Response to calls			
C. Response to emergency calls 1. NYS VTL - Sections 101, 114b, 132a, 1144 2. NYSMFP - Part 2 1133			
D. Pursuit driving 1. SCPD R&P 2/7 2. NYSMFP - Part 2, 1134			
E. Commentary driving - [what goes on in the mind of an officer operating sector unit]			
VIII. GENERAL OFFICER SAFETY - REVIEW A. Wear seat belts B. Maintain good physical conditioning			

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	C. Maintain and utilize personal safety equipment properly [body armor, weapons, etc.]			
	D. Search police vehicle prior to tour and after prisoner transport			
	E. Foresee potentially dangerous situations			
	F. Advise headquarters when leaving police vehicle			
	G. Keep all weapons away from suspects			
	H. Maintain sight of suspect during entire contact - including V&T stops			
	I. Keep gun hand free during enforcement contacts			
	J. Have weapon ready when appropriate			
	K. Cover other officers and be aware of lines of fire			
	L. Stand to side of entrances when knocking			
	M. Vehicle and Traffic Stop			
	1. Position police vehicle to create zone of safety			
	2. Stand behind violator's door			
	3. Use flashlight when necessary			
	4. Stand clear of vehicular traffic			
IX.	REVIEW USE OF FORCE			
	A. SCPD R&P 2/11			
	B. NYS PENAL LAW - ARTICLE 35			
	C. NYSMFP - PART 2 10-1 through 10-5			
X.	THE DUTIES OF A DESK OFFICER			
	A. SCPD R&P 10/2			
	B. Specific Duties			
	1. Non-criminal fingerprint procedures			
	2. Blotter entries			
	3. Fingerprinting/photographing			
	4. Bail procedures			
	5. Calling for wreckers, signal light companies, dog warden, etc.			
	6. Fax machine for fingerprints			

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XI. THE DUTIES OF A FOOT PATROL OFFICER A. SCPD R&P 10/1 B. Proper uniform - eight point cap C. Required equipment - SCPD R&P 4/1 1. Memo book 2. Field Report Book 3. UTT'S 4. Flashlight 5. Police baton			
PHASE 2 WEEK 4 PERFORMANCE AREA			
XII. VEHICLE AND TRAFFIC LAW ENFORCEMENT A. Issuing the Uniform Traffic Ticket [UTT] 1. Summons procedure SCPD R&P 13/7 2. Voiding a summons - SCPD R&P 13/7			
B. V & T Stops 1. NYSMFP - Part 2 11B5 a] Recognizing violations - NYS VTL b] Selecting an area for the V&T Stop c] Stopping the motorist - vehicle positions d] Exiting patrol vehicle e] Approach to violator vehicle f] Violator contact g] Returning to patrol vehicle h] Remain observant when completing UTT i] Issuing the UTT - appropriate instructions			
C. Felony Car Stops - NYSMFP - Part 2 11B6 1. Stopping procedures 2. Controlling suspects 3. Removing suspects from vehicle			

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XIII. FIELD APPEARANCE TICKET PROCEDURES			
A. Permitted vs prohibited - SCPD R&P 9/4 10.20			
B. Issuing Procedure - SCPD R&P 9/4			
C. The Field Appearance Ticket Worksheet			
D. How to complete the UTT as an F.A.T.			
E. Voiding A F.A.T. - SCPD R&P 9/4.9			
PHASE 2 WEEK 5 PERFORMANCE AREA			
XIV. ARREST PROCEDURES			
A. Probable cause - review - NYSMFP Part 2, 23			
B. Techniques & methods - NYSMFP Part 2,2C,2D			
C. Arrest paperwork			
D. Arrest types & procedures - SCPD 16/1			
1. Warrant Arrest			
a] SCPD R&P 16/3			
2. Arrest without warrant - SCPD R&P 16/1			
3. Civilian arrest			
a] SCPD R&P 16/1 b] Civilian Arrest Form			
4. DWI Arrests			
a] "Designated DWI Facility" - familiarization w/SCPD R&P 16/2			
b] NYSMFP Part 2, Article 7			
c] The A.L.E.R.T. SCPD R&P 16/2			
d] Breathtest procedures-SCPD R&P 16/2			
e] Blood test procedure- SCPD R&P 15/2			
f] Appropriate forms			
1. refusal to submit 2. alcohol influence report			

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5. Family offenses - SCPD R&P 16/6 a] choice of courts b] definition family offenses c] note "domestic" in field report d] certificate of warrant - SCPD R&P 16/8			
6. Orders of Protection- SCPD R&P 16/7			
7. Juvenile Procedures - SCPD 27/2 & 27/3 a] P.I.N.S. b] Juvenile Offenders c] Neglected child d] Abused child e] Removal of child f] Transportation and detention - SCPD R&P 27/2 g] Appropriate Forms 1. Blue Card 2. Report of Suspected Child Abuse or Maltreatment Form			
8. Arrest of Aliens - SCPD R&P 16/4 9. Arrest of Foreign Nationals - SCPD R&P 16/5			
E. Un-arrest Procedures - SCPD R&P 16/1			
F. Community Mediation Center 1. SCPD R&P 9/5 2. Referral Form			
PHASE 2 WEEK 6 PERFORMANCE AREA			
XV. PRISONER PROCEDURES A. Searching of Prisoners 1. SCPD R&P 13/6 & 16/11 2. NYSMFP - Part 2, 2E1			
B. Handcuffing of prisoners 1. SCPD R&P 16/10 & 16/11 2. NYSMFP - Part 2, 2E2			

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C. Transportation of prisoners 1. SCPD R&P 16/10 2. NYSMFP - Part 2, 2E4			
D. Booking of prisoners SCPD R&P 16/11			
E. Detention of prisoners SCPD R&P 10/4			
F. Prisoner Property Procedures SCPD R&P 16/11			
G. Prisoner Medical Aid SCPD R&P 16/11			
H. FOA Lodging - SCPD R&P 16/11			
I. Bail Procedures - SCPD R&P 16/16			
J. Appearance Ticket Procedures - SCPD R&P 9/4			
XVI. CRIME SCENE PROCEDURES A. Safeguard scene - SCPD R&P 14/1			
B. Notes and Sketches 1. Crime scene log 2. SCPD R&P 14/2 3. NYSMFP - part 2, 123			
C. Searches NYSMFP - Part 2, 12D			
D. Evidence 1. SCPD R&P 14/1 2. NYSMFP - Part 2, 12E, 12F, 12G 3. Security envelopes 4. Location of property locker at precinct			
XVII. IMPOUND PROCEDURES - SCPD R&P 20/4 A. Reasons for impounds			
B. Request supervision			

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C. Types of impounds 1. evidence vs non-evidence 2. F.O.A. 3. safeguard property 4. Section 511 VTL 5. Auto Theft Squad cases D. Appropriate paperwork 1. Impound invoice worksheet 2. Impound sticker 3. Impound release form 4. Property disposition card			
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XVIII. PATROL OPERATIONS A. Abandoned vehicles 1. as defined in VTL 2. specific town policy regarding towing			
B. Abortion - NYSMFP - Part 3, 1B 1. Investigative suggestions			
C. Air Crashes 1. Procedure - SCPD R&P 15/3 2. NYSMFP - Part 2, 1C			
D. Aliens and Diplomatic Immunity 1. SCPD R&P 16/4 & 16/17 2. NYSMFP - Part 3, Article 3			
E. Animal Complaints 1. Procedures for contacting Highway Dept., Dog Warden, ASPCA, etc.			
F. Arson Investigation 1. Arson Squad - SCPD R&P 1/4 & 1/5 2. Investigative suggestions - NYSMFP Part 3, Article 4B, 4C			

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G. Assaults - Investigative Suggestions NYSMFP - Part 3, Article 5B			
H. Bad Checks - NYSMFP - Part 3, Article 9B			
I. Bomb Scares and Explosions 1. Procedures - SCPD R&P 15/4 2. NYSMFP - Part 3, Article 10			
J. Bribery and related offenses - NYSMFP Part 3, Article 11B			
K. Burglary and related offenses 1. Burglary Squad 2. Investigative suggestions - NYSMFP Part 3, Article 12B			
L. Civil Defense Emergencies 1. Civil Defense Section - SCPD R&P 1/4 2. Warning procedure - SCPD R&P 15/7			
M. Civil disputes			
N. Civilian Complaint Procedures - SCPD R&P 5/2 & 5/9			
O. Citizen Requests			
P. Committals/Handling the Mentally Ill 1. Arrest of - SCPD R&P 9/6 2. NYSMFP - Part 4, Mental Hygiene Law 3. Location of straight jackets at precinct, etc.			
Q. Conspiracy - NYSFMP - Part 3, 18B			
R. Controlled substance violations 1. SCPD R&P 14/7, 20/2 2. NYSMFP - Part 3, 19B			
S. Creating a hazard 270.10 PL,SCPD R&P 10/15			

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T. Dangerous Conditions - SCPD R&P 10/1			
U. Death Investigations- SCPD R&P 8/3.0 - 3.16			
V. Death Notifications-NYSMFP - Part 3, Art.24			
W. Domestic Disturbances 1. SCPD R&P 16/6 2. Domestic disturbance supp. report 3. Referral form			
X. Dying declarations 1. SCPD R&P 8/3 2. NYSMFP - Part 3, Article 34C			
Y. Fire Investigations & Natural Disaster Plan SCPD R&P 15/1 - 15/6			
Z. General Conduct 1. SCPD R&P 2/1			
AA. Gun Call Guidelines - SCPD R&P 9.8			
BB. Hazardous Materials 1. SCPD R&P 14/3 2. SCPD R&P 15/5 3. NYSMFP - Part 3, Article 33			
CC. Homicide and related offenses 1. SCPD R&P 8/1, 8/3, 23/5 2. NYSMFP - Part 3, Article 34B			
DD. Hostages and Barricaded Subjects 1. SCPD R&P 9/8, 25/5 2. NYSMFP - Part 3, Article 35			
EE. Informants			
FF. Interviews and Interrogations - NYSMFP Part 2, Article 5H			
GG. Intoxicated persons 1. SCPD R&P 9/2 2. NYSMFP - Part 2, Article 8S, Part 3, Article 41A9			

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HH. Kidnap and related offenses 1. SCPD R&P 24/12 2. NYSMFP - Part 3, Article 37B			
II. Labor Disputes and strike scene 1. SCPD R&P 15/2 2. NYSMFP - Part 3, Article 52			
PHASE 3 WEEK 9 PERFORMANCE AREA			
JJ. Larceny and related offenses 1. NYSMFP - Part 3, Article 38B			
KK. Media Relations 1. SCPD R&P 26/2 2. NYSMFP - Part 1, Article 4c			
LL. Mentally Ill 1. SCPD R&P 9/6 2. NYSMFP - Park 4, M.H.L.			
MM. Missing Person Procedures 1. SCPD R&P 9/1 2. Appropriate forms including return			
NN. Mobilization Plans - SCPD R&P 15/13.0			
OO. Motor Vehicle Accidents 1. SCPD R&P 8/2 2. PD/MVA - SCPD R&P 13/13.3 3. Appropriate forms			
PP. Notification procedures - SCPD R&P 23/5			
QQ. Organizational Structure - 1. SCPD R&P 1/1.0 - 9.4			
RR. Parades - SCPD R&P 15/9			
SS. Pre-trial identification 1. SCPD R&P 16/14 2. NYSMFP - Part 2, Article 5G			

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TT. Property Procedures - SCPD R&P 20.3			
UU. Prostitution and related offenses - NYSMFP - Part 3, Article 44B			
VV. Public Assemblages - SCPD R&P 15/8			
WW. Public Safety Offenses - NYSMFP - Part 3, Article 47			
XX. Quartermaster Unit - SCPD R&P 1/4,1/5,4/2			
YY. Racial/Religious Incidents 1. SCPD R&P 23/5 2. SCPD R&P 24/6			
ZZ. Riot squad formations - SCPD R&P 15/11			
AAA. Robbery 1. SCPD R&P 1/4, 1/5 2. NYSMFP - Part 3, Article 49B			
BBB. Sexual Offenses 1. SCPD R&P 1/4, 1/5, 5/8 2. NYSMFP - Part 3, Article 50B			
CCC. Schools - Patrol of, drugs at, etc. 1. Bomb Scares - SCPD R&P 15/4 2. Crossing Guards - SCPD R&P 10/1, 10/2, 4/1 3. Drug offenses at - SCPD R&P 14/6.0			
DDD. SLA Checks 1. SCPD R&P 25/8 2. Appropriate forms			
EEE. Stolen/Recovered Vehicles 1. SCPD R&P 20/3 2. Appropriate forms			
FFF. Suspicious Persons/Vehicles 1. SCPD R&P 10/1 2. Field Interrogation Report			
GGG. Traffic Control - NYSMFP - Part 2, Art. 11G			

SUFFOLK COUNTY POLICE DEPARTMENT

RECRUIT FIELD TRAINING GUIDE

	DATE FI/ AE	FTO SHIELD #	PPO SHIELD #
HHH. Traffic light malfunctions - procedures			
III. Teletype - NYSPIN - SCPD R&P 16/3, 23/4, 23/6			
JJJ. Transfers - SCPD R&P 2/2, 3/1, 5/3			
KKK. Unusual disorders/disasters - SCPD R&P 15.10			
LLL. Victims - SCPD R&P 8/1, 12/1			
MMM. Witnesses - NYSMFP Part 21, 5-22			

THE FIELD TRAINING EVALUATION PROCESS

INTRODUCTION

Each Recruit's progress in the Field Training Program is recorded through written evaluations. These evaluations are performed on a daily basis by FTO's, and, at the end of each Phase by Patrol Supervisors. Honest and objective evaluations of Recruit performance are a prime objective of all Members of the Field Training Program.

Evaluations are a vital component of the Field Training Program that have many uses for both the Recruit and the Department. These evaluations are useful In that:

1. **They provide feedback to the Recruit on his/her performance, to the FTO on his/her training efforts and to the Department on the effectiveness and efficiency of the Field Training Program.**

2. **They monitor the progress a Recruit is making during field training.**

3. **They identify areas of performance where improvement is needed to assure the Recruit that he/she is properly performing a task and to assure the Department that a Recruit is capable of performing necessary job tasks.**

4. **They provide documentation of training efforts and progress.**

5. **They measure a Recruit's performance against a specific performance standard to determine a Recruit's suitability as a Suffolk County Police Officer.**

EVALUATION/PERFORMANCE CATEGORIES

The thirty-two [32] performance categories that the Suffolk County Police Department has selected are widely utilized in Field Training Programs throughout the United States. These categories represent a breakdown of the many varied tasks that a Police Officer must perform [as contained in the Recruit Field Training Guide] into general performance areas. The **Field Training Daily Observation Report [PDCS 5200]** lists these performance categories in which a Recruit's performance will be evaluated. The **Standardized Evaluation Guideline** lists and define each of these thirty-two [32] performance categories.

The Standardized Evaluation Guidelines are also utilized to help achieve rating consistency, standardization and objectivity. Recruit performance will be evaluated on the basis of the

Standardized Evaluation Guidelines to determine acceptability. The guidelines provide a description of acceptable behavior for each performance category. They also provide a description for unacceptable and superior performance for each category. Recruits and all other program personnel are provided with the Standardized Evaluation Guidelines to identify acceptable performance for each performance category. All field training personnel must utilize the Standardized Evaluation Guidelines when evaluating Recruit performance in order to insure objectivity, consistency and standardization of the evaluation process.

NUMERICAL SCALE VALUE APPLICATION

Perhaps, the most difficult task in evaluating a Recruit's performance is the application of a numerical rating to represent observed performance. The difficulty usually involves the raters perspective as opposed to the perspective of someone else. The Standardized Evaluation Guidelines are designed to address this consideration, but, further explanation will aid in clarifying the rating procedure.

The difficulty faced with applying a numerical value to observed performance is that each person views a particular performance from a different perspective. While standardization of ratings is an acute necessity, standardization of perception is an impossibility. **For example:** FTO "A", based on his/her own past experience, may rate a Recruit's exposure of his/her weapon to a suspect as a "1" rating [Officer Safety/Prisoners, Suspects] while FTO "B" may rate this same Recruit's performance as a "3" rating based on his/her own past experience. Is it possible to train FTO's and specifically categorize Recruit behavior to such an extent that all FTO's will rate Recruit performance with precisely the same number? Of course not, but as long as both FTO's view this performance as Unacceptable [Scale values 1, 2, 3], we need not be overly concerned. A lack of standardization ensues when one FTO rates a performance as acceptable and another FTO rates the same performance as unacceptable. FTO training, use of the Standardized Evaluation Guidelines and the Program Management Review Process are designed to address this consideration.

The Field Training Program will be utilizing a **"#1 through #7"** numerical scale for the purpose of evaluating a PPO's performance. This can be seen illustrated on the sample Field Training Daily Observation Report contained in this manual.

First, under the "1 to 7" scale, it is apparent that "4" is the median range score. This "4" is defined as the minimal acceptable level of performance in the Standardized Evaluation Guidelines. Therefore, a Recruit must be able to perform a specific task at the defined acceptable level in order to receive a rating of "4".

The next step is to define the two extremes of performance, "1" and "7". A **"1" is defined as "unacceptable"** in the Standardized Evaluation Guidelines and denotes a clear inability to perform a task. A **"7" is defined as "Superior"** in the Standardized Evaluation Guidelines and denotes a Recruit's ability to perform a task in a superior or exceptional manner. It is the "easiest" rating to use and is the most abused because superior performance is often confused with superior attitude. Superior attitude has its own category to give credit to a Recruit where it is deserved. **A "7" should be viewed as a goal to strive for in most cases.**

What about performance levels that do not fall precisely in the "1", "4", or "7" ratings? This is where the ratings of "2", "3", "5", and "6" are important. First, is the Recruit's performance closer to a "1 or a 4" [or to a "4 or a 7"]? The "1 to 7" scale permits the FTO to rate a Recruit's performance as closer to either unacceptable or acceptable by using a "2 or a 3" [the same as the "5 and 6" at the other end of the scale].

Secondly, the "1 to 7" scale can indicate an unacceptable performance progressing towards acceptable, but, not yet reaching that level. **For example:** A Recruit may not perform a task at an "acceptable" level as defined, and is closer to unacceptable than acceptable so a rating of "2" is utilized. Subsequently, the Recruit's performance improves and is closer to the acceptable level, but not yet there.

Another factor in rating that merits explanation is when remedial efforts have been undertaken and the Recruit is not responding to training **[NRT]**. A Recruit who performs at a less than acceptable level might be assigned a rating of "1, 2 or 3" for that task. The FTO must then provide remedial training in that area in an effort to bring the Recruit's performance to an acceptable level. If the FTO has utilized specific remedial efforts and the Recruit's performance remains as that same level, then the FTO should evaluate the Recruit as **"NRT"**. But, when rating **NRT, a numerical rating must still be indicated. For example:** Say a Recruit performs a given task unacceptably at a rating of "2", the FTO then provides basic daily remediation efforts to which the Recruit does not respond, remaining at the "2" rating. The FTO should then indicate **NRT** and the numerical value of "2" to identify what level the Recruit is at while not responding to training. The remedial efforts provided then become more specific and intensified. If the Recruit's performance does not improve, the **NRT** and "2" rating still apply. But, if the Recruit then performs at the "3" level, he has then begun to respond to training so the **NRT** rating is no longer appropriate even though the acceptable level has still yet to be reached. Remedial efforts will then continue until the Recruit's performance reaches the acceptable level or the FTO has exhausted remedial efforts and intensive remedial training is recommended.

NARRATIVE SUPPORT FOR THE NUMERICAL SCALE RATING

The most important form of documentation is the narrative. A numerical rating of "1" or "2" in a particular category is not nearly an informative as an accompanying narrative statement explaining the specific observed performance which supports and justifies a particular rating. The supervisor overseeing the FTO and PPO may require a narrative to be completed by the FTO, regardless of the numerical standing of the PPO. Narrative comments are required for any unacceptable ratings and encouraged for any other ratings at the discretion of the FTO.

The narrative becomes very important when remedial efforts are being made. **What specific efforts, in what specific areas,** and **for how long**, must be documented in order to properly address a Recruit's deficiency. While one particular FTO may know exactly what remedial training has been provided, a Recruit's next FTO may have no idea. Without supporting narrative documentation of what remedial efforts have been provided, an FTO may end up duplicating efforts in a waste of valuable time.

During Phase One of the Field Training Program [the first three weeks], is it expected that the Recruit will make more mistakes and performance will be less polished than at a later time during the Field Training Program. It is therefore reasonable for a Recruit to experience some lower than acceptable ratings. A Recruit should not become overly concerned. New Police Officers throughout the country experience many of the same problems. A sincere effort on the Recruit's part, a willingness and openness to learn, coupled with the FTO's experience in field training new police officers, will result in successful completion of the Field Training Program in the vast majority of cases.

SUFFOLK COUNTY POLICE DEPARTMENT

FIELD TRAINING PROGRAM

STANDARDIZED EVALUATION GUIDELINES

[1/89]

The following "1", "4" and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency are achieved.

APPEARANCE

1. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor.

   [1] **Unacceptable** - Overweight, dirty shoes and wrinkled uniform. Uniform fits poorly or is improperly worn. Hair ungroomed and/or in violation of Department regulation. Dirty weapon, equipment. Equipment missing or inoperative. Offensive body odor, breath.

   [4] **Acceptable** - Uniform neat, clean. Uniform fits and is worn properly. Weapon, leather, equipment is clean and operative. Hair within regulations, shoes are shined.

   [7] **Superior** - Uniform neat, clean and tailored. Leather is shined, shoes are spit-shined. Displays command bearing.

ATTITUDE

2. **ACCEPTANCE OF FEEDBACK -** FTO/PPO PROGRAM - Evaluates the way trainee accepts trainer's criticism and how that feedback is used to further the learning process and improve performance.

   [1] **Unacceptable** - Rationalizes mistakes, denies that errors were made, is argumentative, refuses to, or does not attempt to make corrections. Considers criticism as personal attack.

   [4] **Acceptable** - Accepts criticism in a positive manner and applies it to improve performance and further learning.

   [7] **Superior** - Actively solicits criticism/feedback in

order to further learning and improve performance. Does not argue or blame others for errors.

3. **ATTITUDE TOWARD POLICE WORK** - Evaluates how trainee views new career in terms of personal motivation, goals and acceptance of the responsibilities of the job.

   [1] **Unacceptable** - Sees career only as a job, uses job to boost ego, abuses authority, demonstrates little dedication to the principles of the profession.

   [4] **Acceptable** - Demonstrates an active interest in new career and in police responsibilities.

   [7] **Superior** - Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.

KNOWLEDGE

4. **KNOWLEDGE OF DEPARTMENT RULES, PROCEDURES AND POLICY** - Evaluates trainee's knowledge of Departmental procedures and ability to apply this knowledge under field conditions.

- Reflected in Field Performance -

   [1] **Unacceptable** - Fails to display knowledge of Department policies/regulations/procedures or violates same.

   [4] **Acceptable** - Familiar with most commonly applied Department policies/regulations/procedures and complies with same.

   [7] **Superior** - Has an excellent working knowledge of Department policies/regulations/procedures, including lesser known and seldom used ones.

5. **KNOWLEDGE OF N.Y.S. PENAL LAW** - Evaluates trainee's knowledge of the criminal statutes and ability to apply that knowledge in field situations.

- Reflected in Field Performance -

   [1] **Unacceptable** - Does not know the elements of basic sections of the codes. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes.

[4] **Acceptable** - Recognizes commonly encountered criminal offenses and applies appropriate section of the code. Knows difference between criminal and non-criminal activity.

[7] **Superior** - Has outstanding knowledge of the criminal codes and applies that knowledge to normal and unusual criminal activity.

6. **KNOWLEDGE OF N.Y.S. VEHICLE AND TRAFFIC LAW**

- Reflected in Field Performance -

[1] **Unacceptable** - Does not know even the most often used sections of the code. Does not recognize violations when committed and/or incorrectly identifies violation.

[4] **Acceptable** - Knows and recognizes commonly used sections of the codes. Applies appropriate sections. Can locate lesser known sections in reference material.

[7] **Superior** - Displays outstanding knowledge of traffic codes including lesser known sections. Quickly and effectively applies codes.

7. **KNOWLEDGE OF N.Y.S. CRIMINAL PROCEDURAL LAW** - Evaluates trainee's knowledge of criminal procedures, including laws of arrest and search/seizure. Evaluates ability to apply those procedures in field situations.

- Reflected in Field Performance -

[1] **Unacceptable** - Violates procedural requirements. Attempts to conduct illegal searches - fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.

[4] **Acceptable** - Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Arrests within legal guidelines.

[7] **Superior** - Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence and affecting arrests.

PERFORMANCE

8. **DRIVING SKILL - NORMAL CONDITIONS -** Evaluates trainee's skills in the operation of the police vehicle under normal driving conditions.

   [1] **Unacceptable** - Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation.

   [4] **Acceptable** - Obeys traffic laws when appropriate. Maintain control of the vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.

   [7] **Superior** - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle during normal operation and is a superior defensive driver.

9. **DRIVING SKILL - MODERATE AND HIGH STRESS CONDITIONS -** Evaluates trainee's skill in vehicle operation under emergency situations and in situations calling for other than usual driving skill.

   [1] **Unacceptable** - Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for the situation. Loses control of the vehicle.

   [4] **Acceptable** - Maintains control of vehicle and evaluates driving situations properly.

   [7] **Superior** - Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Practices defensive techniques. Responds very well relative to the degree of stress present.

10. **ORIENTATION/RESPONSE TIME TO CALLS** - Evaluates trainee's awareness of surroundings, ability to find locations and arrive at destination within an acceptable period of time.

   [1] **Unacceptable** - Unaware of location while on patrol. Does not properly use the area map. Unable to relate location to destination. Gets lost. Expends too much time getting to destination.

[4] **Acceptable** - Is aware of location while on patrol. Properly uses the area map. Can relate location to destination. Arrives within a reasonable amount of time.

[7] **Superior** - Remembers locations from previous visits and does not need the area map to get there. Is aware of shortcuts and utilizes them to save time. High levels of orientation to the area.

11. **ROUTINE FORMS - ACCURACY/COMPLETENESS** - Evaluates trainee's ability to properly utilize Departmental forms necessary to job accomplishment.

[1] **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.

[4] **Acceptable** - Knows the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness.

[7] **Superior** - Consistently makes accurate form selection and rapidly completes detailed forms without assistance Displays high degree of accuracy.

12. **REPORT WRITING - ORGANIZATION/DETAILS** - Evaluates the trainee's ability to prepare reports that accurately reflect the situation and in a detailed, organized manner.

[1] **Unacceptable** - Unable to organize information and to reduce it to writing. Leaves out pertinent details in report. Report is inaccurate.

[4] **Acceptable** - Completes reports, organizing information in a logical manner. Reports contain the required information and details.

[7] **Superior** - Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.

13. **REPORT WRITING - GRAMMAR/SPELLING/NEATNESS** - Evaluates the Recruit's ability to use proper English; to follow the rules for spelling and to write neatly.

[1] **Unacceptable** - Reports are illegible. Reports contain excessive number of misspelled words. Sentence structure or word usage is improper or incomplete.

[4] **Acceptable** - Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not impair an understanding of the report.

[7] **Superior** - Reports are very neat and legible. Contain no spelling or grammatical errors.

14. **REPORT WRITING - APPROPRIATE TIME USED** - Evaluates the Recruits efficiency relative to the amount of time taken to write a report.

[1] **Unacceptable** - Requires an excessive amount of time to complete a report. Takes three or more times the amount of time a non-probationary officer would take to complete the report.

[4] **Acceptable** - Completes reports within a reasonable amount of time.

[7] **Superior** - Completes reports very quickly, as quickly as a skilled veteran officer.

15. **FIELD PERFORMANCE - NON-STRESS CONDITIONS** - Evaluates the Recruit's ability to perform routine, non-stress police activities.

[1] **Unacceptable** - When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course of action. Avoids taking action.

[4] **Acceptable** - Properly assesses routine situations, determines appropriate action and takes same.

[7] **Superior** - Properly assesses situations including unusual or complex ones. Determines appropriate course of action and takes same.

16. **FIELD PERFORMANCE - STRESS CONDITIONS** - Evaluates the Recruits ability to perform in moderate and high stress situations.

[1] **Unacceptable** - Becomes emotional, is panic stricken, can't function, holds back, loses temper or displays cowardice. Over reacts.

[4] **Acceptable** - Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.

[7] **Superior** - Maintains calm and self-control in even the most extreme situations. Quickly restores control in the situation and takes command. Determines best course of action and takes it.

17. **INVESTIGATIVE SKILL** - Evaluates trainee's ability to conduct a proper investigation with an emphasis on crime scene procedures.

    [1] **Unacceptable** - Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Does not connect evidence with suspect when apparent. Does not protect scene.

    [4] **Acceptable** - Follows proper investigatory procedure in all but the most difficult/unusual cases. Is generally, accurate in diagnosis of nature of offense committed. Connects evidence with suspect, when apparent.

    [7] **Superior** - Always follows proper investigatory procedure, and always accurate in diagnosis of offense committed. Connects evidence with suspect even when not apparent.

18. **INTERVIEW/INTERROGATION SKILL** - Evaluates trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper procedures.

    [1] **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 give Miranda Warning.

    [4] **Acceptable** - Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects and, generally, conducts a proper Miranda admonition.

    [7] **Superior** - Always uses proper questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of them.

19. **SELF-INITIATED FIELD ACTIVITY** - Evaluates the Recruit's interest and ability to initiate police-related activity. To act on even low-priority situations.

[1] **Unacceptable** - Does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious circumstances. Does not have a broad orientation to the job.

[4] **Acceptable** - Recognizes and identifies poice-related low priority activity. Develops cases from observed activity. Displays inquisitiveness.

[7] **Superior** - Seldom misses observable activity. Maintains Daily Bulletins or information given on them and uses that information as "probable cause". Makes good quality arrests and/or proper dispositions from observed activity. Thinks well "on his feet".

20. **OFFICER SAFETY - GENERAL** - Evaluates the Recruit's ability to perform police tasks without injuring self or others or exposing himself to unnecessary danger/risk.

[1] **Unacceptable** - Fails to follow accepted safety procedures or to exercise officer safety, i.e.

A] Exposes weapons to suspect [baton, mace, hand-gun, etc.]
B] Fails to keep gun hand free during enforcement situations.
C] Stands in front of violator's car door.
D] Fails to control suspect's movements.
E] Does not keep suspect/violator in sight.
F] Fails to use illumination when necessary or uses it improperly.
G] Fails to advise dispatcher when leaving police vehicle.
H] Fails to maintain a good physical condition.
I] Fails to utilize or maintain personal safety equipment.
J] Does not anticipate potentially dangerous situation.
K] Stands too close to passing vehicular traffic.
L] Is careless with gun and other weapons.
M] Stands in front of doors when knocking.
N] Makes poor choice of which weapon to use and when to use it.
O] Fails to cover other officers.
P] Stand between police and violator's vehicle on car stop.
Q] Fails to search police vehicle prior to duty and after transporting suspect.

[4] **Acceptable** - Follows accepted safety procedures. Understands and applies them.

[7] **Superior** - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines the best position for self and partner. Is not overconfident. Is in good physical condition.

21. **OFFICER SAFETY - SUSPECTS, SUSPICIOUS PERSONS AND PRISONERS** - Evaluates the trainee's ability to perform police tasks in a safe manner while dealing with suspects, suspicious persons or prisoners.

    [1] **Unacceptable** - Violates officer safety principles outlined in 20 [above]. Additionally, fails to "pat search", confronts people while seated in the patrol vehicle, fails to handcuff, when appropriate. Conducts poor searches and fails to maintain a position of advantages to prevent attack or escape.

    [4] **Acceptable** - Follows accepted safety procedures with suspects, suspicious persons and prisoners.

    [7] **Superior** - Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.

22. **CONTROL OF CONFLICT - VOICE COMMAND** - Evaluates the trainee's ability to gain an maintain control of situations through verbal command and instruction.

    [1] **Unacceptable** - Speaks too softly or timidly, speaks too loudly, confuses or angers listeners by what is said and/or how it is said. Fails to use voice when appropriate or speaks when inappropriate.

    [4] **Acceptable** - Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of when and how to use them.

    [7] **Superior** - Completely controls with voice tone, word selection, inflection, and the bearing which accompanies what is said. Restores order in even the most trying situations through use of voice.

23. **CONTROL OF CONFLICT - PHYSICAL SKILL** - Evaluates the trainee's ability to use proper level of force for the given situation.

    [1] **Unacceptable** - Uses too little or too much force for the given situation. Is physically unable to perform the

task. Does not use proper restraints.

[4] **Acceptable** - Obtains and maintains control through use of the proper level and amount of force, and applying it in accordance with his training.

[7] **Superior** - Excellent knowledge and ability in the use of restraints. Selects the right amount of force for the given situation. Is in superior physical condition.

24. **PROBLEM SOLVING/DECISION MAKING** -Evaluates the trainee's performance in terms of ability to perceive, form valid conclusions, arrive at sound judgments, and make proper decisions.

[1] **Unacceptable** - Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Can't recall previous solutions and apply them in like situations.

[4] **Acceptable** - Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. makes decisions without assistance.

[7] **Superior** - Able to reason through even the most complex situations and is able to make appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

25. **RADIO - APPROPRIATE USE OF CODES/PROCEDURE** - Evaluates the trainee's ability to use the police radio in accordance with Department policy and procedure.

[1] **Unacceptable** - Violates policy concerning use of radio. Does not follow procedures or follows wrong procedure. Does not understand or use proper codes/language.

[4] **Acceptable** - Follows policy and accepted procedures. Has good working knowledge of most-often used sections of the code/language.

[7] **Superior** - Always follows proper procedures, adheres to policy. Has superior working knowledge of all codes/language and applies knowledge when using the police radio.

26. **RADIO - LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

    [1] **Unacceptable** - Repeatedly misses own call sign and is unaware of traffic in adjoining sectors. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

    [4] **Acceptable** - Copies own radio transmissions and is generally aware of radio traffic directed to adjoining sectors.

    [7] **Superior** - Is aware of the radio traffic that affects his sector and the radio traffic in the surrounding sectors. Is aware of traffic in other parts of the Precinct and uses previously transmitted information to advantage.

27. **RADIO - ARTICULATION OF TRANSMISSIONS** - Evaluates the trainee's ability to communicate with others via the police radio.

    [1] **Unacceptable** - Does not pre-plan his transmissions. Over or under modulates. Cuts message off through improper use of the microphone. Speaks too fast or too slowly.

    [4] **Acceptable** - Uses proper procedures with clear, concise and complete transmissions.

    [7] **Superior** - Transmits clearly, calmly, concisely and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

28. **EMT SKILLS - GENERAL** - Evaluates the trainee's competency assessing a patient, handling emergencies utilizing basic life support equipment, ability to perform CPR, control hemorrhage, provide non-invasive shock treatment, fracture and spinal stabilization, manage environmental emergencies, and emergency childbirth.

    [1] **Unacceptable** - Unable to determine nature and extent of illness or injury. Unable to determine patient status. Is unfamiliar with oxygen administration.

    [4] **Acceptable** - Demonstrates competency in handling medical emergencies and is knowledgeable in the use of oxygen administration and assessment of patient vital signs.

    [7] **Superior** - Excellent knowledge and ability in all aspects of patient care. Demonstrates mastery in use

EMT-basic skills and utilization of equipment.

29. **EMT SKILLS - UNDER STRESS** - Evaluates the trainee's ability in dealing with severe or life threatening emergencies, utilizing basic life support equipment, ability to perform CPR, control hemorrhage, provide non-invasive shock treatment, fracture and spinal stabilization, manage environmental emergencies, and childbirth.

    [1] **Unacceptable** - Becomes overly emotional, or panic stricken. Is unable to perform basic life support techniques or render appropriate emergency care.

    [4] **Acceptable** - Determines nature and extent of illness, makes determination regarding patient status, establishes a priority for emergency care. Demonstrates proficiency in all basic EMT skills.

    [7] **Superior** - Exhibits excellent clinical judgment by quickly assessing and managing life threatening medical emergencies. Analyzes patient information to arrive at a presumptive diagnosis, and undertakes appropriate treatment plan.

RELATIONSHIPS

30. **WITH CITIZENS - GENERAL** - Evaluates the trainee's ability to interact with citizens [including suspects] in an appropriate, efficient manner.

    [1] **Unacceptable** - Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspect of the job. Introverted, insensitive and uncaring. Poor "non-verbal" skills.

    [4] **Acceptable** - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.

    [7] **Superior** - Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with feeling that the officer was interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

31. **WITH ETHNIC GROUPS OTHER THAN HIS OWN** - Evaluates the trainee's ability to interact with members of ethnic or racial groups, other than his own, in an appropriate, efficient manner.

    [1] **Unacceptable** - Is hostile or overly sympathetic. Is prejudicial, subjective and biased. Treats members in this grouping differently than members of his own ethnic or racial group would be treated.

[4] **Acceptable** - Is at ease with members of other ethnic/ racial groups. Serves their needs objectively and with concern. Does not feel threatened when in their presence.

[7] **Superior** - Understands the various cultural differences and uses this understanding to competently resolve situations and problems. Is totally objective and communicates in a manner that furthers mutual understanding.

32. **WITH OTHER DEPARTMENT MEMBERS [SPECIFY]** - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

[1] **Unacceptable** - Patronizes FTO/Superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic. Resists instructions. Considers self-superior. Belittles others. Is not a "team" player. Fawns on others.

[4] **Acceptable** - Adheres to the Chain of Command and accepts role in the organization. Good peer and FTO relationships and is accepted as a group member.

[7] **Superior -** Is at ease in contact with all, including superiors. Understands superiors responsibilities, respects and supports their position. Peer group leader. Actively assists others.

POLICE DEPARTMENT, COUNTY OF SUFFOLK, N.Y.
FIELD TRAINING DAILY OBSERVATION REPORT
PDCS-5200d

PHASE _____ WEEK _____
DAILY _____ END OF PHASE _____

Print: P.P.O. _____
Last Name First Shield# Command

F.T.O. _____
Last Name First Shield# Command

Date: _____ Tour _____ Assignment _____

INSTRUCTIONS: Indicate above - daily or end of phase evaluation, phase and week. Rate observed performance on the scale below (circle number) using the numerical value definitions in the standardized evaluation guidelines. Use the reverse side for comments. You are encouraged to comment on any behavior you wish, but please comment on any ratings of 1, 7 NRT (Not responding to training). FTO's please forward completed evaluations to the PPO's squad supervisor. Supervisors please forward evaluations to the precinct field training coordinator through the chain of command. Further details on rear.

RATING SCALE

UNACCEPTABLE			MINIMUM ACCEPTABLE	SUPERIOR			NOT OBSERVED	NOT RESPONDING TO TRAINING
1	2	3	4	5	6	7	N.O.	N.R.T.

CATEGORIES									
Appearance & Attitude:									
1. General Appearance	1	2	3	4	5	6	7	N.O.	NRT
2. Acceptance of feedback	1	2	3	4	5	6	7	N.O.	NRT
3. Attitude towards police work	1	2	3	4	5	6	7	N.O.	NRT
Knowledge Reflected in Field Performance:									
4. SCPD Rules & Procedures, Policy Manual	1	2	3	4	5	6	7	N.O.	NRT
5. Penal Law	1	2	3	4	5	6	7	N.O.	NRT
6. Vehicle & Traffic Law	1	2	3	4	5	6	7	N.O.	NRT
7. Criminal Procedural Law	1	2	3	4	5	6	7	N.O.	NRT
Performance Areas:									
8. Driving Skill - Normal Conditions	1	2	3	4	5	6	7	N.O.	NRT
9. Driving Skill - Stress Conditions	1	2	3	4	5	6	7	N.O.	NRT
10. Orientation Skills/Response Time	1	2	3	4	5	6	7	N.O.	NRT
11. Routine Forms - Accuracy/Completeness	1	2	3	4	5	6	7	N.O.	NRT
12. Report Writing - Clarity & Organization	1	2	3	4	5	6	7	N.O.	NRT
13. Report Writing - Grammar, Neatness, etc.	1	2	3	4	5	6	7	N.O.	NRT
14. Report Writing - Time Used	1	2	3	4	5	6	7	N.O.	NRT
15. Field Performance - Non Stress	1	2	3	4	5	6	7	N.O.	NRT
16. Filed Performance - Stress	1	2	3	4	5	6	7	N.O.	NRT
17. Investigative Skills	1	2	3	4	5	6	7	N.O.	NRT
18. Interview/Interrogation Skills	1	2	3	4	5	6	7	N.O.	NRT
19. Self Initiated Field Activity	1	2	3	4	5	6	7	N.O.	NRT
20. Officer Safety - General	1	2	3	4	5	6	7	N.O.	NRT
21. Officer Safety - Prisoner, Suspects, etc.	1	2	3	4	5	6	7	N.O.	NRT
22. Control of Conflict - Voice Command	1	2	3	4	5	6	7	N.O.	NRT
23. Control of Conflict - Physical	1	2	3	4	5	6	7	N.O.	NRT
24. Problem Solving/Decision Making	1	2	3	4	5	6	7	N.O.	NRT
25. Use of Radio - Codes & Procedure	1	2	3	4	5	6	7	N.O.	NRT
26. Use of Radio - Listens & Comprehends	1	2	3	4	5	6	7	N.O.	NRT
27. Use of Radio - Articulation	1	2	3	4	5	6	7	N.O.	NRT
28. EMT Skills - General	1	2	3	4	5	6	7	N.O.	NRT
29. EMT Skills - Under Stress	1	2	3	4	5	6	7	N.O.	NRT
Relationships:									
30. With Citizens - General	1	2	3	4	5	6	7	N.O.	NRT
31. With Other Ethnic Groups	1	2	3	4	5	6	7	N.O.	NRT
32. Other Departmental Members (Specify)	1	2	3	4	5	6	7	N.O.	NRT

Was there an area of performance that was exceptional? _____

Details _____

Is there an area of performance that needs improvement more than others? _____

Please use the area below to comment on any category you wish or to indicate any remedial efforts (and time) you may have used in attempting to bring a performance area up to an acceptable level.

Cat. No.

Narrative of F.T.O.'s Overall Appraisal / Supervisor's End of Phase Narrative Comments.

This evaluation has been discussed with the probationary police officer.

F.T.O. Signature _____ Date _____

Reviewed By: _____
Field Training Supervisor Signature

_____
P.P.O. Signature - required for End of Phase Report

EVALUATION FREQUENCIES

DAILY EVALUATION

Each day, a Recruit is assigned to an FTO during Field Training, a daily evaluation of the Recruit's performance will be completed. Only certified FTO's [those who have been selected and trained] will complete a daily evaluation. The evaluation will be completed utilizing the Field Training Daily Observation Report [PDCS 5200] and the Standardized Evaluation Guidelines.

FTO's will counsel and advise recruits throughout the day on their particular job performances. The Field Training Evaluation Report will be completed when the FTO has the time to perform a complete and thorough evaluation. This will usually occur after the completion of the scheduled tour of duty consequently, it may not be available to be examined that day. However, the FTO is responsible to discuss with the Recruit the performances of the day that will be included in the evaluation report. The report will be available to the Recruit to be examined or copied either through the FTO on a subsequent tour of duty or through the appropriate squad supervisor. **All daily evaluation reports will be initialed by the Recruit during the End of Phase Evaluation.**

END OF PHASE EVALUATION

The appropriate squad supervisor will perform an End of Phase Evaluation of a Recruit's performance upon completion of a three week phase [3rd, 6th, 9th, and 12th weeks]. The End of Phase Evaluations will be based upon the daily evaluation performed by FTO's during that particular phase.

When an FTO completes a Daily Evaluation Report, it is forwarded to the Recruit's Squad Supervisor in as timely a manner as is possible. The Squad Supervisor will review each report and record the numerical evaluations on the Field Training Performance Chart [Chapter 7]. The performance chart lists the same thirty-two [32] performance categories as the Field Training Observation Report. There are columns provided to record the daily numerical evaluations for a complete phase in each performance category. The performance chart thus provides a chart of daily progress that can be easily utilized without having to sort through up to fifteen daily evaluation reports. The daily evaluation report is then filed at the precinct in a designated location which may differ at each precinct.

Upon completion of a phase [three weeks], the Squad Supervisor will then schedule an interview with the Recruit to discuss the End of Phase Evaluation and performance progress. **The**

Recruit will be provided with a copy of the End of Phase Report for their records. In order to save time, this interview may occur during the last couple of days of a particular phase as long as sufficient information exists to conduct an objective evaluation.

The same form, Field Training Daily Observation Report [PDCS 5200] will be used for the End of Phase Report. The heading at the top of the page should indicate the phase which this report covers, and **"End of Phase"** should be checked instead of **"Daily"**. **In addition, a narrative is required on each End of Phase evaluation.** This should be completed by the supervisor prior to the End of Phase interview.

A Recruit's performance in each performance category must average out at an acceptable level in order to move on to the next phase of field training. It is understandable that a Recruit will have some good days and some bad days. This is the reasoning behind an End of Phase Evaluation - to average the ratings out to soften the effects of extremes. A Recruit's performance in a particular category may average out as less than acceptable for a phase due to an earlier performance problem that had been corrected, but the acceptable ratings were not enough to push the average into the acceptable range. Specific situations such as this will, of course, be considered in the End of Phase Evaluation and the Recruit may be permitted to advance in the program accordingly.

CONTESTED EVALUATIONS

The Recruit may contest any evaluation he/she does not agree with. The appropriate procedure will involve the Recruit completing an Internal Correspondence Report addressed to the appropriate Squad Supervisor. This report will be presented at the End of Phase interview.

The report should contain the specific nature of the contested evaluation with supporting narratives and/or documentation. The appropriate Squad Supervisor will accept the contested evaluation report and attempt to reach an agreement with the parties involved. The report will be filed along with the Daily and End of Phase evaluations as a matter of record.