

APPENDIX E
SAMPLE FORM

PRESCRIPTIVE TRAINING REPORT

(FOR TRAINEE SMITH)

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| <input type="checkbox"/> PHASE A | <input type="checkbox"/> PHASE B | <input checked="" type="checkbox"/> PHASE C | <input checked="" type="checkbox"/> PHASE D | REPORT DATE |
|----------------------------------|----------------------------------|---|---|-------------|
| Non-Emergency Incident Response | Emergency Incident Response | Patrol Activities | Criminal Investigation | 06/17/2014 |

| Trainee (Full Name) | Badge/ID | PTO (Full Name) | Badge/ID |
|---------------------|----------|-----------------|----------|
| Robert C. Smith | 1365 | Michael Sanchez | 2930 |

PART A. TRAINING DEFICIENCIES

(Include areas of difficulty and/or specific core competencies which need improvement.)

Throughout training phases C and D of the training program, Trainee Robert Smith has had difficulties in the following areas.

1. Officer Safety (Core Competency 12)

- Trainee Smith has continually driven his patrol car in front of addresses when responding to calls for service.
- Trainee Smith is also showing difficulties multitasking when dealing with suspects. When Trainee Smith is engaged with a suspect during a field activity, he will take his eyes off the suspect while conducting a want/warrants check. This has happened on three occasions.

2. Legal Authority (CC 10)

- Trainee Smith is still unable to demonstrate his legal authority as a peace officer. When we have an arrest situation, Trainee Smith becomes confused with the legal procedures of making an arrest.
- Trainee Smith also has difficulties applying *Terry v. Ohio* to subject stops on the street. Trainee Smith needs to become more aware of his legal authority while working as a peace officer.

3. Self-Awareness/Self-Regulation (CC 15)

- The last competency Trainee Smith is having difficulty with is self-awareness. Trainee Smith becomes frustrated with his performance.
- When I point out areas needing improvement, Trainee Smith makes excuses about why he performed in a substandard manner and will not accept responsibility for his own behavior. He blames something or someone else for his failures. At one point, while discussing an officer safety issue, Trainee Smith became argumentative.
- Trainee Smith needs to become more self-aware of his body language and his reactions to feedback.

APPENDIX E *cont*

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Phase: A B C D

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PART B. TRAINING PLAN

(Include trainee's willingness to accept assessment and recommended training. Describe overall training plan, schedule, training scenario(s), and any materials for review, and/or written reports.)

Trainee Smith and I discussed all of the above listed issues. Trainee Smith is aware of the issues and is willing to work on them. We are requesting two weeks to complete the prescriptive training.

1. Scenario Training

- Trainee Smith has requested to participate in some scenario training to work on the first issue of officer safety.
- We will set up several scenarios that make Trainee Smith utilize officer safety practices. We will use Simunitions during the scenarios. Trainee Smith will participate in the scenarios in both suspect and officer/deputy roles.
- Trainee Smith is able to discuss and define proper officer safety practices; his difficulty is with applying officer safety practices to street situations.

2. Review Material

- Trainee Smith and I discussed the issues regarding legal authority. At the conclusion of the discussion, it appeared that Trainee Smith lacks baseline knowledge in legal authority.
- Trainee Smith agrees with the assessment. Trainee Smith plans to review his academy course material regarding legal authority. This should include the definitions of probable cause, reasonable suspicion, peace officer's authority to make misdemeanor, and felony arrest (*Terry v. Ohio*).
- Trainee Smith will then design two ill-structured problems that encompass the research.

3. Written Report:

- Trainee Smith and I discussed self-awareness. I asked him about his knowledge of Emotional Intelligence. Trainee Smith had very little knowledge about the subject. Trainee Smith states that he becomes frustrated with his performance and then has a difficult time communicating when the performance is assessed. I pointed out to him that his reactions are seen as abrupt and rude.
- Trainee Smith said he will review the "Emotional Competence Framework" and the subject Command Presence and Officer Safety located in his academy workbook, Learning Domain (LD) 33. He will then prepare a written report on how good emotional intelligence can help him complete the program and what effects it can have on his professional career.
- The written report will be presented on this date: **Thur, August 9, 2014.**

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Phase: A B C D

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PART C. PERFORMANCE OUTCOMES*(Explain specific goals and competencies which the trainee will need to demonstrate.)*

The following performance outcomes for **arrest and control**, **defensive tactics**, and **tactical communication** will be achieved for Trainee Smith.

1. Describe officer safety, the concepts of cover and concealment, and tactical awareness during field activities.
2. Demonstrate officer safety tactics while involved in field activities.
3. Define five instances where he can use police powers to detain or arrest a person.
4. Demonstrate how to conduct a “Terry Stop” while on patrol.
5. Define the five components of emotional intelligence.
6. Apply the five components of emotional intelligence while working as a peace officer.

PART D. REQUIRED SIGNATURES

Trainee ► _____ Date _____

PTO ► _____ Date _____

Print Full Name of PTP SAC: Cheryl Galveston

Badge/ID: 7634

PTP SAC ► _____ Date _____